PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING: MAY 15, 2025

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: May 15, 2025

TIME: 4:30 PM Retiree Recognition Ceremony & Reception
5:30 PM Closed Session
6:30 PM Open Session

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

VIRTUAL ZOOM MEETING
https://pgusd.zoom.us/j/89182911985?pwd=p5tD0eZd6vVbAkYcNqaMKLcoPYCks1.1

Meeting ID: 891 8291 1985
Passcode: 359313
One tap mobile +16699006833,,81793111121#,,,,*717431# US (San Jose)
+16694449171,,81793111121#,,,,*717431# US
Find your local number: https://pgusd.zoom.us/u/kdsFxgImWk

Trustees:
Dr. Elliott Hazen, President
Jennifer McNary, Clerk
Laura Ottmar
Beth Shammas
Mike Wachs

Administration:
Superintendent Dr. Linda Adamson
Assistant Superintendent Joshua Jorn

Student Representative(s):
William Powley

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.

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. Retiree Recognition Ceremony & Reception

E. 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.

1. Negotiations – Collective Bargaining Session planning and preparation with the PGTA for 2024-2025 [Government Code § 3549.1 (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.

2. Negotiations – Collective Bargaining Session planning and preparation with the CSEA for 2024-2025 [Government Code § 3549.1 (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.

3. Public Employee Discipline/Dismissal/Release/Leave/Complaint [Government Code § 54957]

4. Superintendent Goals, Evaluation & Contract [Government Code § 54957]

B. Public Comment on Closed Session Topics

C. Adjourn to Closed Session

III. RECONVENE IN OPEN SESSION

A. Report Action Taken in Closed Session:

1. Negotiations – Collective Bargaining Session planning and preparation with the PGTA for 2024-2025 [Government Code § 3549.1 (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.

2. Negotiations – Collective Bargaining Session planning and preparation with the CSEA for 2024-2025 [Government Code § 3549.1 (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.

3. Public Employee Discipline/Dismissal/Release/Leave/Complaint [Government Code § 54957 subdivision(b)]

4. Superintendent Goals, Evaluation & Contract [Government Code § 54957]

B. Pledge of Allegiance

C. Pacific Grove High School – Poetry Performance – Ms. Jessica Grogan

D. Pacific Grove High School – Mock Trial Presentation – Ms. Jenna Hall

IV. COMMUNICATIONS

A. Student Representative Comments

B. Board Member Comments/Written Communications

C. Superintendent Report

D. Safety 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 AGENDA

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING: MAY 15, 2025

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 April 22, 2025 Special Board Meeting **10**
Recommendation: (Dr. Linda Adamson, Superintendent) The District Administration recommends that the Board review and approve the minutes.

B. Minutes of May 1, 2025 Regular Board Meeting **15**
Recommendation: (Dr. Linda Adamson, Superintendent) The District Administration recommends that the Board review and approve the minutes.

C. Cash Receipts Report #13 **23**
Recommendation: (Joshua Jorn, Assistant Superintendent) The District Administration recommends that the Board review and approve the Cash Receipts Report.

D. Acceptance of Donations **25**
Recommendation: (Joshua Jorn, Assistant Superintendent) The District Administration recommends that the Board review and accept the donations.

E. Out of County/Overnight Activities **26**
Recommendation: (Joshua Jorn, Assistant Superintendent) The District Administration recommends that the Board review and approve the Out of County and/or Overnight Activities.

F. SPSA – Robert H. Down Elementary School (2025-26 SY) **28**
Recommendation: (Emily Tsai Brownfield, Principal) The District Administration recommends that the Board review and approve the Single Plan for Student Achievement (SPSA) for Robert H. Down Elementary School for the upcoming 2025-26 school year.

G. SPSA – Forest Grove Elementary School (2025-26 SY) **92**
Recommendation: (Abbie Arbrun, Principal) The District Administration recommends that the Board review and approve the Single Plan for Student Achievement (SPSA) for Forest Grove Elementary School for the upcoming 2025-26 school year.

H. SPSA – Pacific Grove Middle School (2025-26 SY) **150**
Recommendation: (Sean Roach, Principal) The District Administration recommends that the Board review and approve the Single Plan for Student Achievement (SPSA) for Pacific Grove Middle School for the upcoming 2025-26 school year.

I. SPSA – Pacific Grove High School (2025-26 SY) **213**
Recommendation: (Greg O'Meara, Principal) The District Administration recommends that the Board review and approve the Single Plan for Student Achievement (SPSA) for Pacific Grove High School for the upcoming 2025-26 school year.

J. SPSA – Pacific Grove Community High School (2025-26 SY) **271**
Recommendation: (Greg O'Meara, Principal) The District Administration recommends that the Board review and approve the Single Plan for Student Achievement (SPSA) for Pacific Grove Community High School for the upcoming 2025-26 school year.

K. PGHS – Contract for Services with Mary Hooper **327**
Recommendation: (Greg O'Meara, Principal) The District Administration recommends that the Board review and approve the Pacific Grove High School Contract for Services with Mary Hooper for the Senior Picnic.

L. PGHS – Contract for Services with Kenji Penniman **334**
Recommendation: (Greg O'Meara, Principal) The District Administration recommends that the Board review and approve the Pacific Grove High School Contract for Services with Kenji Penniman for the Senior Picnic.

M. MOU – Memorandum of Understanding with San Jose State University (SJSU) **341**
Recommendation: (Buck Roggeman, Chief Human Resources Officer) The District Administration recommends that the Board approve the Memorandum of Understanding (MOU) with San Jose State University (SJSU) to establish a clinical student placement agreement.

N. Nutrition Services Equipment Surplus – PGUSD **348**
Recommendation: (Robert Silveira, Director of School Nutrition) The District Administrations recommends that the Board review and approve the list of surplus equipment for discard form the Pacific Grove Unified School District.

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

VII. PUBLIC HEARING

i. Adopted Budget Public Hearing (FY 2025-26) **350**
Recommendation: (Joshua Jorn, Assistant Superintendent) The District Administration recommends that the Board review and adopt the District General Fund Budget and all other Funds for fiscal year 2025-26.

Open Public Hearing: _____ Close Public Hearing: _____

- Public Comment:
- Board Discussion:

ii. Pacific Grove Unified School District Local Control & Accountability Plan (LCAP) **352**

Recommendation: (Dr. Lawrence Haggquist, Executive Director of Educational Services) The District Administration recommends the Board hold a public hearing and review the Pacific Grove Unified School District Local Control and Accountability Plan (LCAP) for the 2025-2026 school year.

- Public Comment:
- Board Discussion:

VIII. ACTION/DISCUSSION

A. Adoption of Curriculum **513**
Recommendation: (Dr. Lawrence Haggquist, Executive Director of Educational Services) The District Administration recommends that the Board approve the adoption of the following instructional materials, which were previously displayed for public review and discussed at the public hearing: *EL Education K-5 Language Arts Curriculum, Open Up Resources, 2025 Edition; Marine Science, Castro Huber, 3rd Edition 2025; Ethnic Studies Model Curriculum, California Board of Education, 2021.*

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

B. Adoption – Resolution No. 1157 – LGBTQ+ Pride Month (June 2025) **524**
Recommendation: (Dr. Linda Adamson, Superintendent) The District Administration recommends that the Board adopt Resolution Number 1157 Proclaiming June 2025 as LGBTQ+ Pride Month.

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

C. Adoption – Resolution No. 1159 – School Principals' Day (May 1, 2025) **527**
Recommendation: (Dr. Linda Adamson, Superintendent) The District Administration recommends that the Board adopt Resolution Number 1159 Recognizing May 1, 2025 as School Principals' Day.

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

D. UPK Program Offerings & Review Board Policy 6170.1 – Transitional Kindergarten **530**
Recommendation: (Dr. Linda Adamson, Superintendent) The District Administration recommends that the Board review and give direction regarding the proposed UPK

Program offerings and approve language to Board Policy 6170.1 – Transitional Kindergarten.

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

E. Contract for Services with McDonnell Roofing, Inc. – Project MD-025 – RHD **538**
Recommendation: (Jon Anderson, Director of M.O.T.) The District Administration recommends that the Board review and approve the Contract for Services with McDonnell Roofing Incorporated for Robert H. Down Elementary School.

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

F. Contract for Services with Gourley Construction – Project MD-050 – RHD **548**
Recommendation: (Jon Anderson, Director of M.O.T.) The District Administration recommends that the Board review and approve the Contract for Services with Gourley Construction for Robert H. Down Elementary School.

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

G. Contract for Services with Miracle Play Systems, Inc. – Project MD-051 – FGE **558**
Recommendation: (Jon Anderson, Director of M.O.T.) The District Administration recommends that the Board review and approve the Contract for Services with Miracle Play Systems Incorporated for Forest Grove Elementary School.

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

H. Contract for Services with Ausonio Inc. – Project MD-054 – PGMS **568**
Recommendation: (Jon Anderson, Director of M.O.T.) The District Administration recommends that the Board review and approve the Contract for Services with Ausonio Incorporated for Pacific Grove Middle School.

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

I. Adoption – Resolution No. 1158 – Education Protection Account (EPA) (2025-26) **578**

Recommendation: (Joshua Jorn, Assistant Superintendent) The District Administration recommends that the Board adopt Resolution Number 1158 for the Education Protection Account for 2025-26.

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

J. Proposed Board Calendar **584**
Recommendation: (Dr. Linda Adamson, Superintendent) The District Administration recommends that the Board review and possibly modify meeting dates on the attached calendar and determine, given information from the Administration, whether additional Board dates or modifications need to be established.

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

IX. INFORMATION/DISCUSSION

A. City of Pacific Grove – School Resource Officer (SRO) Update **593**
Recommendation: (Dr. Linda Adamson, Superintendent) The District Administration recommends that the Board receive an additional informational presentation regarding the current role and responsibilities of the School Resource Officer (SRO) assigned through a partnership between the City of Pacific Grove and PGUSD.

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

B. CSBA Board Policy Updates – March 2025 – First Reading **594**
Recommendation: (Dr. Linda Adamson, Superintendent) The District Administration recommends that the Board review the Board Policy, Administrative Regulation, and Board Bylaw updates recently reviewed by the Board Policy Committee on April 29, 2025.

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

C. Future Agenda Items **998**
Recommendation: (Dr. Linda Adamson, Superintendent) The District Administration recommends that the Board review the list of future agenda items and direct Administration to add items to the list and/or schedule items for a particular agenda.

- Public Comment:

- Board Discussion:
- Direction: _____

X. ADJOURNMENT

Next regular Board meeting: June 5, 2025

Next special Board meeting: June 26, 2025

Board Cover Sheet

Consent

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

Meeting Date
May 15, 2025

Presenter(s)
Linda Adamson
Superintendent

Item
Minutes of April 22, 2025 Special 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.

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

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
SPECIAL MEETING MINUTES: APRIL 22, 2025
YouTube: https://www.youtube.com/watch?v=6cVFzLIrk90

District Office
435 Hillcrest Avenue
Pacific Grove, CA 93950

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.

I. OPENING BUSINESS

A. Call to Order – *5:30 PM by President Dr. Elliott Hazen*

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

Trustee(s) Present:	President Dr. Elliott Hazen (EH) Clerk Jennifer McNary (JM) Trustee Laura Ottmar (LO) Trustee Beth Shammas (BS)
Trustee(s) Virtual at Alternate Location:	Trustee Mike Wachs (MW) **Address corrected**
Administration Present:	Superintendent Dr. Linda Adamson (LA) Assistant Superintendent Joshua Jorn (JJ)
Board Recorder:	Lucero Villegas
Student Representative:	William Powley (SR)
School Site Acronyms:	District Office (DO) Forest Grove Elementary School (FGE) Robert H. Down Elementary School (RHD) Pacific Grove Middle School (PGMS) Pacific Grove High School (PGHS) Pacific Grove Community High School (PGCHS) Pacific Grove Adult Education (PGAE)

D. Adoption of Agenda

- Public Comment:
  - *N/A*

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
SPECIAL MEETING MINUTES: APRIL 22, 2025
YouTube: https://www.youtube.com/watch?v=6cVFzLIrk90

- Board Discussion:
  - *Trustee(s) discussed item(s)*
- **Move: *EH* Second: *JM* Vote: *5 – 0 Motion PASSED***
- ***EH: Aye JM: Aye LO: Aye BS: Aye MW: Aye***

II. CLOSED SESSION

➢ YouTube 3:27

A. Identify Closed Session Topics:
The Board of Education will meet in Closed Session to consider matters appropriate for Closed Session in accordance with Education and Government Code.
1. Negotiations – Collective Bargaining Session planning and preparation with the PGTA for 2024-2025 [Government Code § 3549.1 (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.
2. Negotiations – Collective Bargaining Session planning and preparation with the CSEA for 2024-2025 [Government Code § 3549.1 (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.
3. Public Employee Discipline/Dismissal/Release/Leave/Complaint [Government Code § 54957]

B. Public Comment on Closed Session Topics
   a. *N/A*

C. Adjourn to Closed Session

III. RECONVENE IN OPEN SESSION

➢ YouTube 4:09

A. Report Action Taken in Closed Session:

1. Negotiations – Collective Bargaining Session planning and preparation with the PGTA for 2024-2025 [Government Code § 3549.1 (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.
   a. *Information received*
2. Negotiations – Collective Bargaining Session planning and preparation with the CSEA for 2024-2025 [Government Code § 3549.1 (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.
   a. *Information received*
3. Public Employee Discipline/Dismissal/Release/Leave/Complaint [Government Code § 54957 subdivision(b)]

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
SPECIAL MEETING MINUTES: APRIL 22, 2025
YouTube: https://www.youtube.com/watch?v=6cVFzLIrk90

a. *Item 1 – Information received*
b. *Item 2 – Information received & direction given*

B. Pledge of Allegiance

IV. ACTION/DISCUSSION

➢ YouTube 5:19

A. 2025-26 Mental Health Therapist Salary Schedule

- Public Comment:
  - *N/A*
- Board Discussion:
  - *Trustee(s) discussed item(s)*
- **Move: *JM* Second: *BS* Vote: *4 – 0 Motion PASSED***
- ***EH: Aye JM: Aye LO: Abstained BS: Aye MW: Aye***

B. Speech Language Pathologist Job Description

- Public Comment:
  - *N/A*
- Board Discussion:
  - *Trustee(s) discussed item(s)*
- **Move: *EH* Second: *LO* Vote: *5 – 0 Motion PASSED***
  - *Approved w/added wording to bullet three*
- ***EH: Aye JM: Aye LO: Aye BS: Aye MW: Aye***

C. Education Specialist Teacher – Itinerant Job Description

- Public Comment:
  - *N/A*
- Board Discussion:
  - *Trustee(s) discussed item(s)*
- **Move: *JM* Second: *EH* Vote: *5 – 0 Motion PASSED***
- ***EH: Aye JM: Aye LO: Aye BS: Aye MW: Aye***

D. Career and Technical Education (CTE)/Visual & Performing Arts (VAPA) Coordinator – Job Description

- Public Comment:
  - *N/A*
- Board Discussion:
  - *Trustee(s) discussed item(s)*

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
SPECIAL MEETING MINUTES: APRIL 22, 2025
YouTube: https://www.youtube.com/watch?v=6cVFzLIrk90

- **Move: *EH* Second: *JM* Vote: *5 – 0 Motion PASSED***
  - *Approved w/added & modified wording*
- ***EH: Aye JM: Aye LO: Aye BS: Aye MW: Aye***

V. INFORMATION/DISCUSSION

➢ YouTube 33:11

A. Local Control and Accountability Plan (LCAP) Community Input Update

- Public Comment:
  - *One (1) comment received virtually*
- Board Discussion:
  - *Trustee(s) discussed item(s)*
- **Direction: *Continue LCAP discussion***

VI. ADJOURNMENT

Adjourned – *9:05 PM*

Next regular Board meeting(s): May 1, 2025 & May 15, 2025

Approved and submitted:



_____
Superintendent Dr. Linda Adamson
Secretary to the Board

Board Cover Sheet

Consent

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

Meeting Date
May 15, 2025

Presenter(s)
Linda Adamson
Superintendent

Item
Minutes of May 1, 2025 Regular Board Meeting

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

Background
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Information
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Fiscal Impact
N/A

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING MINUTES: MAY 1, 2025
YouTube: https://www.youtube.com/watch?v=VZPFsx9mQRE

District Office
435 Hillcrest Avenue
Pacific Grove, CA 93950

Mission Statement

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I. OPENING BUSINESS

A. Call to Order – *5:30 PM by President Dr. Elliott Hazen*

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C. Roll Call

Trustee(s) Present:	President Dr. Elliott Hazen (EH)
	Clerk Jennifer McNary (JM)
	Trustee Beth Shammas (BS)
Trustee(s) Absent:	Trustee Laura Ottmar (LO)
	Trustee Mike Wachs (MW)
Administration Present:	Superintendent Dr. Linda Adamson (LA)
	Assistant Superintendent Joshua Jorn (JJ)
Board Recorder:	Lucero Villegas
Student Representative:	William Powley (SR)
School Site Acronyms:	District Office (DO)
	Forest Grove Elementary School (FGE)
	Robert H. Down Elementary School (RHD)
	Pacific Grove Middle School (PGMS)
	Pacific Grove High School (PGHS)
	Pacific Grove Community High School (PGCHS)
	Pacific Grove Adult Education (PGAE)

D. Adoption of Agenda

- Public Comment:
  - *N/A*

- Board Discussion:
  - *TEXT*
- **Move: *EH* Second: *BS* Vote: *3 – 0 Motion PASSED***

II. CLOSED SESSION

➢ YouTube 2:14

A. Identify Closed Session Topics:
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3. Public Employee Discipline/Dismissal/Release/Leave/Complaint [Government Code § 54957]
4. Superintendent Goals & Evaluation

B. Public Comment on Closed Session Topics
   a. N/A

C. Adjourn to Closed Session

III. RECONVENE IN OPEN SESSION

➢ YouTube 3:14

A. Report Action Taken in Closed Session:

1. Negotiations – Collective Bargaining Session planning and preparation with the PGTA for 2024-2025 [Government Code § 3549.1 (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.
   a. Information received
2. Negotiations – Collective Bargaining Session planning and preparation with the CSEA for 2024-2025 [Government Code § 3549.1 (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.
   a. N/A
3. Public Employee Discipline/Dismissal/Release/Leave/Complaint [Government Code § 54957 subdivision(b)]

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING MINUTES: MAY 1, 2025
YouTube: https://www.youtube.com/watch?v=VZPFsx9mQRE

a. *Information received*

4. Superintendent Goals & Evaluation
   a. *Information received*

B. Pledge of Allegiance

C. Pacific Grove High School – Breaker Bots – Ms. Sally Richmond

D. Association of California School Administrators (ACSA) – "Every Student Succeeding" Award" Region 10 Winner – Anthony Garcia Trinidad

E. Student Board Representative(s) Recognition

IV. COMMUNICATIONS

➢ YouTube 33:17

A. Student Representative Comments

B. Board Member Comments/Written Communications

C. Superintendent Report

D. Safety Report

V. INDIVIDUALS DESIRING TO ADDRESS THE BOARD

➢ YouTube 52:11

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. Community Members (Non-Agenda Items)
   a. *Ten (10) comments received in person*

B. PGUSD Staff Comments (Non-Agenda Items)
   a. *Two (2) comments received in person*

VI. CONSENT AGENDA

➢ YouTube 1:25:24

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING MINUTES: MAY 1, 2025
YouTube: https://www.youtube.com/watch?v=VZPFsx9mQRE

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 March 27, 2025 Special Board Meeting
B. Minutes of April 3, 2025 Regular Board Meeting
C. Warrant Schedule #678
D. Cash Receipts Report #12
E. Acceptance of Donations
F. Revolving Cash Report #6
G. Out of County/Overnight Activities
H. Personnel Report
I. MOU – Memorandum of Understanding with Monterey Bay Swim Club (MBSC)
J. Lease Agreement with The WAVE Youth Program of Pacific Grove (TWP)
K. Contract for Services – Chris Charfauros Timing – PGMS
L. Contract for Services – Kona Ice of Monterey & Salinas – FGE
M. Contract for Services – Monterey Bay Equestrian Center – FGE
N. Contract for Services – Fiesta Face Paint – FGE
O. Contract for Services – MY Museum – FGE
P. Contract for Services – MTH Photo Booth & DJ Services – FGE
Q. Contract for Services – MY Museum – RHD
R. Contract for Services – Adventures by the Sea – RHD
S. MOU – Memorandum of Understanding with Santa Clara Unified School District (SCUSD) – Designated Subjects Adult Education Teaching Credential Program

- Public Comment:
  - *N/A*
- Board Discussion:
  - *Trustee(s) discussed item(s)*
- **Move: *JM* Second: *BS* Vote: *3 – 0 Motion PASSED***

VII. PUBLIC HEARING – PROPOSED ADOPTION OF CURRICULUM

➢ YouTube 1:27:52

Public Hearing: Pursuant to Education Code Section 60119 and 60422, the District's Governing Board Will Hold a Public Hearing on the Proposed Adoption of the following three textbooks for the Pacific Grove High School, Forest Grove Elementary School & Robert H. Down Elementary School: *EL Education K-5 Language Arts Curriculum, Open Up Resources, 2025 Edition; Marine Science, Castro Huber, 3rd Edition 2025; Ethnic Studies Model Curriculum, California Board of Education, 2021.*

Open Public Hearing: *7:56 PM* **Close Public Hearing: *7:58 PM***

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING MINUTES: MAY 1, 2025
YouTube: https://www.youtube.com/watch?v=VZPFsx9mQRE

VIII. ACTION/DISCUSSION

➢ YouTube 1:30:14

A. Adoption – Resolution No. 1153 – "California Day of the Teacher" & "Teacher Appreciation Week"

- Public Comment:
  - *N/A*
- Board Discussion:
  - *Trustee(s) discussed item(s)*
- **Move: *EH* Second: *BS* Vote: *3 – 0 Motion PASSED***

B. Adoption – Resolution No. 1154 – Classified School Employee Week

- Public Comment:
  - *N/A*
- Board Discussion:
  - *Trustee(s) discussed item(s)*
- **Move: *JM* Second: *BS* Vote: *3 – 0 Motion PASSED***

C. CHS – Lead Teacher Job Description

- Public Comment:
  - *N/A*
- Board Discussion:
  - *Trustee(s) discussed item(s)*
- **Move: *EH* Second: *JM* Vote: *3 – 0 Motion PASSED***

D. Final Classified Resolution No. 1155

- Public Comment:
  - *N/A*
- Board Discussion:
  - *Trustee(s) discussed item(s)*
- **Move: *BS* Second: *JM* Vote: *3 – 0 Motion PASSED***

E. Final Certificated Resolution No. 1156

- Public Comment:
  - *N/A*
- Board Discussion:
  - *Trustee(s) discussed item(s)*
- **Move: *EH* Second: *BS* Vote: *3 – 0 Motion PASSED***

F. Proposed Board Calendar (January-June 2026)

- Public Comment:
  - *N/A*
- Board Discussion:
  - *Trustee(s) discussed item(s)*
- **Move: *JM* Second: *EH* Vote: *3 – 0 Motion PASSED***

IX. INFORMATION/DISCUSSION

➢ YouTube 1:55:45

A. Nutrition Services Update

- Public Comment:
  - *Two (2) comments received in person*
- Board Discussion:
  - *Trustee(s) discussed item(s)*
- **Direction: *N/A***

B. City of Pacific Grove – School Resource Officer (SRO) Update

- Public Comment:
  - *Two (2) comments received in person*
- Board Discussion:
  - *Trustee(s) discussed item(s)*
- **Direction: *Item will continue in a future Board meeting.***

C. Architectural Request for Qualifications (RFQ) Results

- Public Comment:
  - *N/A*
- Board Discussion:
  - *Trustee(s) discussed item(s)*
- **Direction: *Item will continue in a future Board meeting.***

D. Construction/Program Management Request for Qualifications (RFQ) Results

- Public Comment:
  - *N/A*
- Board Discussion:
  - *Trustee(s) discussed item(s)*
- **Direction: *Item will continue in a future Board meeting.***

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING MINUTES: MAY 1, 2025
YouTube: https://www.youtube.com/watch?v=VZPFsx9mQRE

E. Future Agenda Items

- Public Comment:
  - *N/A*
- Board Discussion:
  - *Trustee(s) discussed item(s)*
- **Direction: *TK BP/AR (6170.1) will be reviewed in a future Policy Committee Meeting.***

X. ADJOURNMENT – *9:43 PM*

Next regular Board meeting(s): May 15, 2025 & June 5, 2025

Approved and submitted:



Superintendent Dr. Linda Adamson
Secretary to the Board

Board Cover Sheet

Consent

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

Meeting Date

May 15, 2025

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 April 11, 2025 - May 6, 2025.

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

PGUSD

2024-25 BOARD REPORT #13 Cash Receipts

April 11, 2025-May 6, 2025

Date	Num	Name	Account	Amount
Apr 11 - May 6, 25				
04/15/2025	22992	BASRP-RD	CORRECTION	-230.42
04/15/2025	22993	BASRP-RD	FEES COLLECTED	23,691.79
04/15/2025	22994	BASRP-RD	FEES COLLECTED	8,988.09
04/15/2025	22995	BASRP-RD	FEES COLLECTED	8,378.45
04/15/2025	22996	BASRP-FG	FEES COLLECTED	14,969.65
04/15/2025	22997	BASRP-FG	FEES COLLECTED	5,993.09
04/15/2025	22998	BASRP-FG	FEES COLLECTED	4,728.39
04/16/2025	22999	Robert Down Elementary	DONATION	240.00
04/16/2025	23000	STATE OF CALIFORNIA	REIMBURSMENT	26,786.87
04/17/2025	7401	P G PRIDE	GRANTS	3,127.00
04/17/2025	7402	MONTEREY BAY CHARTER SCHOOL	UTILITIES	8,237.96
04/17/2025	7403	STATE OF CALIFORNIA	MEDI-CAL	2,799.62
04/17/2025	7404	Brian Swanson	Benefits	461.00
04/17/2025	7405	RETIREE INSURANCE	RETIREE INSURANCE	183.00
04/17/2025	7406	ASE - After School Enrichment	FEES COLLECTED	5,110.00
04/24/2025	7407	Developer Fees	Developer Fees	3,505.26
04/24/2025	7408	EMPLOYEE	REIMBURSMENT	124.98
04/24/2025	7409	Developer Fees	Developer Fees	673.68
04/24/2025	7410	STATE OF CALIFORNIA	MEDI-CAL	41,566.30
04/24/2025	7411	MONTEREY BAY CHARTER SCHOOL	RENT	23,423.40
04/24/2025	7412	Robert Down Elementary	Birthday Books	20.00
04/24/2025	7413	PGMS	DONATION TO MS	1,920.00
04/24/2025	7414	RETIREE INSURANCE	RETIREE INSURANCE	1,016.00
05/06/2025	7415	Robert Down Elementary	DONATION	80.00
05/06/2025	7416	ADULT EDUCATION	ADULT EDUCATION	500.00
05/06/2025	7417	Facilitron	RENT	928.80
05/06/2025	7418	STATE OF CALIFORNIA	MEDI-CAL	712.19
05/06/2025	7419	PGMS	DONATION TO MS	96.00
05/06/2025	7420	PGMS	DONATION TO MS	2,040.00
05/06/2025	7421	RETIREE INSURANCE	RETIREE INSURANCE	2,165.55
05/06/2025	7422	Developer Fees	Developer Fees	9,150.90
05/06/2025	7423	Robert Down Elementary	DONATION	80.00
05/06/2025	7424	Robert Down Elementary	Birthday Books	20.00
05/06/2025	7425	Developer Fees	Developer Fees	3,520.77
05/06/2025	7426	FOOD SERVICE	SALES	520.68
Apr 11 - May 6, 25				205,529.00

Board Cover Sheet

Consent

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

Meeting Date

May 15, 2025

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

Various	$400 (Pechan's Class Field Trip)

Pacific Grove Middle School

Various	$3,960.00 (8th Grade Boardwalk Trip)
Fun Friday Lunch	$96.00 (Priest's Music Class)

Pacific Grove High School
None

Pacific Grove Community High School
None

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

Friends of PG Preschool	$1,200

Pacific Grove Unified School District
None

Fiscal Impact

N/A

Board Cover Sheet

Consent

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

Meeting Date
May 15, 2025

Presenter(s)
Josh Jorn
Assistant Superintendent

Item
Out of County/Overnight Activities

Recommendation
The District Administration recommends that the Board review and approve the Out of County and/or Overnight requests.

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

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

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

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

2024-25 OUT OF COUNTY OR OVERNIGHT ACTIVITIES

Date(s)	Destination	Student/ Class/ Activity	Transportation	Cost	Funding Source
5/28/2025	Tech Interactive Museum San Jose, CA	Forest Grove 5th Graders Field Trip	Charter	$ 3,548.00	Donations and FG Site Funds

Board Cover Sheet

Consent

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

Meeting Date
May 15, 2025

Presenter(s)
Emily Tsai Brownfield
Principal

Item
SPSA – Robert H. Down Elementary School (2025-26 SY)

Recommendation
The District Administration recommends that the Board review and approve the Single Plan for Student Achievement (SPSA) for Robert H. Down Elementary School for the upcoming 2025-26 school year.

Background
The California Education Code Sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans into a Single Plan, known as the "Single Plan for Student Achievement (SPSA)."

This plan outlines how a school will support their students and is aligned to the District LCAP Goals.

Information
N/A

Fiscal Impact
N/A

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Robert Down Elementary School	27661346026496	April 30, 2025	May 15, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Robert Down Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

The Mission: 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.

Robert Down Elementary meets the criteria for Additional Targeted Support and Improvement in the area of Chronic Absenteeism, specifically for the Socioeconomically Disadvantaged subgroup. An additional ATSI goal and actions have been developed to address Chronic Absenteeism.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Robert Down Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

The Mission: 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.

Robert Down Elementary meets the criteria for Additional Targeted Support and Improvement in the area of Chronic Absenteeism, specifically for the Socioeconomically Disadvantaged subgroup. An additional ATSI goal and actions have been developed to address Chronic Absenteeism.

In order to uphold our Mission, Robert H. Down Elementary will identify students academically under-performing in ELA and Math by progress monitoring their academic growth through various assessments and then providing appropriate intervention services. Additionally, we will seek to better understand and educate our school community in cultural proficiencies to eliminate barriers students of various cultures may experience at our school. We will strive to create a safe environment for all students in which they can learn to their full potential and grow emotionally and socially. We also recognize that in order to ensure our students are fully engaged, we are committed to improve our attendance, specifically reducing chronic absenteeism.

Educational Partner Involvement

How, when, and with whom did Robert Down Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Robert H. Down Site Council reviewed the 2025-2026 SPSA on April 30, 2025. Regular monthly meetings to review and revise the existing plan for 2024-2025 and propose revisions for 2025-2026 occurred on 08/19/2024, 09/16/2024, 10/21/2024, 12/09/2024, 01/21/2025, 02/25/2025, 03/18/2025, 04/22/2024, 05/13/2024. All Site Council agendas are sent via a weekly Principal's Newsletter to all RHD families before each meeting and posted on the school website. School staff reviewed various elements related to the SPSA on 08/05/2024, 09/09/2024, 10/07/2024, 11/12/2024. 12/02/2024, 01/13/2025, 02/03/2025, 03/03/2025, 04/07/2025, and 05/05/2025. Our School Leadership Team also reviewed various elements related to the SPSA on 08/26/2024, 09/24/2024, 10/01/2024, 10/28/2024, 11/25/2024, 12/16/2024, 01/27/2025, 02/24/2025, 03/24/2025, 04/28/2025.

The Principal was able to share information at PTA Meetings which were held on 08/20/2024, 09/17/2024, 10/08/2024, 11/19/2024, 01/21/2025, 02/11/2025, 03/18/2025, 04/08/2025.

In addition, the Principal shared information about Chronic Absenteeism related to ATSI at Open House during the Principal's Address on 04/24/2025.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Robert Down Elementary has been identified as eligible for ATSI support specifically in the area of Chronic Absenteeism, particularly with the Socioeconomically Disadvantaged subgroup. Specific outreach is being conducted and communication about the importance of attendance and what chronic absenteeism is has been communicated to families through Open House, the Principal's Newsletter and through meetings with families.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Chronic Absenteeism

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

None

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Robert Down Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	1.16%	0.74%	0.25%	5	3	1
African American	2.55%	1.47%	0.99%	11	6	4
Asian	7.19%	5.88%	6.45%	31	24	26
Filipino	0.93%	0.74%	1.24%	4	3	5
Hispanic/Latino	16.94%	16.42%	15.38%	73	67	62
Pacific Islander	0.70%	0.74%	0.50%	3	3	2
White	64.04%	65.69%	60.30%	276	268	243
Two or More Races	5.80%	6.37%	10.42%	25	26	42
Not Reported	0.70%	1.96%	4.47%	3	8	
			Total Enrollment	431	408	403

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	71	61	46
Grade 1	61	69	61
Grade 2	70	60	71
Grade3	82	70	59
Grade 4	71	79	68
Grade 5	76	75	76
Total Enrollment	431	414	403

Conclusions based on this data:

1. The overall population of RHD is declining from 431 in 2021-2022 to 403 in 2023-2024. At the beginning of the 2024-2025 school year, with the addition of TK, our student enrollment was 428.
2. Robert Down's population along with the entire Pacific Grove Unified School District continues to decline. However, with the addition of two TK classes in 2024-2025, student enrollment is comparable to 2021-2022. Housing costs are a large factor making it difficult for young families to live here.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	20	17	13	4.6%	4.2%	3.2%
Fluent English Proficient (FEP)	28	24	31	6.5%	5.9%	7.7%

Conclusions based on this data:

1. The EL population has declined when comparing 2023-2024 to 2021-2022. However, in 2024-2025, we served 32 English learners and tested 20 students on the Initial ELPAC, the most we have tested in recent years due to an influx of international students.
2. According to the DIBELS data, 54% of our linguistically diverse students are reading at or above grade level. This is remarkable data and an anomaly. Historically, language learners take 5-7 years to become proficient in English and reading at grade level follows a similar timeline.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	77	71	58	74	69	54	74	69	54	96.1	97.2	93.1
Grade 4	74	77	69	74	76	66	74	76	66	100.0	98.7	95.7
Grade 5	75	71	74	73	67	72	73	67	72	97.3	94.4	97.3
All Grades	226	219	201	221	212	192	221	212	192	97.8	96.8	95.5

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2492.	2488.	2482.	55.41	49.28	44.44	25.68	28.99	33.33	10.81	14.49	11.11	8.11	7.25	11.11
Grade 4	2543.	2531.	2514.	59.46	50.00	43.94	22.97	26.32	25.76	14.86	11.84	16.67	2.70	11.84	13.64
Grade 5	2582.	2555.	2554.	50.68	37.31	40.28	36.99	38.81	33.33	5.48	16.42	20.83	6.85	7.46	5.56
All Grades	N/A	N/A	N/A	55.20	45.75	42.71	28.51	31.13	30.73	10.41	14.15	16.67	5.88	8.96	9.90

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	40.54	36.23	33.33	52.70	57.97	57.41	6.76	5.80	9.26
Grade 4	36.49	36.84	34.85	59.46	55.26	56.06	4.05	7.89	9.09
Grade 5	45.21	26.87	34.72	50.68	65.67	59.72	4.11	7.46	5.56
All Grades	40.72	33.49	34.38	54.30	59.43	57.81	4.98	7.08	7.81

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	36.49	40.58	38.89	56.76	49.28	50.00	6.76	10.14	11.11
Grade 4	40.54	32.89	21.21	56.76	56.58	62.12	2.70	10.53	16.67
Grade 5	42.47	34.33	27.78	45.21	56.72	63.89	12.33	8.96	8.33
All Grades	39.82	35.85	28.65	52.94	54.25	59.38	7.24	9.91	11.98

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	22.97	23.19	25.93	71.62	68.12	62.96	5.41	8.70	11.11
Grade 4	25.68	26.32	15.15	66.22	65.79	81.82	8.11	7.89	3.03
Grade 5	32.88	17.91	22.22	63.01	71.64	72.22	4.11	10.45	5.56
All Grades	27.15	22.64	20.83	66.97	68.40	72.92	5.88	8.96	6.25

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	28.38	24.64	20.37	63.51	71.01	74.07	8.11	4.35	5.56
Grade 4	22.97	22.37	27.27	74.32	71.05	63.64	2.70	6.58	9.09
Grade 5	35.62	22.39	33.33	58.90	76.12	63.89	5.48	1.49	2.78
All Grades	28.96	23.11	27.60	65.61	72.64	66.67	5.43	4.25	5.73

Conclusions based on this data:

1. The 5th grade cohort in 2023-2024 declined in the percentage of students meeting or exceeding standards in ELA performance from their Grade 3 year in 2021-2022 (81.09%) to their Grade 4 year in 2022-2023 (76.32%) to their Grade 5 year in 2023-2024 (73.61%).
2. With the low number of students scoring Below Standard, intervention services are being focused to those who have scored below standard and then to all of those in need.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	77	71	58	74	70	56	74	70	56	96.1	98.6	96.6
Grade 4	74	77	69	74	76	66	74	76	66	100.0	98.7	95.7
Grade 5	75	71	75	73	67	73	73	67	73	97.3	94.4	97.3
All Grades	226	219	202	221	213	195	221	213	195	97.8	97.3	96.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2497.	2490.	2480.	45.95	40.00	35.71	35.14	45.71	39.29	16.22	11.43	19.64	2.70	2.86	5.36
Grade 4	2519.	2528.	2515.	31.08	36.84	30.30	40.54	35.53	37.88	24.32	25.00	25.76	4.05	2.63	6.06
Grade 5	2555.	2542.	2547.	39.73	29.85	39.73	31.51	25.37	23.29	17.81	28.36	26.03	10.96	16.42	10.96
Grade 11															
All Grades	N/A	N/A	N/A	38.91	35.68	35.38	35.75	35.68	32.82	19.46	21.60	24.10	5.88	7.04	7.69

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	63.51	57.14	50.00	33.78	40.00	42.86	2.70	2.86	7.14
Grade 4	37.84	43.42	42.42	51.35	46.05	46.97	10.81	10.53	10.61
Grade 5	26.03	23.88	36.99	64.38	61.19	43.84	9.59	14.93	19.18
Grade 11									
All Grades	42.53	41.78	42.56	49.77	48.83	44.62	7.69	9.39	12.82

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	47.30	40.00	28.57	45.95	54.29	64.29	6.76	5.71	7.14
Grade 4	28.38	42.11	31.82	64.86	56.58	54.55	6.76	1.32	13.64
Grade 5	41.10	38.81	36.99	46.58	49.25	56.16	12.33	11.94	6.85
All Grades	38.91	40.38	32.82	52.49	53.52	57.95	8.60	6.10	9.23

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	40.54	34.29	28.57	55.41	61.43	66.07	4.05	4.29	5.36
Grade 4	36.49	42.11	31.82	56.76	53.95	57.58	6.76	3.95	10.61
Grade 5	27.40	22.39	21.92	63.01	67.16	63.01	9.59	10.45	15.07
All Grades	34.84	33.33	27.18	58.37	60.56	62.05	6.79	6.10	10.77

Conclusions based on this data:

1. The 5th grade cohort in 2023-2024 declined in the percentage of students meeting or exceeding standards in Math performance from their Grade 3 year in 2021-2022 (81.09%) to their Grade 4 year in 2022-2023 (72.37%) to their Grade 5 year in 2023-2024 (63.02%).
2. Concepts and Procedures was the area of biggest challenge for Grade 5 in 2023-2024, while Problem Solving/Data Analysis was the area of biggest challenge for Grade 4 in 2023-2024. The Grade 3 cohort in 2022-2023 had the strongest performance in the three years shown.
3. Intervention services are being offered first to students scoring Standards Not Met and then to all of those in need.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	7	6	*
1	*	*	*	*	*	*	*	*	*	*	*	5
2	*	*	*	*	*	*	*	*	*	5	4	4
3	*	*	*	*	*	*	*	*	*	*	4	4
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		4	*	0
All Grades										20	18	16

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
All Grades	45.00	50.00	25.00	55.00	38.89	37.50	0.00	5.56	6.25	0.00	5.56	31.25	20	18	16

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
All Grades	60.00	55.56	31.25	35.00	33.33	31.25	5.00	5.56	12.50	0.00	5.56	25.00	20	18	16

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
All Grades	35.00	27.78	18.75	55.00	33.33	37.50	10.00	33.33	12.50	0.00	5.56	31.25	20	18	16

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
All Grades	75.00	55.56	43.75	25.00	38.89	37.50	0.00	5.56	18.75	20	18	16

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
All Grades	45.00	61.11	18.75	55.00	33.33	50.00	0.00	5.56	31.25	20	18	16

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
All Grades	40.00	38.89	18.75	60.00	55.56	50.00	0.00	5.56	31.25	20	18	16

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
All Grades	55.00	38.89	31.25	45.00	55.56	43.75	0.00	5.56	25.00	20	18	16

Conclusions based on this data:

1. Due to the low number of English Learners and transiency of our ELs, the percentage performing at each level fluctuates greatly from year to year.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
403	**16.9%**	**3.2%**	**0.0%**
Total Number of Students enrolled in Robert Down Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	13	3.2%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	68	16.9%
Students with Disabilities	46	11.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	1%
American Indian	1	0.2%
Asian	26	6.5%
Filipino	5	1.2%
Hispanic	62	15.4%
Two or More Races	42	10.4%
Pacific Islander	2	0.5%
White	243	60.3%

Conclusions based on this data:

1. Robert Down's largest population continues to be white at 60.3% with Hispanic the next largest group tallying at 15.4%.

2. As our Socioeconomically Disadvantaged and Special Education student population continues to grow, we need to be increasingly sensitive to ensuring we provide additional resources to support our most vulnerable students.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Green		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Our school needs to focus on improving attendance and decreasing chronic absenteeism. Efforts are being made to communicate the importance of attendance and providing options for independent study so absences can be reconciled as we no longer continue with Justifiable Absence Requests.
2. Suspensions continue to be low due to implementation of Toolbox and continuous professional development of trauma-informed practices.

3. ELA and math curriculum along with Intervention are preparing students for CAASPP assessments.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	1

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
50.4 points above standard	Less than 11 Students	0 Students
Declined 4.0 points	10 Students	
186 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	15.5 points above standard
		Maintained 0.6 points
		31 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
10.6 points below standard	Less than 11 Students	Less than 11 Students
Increased 9.9 points	3 Students	1 Student
33 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
68.9 points above standard	Less than 11 Students	13.0 points above standard
Increased 14.6 points	3 Students	Declined 35.6 points
12 Students		26 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
41.6 points above standard	Less than 11 Students	58.8 points above standard
14 Students	1 Student	Maintained 2.4 points
		125 Students

Conclusions based on this data:

1. District identified, targeted subgroups, are performing well on CAASPP ELA assessments.
2. Continue to provide targeted intervention for students who are performing below grade level standard in interim assessments and monitor progress.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	1	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
30.0 points above standard	10.1 points above standard	0 Students
Declined 5.8 points	11 Students	
188 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	6.8 points above standard
		Declined 7.9 points
		31 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
18.8 points below standard	Less than 11 Students	Less than 11 Students
Declined 12.1 points	3 Students	1 Student
33 Students		

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	No Performance Color
59.1 points above standard	Less than 11 Students	9.0 points below standard
Maintained 0.8 points	3 Students	Declined 29.0 points
13 Students		26 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Green
28.6 points above standard	Less than 11 Students	36.4 points above standard
14 Students	1 Student	Declined 6.1 points
		126 Students

Conclusions based on this data:

1. There has been a slight decline in Math performance across all student groups.
2. Focus on Math instructional strategies and progress, particularly for Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic students.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
No Performance Color	No Performance Color
making progress.	making progress.
Number Students: 7 Students	Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**

Conclusions based on this data:

1. Due to the small number of students in this area, there is no data.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	0

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. This is not applicable to Robert Down Elementary.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Yellow	No Performance Color	No Performance Color
13.8% Chronically Absent	13.8% Chronically Absent	0 Students
Declined 2.8	Declined 2.2	
428 Students	29 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Red
0 Students	0 Students	27.5% Chronically Absent
		Maintained 0.2
		69 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
22.6% Chronically Absent	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Declined 2.9	4 Students	1 Student
62 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
8.1% Chronically Absent	Fewer than 11 students - data not displayed for privacy	17.5% Chronically Absent
Declined 7.3	5 Students	Increased 2.8
37 Students		63 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Yellow
19.4% Chronically Absent	Fewer than 11 students - data not displayed for privacy	12.2% Chronically Absent
Increased 0.9	2 Students	Declined 4.6
62 Students		254 Students

Conclusions based on this data:

1. Chronic Absenteeism needs to be a schoolwide focus.
2. Robert Down follows the Monterey County Truancy Abatement Program protocol. Calls are made when students show signs of chronic absenteeism, then an in-person meeting, then referral to the County DA.
3. Increased communication on the importance of attendance and providing opportunities for Independent Study when students have planned absences has been implemented in the Spring 2025 and will continue in 2025-2026.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. This does not apply to Robert Down Elementary.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	5

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 No Performance Color	 No Performance Color
0.2% suspended at least one day	3.2% suspended at least one day	0 Students
Maintained 0%	Increased 3.2%	
434 Students	31 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Blue
0 Students	0 Students	0% suspended at least one day
		Maintained 0%
		69 Students

Students with Disabilities	African American	American Indian
 Blue	 No Performance Color	 No Performance Color
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Declined 1.7%	4 Students	1 Student
62 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Blue
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0% suspended at least one day
Maintained 0%	5 Students	Maintained 0%
39 Students		65 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Blue
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0.4% suspended at least one day
Maintained 0%	2 Students	Maintained 0%
62 Students		256 Students

Conclusions based on this data:

1. Alternatives to suspensions continue as practice at Robert H. Down Elementary.
2. Toolbox Social and Emotional lessons once per week in PE and discussing tools with students while debriefing conflicts helping with low suspension rate.
3. Suspension is used only when a student presents a clear and present danger to themselves or others.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Connectedness and Belonging
All students at Robert H. Down Elementary School will feel connected to the school.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #1. PGUSD will strive to create a "culture of we" at every school site where educators and families work together as partners, sharing responsibility, leadership, and advocacy for the success of students. All PGUSD families will feel welcome and fully invested in their student's education through authentic partnerships with teachers and site leaders in a safe, nurturing, and culturally responsive school environment. All district and school policies and practices will be equitable and inclusive for all students and families creating a culture of belonging where students of every economic circumstance, culture, religion, race, ethnicity, gender, sexual orientation, learning ability, and spoken language feel welcome and a sense of connection.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

2024-2025 CA Healthy Kids Survey Results indicates only 51% perceive meaningful participation in school. Although this is significantly higher compared to prior years, it is significantly lower than other school climate indicators.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024-2025 CA Healthy Kids Survey (CAHKS)	2023-2024 CA Healthy Kids Survey indicated a 4% drop in connectedness to 74%. 2024-2025 School Connectedness 83%	2024-2025 CA Healthy Kids Survey Results and Site Council Survey Results will result in a 5% rise in connectedness.
Participation rates in leadership and service learning opportunities for 4th/5th grades: Service Leaders, Blue Jackets, and Garden Rangers.	Blue Jacket playground helpers, Garden Ranger, Cafeteria Helpers, and Kindness Week helpers programs included 148 participants from the 4th and 5th grades. 2024-2025 Blue Jackets 40 students Lunch Helpers 42 students (included younger students also) We did not have Service Leaders or Garden Rangers in 2024-2025	5% increase in participation for RHD service learning opportunities.
Participation rates and numbers of clubs running	Run Club hosted 50 students. Blue Jackets had 30 students. Drama Club had 30 students.	Participation rates in lunchtime and after- school activities/clubs: yoga, Choir, STEM Club, Robotics, GATE,

	Choir had 40 students. 25 4th and 5th grade students participated in the STEM Club. Yoga Club had 15 1st-5th grade students participate from January 2023 to April 2023. 2024-2025 Data Run Club 63 students Blue Jackets 40 students Drama Club 21 students Choir 20 students STEM Club 23 students Yoga Club 30 students Orchestra/Band 64 students Heritage Club 122 students Dog Club 45 students Robotics Club 30 students Otter Times 30 students Additional Clubs and Days were held, but numbers were not captured.	Blue Jackets, Drama Club, The Otter Times, etc. will show increased participation as well as new formation of clubs.
Establishment of cultural inclusion events and activities that mirrors the cultures of RHD students and families.	2023-2024 There were no cultural themed months or activities 2024-2025 Diwali display Lunar New Year presentation Lenten display Ramadan presentation Santa Lucia Day presentation Cinco de Mayo presentation Presentation on Chinese culture Presentation on Palauan culture Joint ELAC with Forest Grove providing families the opportunity to share a snack and game from their home countries. Multiple presentations in Library of books celebrating various holidays and cultural events	The establishment of some school-wide cultural recognition events and activities that will help students of that culture feel more connected to the school.
Students and families will feel no economic barriers to participating in any school program.	Most school programs and activities have no cost associated with them, but some parents still feel that they can't afford programs associated with school. Monarch Club has a policy of not charging families who qualify for free or reduced lunch.	Parents will not feel economic pressure to have their student participate in school programs.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	A variety of Clubs and Activities will be run by teachers, staff members, and/or community members.	All students	
1.2	4th/5th Grade Student Leadership Training will be provided for Blue Jackets, Cafeteria Helpers, Student Leaders to support with understanding the role of each. Otter awards will be awarded monthly in each class. Spanish awards will also be given in 4th and 5th grade classes.	All Students	500 Site Formula Funds 4000-4999: Books And Supplies Materials and supplies for training and awards. None Specified None Specified
1.3	Library, parents, and classrooms provide focus on different cultures. The Spanish teacher will provide cultural lessons on Hispanic and other cultures. Recommend being able to record and share presentations internally for all students to benefit.	All students	
1.4	Communication will be sent reiterating that school supplies will be provided by the school and any contributions will be considered a donation.	All students with an emphasis on low socioeconomic students	2000 Site Formula Funds 4000-4999: Books And Supplies For purchase for any school supplies needed
1.5	Our School Garden program will continue to be a place for students to learn, connect with one another, and grow in their understanding of themselves and each other as they work together to cultivate our garden	All students	1500 Site Formula Funds 4000-4999: Books And Supplies Garden Program funds.

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Students' feelings of belonging is heightened by "shrinking" the school into smaller communities. This can be accomplished by creating clubs and smaller groups of students working for the same goal. Additionally, cultural groups and recognition also allow for the feeling of belonging and school connectedness. The number of clubs this year has increased and students are initiating clubs they would like to start. Some very basic guidance and training was provided to Blue Jackets this year. Otter Awards this year are being awarded for a variety of recognitions. Our Spanish teacher has also begun to award Spanish awards to students in 4th and 5th grade.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the goal this year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our School Site Council would like to see us develop student leadership a bit more. As a result, in 2025-2026, we will be working on developing a Student Council to promote more leadership and training opportunities for students. A recommendation has also been made to be able to record and share presentations from classrooms so that the whole school can benefit from learning about various cultures and events. An additional action focused on the School Garden program was developed to outline the connection between our School Garden program and school connectedness.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safe and Positive Learning Environment
Provide an environment that is intellectually, physically, and emotionally safe for all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #2. All schools will nurture learning environments that are intellectually, physically, and emotionally safe. Our educators will create an environment that promotes positive relationships among students and staff to increase school connectedness and a sense of belonging. Every student will feel connected to a minimum of one adult on campus who cares for them, watches out for them, checks in with them regularly, and to whom they can turn during times of need.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The score of Perceived School Safety in the California Healthy Kids Survey has fluctuated between 80-89% reporting that they felt safe or fairly safe at school over the past four years.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024-25 CHKS score on Perceived School Safety	73% reported positively in this area 2024-2025 89% perceived school safety.	A 5% increase to 78% or higher reporting positively in this area
2024-25 CHKS score on Anti-bullying Climate	71% reported that they hadn't been bullied. 2024-2025 78% reported that they had not been bullied.	A 5% increase to 76% or higher reporting positively in this area.
Collection of Toolbox Skills through Caught Being Good Cards. 12 students will be selected for Lunch with the Principal each month.	12 Caught Being Good Cards are selected for each month from September through May for Lunch with the Principal.	Caught being Good Cards will be selected during monthly Toolbox Assemblies with continued Lunch with the Principal in the garden.
2024-25 CHKS parent score on "School is a safe place for my child"	55% of parents marked strongly agree on "School is a safe place for my child" 2024-2025 60% of parent marked strongly agree and 36% marked agree on the statement "School is a safe place for my child."	10% increase to 65% reporting that they strongly agree with "School is a safe place for my child"

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Increase use of Toolbox-embedded social-emotional lessons in all grade levels with additional professional development for all staff in using Toolbox/SEL strategies, identifying/recognizing grade level classes at Toolbox Assemblies. A specific effort will be placed in training classified and Monarch Club staff.	All students	1000 General Fund 2000-2999: Classified Personnel Salaries Additional hourly pay for classified staff to attend training.
2.2	Anti-Bullying Lessons will be provided to all grades and Montage Health drug awareness to 5th grades. Add anti-bullying themes to monthly Toolbox assemblies, SEL lessons in classrooms, and possible development of focused groups.	All Students	500 Site Formula Funds 4000-4999: Books And Supplies Lunch Activity Materials
2.3	Parent Professional Development Workshops in Fall and Spring led by Counselor, Mental Health Therapist , and students to provide awareness for SEL, stress and anxiety, executive functioning, transitions and Restorative Practices.	Parents	500 Site Formula Funds 4000-4999: Books And Supplies Materials and resources, as needed.
2.4	Empower students to address others directly. (Caring Circle lesson, 3 step plan cards.)	All students	
2.5	Address safety practices and drills as well as debriefs by observation teams such as M.C. Kimball in Principal's Newsletter on a regular basis to bring a sense of being informed to all parents. Continue to include/invite parents to join the School Safety Committee.	Parents	
2.6	Teach Digital Citizenship and Technology Use responsibility/accountability to students with staff oversight with the development of a comprehensive Technology Use Plan	All students	
2.7	Encourage safe behaviors and use of Toolbox tools by issuing green tickets with a raffle for 12 students at each T oolbox Assembly to have Lunch with the Principal.	All students	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Additional training was offered in the Toolbox tools for parents and staff. We implemented a new Montage Health curriculum and had a guest speaker come to address drug awareness that received excellent feedback. A parent series on SEL, stress and anxiety and a variety of topics was offered Districtwide. 3 Step Plan slides were developed to help students to address conflicts. Two parents joined out School Safety Committee this year and we had an additional Traffic Safety Subcommittee that also met. Safety updates were provided in the Principal's Newsletter weekly. Green "Caught

being good" tickets continue to be issued with a raffle held at each Toolbox Assembly. Students are excited for the opportunity.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We are currently in transition with the sunsetting of the DARE curriculum.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We need to provide training to our classified staff on the use of Toolbox and restorative practices and have set aside some funds to be able to do so next year. Our SSC would like to see a focus on safety as it related to digital citizenship and technology and see a comprehensive Tech Use Plan developed to further expand and ensure an environment that is emotionally and intellectually safe for students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Support
Robert H. Down Elementary students, including targeted student groups, performing at not met or nearly met standards levels in ELA and math as determined by progress monitoring of their academic growth through performance on district interim Measurements of Academic Growth (MAP), Scholastic Reading Inventory (SRI) for 4th and 5th graders enrolled in Read 180, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), curriculum embedded tests (Superkids, Benchmark,, and SWUN Math), as well as state CAASPP assessments will be provided appropriate intervention services and improve at least one level (eg. nearly met to met) on the 2023-2024 and 2024-2025 ELA and math CAASPP assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #3: Unduplicated students (low socio-economic, foster youth, and English Learners) as well as homeless students and students with disabilities will receive the necessary differentiation and support to make accelerated growth to close the achievement gap. When necessary, targeted intervention using a variety of strategies, programs, and small group instruction will be implemented for students requiring additional tiered support. These programs will be designed to show an increase in our state testing scores for all groups and an improvement in our English learner reclassification rate.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CAASPP scores for 2023-2024 show that 73.44% of all students met or exceeded standards in E/LA, a drop of more than 3% from 2022-23 and 68.2% of all students met or exceeded standards in Math, a drop of about 3% as well. Socioeconomically disadvantaged student performance increased by about 5% in ELA and 2% in Math compared to the previous year resulting in 69.81% meeting or exceeding in ELA and 66.04% meeting or exceeding in Math. Hispanic student scored dropped about 13% in ELA and more than 18% in Math resulting in 60% met or exceeded in ELA and 48% met or exceeded in Math.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024-25 CAASPP scores for all students in ELA	2022-2023 CAASPP results: 76.88% of 3rd, 4th, and 5th grade students met or exceeded ELA standards . 23.12% nearly met or did not meet standards. 2023-2024 CAASPP results in ELA 73.44% met or exceeded standards 26.56% nearly met or did not meet standards.	E/LA: A reduction of at least 3% of students in the lowest 2 quartiles (nearly met or did not meet standards) to no more than 20% of all students.
2024-25 CAASPP scores for all students in Math	2022-2023 71.36% of 3rd,4th, and 5th grade students met or exceeded Math standards.	Math: A reduction of at least 3% of students in the lowest 2 quartiles (nearly met or did not meet standards) to no more than 25% of all students.

	28.64% nearly met or did not meet standards for all students 2023-2024 CAASPP results in Math 68.2% met or exceeded standards 31.8% nearly met or did not meet standards	
California Dashboard Chronic Absenteeism Rate (Chronic Absenteeism means student was 10% or more school days absent., which is 18 days in a 180 day school year)	2022-2023 16.6% (71 students) of all students are chronically absent 27.8% (20 students) of socio/economically disadvantaged students are chronically absent 25.5% (14 students) of students with disabilities are chronically absent. 2023-2024 13.8% (59/428) of all students were chronically absent 27.5% (19/69) of socioeconomically disadvantaged students were chronically absent 17.5% (11/63 students) of Hispanic students were chronically absent 19.4% (12/62 students) of Two or More Race students were chronically absent 22.6% (14/62) of Students with Disabilities were chronically absent	At least a 5% reduction in both social/economically disadvantaged students and students with disabilities. This will also result in a 5% (approximate) reduction for all students.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Training in Professional Learning Communities (PLC) work and the implementation of Tier 1 strategies (in the classroom) for all teachers and instructional assistants. This Process will be in parallel with Forest Grove work in this area.	All Students but with a focus on students in the lowest two quartiles in both E/LA and Math	None Specified None Specified
3.2	Measure of Academic Progress (MAP) test will be given to all students to identify growth and to identify those students scoring in the lowest quintiles.	All Students with an emphasis on the lowest performing students.	
3.3	Students scoring the lowest on the Measure of Academic Progress (MAP) test will be given priority in intervention services in the area(s) of need.	General Education students scoring at the lowest academic performance on the MAP and CAASPP assessments.	
3.4	PLC training, Tier 1 training, and RTI training will be given during staff meetings in order to support best practices and to develop stronger tiered support both within and outside of the classroom.	All students with an emphasis on struggling students	
3.10			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Initial training on Professional Learning Communities was provided by our District in the Spring followed up by some initial work in grade level collaboration. Training on implementation of Tier 1 strategies was not provided this year other than for those who participated in the ELA pilot. Intervention was provided to all students who demonstrated need according to data in MAP and DIBELS. Several students were able to exit from intervention as a result.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No expenditures were made on PLC training due to the District providing the initial training districtwide. Tier 1 strategies training was not provided for instructional assistants this year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to look at our data and implement the actions as planned. No additional expenditures anticipated at this time to implement this goal. A separate goal to address Chronic Absenteeism was created due to the school being designated in ATSI status.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Culture of "We"
Robert Down Elementary will increase cultural proficiency with staff, students, and parents in order to better serve students' needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PGUSD will strive to create a "Culture of We" at every school site where educators and families work together as partners, sharing responsibility, leadership, and advocacy for the success of ALL students. All PGUSD families will feel welcome and fully invested in their student's education through authentic partnerships with teachers and site leaders in a safe, nurturing, and culturally responsive school environment. All district and school policies and practices will be equitable and inclusive for all students and families creating a culture of belonging where students of every economic circumstance, culture, race, ethnicity, gender, sexual orientation, learning ability, or language feel a strong sense of connection.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There have been concerns that some student groups have been overlooked or have been mistreated due to their culture.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids Survey	2023-24 CA Healthy Kids survey showed that "Fairness" was at 72%, which is below the State average of 73%. 47% of students reported that they felt that they had "Meaningful Participation", which is above the State average of 41%. 2024-2025 Fairness 85% Meaningful Participation 51% Expected Outcome established from 2023-2024 was met in 2024-2025.	CA Healthy Kids results will reflect a 5% increase in both "Fairness" and in "Meaningful Participation"
RHD Site Council Survey	Site Council survey was not conducted for 2023-2024. 2024-2025 Our School Site Council decided that a general survey would suffice to provide	A baseline of student, staff, and parents' sense of areas of strength and areas needing improvement is established which will be given to the Cultural Proficiency Team to help design a response for the school.

	feedback. Results are still being collected. As of May 4, 2025, 67% indicated their experience has been very positive and 33% positive. Individuals also provided feedback on elements that contributed to their rating as well as recommendation to improve their experience.	
CORE SEL Survey	2024-2025 Fall 2024 (3rd-5th grade) 15% (25/172) Very Healthy/Favorable View 41% (70/172) Healthy/Favorable View 20% (35/172) Somewhat Healthy/Favorable View 24% (41/172) Slightly Unhealthy/Unfavorable View 1% (1/172) Unhealthy/Unfavorable View	Increase of 3-5% in the Somewhat Healthy, Healthy, and/or Very Healthy bands resulting in a decrease in Unfavorable Views.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Establish Restorative Justice practices throughout the school and design a conflict resolution practice with the goal of students developing skills to address conflicts before bringing them to adults.	All students	
4.2	Invite parents to help educate their child's class about particular aspects of their culture.	All students	150 General Fund 5000-5999: Services And Other Operating Expenditures Cover parent fingerprinting costs, as needed
4.3	Library and parent/community representatives will be invited to give focus to different cultures and cultural proficiencies combined with Toolbox themes and celebration of students "caught being good."	All Students and Staff	
4.4	Site Council will work with the Cultural Proficiency Team to develop a survey or conduct focus groups for students and for parents that will give insight as to cultural safety, cultural awareness, and cultural acceptance. (CORE SEL, CHKS)	All students with an emphasis on minority cultural groups	
4.5	Communicate to parents the various activities around culture that are happening and to encourage dialog at home with students.	All students	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Our school has started to implement restorative justice practices emphasizing relationship and connection first and foremost. In addition, we have been working on utilizing the three step plan to help students address conflicts directly with others. We have consistently invited parents to share about their culture through displays, assemblies, or presentations and have received a positive response. Our new Heritage Club has also supported this endeavor and has a lot of student involvement with 122 student participating this year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences are noted. However, our Site Council has not connected directly with our cultural proficiency team. We plan to convert the survey into focus groups to gain more in depth data and feedback next year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We plan to convert the collaboratively developed survey by SSC and the Cultural Proficiency team into focus groups to gain more in depth data and feedback next year. Also, added another metric around CORE SEL to measure student social emotional well being.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

ATSI Goal
Reduce Chronic Absenteeism.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Robert Down is in yellow on the Dashboard for all students for Chronic Absenteeism with 13.8% of all students chronically absent, red on the Dashboard for socieconomically disadvantaged students with 27.5% chronically absent, orange on the Dashboard for Hispanic (17.5% chronically absent), Two or More Races (19.4% chronically absent), and Students with Disabilities (22.6% chronically absent). White students were also yellow on the Dashboard for chronic absenteeism at 12.2%.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of all students chronically absent	2024 Dashboard 13.8% chronically absent	2026 Dashboard 10%
% of Socioeconomically Disadvantaged students chronically absent	2024 Dashboard 27.5% chronically absent	2026 Dashboard 20%
% of Hispanic students chronically absent	2024 Dashboard 17.5% chronically absent	2026 Dashboard 15%
% of Students with Disabilities chronically absent	2024 Dashboard 22.6% chronically absent	2026 Dashboard 20%
% of Two or More Races chronically absent	2024 Dashboard 19.4% chronically absent	2026 Dashboard 15%
% of White students chronically absent	2024 Dashboard 12.2% chronically absent	2026 Dashboard 10%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Communicate the importance of attendance in weekly newsletters.	All	
5.2	Provide independent study option to students who have planned absences.	All	
5.3	Communicate with families when they have reached 5 absences, 10 absences, and 15 absences to request a phone meeting and/or parent conference to discuss the importance of attendance and identify supports needed.	Students who have excessive absences across all subgroups.	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

New goal. Not yet applicable.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

New goal. Not yet applicable.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

New goal. Not yet applicable.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$6,150.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
General Fund	$1,150.00
Site Formula Funds	$5,000.00

Subtotal of state or local funds included for this school: $6,150.00

Total of federal, state, and/or local funds for this school: $6,150.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
General Fund	1,150.00
Site Formula Funds	5,000.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	1,000.00
4000-4999: Books And Supplies	5,000.00
5000-5999: Services And Other Operating Expenditures	150.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	General Fund	1,000.00
5000-5999: Services And Other Operating Expenditures	General Fund	150.00
4000-4999: Books And Supplies	Site Formula Funds	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,000.00
Goal 2	2,000.00
Goal 4	150.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Katie Wrolstad	Other School Staff Parent or Community Member
Erica Chavez	Classroom Teacher
Jennifer Lauchaire	Classroom Teacher Parent or Community Member
Jessica Thompson	Parent or Community Member
Susannah Ashton	Parent or Community Member
Emily Tsai Brownfield	Principal
Darla Vining	Parent or Community Member
Maurisa Alt	Classroom Teacher
Lauren Banazsek	Other School Staff Parent or Community Member
Lauren Davis	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 30, 2025.

Attested:

	Principal, Emily Tsai Brownfield on April 30, 2025
	SSC Chairperson, Jessica Thompson on April 30, 2025

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

Board Cover Sheet

Consent

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

Meeting Date
May 15, 2025

Presenter(s)
Abbie Arbrun
Principal

Item
SPSA – Forest Grove Elementary School (2025-26 SY)

Recommendation
The District Administration recommends that the Board review and approve the Single Plan for Student Achievement (SPSA) for Forest Grove Elementary School for the upcoming 2025-26 school year.

Background
At its April 22, 2025, meeting, the Forest Grove School Site Council reviewed and approved five school goals for our School Plan for Student Achievement 2025-26. Multiple data sources were used in developing the goals including our local diagnostic testing data, the California Healthy Kids Survey, CORE Social Emotional Learning student survey, feedback from the Parent Teacher Association, Principal check in meetings, student feedback and staff meetings. Our goals align with Pacific Grove Unified School District goals as identified in our Local Control Accountability Plan.

Information
Forest Grove has set five goals for the 2025-26 school year. The goals fall under similar categories as our pending approval district LCAP, and have been created to reflect the current state of our intervention efforts on behalf of students. These goals continue to address learning gaps. The primary focus of our academic goals address proficiency for all students in English Language Arts and Math. These two academic goals address academics from a two-pronged approach: one focusing on the needs of all students and one focused on supporting unduplicated student's learning needs. These goals look at bolstering staff's PLC practices and skill sets to produce better collaboration among teams. In doing so, this will lead to teams collaboratively creating stronger structures, practices and methodologies that will thereby create greater student learning. The feedback from parent meetings, staff meetings, and student emotional wellness surveys revealed that both physical and social emotional learning continue to be significant goals for our school. An important component of this goal will be the implementation of our cultural proficiency training to provide a learning environment where all students feel welcome.

Our four goals are:

1. Success of all students. FGE will continue to grow, create and maintain a strong, tier one system for student achievement in which all stakeholders work together to facilitate the success of all students. Increase awareness of college and career opportunities for student's futures and support all students in their academic programs (including ELL learners, Tier II and Tier III behavior supports, students with special needs and socioeconomically disadvantaged students in need of additional support).
2. Increase proficiency for all students and provide additional support for unduplicated students to reach high levels of proficiency for all. While growth has occurred in the past year, CAASPP data, stakeholder feedback and staff meetings share the need to continue to refine and develop a system in which we support all students (especially unduplicated students) in their academic programs (including ELL learners, Tier II and Tier III behavior supports,students with special needs and socioeconomically disadvantaged students in need of additional support).
3. Increase cultural proficiency for all stakeholders at FGE. FGE will continue to refine and establish a culture in which all stakeholders work together to create a culturally proficient campus in which equitable/inclusive practices for all are present so that everyone feels a sense of belonging, safety and prosperity.
4. Safety: FGE will create and provide an intellectually, physically, and emotionally safe environment for all students. While FGE has made significant gains in ensuring everyone feels a sense of belonging, safety and prosperity, there is more work to be done. Stakeholders identified the need for additional socioemotional learning and safety practices as a need in our principal check ins, healthy kids survey, and in staff meetings throughout the year.

Fiscal Impact

The proposed plan and budget keep expenditures at Forest Grove Elementary School within the school’s site allocation.

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Forest Grove Elementary School	27661346026470	4/22/2025	May 15, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Forest Grove Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Forest Grove Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Forest Grove Elementary School has developed goals designed to improve the instructional program for all students (including additional support for unduplicated students) in English Language Arts, mathematics, social emotional learning, cultural proficiency, and safety in alignment with the district goals as described in our Local Control Accountability Plan.

Educational Partner Involvement

How, when, and with whom did Forest Grove Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Forest Grove involved multiple stakeholders in the review and update of the FGE School Plan for Student Achievement.

- At School Site Council meetings, the team reviewed progress made toward on goals and engaged in updates of the plan.
- Forest Grove Principal ongoing Check Ins with families and friends
- Staff was consulted during regular Site Leadership Team Meetings and Staff Meetings

-CHKS Data was reviewed

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Resources throughout the school are provided based on need and while additional resources can always be identified, the only identified inequities have been the fieldtrip participation as compared to our sister elementary school and within grade levels. This discrepancy is being addressed, but it has not been linked as an inequity due to resources. It is hereby noted for posterity and follow up.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Suspension Rate

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

N/A

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Forest Grove Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.49%	0.52%	0.29%	2	2	1
African American	1.96%	1.29%	2.03%	8	5	7
Asian	8.58%	8.01%	6.96%	35	31	24
Filipino	1.72%	1.81%	1.74%	7	7	6
Hispanic/Latino	27.45%	25.84%	29.86%	112	100	103
Pacific Islander	0.98%	1.03%	0.58%	4	4	2
White	51.47%	50.9%	46.96%	210	197	162
Two or More Races	5.39%	7.24%	7.83%	22	28	27
Not Reported	1.96%	3.36%	3.77%	8	13	
			Total Enrollment	408	387	345

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	90	67	40
Grade 1	60	64	34
Grade 2	63	59	63
Grade3	58	70	56
Grade 4	69	60	67
Grade 5	68	67	61
Total Enrollment	408	387	345

Conclusions based on this data:

1. Enrollment has relatively decreased over the past 3 years.
2. In reviewing diagonally, class cohorts have been consistent over the last three-year data here covered with the exception of the 21-22 kindergarten class.
3. 4th grade is currently the largest class with an enrollment of 67 students.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	41	32	32	10.0%	8.3%	9.3%
Fluent English Proficient (FEP)	31	28	19	7.6%	7.2%	5.5%

Conclusions based on this data:

1. The total number of students classified as English Learners has slightly declined over the past three years.
2. Reclassification rate was reported as zero for the 23-24 school year.
3. However, internally, it was reported students were reclassified but the records do not appear on this data chart.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	57	70	56	55	68	54	55	68	54	96.5	97.1	96.4
Grade 4	67	59	66	65	57	64	65	57	64	97.0	96.6	97
Grade 5	71	65	63	71	61	61	71	61	61	100.0	93.8	96.8
All Grades	195	194	185	191	186	179	191	186	179	97.9	95.9	96.8

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2435.	2449.	2477.	32.73	32.35	50.00	23.64	22.06	22.22	20.00	29.41	14.81	23.64	16.18	12.96
Grade 4	2496.	2465.	2507.	38.46	28.07	40.63	24.62	29.82	29.69	18.46	7.02	18.75	18.46	35.09	10.94
Grade 5	2531.	2531.	2500.	29.58	40.98	21.31	36.62	24.59	24.59	21.13	14.75	26.23	12.68	19.67	27.87
All Grades	N/A	N/A	N/A	33.51	33.87	36.87	28.80	25.27	25.70	19.90	17.74	20.11	17.80	23.12	17.32

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	27.27	17.65	35.19	50.91	67.65	50.00	21.82	14.71	14.81
Grade 4	26.15	24.56	31.25	58.46	59.65	64.06	15.38	15.79	4.69
Grade 5	28.17	29.51	18.03	64.79	57.38	65.57	7.04	13.11	16.39
All Grades	27.23	23.66	27.93	58.64	61.83	60.34	14.14	14.52	11.73

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	21.82	25.00	35.19	54.55	54.41	51.85	23.64	20.59	12.96
Grade 4	24.62	8.77	26.56	56.92	57.89	57.81	18.46	33.33	15.63
Grade 5	25.35	18.03	19.67	60.56	63.93	59.02	14.08	18.03	21.31
All Grades	24.08	17.74	26.82	57.59	58.60	56.42	18.32	23.66	16.76

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.55	20.59	18.52	78.18	76.47	74.07	7.27	2.94	7.41
Grade 4	16.92	15.79	21.88	76.92	66.67	68.75	6.15	17.54	9.38
Grade 5	11.27	24.59	14.75	78.87	65.57	72.13	9.86	9.84	13.11
All Grades	14.14	20.43	18.44	78.01	69.89	71.51	7.85	9.68	10.06

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.18	22.06	37.04	67.27	67.65	57.41	14.55	10.29	5.56
Grade 4	26.15	14.04	17.19	61.54	77.19	78.13	12.31	8.77	4.69
Grade 5	19.72	27.87	13.11	64.79	62.30	68.85	15.49	9.84	18.03
All Grades	21.47	21.51	21.79	64.40	68.82	68.72	14.14	9.68	9.50

Conclusions based on this data:

1. The combined percent of students whose overall achievement exceeded or met standards for all grades: In 21-22 reaching 62.31% and 22-23 reaching 59.14%, in 23-24 reaching 62.57%
2. Areas of strength include research and inquiry with 90% above, at or near standard. Listening is also an area of strength with only 10% below standard.
3. The largest area of need is writing with 16% below standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	57	70	56	55	68	54	55	68	54	96.5	97.1	96.4
Grade 4	67	59	66	65	57	66	65	57	66	97.0	96.6	100
Grade 5	71	65	63	71	61	61	71	61	61	100.0	93.8	96.8
All Grades	195	194	185	191	186	181	191	186	181	97.9	95.9	97.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2451.	2460.	2474.	25.45	30.88	37.04	34.55	36.76	37.04	20.00	11.76	12.96	20.00	20.59	12.96
Grade 4	2497.	2480.	2502.	27.69	24.56	30.30	29.23	24.56	30.30	27.69	31.58	25.76	15.38	19.30	13.64
Grade 5	2500.	2506.	2499.	12.68	27.87	19.67	21.13	16.39	19.67	36.62	26.23	31.15	29.58	29.51	29.51
Grade 11															
All Grades	N/A	N/A	N/A	21.47	27.96	28.73	27.75	26.34	28.73	28.80	22.58	23.76	21.99	23.12	18.78

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	32.73	35.29	48.15	52.73	51.47	40.74	14.55	13.24	11.11
Grade 4	33.85	22.81	34.85	49.23	47.37	45.45	16.92	29.82	19.70
Grade 5	16.90	19.67	21.31	56.34	50.82	45.90	26.76	29.51	32.79
Grade 11									
All Grades	27.23	26.34	34.25	52.88	50.00	44.20	19.90	23.66	21.55

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	36.36	25.00	27.78	43.64	54.41	59.26	20.00	20.59	12.96
Grade 4	26.15	28.07	30.30	52.31	45.61	50.00	21.54	26.32	19.70
Grade 5	14.08	24.59	13.11	60.56	50.82	60.66	25.35	24.59	26.23
All Grades	24.61	25.81	23.76	52.88	50.54	56.35	22.51	23.66	19.89

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	29.09	41.18	40.74	58.18	47.06	55.56	12.73	11.76	3.70
Grade 4	27.69	24.56	28.79	58.46	56.14	59.09	13.85	19.30	12.12
Grade 5	11.27	21.31	16.39	70.42	60.66	54.10	18.31	18.03	29.51
All Grades	21.99	29.57	28.18	62.83	54.30	56.35	15.18	16.13	15.47

Conclusions based on this data:

1. The combined percent of students whose overall achievement exceeded or met standards for all grades varied by an increase in performance of 8.24%: In 21-22 reaching 49.22% and 22-23 reaching 54.3% and in 23-24 reaching 57.46%
2. For 3rd grade, in the 23-24 school year, 74.08% of students met or exceeded standards.
3. Communicating reasoning and demonstrating the ability to support mathematical conclusions has the highest percentage for students at all grades of % at or near standard with 56.35%.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1431.3	*	*	1447.9	*	*	1392.3	*	*	15	*	5
1	*	1477.0	*	*	1460.8	*	*	1492.6	*	5	12	4
2	*	*	*	*	*	*	*	*	*	9	6	8
3	*	*	*	*	*	*	*	*	*	5	7	5
4	*	*	*	*	*	*	*	*	*	4	4	9
5	*	*	*	*	*	*	*	*	*	6	*	*
All Grades										44	35	34

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	13.33	*	*	46.67	*	*	26.67	*	*	13.33	*	*	15	*	*
1	*	16.67	*	*	41.67	*	*	33.33	*	*	8.33	*	*	12	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.27	14.29	23.53	45.45	57.14	52.94	18.18	22.86	8.82	9.09	5.71	14.71	44	35	34

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	40.00	*	*	20.00	*	*	33.33	*	*	6.67	*	*	15	*	*
1	*	25.00	*	*	33.33	*	*	33.33	*	*	8.33	*	*	12	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.91	40.00	38.24	36.36	37.14	38.24	18.18	14.29	5.88	4.55	8.57	17.65	44	35	34

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	16.67	*	*	41.67	*	*	33.33	*	*	8.33	*	*	12	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.64	14.29	17.65	40.91	37.14	55.88	34.09	37.14	14.71	11.36	11.43	11.76	44	35	34

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	46.67	*	*	40.00	*	*	13.33	*	*	15	*	*
1	*	50.00	*	*	41.67	*	*	8.33	*	*	12	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	47.73	40.00	44.12	47.73	54.29	35.29	4.55	5.71	20.59	44	35	34

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.00	*	*	73.33	*	*	6.67	*	*	15	*	*
1	*	25.00	*	*	58.33	*	*	16.67	*	*	12	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.91	42.86	33.33	52.27	48.57	48.48	6.82	8.57	18.18	44	35	33

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	*	*	86.67	*	*	13.33	*	*	15	*	*
1	*	16.67	*	*	58.33	*	*	25.00	*	*	12	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.64	11.43	11.76	72.73	68.57	79.41	13.64	20.00	8.82	44	35	34

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	33.33	*	*	46.67	*	*	20.00	*	*	15	*	*
1	*	25.00	*	*	66.67	*	*	8.33	*	*	12	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.64	37.14	35.29	52.27	54.29	50.00	9.09	8.57	14.71	44	35	34

Conclusions based on this data:

1. In 23-24, the largest group tested was in 4th grade.
2. A total of 44 students were tested during the 21-22 school year and 35 students were tested in the 22-23 school year and 34 students were tested in the 23-24 school year.
3. English learners have become more evenly disbursed among grade levels due to new enrollment.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
345	**22.6%**	**9.3%**	**0.3%**
Total Number of Students enrolled in Forest Grove Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	32	9.3%
Foster Youth	1	0.3%
Homeless	1	0.3%
Socioeconomically Disadvantaged	78	22.6%
Students with Disabilities	55	15.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	2%
American Indian	1	0.3%
Asian	24	7%
Filipino	6	1.7%
Hispanic	103	29.9%
Two or More Races	27	7.8%
Pacific Islander	2	0.6%
White	162	47%

Conclusions based on this data:

1. Forest Grove reports 9.3% population as English Learners.

2. Forest Grove has 22.6% of the student population identified as Socioeconomically Disadvantaged.

3. The two highest percentage of student population by Race/Ethnicity is White with 47% and Hispanic with 29.9%.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Orange
Mathematics  Green		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Chronic absenteeism is rated as yellow.
2. English Language Arts is a high performance area..
3. The area of mathematics is in the high performance range.

School and Student Performance Data

Academic Performance
English Language Arts

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Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	1	1

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
24.4 points above standard	9.9 points below standard	0 Students
Increased 7.8 points	Increased 16.9 points	
177 Students	22 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	0 Students	11.4 points below standard
		Increased 23.8 points
		41 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
44.8 points below standard	Less than 11 Students	Less than 11 Students
Increased 29.1 points	4 Students	1 Student
39 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
60.1 points above standard	Less than 11 Students	3.5 points below standard
Maintained 1.7 points	4 Students	Increased 16.2 points
13 Students		56 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
Less than 11 Students	Less than 11 Students	37.9 points above standard
10 Students	1 Student	Increased 18.1 points
		87 Students

Conclusions based on this data:

1. All students rated high scoring 24.4 points above standard. White students rated high scoring 37.9 points above standard. Asian students rated high scoring 60.1 points above standard. Hispanic students rated 3.5 points below standard.
2. The three areas ranked low are Students with Disabilities score (39) 44.8 points below standard; Socioeconomically Disadvantaged score (41) 11.4 points below standard; and Hispanic (56) score 3.5 points below standard.
3. Scores overall and in most subgroups have increased significantly in the last year.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	0	1

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
7.7 points above standard	16.5 points below standard	0 Students
Increased 5.8 points	Declined 7.2 points	
178 Students	23 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	0 Students	35.0 points below standard
		Increased 9.3 points
		41 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
55.9 points below standard	Less than 11 Students	Less than 11 Students
Increased 27.0 points	4 Students	1 Student
39 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
42.4 points above standard	Less than 11 Students	17.3 points below standard
Declined 6.2 points	4 Students	Maintained 1.0 points
14 Students		56 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
Less than 11 Students	Less than 11 Students	18.7 points above standard
10 Students	1 Student	Increased 18.7 points
		87 Students

Conclusions based on this data:

1. Scores overall and in many subgroups have maintained and/or increased with the exception of Asian and English learners.
2. All students are 7.7 points above standard.
3. The English Learner Dashboard shows English Learners (23) are scoring 16.5 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
No Performance Color	No Performance Color
68% making progress.	making progress.
Number Students: 25 Students	Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
8%	24%	0%	68%

Conclusions based on this data:

1. English Learners (25) are making progress toward English Language Proficiency.
2. Slightly over 24% of the students maintained their proficiency level in the fall 2023.
3. Over 68% of the students progressed at least one proficiency level in the fall 2023.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	0	1

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. This section is not applicable to any elementary school.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Yellow	Green	No Performance Color
18.9% Chronically Absent	5.1% Chronically Absent	0 Students
Declined 3.7	Declined 13.1	
366 Students	39 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	25% Chronically Absent
3 Students	1 Student	Declined 11
		92 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
21.1% Chronically Absent	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Declined 5.7	8 Students	1 Student
76 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
11.1% Chronically Absent	Fewer than 11 students - data not displayed for privacy	18.7% Chronically Absent
Increased 5.1	7 Students	Declined 11.8
27 Students		107 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Yellow
24.4% Chronically Absent	Fewer than 11 students - data not displayed for privacy	17.2% Chronically Absent
Declined 1.2	2 Students	Declined 1.2
45 Students		169 Students

Conclusions based on this data:

1. Because performance on state measures is based on the 2023-24 school, the results for the 2024 Dashboard are shown in one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low). The data is based on students enrolled in kindergarten through grade 5 who are absent 10 percent or more of the instructional days they were enrolled.
2. The following areas ranked as high Chronically Absent: Socioeconomically Disadvantaged 25%; Students with Disabilities 21.1%; 2 or more races: 24.4%
3. Overall, chronic absenteeism has displayed a decrease in the 23-24 school year from 22.6% in the 22-23 school year to 18.9% in the 23-24 school year.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. This section is not applicable to any elementary school.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	3	0	1	2

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Blue	 No Performance Color
1.6% suspended at least one day	0% suspended at least one day	0 Students
Increased 0.9%	Maintained 0%	
371 Students	39 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	2.1% suspended at least one day
3 Students	1 Student	Increased 1%
		94 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
3.9% suspended at least one day	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Increased 2.5%	8 Students	1 Student
77 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0.9% suspended at least one day
Maintained 0%	7 Students	Maintained 0%
28 Students		109 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Orange
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	2.4% suspended at least one day
Maintained 0%	2 Students	Increased 1.9%
46 Students		170 Students

Conclusions based on this data:

1. Forest Grove has very few students who are suspended.
2. If one student is suspended in a small group such as a group of students with disabilities, the ranking places the school in a medium level.
3. 1.6% of students were suspended in the 23-24 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Success of All Students

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PGUSD will strive to create a "culture of we" at every school site where educators and families work together as partners, sharing responsibility, leadership, and advocacy for the success of students. All PGUSD families will feel welcome and fully invested in their student's education through authentic partnerships with teachers and site leaders in a safe, nurturing, and culturally responsive school environment. All district and school policies and practices will be equitable and inclusive for all students and families creating a culture of belonging where students of every economic circumstance, culture, religion, race, ethnicity, gender, sexual orientation, learning ability, and spoken language feel welcome and a sense of connection.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Forest Grove will continue to grow, create and maintain a strong, tier one system for student achievement in which all stakeholders work together to facilitate success of all students. Increase awareness of college and career opportunities for student's futures and support all students in their academic programs (including ELL learners, Tier II and Tier III behavior supports, students with special needs and socioeconomically disadvantaged students in need of additional support).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Data : All Students	Met/Exceeded 62.57%	Maintain or Increase Met/Exceeded
CAASPP Math Data : All Students	Met/Exceeded 57.46%	Maintain or Increase Met/Exceeded
PLC Knowledge	Introductory level knowledge (began initiative in 24-25 school year)	Increase Knowledge of all staff towards PLC structures
College Awareness & College Pennants Provided at Promotion	5th grade students researched a college of their choice and college pennants provided at promotion-well received; looking to maintain	All 5th grade students to research a college of their choice and receive a pennant at promotion from the college of their choice

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teachers will take part in professional development during staff meetings to bolster PLC practices (resources for staff meetings: books, global PD, etc)	All teachers	1500 Site Funds

1.2	Professional teacher planning days to be used for grade level teams (funding for substitutes) to come together focusing on PLC including essential standards planning days and professional development focused on Solution Tree's model of PLC	Teachers/Admin	10,000 Site Funds
1.3	Before and/or after school tutoring provided to students targeted to the grade level standards in Language Arts and Math in which the student is under-performing.	Students who require intervention services based on local assessments	Title Funds
1.4	Students will research and be given a college pennant of their choice at promotion for their prospective college	All 5th Grade Students	1,000 Site Funds
1.5	Timesheet pay for classified staff to join staff meetings to assist in bolstering schoolwide culture and learning	Classified Staff	500 Site Funds
1.6	All teachers will incorporate small group instruction in their classes to increase the quality of differentiation in instruction	All students	0
1.7	Teacher supplies for improving tier I and tier II instruction in their classrooms	Teachers	7200 Site Funds

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase proficiency for all students & provide additional support to unduplicated students to reach high levels of proficiency for all

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PGUSD will strive to create a "culture of we" at every school site where educators and families work together as partners, sharing responsibility, leadership, and advocacy for the success of students. All PGUSD families will feel welcome and fully invested in their student's education through authentic partnerships with teachers and site leaders in a safe, nurturing, and culturally responsive school environment. All district and school policies and practices will be equitable and inclusive for all students and families creating a culture of belonging where students of every economic circumstance, culture, religion, race, ethnicity, gender, sexual orientation, learning ability, and spoken language feel welcome and a sense of connection.

Unduplicated students (low socio-economic, foster youth, youth experiencing homelessness and English Learners) as well as homeless students and students with disabilities will receive the necessary differentiation and support to make accelerated growth to close the achievement gap. When necessary, targeted intervention using a variety of strategies, programs, and small group instruction will be implemented for students requiring additional tiered support. These programs will be designed to show an increase in our state testing scores for all groups and an improvement in our English learner reclassification rate.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

While growth has occurred in the past year, there is still growth to be made as CAASPP data, stakeholder feedback and staff meetings share the need to continue to refine and develop a system in which we support all students in their academic programs (including ELL learners, Tier II and Tier III behavior supports, students with special needs and socioeconomically disadvantaged students in need of additional support)

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA/Math All Students	ELA 24.4 points above standard Math 7.7 points above standard	Maintain or Increase Met/Exceeded
CAASPP ELA/Math: Low Socioeconomic Status	ELA 11.4 points Below Standard Math 35 points Below Standard	Maintain or Increase Met/Exceeded
CAASPP ELA/Math: ELL Students	ELA 44.4 points Below Standard Math 28.1 points Below Standard	Maintain or Increase Met/Exceeded
		Maintain or Increase Met/Exceeded

PLC knowledge	Limited previous knowledge (new action)	Increase from baseline

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	The Measure of Academic Progress (MAP) test will be administered to monitor student progress and identify areas where students demonstrate a need for intervention.	All Students	District License
2.2	Tier 2 intervention services will be delivered during the school day (small group in class instruction); purchase of supplemental instructional materials for classrooms to further classroom instruction and address differentiation needs including classroom library books, supplies, awards for academic achievement	English Learners, Hispanic students, socioeconomically disadvantaged youth	5,000 Site Funds
2.3	Before and/or after school tutoring provided to students targeted to the grade level standards in Language Arts and Math in which the student is under-performing.	English Learners, Hispanic students, socioeconomically disadvantaged youth	Title District Funds
2.6	Teachers will experience PLC training via staff meetings in order to support best practices for PLCs as well as RTI and developing a strong, sustaining tier I, II, and III system for student success	Teachers	
2.7	Title I reading intervention for students who qualify	Socioeconomically Disadvantaged Students	Title I funds (District)

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase Cultural Proficiency for all Stakeholders at FGE

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PGUSD will strive to create a "Culture of We" at every school site where educators and families work together as partners, sharing responsibility, leadership, and advocacy for the success of ALL children. All PGUSD families will feel welcome and fully invested in their children's education through authentic partnerships with teachers and site leaders in a safe, nurturing, and culturally responsive school environment. All district and school policies and practices will be equitable and inclusive for all students and families creating a culture of belonging where students of every economic circumstance, culture, race, ethnicity, gender, learning ability, or spoken language feel a strong sense of connection.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

FGE will continue to refine and establish a culture in which all stakeholders work together to create a culturally proficient campus in which equitable/inclusive practices for all are present so that everyone feels a sense of belonging, safety and prosperity.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Stakeholder Feedback	CHKS Survey Data	Increase from baseline
Staff Meeting/Challenges	3 staff meetings were devoted to cultural proficiency work in 24-25	Increase from baseline
Parent participation/attendance	Establish baseline in 24-25 SY	Maintain or increase
Cultural Bias Response/Restorative Justice Work	Book study accomplished in 24-25 school year, continue to grow knowledge	2 or more sessions on restorative justice/cutlural bias response with staff during staff meetings

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Communication: Promote ongoing and open communication among all stakeholders that maintains a culture of respect, integrity and inclusion	All Students/Stakeholders	Site Funds
3.2	Provided parent engagement/training opportunities to gather information/feedback, respond and provide training on cultural proficiency best practices/strategies/education	All stakeholders	Site Funds

3.3	Continue expanding books, materials and supplies to our school wide and classroom libraries to best support creating cultural relevancy in daily curriculum	Librarian and Classroom Teachers	2000 Grant from Chapman Foundation and Site Funds
3.4	Staff will experience training on restorative circles in both site and district staff meetings and trainings.	All teachers/students	
3.5	Staff will experience training in both responding to incidents of cultural bias as well as restorative practices in order to support school-wide cultural proficiency in all stakeholders	All Staff	District Wide Initiative/Funds
3.6	Forest Grove Staff will engage in ongoing cultural proficiency to bring greater equity to our instructional practice	All Staff	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safety: Providing a intellectually, physically, and emotionally safe environment for all students

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All schools will nurture learning environments that are intellectually, physically, and emotionally safe. Staff will create an environment that promotes positive relationships among students and staff to increase school connectedness and a sense of belonging - an environment where every student feels connected to a minimum of one adult on campus who cares for them, watches out for them, checks in with them regularly, and to whom they can turn during times of need.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

While FGE has made significant gains in ensuring all students feel a sense of belonging, safety and prosperity, there is more work to be done. Stakeholders identified the need for additional social emotional learning and safety practices as a need in our Principal check ins for families, California Healthy Kids Survey, behavior reports, and in staff meetings throughout the year.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS - students	78% antibullying climate at school	Increase percentage of those who feel we have an anti-bullying climate
CHKS - students	60% reported experiencing meaningful participation at school.	Increase in students report having meaningful participation at school.
Suspension Data	1.3% Suspended in 23-24 school year	Maintain or decreased suspension rate
Implementation of PBIS	Action began in 24-25 but not with fidelity, school wide rules established but student store/incentives not yet created	Refine school-wide rules, expand student incentives/buy in (ex. student "bucks", student store, games on playground, problem solvers)
Restorative Justice Practices	Book Study on restorative justice done with staff (initial exploration of topic)	Meet 2 or more times with staff to begin work on developing restorative justice practices
Weekly Counselor Caring Circles	School Counselor goes to classrooms weekly to conduct caring circles	maintain
CHKS-students	64% Low Violence victimization	increase percentage of students who report low violence victimization

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Coherent system of support: A system that identifies and responds to at-risk student' socio-emotional, behavior and health needs. Teachers will participate in professional development to create PBIS practices at Forest Grove (finalize site wide behavior expectations and teach them to students, expand Tier I best practices for PBIS (dollars, student store, awards, etc.)	All student	4,000 Site Funds
4.2	Counselor will meet bimonthly with classes to conduct Caring Circles	All Students	1,000 Site Funds
4.3	Teachers will participate in professional development designed specifically to help them address the ongoing social emotional needs of students. Teachers will focus in on PBIS in site staff meetings. Additionally, we will continue to expand our restorative justice practices in district wide professional development as well as FGE staff meetings.	All students	District Wide Funds
4.4	Continue to utilize a mental health professional (.50) to assist with the implementation of SEL training and provide counseling services to students who qualify.	All Students	District Funds
4.5	Continue to expand and create a consistent referral tracking system to establish and determine long term behavior needs/trends	All Staff	Site Funds
4.6	Create lunchtime activities/resources for students to empower them, create positive behavior, and a sense of belonging: games, art, student clubs.	Staff/Students	1000 Site Funds
4.7	Every staff member will identify 3 students outside of their classroom to form relationships with and check in with to assist in student's building a sense of belonging and connection	All Staff	
4.8	Teachers to conduct restorative circles, class meetings, and have conversations on impact vs. intent when situations occur that disturb belonging, connectedness, and respect in their classrooms	All Teachers	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$33,200.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$33,200.00

Subtotal of state or local funds included for this school: $33,200.00

Total of federal, state, and/or local funds for this school: $33,200.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	33,200.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		33,200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	20,200.00
Goal 2	5,000.00
Goal 3	2,000.00
Goal 4	6,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Abbie Arbrun	Principal
Theresa McDaniel	Classroom Teacher
Katie Kreeger	Classroom Teacher
Vacancy to be filled	Parent or Community Member
Vacancy to be filled	Other School Staff
Vacancy to be filled	Parent or Community Member
Kristen Sweeney	Classroom Teacher
Edwin Marticorena	Parent or Community Member
Robin Pelc	Parent or Community Member
Jennifer Hattori	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 30, 2024.

Attested:



Principal, Abbie Arbrun on 4.22.2025



SSC Chairperson, Edwin Marticorena on 4.22.2025

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

Board Cover Sheet

Consent

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

Meeting Date
May 15, 2025

Presenter(s)
Sean Roach
Principal

Item
SPSA – Pacific Grove Middle School (2025-26 SY)

Recommendation
The District Administration recommends that the Board review and approve the Single Plan for Student Achievement (SPSA) for Pacific Grove Middle School for the upcoming 2025-26 school year.

Background
Pacific Grove Middle School's Single School Plan for Student Achievement identifies four main focuses for 2025/26. The areas of emphasis are continuing to address and mitigate the achievement gap in English Language Arts among our students on an IEP, SED and Hispanic students, while maintaining positive growth for all other student populations. Our other academic focus is to reduce the achievement gap in Math for our SED students, Hispanic students and our students on an IEP. We will continue to implement and track the progress of students taking Math 180, our Transitional ELA/Math Support classes, Intervention class, Fundamentals of Success and our Learning Center 6-8 class while continuing to maintain a school culture emphasizing quality relationships, kindness and empathy.

Our data analysis has shown that our Students with Disabilities, Hispanic, White, Asian, Low Income students all made strong gains and reduced the achievement gap on the Smarter Balanced Summative Assessments in ELA and Math over the last three years, earning PGMS our second straight California Distinguished School Award. Data analysis has shown that the widest achievement gap of any student group continues to be our students on an IEP, though solid gains have been made in both Math and ELA according to 2024/25 MAP data. Further data analysis shows the continued need to monitor and support our Intervention programs as to their effectiveness. Due to district fiscal cuts, we will no longer offer Math intervention classes, however my hope is that we can be creative in our scheduling to afford students more opportunity in class to receive additional support. Because many of our technology needs and innovations are being met through Measure A funds, PGMS is able to redirect more of its site allocation to classroom supplies. Though we've received a reduction in our site allocation funds, we will continue to direct funds towards supporting the four goals identified in our plan. We will also creatively budget to expand the opportunities for outreach, counseling, school wide programs, and parent outreach in the area of Social Emotional Learning through partnerships made by Principal Roach.

Information

The School Site Council has a budget of $62,565 for 2025-26. Funds have been allocated to support our four areas of emphasis- closing the achievement gap for Hispanic students and students on an IEP, and maintaining positive growth for our Low Income students, English Learners, white students, Asian students, and our in monitoring the success of our Intervention classes: Math 180, Learning Center 6-8, Transitional ELA, while maintaining a positive culture and reducing chronic absenteeism at PGMS.

Fiscal Impact

The proposed plan and budget keep expenditures at Pacific Grove Middle School within the school’s site allocation.

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pacific Grove Middle School	27-66134-6058754	4/29/25	5/15/25

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Pacific Grove Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Pacific Grove Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Pacific Grove Middle School has developed goals designed to improve English Language Arts, mathematics, social emotional learning, visual and performing arts, school attendance, and safety in alignment with the district goals as described in our Local Control Accountability Plan.

Educational Partner Involvement

How, when, and with whom did Pacific Grove Middle School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

PGMS involved multiple stakeholders in the review and update of our Single Plan for Student Achievement. Principal Roach presented the overall data, then the specific data that pertained to the prior years school site goals. As a team, we determined that we must maintain some of our goals and alter others to include additional student populations who were struggling, but the academic goals will largely remain the same. Upon completion and agreement of the new goals using the latest data, Principal Roach shared this information with the school staff, PTSA, Leadership team, School Site Council and the Advisory Committee. Once again,the discussion with the Leadership team yielded additions to the site goals and a call for continuing training in Equity (with a continued emphasis on grading for mastery), UDL, and Trauma Informed Practices. The dates of the meetings are listed below:

Discussed with Staff, PTSA, School Site Council the PGMS Inclusivity Survey, California Healthy Kids Survey, the CoreSEL, CalHope Pulse Survey and Olweus Bullying Survey: Administered Quarter 1 and quarter 4. California Healthy Kids Survey quarter 3.

PGMS Site Leadership: Instructional Leadership Team/Cultural Proficiency Team (meets monthly): 7/18/2024, 9/26/2024, 4/21/2025: were the dates of Discussion, input, presentation and modes of progress monitoring of site goals. The team looked at Map assessment data, California Healthy Kids Survey, PGMS Inclusivity Survey, Olweus student survey data, CalHope Pulse and CoreSEL Student survey data.

Principal Check Ins: PGMS Wellness Fair- 1/24/2025; attendee survey data feedback consisted of asking how the school can find funding to hire an additional permanent counseling position. Our funding for this additional counseling ran out at the end of the 22/23 school year, so we were understaffed in the counseling department. Just recently, the positional role of our mental health therapist has changed, and will now serve students on an Iep, and hopefully be able to continue to serve our general education students as well.

Staff Meetings: Discussed on 8/12/2024 and 4/4/2025. Staff members were presented with the site goals, the at-risk student populations, overall academic progress, entry point, midpoint, and summative Map data for progress monitoring.

PTSA: PTSA: 9/18/2024, 12/4/2024 and 3/27/2025: were the dates of Discussion, presentation and input on the site goals. PTSA members were asked to provide input on these goals based on the data and discussions. Interest centered around improving family participation in school events (honors night, tech night, Anti-bullying parent series, PGMS Wellness Fair). Once again, the suggestion was made to combine events (all four schools participate) to improve parent participation (which we are planning for 25/26). Less "one and done" events and more series based opportunities. Additionally, several recommendations came regarding the need for a parenting series for families in crisis. We will be working with the team from Welcoming Schools to garner parent topics and craft another series for families during the 2025/2026 school year.

PGMS Staff Meetings: Teacher feedback indicated a focus on students survey data which included the following areas which all showed improvement but we will continue to monitor; areas to monitor:
Promotion of Parental Involvement
Academic Motivation

Caring Adult Relationships
Perceived School Safety
School connectedness
In the areas above, there were healthy/slight gains compared to the prior year, with the exception of Perceived School Safety, which has been woven into goal three to be addressed and monitored.

School Site Council met on the following dates to discuss and provide input regarding site goals 9/11/2024, 10/29/2024, 1/15/2025, 3/25/2025 and 4/29/2025. Committee members were tasked with comparing the data with the school goals to ensure that adequate emphasis is placed in the greatest area(s) of need. . The Council also recommended an emphasis on Perceived School Safety. This is now part of our SPSA plan. In addition, it was suggested that we maintain our partnerships with Ohana regarding a parenting series on how to reduce your students' anxiety, which would positively impact our chronic absentee numbers and translate to better overall academics. The councils final recommendation was researching

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Not identified

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Chronic Absenteeism: Red (Hispanic, White, SED, Students on an Iep)
Suspension Rate: Orange (Hispanic, SED, Students on an Iep)
English Language Arts: Orange (Students on an Iep)
Math: Red (Students on an Iep); Orange (Hispanic, SED)

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

English Language Arts: Orange (Students on an Iep) Yellow: (Hispanic,SED)
Math: Red (Students on an Iep); Orange (Hispanic, SED)

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

N/A

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Pacific Grove Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	1.03%	1.9%	1.57%	4	8	7
African American	2.05%	1.67%	1.12%	8	7	5
Asian	13.59%	14.29%	11.91%	53	60	53
Filipino	1.28%	1.19%	1.57%	5	5	7
Hispanic/Latino	18.72%	19.76%	19.55%	73	83	87
Pacific Islander	1.03%	0%	0.90%	4	0	4
White	58.46%	56.67%	55.96%	228	238	249
Two or More Races	3.33%	4.05%	6.07%	13	17	27
Not Reported	0.51%	0.48%	1.35%	2	2	
			Total Enrollment	390	420	445

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	125	150	148
Grade 7	139	140	155
Grade 8	126	130	142
Total Enrollment	390	420	445

Conclusions based on this data:

1. Our subgroup proportions remain fairly consistent year over year.
2. Our enrollment shows an increase for the past 3 years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	13	17	14	3.3%	4.0%	3.1%
Fluent English Proficient (FEP)	54	69	62	13.8%	16.4%	13.9%

Conclusions based on this data:

1. Slight decline in the percentage of English Learners continues.
2. Slight decrease in the percentage of Fluent English Proficient students.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	133	152	143	133	149	138	133	149	138	100.0	98.0	96.5
Grade 7	143	142	155	136	138	151	136	138	151	95.1	97.2	97.4
Grade 8	128	130	142	123	122	140	123	122	139	96.1	93.8	98.6
All Grades	404	424	440	392	409	429	392	409	428	97.0	96.5	97.5

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2565.	2585.	2571.	26.32	39.60	28.26	41.35	32.89	41.30	22.56	23.49	22.46	9.77	4.03	7.97
Grade 7	2605.	2585.	2606.	30.15	26.09	36.42	47.06	41.30	40.40	16.91	21.01	13.25	5.88	11.59	9.93
Grade 8	2627.	2615.	2610.	35.77	27.05	29.50	41.46	41.80	39.57	14.63	23.77	20.14	8.13	7.38	10.79
All Grades	N/A	N/A	N/A	30.61	31.30	31.54	43.37	38.39	40.42	18.11	22.74	18.46	7.91	7.58	9.58

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	24.06	26.85	29.71	63.16	65.10	60.87	12.78	8.05	9.42
Grade 7	34.56	19.71	35.76	57.35	69.34	54.30	8.09	10.95	9.93
Grade 8	36.59	36.07	30.94	53.66	54.10	54.68	9.76	9.84	14.39
All Grades	31.63	27.21	32.24	58.16	63.24	56.54	10.20	9.56	11.21

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	27.82	39.19	28.26	58.65	52.70	56.52	13.53	8.11	15.22
Grade 7	43.38	35.04	41.72	47.79	54.01	47.68	8.82	10.95	10.60
Grade 8	39.84	30.33	33.09	50.41	59.02	56.83	9.76	10.66	10.07
All Grades	36.99	35.14	34.58	52.30	55.04	53.50	10.71	9.83	11.92

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	28.57	27.52	21.01	69.92	67.79	73.19	1.50	4.70	5.80
Grade 7	22.79	17.39	18.54	72.06	74.64	73.51	5.15	7.97	7.95
Grade 8	27.64	23.77	16.55	68.29	68.85	77.70	4.07	7.38	5.76
All Grades	26.28	22.98	18.69	70.15	70.42	74.77	3.57	6.60	6.54

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	25.56	32.21	20.29	66.17	61.07	73.91	8.27	6.71	5.80
Grade 7	22.06	23.91	23.18	68.38	65.22	70.86	9.56	10.87	5.96
Grade 8	35.77	23.77	28.78	60.98	68.03	67.63	3.25	8.20	3.60
All Grades	27.55	26.89	24.07	65.31	64.55	70.79	7.14	8.56	5.14

Conclusions based on this data:

1. PGMS has made large gains in reducing our students falling in the "below standard" category of research and inquiry.
2. Acievement levels overall are top heavy (more students in the middle and top tiers than the low tier.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	133	152	143	133	150	137	133	150	137	100.0	98.7	95.8
Grade 7	143	142	155	134	138	150	134	138	150	93.7	97.2	96.8
Grade 8	128	130	142	123	124	138	123	124	138	96.1	95.4	97.2
All Grades	404	424	440	390	412	425	390	412	425	96.5	97.2	96.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2548.	2568.	2551.	26.32	33.33	25.55	21.80	26.67	23.36	32.33	24.67	36.50	19.55	15.33	14.60
Grade 7	2574.	2573.	2584.	28.36	27.54	33.33	24.63	24.64	24.67	26.87	26.09	22.67	20.15	21.74	19.33
Grade 8	2591.	2574.	2578.	31.71	28.23	34.06	21.14	17.74	11.59	26.83	20.97	21.01	20.33	33.06	33.33
Grade 11															
All Grades	N/A	N/A	N/A	28.72	29.85	31.06	22.56	23.30	20.00	28.72	24.03	26.59	20.00	22.82	22.35

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	23.31	28.67	23.36	50.38	54.67	59.85	26.32	16.67	16.79
Grade 7	33.58	28.26	33.33	47.76	47.83	46.00	18.66	23.91	20.67
Grade 8	29.27	20.16	29.71	53.66	54.84	39.13	17.07	25.00	31.16
Grade 11									
All Grades	28.72	25.97	28.94	50.51	52.43	48.24	20.77	21.60	22.82

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	22.56	28.00	24.82	56.39	62.00	56.20	21.05	10.00	18.98
Grade 7	22.39	25.36	35.33	61.94	56.52	47.33	15.67	18.12	17.33
Grade 8	26.83	22.58	23.19	56.10	62.10	56.52	17.07	15.32	20.29
All Grades	23.85	25.49	28.00	58.21	60.19	53.18	17.95	14.32	18.82

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	25.56	30.00	15.33	59.40	60.00	73.72	15.04	10.00	10.95
Grade 7	25.37	22.46	24.00	60.45	63.04	66.67	14.18	14.49	9.33
Grade 8	22.76	23.39	28.26	65.85	55.65	53.62	11.38	20.97	18.12
All Grades	24.62	25.49	22.59	61.79	59.71	64.71	13.59	14.81	12.71

Conclusions based on this data:

1. Gains in 7th and 8th grade math results year over year.
2. 6th grade class has majority of the population in that at/near standard met category

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	8	4	*
7	*	*	*	*	*	*	*	*	*	*	9	6
8	*	*	*	*	*	*	*	*	*	5	*	8
All Grades										16	15	17

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	26.67	58.82	43.75	46.67	17.65	25.00	26.67	11.76	6.25	0.00	11.76	16	15	17

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	40.00	64.71	37.50	53.33	23.53	12.50	6.67	0.00	0.00	0.00	11.76	16	15	17

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.25	20.00	29.41	31.25	40.00	17.65	43.75	40.00	35.29	18.75	0.00	17.65	16	15	17

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	26.67	47.06	68.75	66.67	35.29	6.25	6.67	17.65	16	15	17

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	56.25	73.33	76.47	37.50	20.00	11.76	6.25	6.67	11.76	16	15	17

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.50	26.67	29.41	56.25	60.00	41.18	31.25	13.33	29.41	16	15	17

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	33.33	17.65	93.75	66.67	64.71	6.25	0.00	17.65	16	15	17

Conclusions based on this data:

1. None currently, the data presented is a baseline for growth.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
445	**17.5%**	**3.1%**	**0.0%**
Total Number of Students enrolled in Pacific Grove Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	14	3.1%
Foster Youth	0	0.0%
Homeless	1	0.2%
Socioeconomically Disadvantaged	78	17.5%
Students with Disabilities	64	14.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	1.1%
American Indian	7	1.6%
Asian	53	11.9%
Filipino	7	1.6%
Hispanic	87	19.6%
Two or More Races	27	6.1%
Pacific Islander	4	0.9%
White	249	56%

Conclusions based on this data:

1. There is an anticipated increase in Hispanic students enrolled at PGMS.

2. Our students on free and reduced lunch percentage should continue to grow slightly year over year.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	**Chronic Absenteeism**  Red	**Suspension Rate**  Orange
Mathematics  Green		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. PGMS continued to showed an increase of .06% to 2.2% overall in Suspension Rate which continues to be a school wide area of emphasis.
2. PGMS showed an increase in Chronic Absenteeism of 6.6% to 15.4% overall, this continues to be a school wide emphasis and a site goal.

3.	PGMS scored in the highest achievement band (blue) in ELA and second highest band (green) in Math achievement scores.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	0	2

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 No Performance Color	 No Performance Color
45.6 points above standard	22.6 points below standard	Less than 11 Students
Maintained 0.3 points	Increased 11.2 points	8 Students
423 Students	25 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	0 Students	2.8 points above standard
		Declined 5.2 points
		73 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
37.7 points below standard	Less than 11 Students	Less than 11 Students
Maintained 2.3 points	5 Students	7 Students
63 Students		

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Yellow
79.4 points above standard	Less than 11 Students	7.1 points above standard
Increased 8.1 points	7 Students	Declined 3.9 points
50 Students		82 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
56.9 points above standard	Less than 11 Students	56.9 points above standard
Increased 8.3 points	3 Students	Maintained 2.8 points
27 Students		237 Students

Conclusions based on this data:

1. Overall ELA scored 45.6 points above standard, and remain in the highest achievement category.
2. Students with disabilities performance improved by 2.3 points, however they are still in the orange category, and are 37.7 points below standard. Must continue to maintain a collaborative relationship between general and special educators.
3. Our largest at-promise population-socio economically disadvantaged students are now 2.8 points above standard

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	2	0	1	1

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Green	No Performance Color	No Performance Color
3.5 points above standard	66.6 points below standard	Less than 11 Students
Maintained 1.2 points	Increased 19.0 points	8 Students
418 Students	26 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Orange
0 Students	0 Students	58.8 points below standard
		Declined 11.5 points
		73 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
111.9 points below standard	Less than 11 Students	Less than 11 Students
Declined 7.2 points	5 Students	7 Students
62 Students		

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Orange
76.1 points above standard	Less than 11 Students	69.7 points below standard
Increased 9.8 points	7 Students	Declined 9.0 points
51 Students		81 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
10.6 points above standard	Less than 11 Students	12.6 points above standard
Maintained 2.4 points	3 Students	Maintained 0.9 points
27 Students		235 Students

Conclusions based on this data:

1. Our overall Math achievement scores declined slightly (1.2 pts), and remain in the high (green) category.
2. Our English Learners increased significantly (19 point increase) and closed the achievement gap to 66.6 points below standard.
3. Our students on an Iep are in the very low category, achieving 111.9 points below standard in math.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
No Performance Color	No Performance Color
78.6% making progress.	making progress.
Number Students: 14 Students	Number Students: 9 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.3%	7.1%	21.4%	57.1%

Conclusions based on this data:

1. Priority in increasing the percentage of EL students making progress towards English language proficiency.
2. 57.1% of EL students at PGMS progressed at least one ELPI level!

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	0	1	1

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Red	 No Performance Color	 No Performance Color
15.4% Chronically Absent	29.4% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Increased 6.6	Increased 17.6	9 Students
456 Students	17 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Red
0 Students	0 Students	24.1% Chronically Absent
		Increased 11
		83 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
26.8% Chronically Absent	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Increased 12.7	5 Students	7 Students
71 Students		

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Red
5.5% Chronically Absent	Fewer than 11 students - data not displayed for privacy	22.2% Chronically Absent
Declined 1.1	8 Students	Increased 11.6
55 Students		90 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Red
8.8% Chronically Absent	Fewer than 11 students - data not displayed for privacy	16.2% Chronically Absent
Declined 5.5	4 Students	Increased 7.2
34 Students		253 Students

Conclusions based on this data:

1. Our overall Chronic Absenteeism rate has increased significantly (6.6%). We will continue to monitor this important statistic.
2. Emphasis and outreach for our students with disabilities, socio economically disadvantaged, Hispanic and white students must improve their trajectory in chronic absenteeism rates.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	3	1	0	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	 No Performance Color
2.2% suspended at least one day	0% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 0.6%	Maintained 0%	9 Students
465 Students	19 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	0 Students	7.1% suspended at least one day
		Increased 4.7%
		85 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
5.6% suspended at least one day	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Increased 4%	6 Students	7 Students
72 Students		

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Orange
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	3.3% suspended at least one day
Declined 1.6%	8 Students	Increased 2.1%
59 Students		91 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	2% suspended at least one day
Maintained 0%	4 Students	Increased 0.7%
34 Students		256 Students

Conclusions based on this data:

1. Our overall suspension rate at PGMS increased by .6% us in the Orange category.
2. Students with disabilities, socio-economically disadvantaged, white, hispanic and students on an Iep all increased over the prior year and reside in the Orange category.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Decrease the achievement gap experienced by students with disabilities in English Language Arts by 20% and continue to increase achievement overall as measured on the ELA Smarter Balanced summative assessments for the 2023-2024 school year. Continue to make positive gains for Asian, White, English Learners, socio-economically disadvantaged students, and Hispanic students

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Mathematics and English Language Arts
All English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic will show a measurable increase in achieving grade level standards in mathematics and English Language Arts each year as measured by Smarter Balanced Assessments and local valid assessments.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

This goal will remain in place. Previously we have identified our students with disabilities and our English Language Learners as the two sub group still experiencing an achievement gap in English Language Arts. Our English Learners made huge gains, improving by 24% or 10.2 points. We will have four years of Smarter Balanced Assessment data this year at the conclusion of the year, which will serve as a deeper comparison. We feel that we can double our progress rate.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
24/25 SBAC ELA summative assessment for students with disabilities and socio economically disadvantaged students and Hispanic students.	Students with disabilities scored 37.7 points below standard on the 2023/24 ELA Sbac test. That number is a slight improvement, as the 22/23 results had this group 39.9 points below standard. Economically disadvantaged students scored 2.8 points above standard which was a decline of 5.2 points during the same time period. Hispanic students scored 7.1 points above standard, which was a decline of 3.9 points versus the previous year.	The achievement gap for Students with disabilities should see a reduction in the deficit to 34 points below standard, an improvement of 5 points. English Language Learners will continue to see great improvement of 7 points to decrease their achievement gap to 27 points
2023 SBAC ELA summative assessment for socio-economically disadvantaged students.	8.1 points below standard (a net gain of .2 points)	20% improvement: 6.5 points below standard

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Dedicated schedule co teaching and co planning time for Sped, ELD and General education teachers weekly on Thursday's to plan lessons with accommodations embedded within the lesson. This is under the direction of and to include the Principal. English Language Development (ELD)Teacher to co-plan lessons with ELA teachers to promote and support ELD strategies embedded within lessons/assessments. There is no cost to this activity.	Students with Disabilities and English Language Learners.	
1.2	Push in support in English Language Arts class to support students on an iep for private check for understanding, direct assistance, clarification of expectations/accommodations. Coverage will be assigned within the master schedule to support these students to the greatest extent possible. Co scheduling of students on an IEP between Sped teacher, administration and Counselor.	Students with disabilities	
1.3	General education and special education teacher release time to plan implementation of classroom lessons and strategies students with disabilities a minimum of each quarter. Collaboration with high school Sped department to share best practices, immediate and ongoing (would entail additional release time). Monthly collaboration with ELD teachers from the elementary schools and the high school to share best practices and coordinate a districtwide plan of support for our English Language Learners.	Students with disabilities and English Language Learners	1400 Site Budget ($1400- Sub Coverage)
1.4	Middle School Professional Learning Communities (PLC's) will closely monitor the academic progress of our students with disabilities and English Language Learners using common formative assessments four times a year and provide interventions when necessary. This group will consist of both general education, special education, and English Language Development teachers familiar with the students, their accommodations and their learning challenges.	Students with disabilities and English Language Learners	General Fund: No additional costs
1.5	Fundamentals of Success Class: Targeted intervention for our struggling students with disabilities. This placement would be the result of the general education, special education and Language Review Team data review teams recommendation as to the amount of support needed. The data will come from the Fall of 2025 Measures of Academic Progress reading and language assessment. This class would be rostered.	Students with disabilities Hispanic students and socio economically disadvantaged students	6000 Site Funds ($6,000)
1.6	Continue to offer specialized support classes for Sped students in English Language Arts. Increase the number of sections of Learning Center from 2 sections to 3 sections. Current offerings for 2023/24 school year are: Transitional ELA (1 section) , Read 180 (one section) and Learning	Students with disabilities Hispanic students and socio economically disadvantaged students	130,000 General Fund: $160,000 (6 sections)

	Center (3 sections) English Language Development Class (1 section).		
1.7	Maintain implementation strategies learned from our all staff training on Universal Design for Learning, Resume whole staff professional development" Doable Differentiation" to improve scaffolding and differentiation of instruction. Continued emphasis on Equitable Grading Practices to use with both UDL and differentiation strategies. Professional learning on quality reteach strategies and assessing for mastery.	Students with disabilities Hispanic students and socio economically disadvantaged students	380 Grading for Equity books $380 (for all staff members)
1.9	Our TOSA (teacher on special assignment) position has ended, but our plan is to provide that teacher with 2-4 sub days to continue to spearhead Intervention programs to including: learning center 6-8 Class, Fundamentals of success class, weekly scheduled meetings with students with disabilities, SED and Hispanic who are identified as at risk. Parent conferences quarterly to make sure intervention strategies prove successful. School counselor/administration to liaison between families of struggling students and the teachers of record.	Students with disabilities, Hispanic students and socio economically disadvantaged students	3740 District Funded

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Many of the efforts describe are a continuation of past efforts. Most of the content delivery strategies like Universal Design for Learning, Grading for Mastery and Rubrics will continue and go further in depth and usage.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The one time funding for our TOSA (teacher on special assignment) has exhausted, so the site and C&I will suppliment release time at a daily rate of $215 per day.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes anticipated

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Decrease the achievement gap experienced by students with disabilities, socio-economically disadvantaged students, and Hispanic students by 10% in Math and continue to increase achievement overall as measured on the Math Smarter Balanced summative assessments for the 2024-2025 school year. Continue to make positive gains for all other student groups.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Mathematics and English Language Arts
All English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic will show a measurable increase in achieving grade level standards in mathematics and English Language Arts each year as measured by Smarter Balanced Assessments and local valid assessments.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our students with disabilities as well as our English Learners, socio economically disadvantages students, and Hispanic students continue to experience a gap in achievement as measured by the Sbac summative math scores. Though improvement for each group has been made, they are our lowest performing at-promise student populations.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2025 Sbac Math Summative: Students with disabilities.	111.9 points below standard (a net loss of 7.2 points)	10% improvement: 100 points below standard
2025 Sbac Math Summative: Socio-economically Disadvantaged	58.8 points below standard (a net loss of 11.5 points)	10% improvement: 53 points below standard
2025 Sbac Math Summative: Hispanic	69.7 points below standard (a regression of 9 points)	10% improvement: 63 points below standard

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	All students will be evaluated to see if they qualify for placement in Math 180 (one section for general ed and one section for sped students) or our embedded Math intervention class (one class grades 7/8) via multiple measures assessment. Additionally, students will be given the Measures of Academic Performance assessment at the	All students	

	beginning, middle and end of the 2025/26 school year to assess and address deficits.		
2.2	All at-promise student populations Math assessment data (Scholastic Math Inventory and Measures of Academic Progress assessments) will be monitored to ensure proper placement and program effectiveness. These student groups will be monitored and discussed separately from the entire school to ensure that we are monitoring progress and applying interventions if necessary.	Students with disabilities, Hispanic students and socio-economically disadvantaged students	
2.3	Roster at risk incoming 5th grade students into our 6th grade math classes with low student to teacher ratios, to provide more access to math support and opportunity for student mastery.	6th grade students	
2.4	Students identified as academically at-risk (via Map assessment data, common formative assessments, D/F list) will be rostered in our Fundamentals of Success class, for additional math support (taught by a certificated Math teacher). These students will be identified in August of 2025 via the Measures of Academic Progress math assessment.	All students	6,000 Site Funds: $6,000
2.5	Maintain strategies learned from our all staff training on Universal Design for Learning (Admin), rubrics, grading for mastery and intensive reteach strategies. Resume whole staff professional development around ”Doable DIfferentiation” to improve scaffolding and differentiation of instruction. Expanding staff professional development into Equitable Grading learning, student choice to continue finding the best way for students to demonstrate mastery.	All Students	380 Grading for Equity: $380 for staff wide copies.
2.7	Maintain grade level Math support classes (two), each taught by a credentialed math teacher to provide direct support to students who struggle in Math. We anticipate that we will serve between 15-30 students (roughly 7% of our enrollment) who identified in May of 2025 for placement in this support class. Math support is a class provided during the day, and is a companion class to the grade level math class.	All students	72,000 General Fund $72,000 (three dedicated sections)
2.8	Increase the number of Learning Center sections from two to three, so support an additional 15-20 students on an Iep	Students on an IEP	0 No additional Cost-condensed a section to open up a free section

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

May of the efforts describe are a continuation of past efforts. Most of the content delivery strategies like Universal Design for Learning, Grading for Mastery and Rubrics will continue and go further in depth and usage. We intend to provide our staff with professional learning from the book Doable Differentiation, to provide tools for teachers to further differentiate their instruction, broadening opportunities for mastery

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There has been a cost shift regarding the TOSA position. The one time funding has exhausted, so the site and C&I will suppliment release time at a daily rate of $215 per day.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes anticipated

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase the level of school connectedness by 10 percent as measured on the California Healthy Kids Survey by providing a variety of programs, special events, and activities that provide motivation and support for academics, climate, and culture of the school. Additionally, Pacific Grove Middle School will improve students' perceptions of safety on campus by implementing targeted strategies to reduce bullying, foster a positive school climate, and increase staff-student connections. By the end of the 2025-2026 school year, the percentage of students who report feeling safe at school will increase by at least 15%, as measured by the California Healthy Kids Survey (CHKS), CoreSEL Survey, and Olweus Bullying Survey.

This year we hosted a PGMS Wellness Fair with over 20 community organizations participating, with the goal of connecting our PGUSD families with critical resources in the community for both parents and students. We also partnered with Welcoming Schools to provide a four part parenting series on combating Bias-based bullying. We will continue to provide social emotionial learning opportunities for students, staff and families in the 2025/26 school which will build on our learning from this year. We will continue using the Character Strong program as well as our Advisory teacher group to embed within our school a climate of kindness, safety and respect. These lessons will be driven by student voice, gained by focus groups and student survey as well as teacher collaboration. Calendar events at the beginning of the year in particular for parent function(s) to increase involvement and participation. We will continue to engage our families, with a new four-part parenting series beginning in the fall of 2025.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Social Emotional learning Goal :To advance educational equity and excellence by focusing on the social, emotional, and mental health of our school community by creating a safe and affirming school environment and culture that supports and encourages school connectedness and resiliency

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Continue to expand student opportunity for involvement in a variety of activities of interest, utilize the Character Strong and Open Parachute social-emotional programs and include students, staff and parents in a continuing discussion regarding school safety.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey Students	Overall School Climate score was slightly higher than the state average (PGMS 60%-State Average 54%) and was an improvement over 2023/24 school year of 4%. The data did yield two areas of focus for this goal: PGMS improved in all 8 school climate indicators with the exception of Percieved School Safety, which declined 2% to 53%, matching the state average. We have included this new area of emphasis in goal 3.	10% Increase in Overall Percieved School Safety from 53% to 58%. 10% increase in Overall Caring Adult Relationships from 62% to 68%. 10% Increase in Meaningful Participation from 31% to 34%
California Healthy Kids Survey Parents	Overall the Parent Survey Data was the highest in the last 10 years with improvement made in every survey area, and we attained all goals from 2024/2025. We intend to continue these positive gains, and add: Providing parents with information on how to help their child with homework (23% report the school doesn't do a good enough job).	Decrease the number of families reporting either disagree or strongly disagree that the school Provides Parents with Information on how to help their child with homework by 20% from 23% to 19%.
California Healthy Kids Survey Staff	55% of teachers reported an interest in receiving training in working with diverse racial, ethnic and/or cultural groups. 58% would like training in meeting the social, emotional, and developmental needs of youth.	100% of the staff will receive a training in working with diverse racial/ethnic/cultural groups as well as training in meeting the SEL needs of youth.
Olweus Bullying Survey	Olweus Bullying Survey Fall Administration: 88.49 Spring Adminstration: 87.98 Both of these results are encouraging, as they each rank in the Low Risk category.	Scores positively increased year over year.
PGMS Core SEL Student Survey	SEL Student Survey indicated comparable positive responses between pre and post administration. The Fall administration composite score was 68.83/100 which falls within the Moderately Healthy/Favorable View. The Spring administration composite score 70.08/100 which also falls within the Moderately Healthy/ Favorable View.	Continue to make progress towards the Healthy/Favorable View which is the next highest level of student SEL Health.
PGMS Student Voice Survey	Overall the surveys from 2022/23 and 2023/24 are quite similar in student responses. Some of the takeaways were: Increase in students reporting: • Students reporting staff encouragement	Maintain progress in staff being encouraging and discussing academic progress with students (As measured on PGMS Student voice survey). See an increase in students reporting they feel safe and supported on campus.

	• Students reporting taking time to discuss academic progress • Students believe they will be successful • Students feeling safe on campus Decrease in students reporting: • Students not expecting to have a good day • Students feeling sad/hopeless within the last 12 months	
PGMS Student Body Inclusivity Survey	This survey was created by our Leadership students based on our conversations surrounding Impact v. Intent. Overall, students reported that PGMS is an inclusive environment: aggregate score of 8.7/10. Some of the written feedback regarding areas of specific challenge that some students have faced include: socio-economic status, race, and the use of preferred names. Finally, when students were asked: Do you feel like the students at PGMS treat each other with inclusiveness? 6.3% of students responded No (down from 10.8% in the prior year).	We will continue our discussions surrounding Intent v. Impact, microaggressions and difference, by leveraging both Character Strong and Advisory Teacher team, partner with our community organizations: Welcoming Families, Ohana and The Village Project to create lesson plans to be delivered during our dedicated Advisory Period.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Staff wide Character Strong training in support of maintaining a safe and nurturing school environment. Plan to begin 2025/26 motivational activities - Guest Speaker assemblies, CHILL (Courage, Honor, Integrity, Lasting Loyalty) days and events. Continue to work with our Leadership students to support quarterly focus traits (based on student survey data), Spirit Days, and continue the PGMS Inclusivity Survey. Leverage and partner with Welcoming Schools, The Village Project and Ohana to provide school wide information to students and staff as well as small group counseling for at risk students.	All students	500.00 Site Funds - $500
3.2	Student Voice- In the 2022/23 school year, our students authored the first PGMS Inclusivity Survey to gauge how inclusive our school/staff/students are, and ways to improve. This is now become a biannual measure. Additionally, students input will continue to be sought regarding educational decisions/changes (example-homework) on an bi annual basis. Students will be surveyed (PGMS	All students	N/A

	Student Voice Survey/PGMS Inclusivity Survey) both quarter 1 and quarter 3 to gauge their insights and recommendations regarding their education. Results of which are to be shared and discussed with staff and families.		
3.3	Staff wide presentation by Sean Roach and PGMS counseling team of 2024/2025 California Healthy Kids Survey, Olweus Bullying Survey, CoreSel Survey, PGMS Inclusivity Survey, and the PGMS Student Voice survey to monitor and identify levels of satisfaction students feel about our school. Maintain our Advisory period class on a weekly basis, continue the paid subscription ($500 annually), and provide training to our new staff members to achieve a "tipping point" at PGMS for those who did not attend the launch training or new employees. Continue to utilize bi-annual Olweus Survey on Bullying. Once again this year, eight staff members of the PGMS SEL team will identify and attend a training at the Monterey County Office of Education geared towards Social Emotional Learning	All students	4500 Site Funds $500; One time funds $2000; $2000 CalHope Grant
3.4	Implement activities, themes, lessons, and/or events that teach tolerance and celebrate diversity through our Character Strong program as well as teacher created Advisory lessons, assemblies, movies/reflections (Angst series) and public speakers (proposed cost $2000). Assemble a diverse group of students, staff members and parents to utilize as an SEL Team whose charge is to create opportunities and activities to teach tolerance and celebrate our shared diversity. Site funded for food, speakers, materials and release time for members of this group	All students	2000 Site Funds $2000
3.5	Continue our advisory period class on a weekly basis, continue the paid subscription, and send additional staff to Character Strong training to achieve a "tipping point" at PGMS. Continue to utilize bi-annual Olweus Survey on Bullying. Continue to share results with staff and devise a Social Emotional Mission Statement. Teacher agreement, no additional cost.	All students	500 Site funds: $500
3.6	Continue with Vector program to be run out of PE classes. Collaborate with the elementary school 5th grade team to consider lesson planning this curriculum for 5th and 6th grade seamlessly.	All students	200
3.7	Establishing and supporting a Health and Wellness Club and the creation of a Wellness Center (run by Counselor/community partner) with open enrollment (lunchtime activity). Strengthen our partnership with Blue Zones Project of Monterey County, Welcoming Schools and Ohana.	All Students	5000 CalHope: $5000
3.8	Continue our practice of hosting parent nights : Safety, Health, Social Media, social emotional learning, Josh Ochs, PGMS counseling and staff members. Last year we held our second annual PGMS Wellness Fair, which brought in over 20 community partners and organizations with the	All students	1,200 Site Funds: $1200

	goal of connecting families with available resources. This outreach will be paid for entirely by CalHope Grant (final installment of $21,000).		
3.9	Student Voice- Students input will be sought regarding educational decisions/changes (example-homework) on an annual basis via Google Forms. In 2022 our PGMS students created a PGMS Student Body Inclusivity Survey, which we use bi-annually both in the fall and spring. In addition to our California Healthy Kids Survey, CoreSel and Olweis Bullying Survey, we will continue to survey quarter 1 and 3 to seek student input on changes or initiatives.	All students	No cost.
3.10	Olweis Student Bullying survey instituted quarterly beginning with the end of quarter 1. Results will be analyzed to take appropriate action(s), and to utilize Character Strong and Teacher Advisory team topics to support empathy and compassion. Share the survey and results with parent groups for input and suggestions.	All students	No cost

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We have really broadened our surveys for students which now include four different methods to capture student voice. Our one charge this year is to mine parent input on topics for 2025/2026 school year parenting series.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All of the costs associated with these programs and events have shifted from the CalHope grant (ended) to site funds. Many of the improvements no longer require funding!

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The addition of a goal surrounding students perception of safety.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Improve student attendance by:
Decreasing the number of students who miss five or more days of school during Fall Semester by 50% as evidenced by monthly and quarterly attendance records.
Decreasing the number of students who miss 10 or more days during the school year by 50% as evidenced by monthly and quarterly attendance records. Work with counseling staff for students missing over 10% of the school year due to mental health issues (anxiety, depression, OCD) and provide training for staff members on ways to mitigate social emotional (also contained in goal 3) issues to increase attendance. Increasing parental awareness about the importance of school attendance, arriving on-time, and the resources/supports available. Look to partner with Ohana for their SPACE program intended to help parents and students overcome anxiety over attending school. Create and maintain a system of contact between the school and families with students missing school more than 10 percent of the time and record their response to tailor interventions in the following areas: family leave, illness, anxiety/social emotional challenges, socio-economic factors on a quarterly basis. Involve the district attorney for those students recieving Truancy letters.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Social Emotional learning Goal :To advance educational equity and excellence by focusing on the social, emotional, and mental health of our school community by creating a safe and affirming school environment and culture that supports and encourages school connectedness and resiliency

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

It is important to remember that this measure is a lagging indicator, which means that we will recieve this years data will not be available until after this plan is put into place. This year we looked at the California Dashboard, we found that the rates of Chronically Absent students grew in three at-promise groups: students with disabilities, socio-economically disadvantaged students and our Hispanic students. In looking at the 2023/24 school year numbers for these three at promise groups, the numbers have improved for all three by double digits. It is also important to know that of all absences, 79.1% were excused which was an increase over last year, while 20.4% were unexcused which was a decrease over the prior year.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Chronic Absenteeism Indicator	The following student groups saw a rise in Chronic Absenteeism: Hispanic students: 22.2% absentee rate; a increase of 11.6% Socio-economically disadvantaged students: 24.1% absentee rate; an increase of 11% Students with disabilities: 26.8% absentee rate; an increase of 12.7%	Expectation Year 2: PGMS will no longer have an overall Chronic Absenteeism indicator of High. -Students with disabilities will be in the Medium or Low category • Socio-economically disadvantages students will be in the medium or low category • White students will be in the Low category.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Conduct an annual parent attendance night (School Site Council suggestion put into effect this school year), to explain attendance rules, school supports and legal ramifications of missing school (whole school). Principal, assistant principal, attendance clerk and school resource officer to present. Make contact with families who's history denote chronic absenteeism at the beginning of the school year and maintain contact and build that relationship (targeted intervention-proactive). Creating an adjunct Attendance team consisting of administration, counseling, attendance clerk, school resource officer, much like a Professional Learning Community (PLC) to review attendance data and target outreach. Combining attendance education and targeted outreach makes us far more proactive, and creating and maintaining relationships with families with poor attendance historically we believe will be impactful. Combine efforts with the high school on best practices and what's working, as this is a goal of their as well. Creation of a dedicated report in Synergy that actively tracks this data for reference/intervention. Research a system of incentives aimed at recognizing and rewarding improved attendance among our chronically absent students. Renew our relationship with both PGPD (for wellness checks) and the district attorney regarding student safety and truancy. The district attorney's involvement and actions have been invaluable this year. Creation of an attendance/engagement staff team that looks at progress monthly (adjunct duty). There are no costs associated with these activities.	All students	None

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

It is important to note that at this point in the active school year, we won't know the effectiveness of our efforts until the completion of the school year, and the release of this data from the California Department of Education. We did do some informal analyses based on data from Synergy and project positive gains and meeting some or all of our goals. In collaboration with the district attorney, she has shown herself as an effective partner in motivating parents to get their students to school. We have seen a decline in the percentage of students who have unexcused absences, and an increase in excused absences, so this data will allow us to categorize these reasons into: illness, medical, social emotional, travel/vacation and other reasons so we can further hone our efforts.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This program/goal has no cost other than man hours and meetings, so there are no differences in budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For now, I don't anticipate any changes, though these targeted groups improved, I would like to see this trend to (and the trend for all student attendance) improve.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$233,800.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$230,060.00
District Funded	$3,740.00

Subtotal of state or local funds included for this school: $233,800.00

Total of federal, state, and/or local funds for this school: $233,800.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	230,060.00
District Funded	3,740.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		230,060.00
	District Funded	3,740.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	141,520.00
Goal 2	78,380.00
Goal 3	13,900.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

2 Classroom Teachers

1 Other School Staff

7 Parent or Community Members

1 Secondary Students

Name of Members	Role
Sarah Boyle	Parent or Community Member
Erin High	Parent or Community Member
Darcy Tuinenga	Classroom Teacher
Sean Roach	Principal Parent or Community Member
Susan Chavez	Other School Staff
Mona Kada	Parent or Community Member
Michael Loomis	Parent or Community Member
Nico Brockmeyer	Secondary Student
Agnieszka Lech	Parent or Community Member
Grayson Fong	Other School Staff Parent or Community Member
Amanda Parker	Parent or Community Member
	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/13/24.

Attested:

Principal, Sean Roach on 5/15/23

SSC Chairperson, Sarah Boyle on 5/15/23

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

Board Cover Sheet

Consent

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

Meeting Date
May 15, 2025

Presenter(s)
Gregory O'Meara
Principal

Item
SPSA – Pacific Grove High School (2025-26 SY)

Recommendation
The District Administration recommends that the Board review and approve the Single Plan for Student Achievement (SPSA) for Pacific Grove High School for the upcoming 2025-26 school year.

Background
The PGHS Site Council provided input for the Single Plan for Student Achievement (SPSA). Information used to develop goals and strategies/activities were the California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessment for California (ELPAC), California Healthy Kids Survey (CHKS), Northwest Evaluation Association (MAP), and information from the California Schools Dashboard. On April 22, 2025, the Site Council met and subsequently approved the School Plan for Student Achievement for PAcific Grove High School.

Information
PGHS Goals
(Strategies/Metrics listed within SPSA)
Goal 1: Equitable Academic Outcomes for all students to be College and Career ready upon graduation.

Supporting Goal 1: As measured by the California School Dashboard increase the following metrics for all students by 3%: Graduation rate, College to Career Readiness
Supporting Goal 2: As measured by the CAASPP in English Language Arts, math and science increase by 3% the number of students who earn “meets or exceed” with special attention paid to the following subgroups: English Learners, socioeconomically disadvantaged, special needs, and Hispanic.

GOAL 2: Create and Sustain a Safe and Affirming Learning Environment
Create and Sustain a Safe and Affirming Learning Environment
(Strategies/Metrics listed within SPSA)

Supporting Goal 1: Reduce suspensions by .5%
Supporting Goal 2: Increase, as measured by the California Healthy Kids Survey (CHKS) by 3% in the areas of
school perceived as very safe or safe, school connectedness, academic motivation, caring adult relationships, and promotion of parental involvement.

Supporting Goal 3: Provide opportunities for students to complete a Career Technical Education (CTE) pathway to increase our CTE completer percentage by 3%

Goal 3 Cultural Proficiency
(Strategies/Metrics listed within SPSA)

Supporting Goal 1: Staff will build an inclusive school culture.
Supporting Goal 2: Teachers will diversify the learning experience for all students ensuring that diverse cultures and multiple perspectives are represented.

Fiscal Impact

The proposed plan and budget keep expenditures at PGHS within the school's site allocation and District funding.

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pacific Grove High School	27-66134-2733657	April 22, 2025	May 15, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Pacific Grove High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Pacific Grove High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Pacific Grove High School's (PGHS) School Plan for Student Achievement (SPSA) goals and activities are in alignment with the Pacific Grove Unified School District's (PGUSD) Local Control and Accountability Plan (LCAP). PGHS has developed goals in the areas of English Language Arts, Mathematics, Science, Social Emotional Learning (SEL), along with student/staff safety and cultural proficiency.

Educational Partner Involvement

How, when, and with whom did Pacific Grove High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

PGHS administration held meetings throughout the 2024-2025 school year with the combined PGHS/CHS school site council. In addition, corresponding goals/strategies were shared with PGHS/CHS staff for input.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

N/A

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Suspension Rate (Orange) 2.6% (+.7%)

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

None.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

None.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Pacific Grove High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	1.23%	1.1%	0.96%	7	6	5
African American	1.93%	2.19%	1.73%	11	12	9
Asian	8.07%	8.23%	9.81%	46	45	51
Filipino	3.33%	2.93%	3.08%	19	16	16
Hispanic/Latino	20.53%	18.1%	18.85%	117	99	98
Pacific Islander	1.05%	0.91%	0.58%	6	5	3
White	59.47%	60.88%	58.85%	339	333	306
Two or More Races	1.93%	2.56%	3.65%	11	14	19
Not Reported	2.46%	3.11%	2.50%	14	17	
			Total Enrollment	570	547	520

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	162	133	127
Grade 10	123	159	126
Grade 11	140	117	152
Grade 12	145	138	115
Total Enrollment	570	547	520

Conclusions based on this data:

1. While declining enrollment is currently trending, Pacific Grove High School continues to offer a comprehensive array of rigorous academic and Career Technical Education (CTE) offerings.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	13	14	12	2.3%	2.6%	2.3%
Fluent English Proficient (FEP)	94	83	85	16.5%	15.2%	16.3%

Conclusions based on this data:

1. As overall enrollment declines, there remains a consistent percentage of identified English Learners (EL's) (15% - 17%)

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	133	107	148	121	97	132	121	97	132	91.0	90.7	89.2
All Grades	133	107	148	121	97	132	121	97	132	91.0	90.7	89.2

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2671.	2662.	2707.	49.59	44.33	71.97	30.58	37.11	18.18	11.57	14.43	7.58	8.26	4.12	2.27
All Grades	N/A	N/A	N/A	49.59	44.33	71.97	30.58	37.11	18.18	11.57	14.43	7.58	8.26	4.12	2.27

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	48.76	44.33	54.55	43.80	52.58	39.39	7.44	3.09	6.06
All Grades	48.76	44.33	54.55	43.80	52.58	39.39	7.44	3.09	6.06

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	51.24	51.55	73.48	38.84	38.14	25.00	9.92	10.31	1.52
All Grades	51.24	51.55	73.48	38.84	38.14	25.00	9.92	10.31	1.52

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	23.97	14.43	30.30	70.25	82.47	66.67	5.79	3.09	3.03
All Grades	23.97	14.43	30.30	70.25	82.47	66.67	5.79	3.09	3.03

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	38.02	31.96	47.73	53.72	64.95	49.24	8.26	3.09	3.03
All Grades	38.02	31.96	47.73	53.72	64.95	49.24	8.26	3.09	3.03

Conclusions based on this data:

1. Listening has consistently reflected a need for growth.
2. Writing consistently reflects an area of notable strength. (+22% Above Standard from 22-23 to 23-24)
3. Participation rate s an area for growth- to meet the minimum threshold of 95%.- "Opt-out" rate is significant- Staff continues to communicate to stakeholders the importance of standardized testing

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	133	107	148	121	96	132	121	96	132	91.0	89.7	89.2
All Grades	133	107	148	121	96	132	121	96	132	91.0	89.7	89.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2643.	2624.	2681.	31.40	25.00	43.94	28.93	26.04	24.24	17.36	22.92	15.15	22.31	26.04	16.67
All Grades	N/A	N/A	N/A	31.40	25.00	43.94	28.93	26.04	24.24	17.36	22.92	15.15	22.31	26.04	16.67

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	38.02	37.50	46.97	37.19	38.54	36.36	24.79	23.96	16.67
All Grades	38.02	37.50	46.97	37.19	38.54	36.36	24.79	23.96	16.67

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	33.88	26.04	42.42	55.37	58.33	43.18	10.74	15.63	14.39
All Grades	33.88	26.04	42.42	55.37	58.33	43.18	10.74	15.63	14.39

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	31.40	23.96	39.39	59.50	64.58	55.30	9.09	11.46	5.30
All Grades	31.40	23.96	39.39	59.50	64.58	55.30	9.09	11.46	5.30

Conclusions based on this data:

1. Overall achievement in Mathematics reflects significant improvement. The percentage of students meting or exceeding standard- from SY 22-23 - to SY 23 -24 (+19%)
2. Communicating Reasoning and Problem Solving and Modeling/Data Analysis have the lowest percentage At or Near Standard.
3. PGHS needs to increase the overall participation rate to meet the minimum threshold of 95%.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	*	*	*	*	*	*	*	4	5	6
10	*	*	*	*	*	*	*	*	*	*	4	4
11	*	*	*	*	*	*	*	*	*	4	*	*
12	*	*	*	*	*	*	*	*	*	*	4	*
All Grades										13	14	15

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	35.71	20.00	38.46	21.43	33.33	53.85	28.57	13.33	7.69	14.29	33.33	13	14	15

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.08	28.57	26.67	61.54	35.71	40.00	7.69	28.57	0.00	7.69	7.14	33.33	13	14	15

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	21.43	26.67	7.69	42.86	26.67	69.23	21.43	13.33	23.08	14.29	33.33	13	14	15

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	35.71	0.00	92.31	50.00	66.67	7.69	14.29	33.33	13	14	15

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	76.92	35.71	53.33	23.08	42.86	26.67	0.00	21.43	20.00	13	14	15

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.69	42.86	26.67	23.08	35.71	40.00	69.23	21.43	33.33	13	14	15

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	7.14	0.00	92.31	78.57	73.33	7.69	14.29	26.67	13	14	15

Conclusions based on this data:

1. A small sample size from year to year significantly shifts data - up or down

2. Continued targeted support for all students identified as English Learners is required and will be accomplished through dedicated levels of English Language Development

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
520	**16.7%**	**2.3%**	**0.0%**
Total Number of Students enrolled in Pacific Grove High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	12	2.3%
Foster Youth	0	0.0%
Homeless	1	0.2%
Socioeconomically Disadvantaged	87	16.7%
Students with Disabilities	81	15.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	1.7%
American Indian	5	1%
Asian	51	9.8%
Filipino	16	3.1%
Hispanic	98	18.8%
Two or More Races	19	3.7%
Pacific Islander	3	0.6%
White	306	58.8%

Conclusions based on this data:

1. Students identified as Socioeconomically Disadvantaged are our largest sub group of students (15.6% - SY 2023-2024)

2. Students identified as Hispanic (18.8%) and Asian (9.8%) are our two largest Race/Ethnicity groups outside of the majority group - White (58.8%)

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	**Graduation Rate**  Blue	**Suspension Rate**  Orange
Mathematics  Blue		
English Learner Progress  No Performance Color		
College/Career  Green		

Conclusions based on this data:

1. Academic Performance - English Language Arts continues to be an area of strength (BLUE) . Mathematics continues to be an area of growth, as is the pattern/trend foe Monterey County and State of California.
2. Academic Engagement - Graduation 2024 rate is BLUE- This reflects a significant improvement from "ORANGE" Designation in 22-23
3. Conditions and Climate - Suspension Rate increased slightly - reflecting a lower rating of "ORANGE" SY 23-24 (Vs. Yellow SY 22-23)

School and Student Performance Data

Academic Performance
English Language Arts

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	1

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 No Performance Color	 No Performance Color
94.7 points above standard	Less than 11 Students	Less than 11 Students
Increased 35.4 points	4 Students	1 Student
141 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	22.4 points above standard
		Declined 3.4 points
		21 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
26.5 points below standard	Less than 11 Students	0 Students
Increased 47.1 points	3 Students	
18 Students		

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	No Performance Color
93.7 points above standard	Less than 11 Students	90.7 points above standard
14 Students	5 Students	Increased 80.5 points
		21 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Blue
Less than 11 Students	Less than 11 Students	80.8 points above standard
7 Students	1 Student	Increased 15.8 points
		84 Students

Conclusions based on this data:

1. Significant INCREASE from SY 22-23 in students performing above standard (+35.4 Points) Advancement to BLUE Status
2. One area of notable improvement is Students With Disabilities. Increase of 47.1 Pts compared to SY 22-23.
3. Another area of significant improvement from SY 22-23 is: Hispanic students, +80.5 Points

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	1

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 No Performance Color	 No Performance Color
26.5 points above standard	Less than 11 Students	Less than 11 Students
Increased 50.2 points	4 Students	1 Student
141 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	65.0 points below standard
		Declined 4.4 points
		21 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
117.1 points below standard	Less than 11 Students	0 Students
Increased 71.6 points	3 Students	
18 Students		

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	No Performance Color
9.3 points below standard	Less than 11 Students	6.3 points below standard
14 Students	5 Students	Increased 75.0 points
		21 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Blue
Less than 11 Students	Less than 11 Students	25.5 points above standard
7 Students	1 Student	Increased 39.8 points
		84 Students

Conclusions based on this data:

1. Performance for ALL students increased notably- +50.2 Points from SY 22-23
2. Significant performance increases in SY 23-24 were also seen in the following subgroups: Hispanic (+75 Pts), Students with Disabilities (+71.6 Pts.), White (+39.8 Pts.) compared to SY 22-23
3. A slight performance decline was reflected for the following subgroup- Socioeconomically Disadvantaged (- 4.4 Pts) SY 22-23 - SY 23-24

School and Student Performance Data

Academic Performance
English Learner Progress

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
No Performance Color	No Performance Color
making progress.	making progress.
Number Students: 6 Students	Number Students: 3 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**

Conclusions based on this data:

1. No Performance Colors were designated due to the small numbers of EL students at PGHS- (2.4%)
2. Continued professional development is required to support all students identified as English Learners.
3. Continued targeted support for all students identified as English Learners is required and will be accomplished through a dedicated class.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.


Very Low
Lowest Performance


Low


Medium


High


Very High
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	1

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
69 Prepared	Less than 11 Students 0	0 Students
Maintained 1.7	2 Students	
113 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	50 Prepared
		Maintained 0
		24 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
16.7 Prepared	Less than 11 Students 0	0 Students
Declined 13.3	3 Students	
18 Students		

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students 0	Less than 11 Students 0	52.2 Prepared
5 Students	8 Students	Declined 7.1
		23 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Blue
0 Students	0 Students	76.7 Prepared
		Increased 5.8
		73 Students

Conclusions based on this data:

1. PGHS received a rating of High (GREEN) for all students.
2. There is a gap recognized between Hispanic students when compared to White students. PGHS will continue to provide academic support to close the achievement gap.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Attendance Data is not included in the California Schools Dashboard.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	1

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	No Performance Color
95.6% graduated	Fewer than 11 students - data not displayed for privacy	0 Students
Increased 8.5%	2 Students	
113 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	95.8% graduated
		Increased 13.5%
		24 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
88.9% graduated	Fewer than 11 students - data not displayed for privacy	0 Students
Increased 28.9%	3 Students	
18 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	91.3% graduated
5 Students	8 Students	Increased 6.1%
		23 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
0 Students	0 Students	97.3% graduated
		Increased 10.1%
		73 Students

Conclusions based on this data:

1. Significant improvement in Graduation rate is noted from 87..1% SY 22-23 to 95.6% 23-24 (+8.5%) ALL subgroups experienced moderate/significant increase in Graduation rates
2. Administration, Counselors, and teachers continue to monitor student graduation eligibility and provide necessary interventions and supports.
3. The Counseling Department is recognized state wide for their impactful implementation of the California College Guidance Initiative (CCGI)

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	1	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	 No Performance Color
2.6% suspended at least one day	10% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 0.7%	Increased 10%	6 Students
534 Students	20 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	0 Students	4.9% suspended at least one day
		Increased 4.9%
		102 Students

Students with Disabilities	African American	American Indian
 Green	 No Performance Color	 No Performance Color
3.4% suspended at least one day	9.1% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 2.3%	Increased 1.4%	5 Students
88 Students	11 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Orange
0% suspended at least one day	0% suspended at least one day	5.1% suspended at least one day
Maintained 0%	Maintained 0%	Increased 2.2%
58 Students	16 Students	98 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Yellow
2.9% suspended at least one day	Fewer than 11 students - data not displayed for privacy	1.9% suspended at least one day
Increased 2.9%	3 Students	Maintained 0.2%
34 Students		309 Students

Conclusions based on this data:

1. While we strive for no suspensions, all suspensions were warranted.
2. Suspension rate for all students reflects a slight increase of less than 1%
3. While administration utilizes Restorative Approaches, full training of staff is needed.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Equitable Academic Outcomes for all students to be College and Career ready upon graduation.
Supporting Goal 1: As measured by the California School Dashboard increase the following metrics for all students by 3%: Graduation Rate, College to Career Readiness
Supporting Goal 2: As measured by the CAASPP in English Language Arts, Math and Science increase by 3% the number of students who earn "meets or exceed" standard with special attention paid to students identified as English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and students identifying as Hispanic.
Supporting Goal 3: Provide opportunities for students to complete a Career Technical Education (CTE) pathway to increase our CTE completer percentage by 3%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Overall Program (Prosperity)
PGUSD will create a "Culture of We" at every school site where educators and families work together as partners, sharing responsibility, leadership, and advocacy for the success of students. All PGUSD families will feel welcome and fully invested in their student's education through authentic partnerships with teachers and site leaders in a safe, nurturing, and culturally responsive school environment. All district and school policies and practices will be equitable and inclusive for all students and families creating a culture of belonging where students of every economic circumstance, culture, religion, race, ethnicity, gender, sexual orientation, learning ability, and language feel welcome and a sense of connection.

Goal 3 - Differentiation and Intervention efforts in support of Unduplicated Pupil Populations (Prosperity)
Unduplicated students (low socio-economic, foster youth, and English Learners) as well as homeless students and students with disabilities will receive the necessary differentiation and support to make accelerated growth to close the achievement gap. When necessary, targeted intervention using a variety of strategies, programs, and small group instruction will be implemented for students requiring additional tiered support. These programs will be designed to show an increase in our state testing scores for all groups and an improvement in our English learner reclassification rate.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the graduation rate, CAASPP ELA, math and CAST.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	87.1/95.6 (+8.5%)	97%
College/Career	67.3/69% (+1.7%)	72%
CAASPP English	81.44 All Students Exceed/Met/90.15 (+8.7%)	93%

CAASPP Mathematics	51.04 All Students Exceed/Met/68.18 (+17.2%)	69%
California Science Test (CAST)	57.01 All Students Exceed/Met /72.73% (+15.72%)	75%
Completed at Least One Career Technical Education (CTE) Pathway	13.6% Baseline/14.4% (+.8%)	19%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	One to one meetings with counselors and students to develop and evaluate four-year academic plans.	All Students	
1.2	Provide academic support classes to students with D/F in core content areas.	All Students	
1.3	Increase enrollment in AVID 1 & 2.	AVID qualified students	20,000 None Specified 2000-2999: Classified Personnel Salaries Funding for Tutors
1.4	Increase the diversity of curriculum across all departments.	All Students	
1.5	Strengthen Professional Learning Communities to foster collaboration, data-driven decision making and continuous improvement.	All Students	
1.6	Implement common assessments where applicable within each department.	All Students	
1.7	Implement common rubrics where applicable within each department.	All Students	
1.8	Continue to develop and implement equitable grading practices, per the Cultural Proficiency Action Plan.	All Students	
1.9	Increase College Credit Course offerings. (Dual Enrollment)	All Students	
1.10	Refine College and Career Center.	All Students	
1.11	Professional development for certificated staff in the area English Learners.	Students Identified as English Language Learners	
1.12	Ensure awareness of ESLR's and apply to curriculum development and delivery.	All Students	
1.13	Continue to develop pathways and academically rigorous courses that prepare students for college and/or entry into the workforce upon graduation.	All Students	
1.14	Continue our efforts to provide funding for the CTE program with incentive grants. Golden State Pathways Program and College and Career Access Pathways.	All Students	
1.15	Expand career exploration opportunities and integrate career exploration into curriculum across departments.	All Students	
1.16	Continue to offer academic support classes for general education students and students with special needs.	All Students	

1.17	Addition of VAPA/CTE Coordinator to ensure pathway completion rates	All Students	60,000 None Specified 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The majority of strategies were implemented as stated. Growth Target of +3% was achieved in the following areas: Graduation Rate/College and Career/English Language Arts/Mathematics/Science

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Professional Learning Communities continue to refine practices. College and Career Coordinator is a noted strength in implementing schoolwide college and career awareness and education.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Numerous strategies were added per WASC 2024 self study and recommendations from the visiting committee. Each new strategy support greater collaboration amongst departments and grade levels.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Create and Sustain a Safe and Affirming Learning Environment
Supporting Goal 1: Reduce suspensions by .5%
Supporting Goal 2: Increase, as measured by the California Healthy Kids Survey (CHKS) by 3% in the areas of school perceived as very safe or safe, school connectedness, academic motivation, caring adult relationships, and promotion of parental involvement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - Social Emotional Learning (Safety & Belonging)
All schools will nurture learning environments that are intellectually, physically, and emotionally safe. Our educators will create an environment that promotes positive relationships among students and staff to increase school connectedness and a sense of belonging. Every student will feel connected to a minimum of one adult on campus who cares for them, watches out for them, checks in with them regularly, and to whom they can turn during times of need.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

For all students to succeed academically, socially, and emotionally, they must feel safe and connected to school and know that they belong.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	2%/2.6% (22-23 to 23 24)	1.7%
CHKS	Sense of safety 68%/69% (+1%)	72%
CHKS	Connectedness for students 59%/61% (+2%)	64%
CHKS	Caring Adult Relationships 60%/59% (-1%)	62%
CHKS	Academic Motivation 63%/69% (+6%)	72%
CHKS	Promotion of parental involvement 48.5%/53% (+4.5%)	56%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Implement Sandy Hook Promise Say Something Anonymous Reporting System.	All Students	

2.2	Concentrated efforts via Staff meetings/Professional Development to implement the Big 5 Safety Protocols - Consistent with MCOE regional protocols	All Students	
2.3	Continued Implementation of Restorative Approaches/Strategies school wide.	All Students	
2.4	Increase awareness of services provided through Outreach Counselor.	All Students	
2.5	Leadership class activities - Increase opportunities for students to be involved in a variety of school activities. Increased rigor and commitment via interview process to ensure appropriate enrollment to Leadership class.	All Students	
2.6	Monthly review of attendance data and provide necessary interventions as appropriate.	All Students	
2.7	Provide a variety of educational workshops for parents/guardians. Continue Principal/Community Forum in 25-26.	All Students	
2.8	Analyze and refine process for identification and implementation of 504 Services	All Students	
2.9	Promote increasing inclusion by reducing incidents of discrimination, harassment, and bias-related incidents.	All Students	
2.10	Professional Development for staff in the areas of equity and inclusion.	All Students	
2.11	Increase awareness of services provided through Licensed Mental Health Therapist.	All Students	
2.12	Analyze and refine process for identification and enrollment to Community High School	All Students	
2.13	Continue to add scope of student voice through Principal's Advisory Committee (Monthly)	All Students	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We did not meet the expected outcome in each goal as measured by the CHKS. We did see a positive increase in most areas. Sense of safety 68%/69% (+1%) Connectedness for students 59%/61% (+2%) Academic Motivation 63%/69% (+6%) Promotion of parental involvement 48.5%/53% (+4.5%)

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Restorative Approaches has been introduced but training needs to continue. Restorative Approaches is practiced by administration through disciplinary/student services/attendance/conflict resolution.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Provide ongoing training and promotion of new program -Continue to raise awareness of Sandy Hook Promise Say Something Anonymous Reporting System (ARS).

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Cultural Proficiency Growth for all students/staff
Goal 1: Through an intentionality of cultural awareness, inclusivity, and celebration staff and students will build an inclusive school culture.
Goal 2: Teachers will diversify the learning experience for all students ensuring that diverse cultures and multiple perspectives are represented.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Overall Program (Prosperity)
PGUSD will create a "culture of we" at every school site where educators and families work together as partners, sharing responsibility, leadership, and advocacy for the success of students. All PGUSD families will feel welcome and fully invested in their student's education through authentic partnerships with teachers and site leaders in a safe, nurturing, and culturally responsive school environment. All district and school policies and practices will be equitable and inclusive for all students and families creating a culture of belonging where students of every economic circumstance, culture, religion, race, ethnicity, gender, sexual orientation, learning ability, and language feel welcome and a sense of connection.

Goal 4 - Cultural Proficiency (Belonging)
PGUSD will strive to create a "Culture of We" at every school site where educators and families work together as partners, sharing responsibility, leadership, and advocacy for the success of ALL students. All PGUSD families will feel welcome and fully invested in their student's education through authentic partnerships with teachers and site leaders in a safe, nurturing, and culturally responsive school environment. All district and school policies and practices will be equitable and inclusive for all students and families creating a culture of belonging where students of every economic circumstance, culture, race, ethnicity, gender, sexual orientation, learning ability, or language feel a strong sense of connection.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

For all students to succeed academically, socially, and emotionally, they must feel safe and connected to school and know that they belong. We must update our curriculum to provide more "mirrors than windows."

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS	Connectedness for students 59%/61% (+1%)	64%
Curriculum Design/Implementation	PGHS Staff (All Departments) will contribute monthly to efforts in recognizing and celebrating multi-cultural events, and apply to curriculum when applicable.	Whole school participation and tracking via Google Form as we collectively acknowledge and celebrate cultural diversity.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Continue to develop and implement equitable grading practices, per the Cultural Proficiency Plan.	All Students	
3.2	Utilizing specific principles of effective Professional Learning Communities, staff will Continue to develop and enhance diverse curricula across all departments per the Cultural Proficiency Plan.	All Students	
3.3	Reduce language barriers by providing information in a variety of languages.	All Students	
3.4	Continue to provide professional development for staff - diversity, equity and inclusion.	All Students	
3.5	Increase curricular/co-curricular/extra-curricular opportunities for multicultural awareness and celebration.	All Students	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Survey administered to staff in 24-25 indicates a need for more focused professional development and discussion around Cultural Proficiency

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Expenditures for professional development in this area are impacted at the district level- Site funding is not affected.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No Changes for 25-26

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$80,000.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
None Specified	$80,000.00

Subtotal of state or local funds included for this school: $80,000.00

Total of federal, state, and/or local funds for this school: $80,000.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
None Specified	80,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	60,000.00
2000-2999: Classified Personnel Salaries	20,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	None Specified	60,000.00
2000-2999: Classified Personnel Salaries	None Specified	20,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	80,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

2 Other School Staff

2 Parent or Community Members

4 Secondary Students

Name of Members	Role
Greg O'Meara	Principal
Sean Keller	Other School Staff
Alex Morrison	Other School Staff
Sally Richmond	Classroom Teacher
Isaac Rubin	Classroom Teacher
Adrianne D'Amico	Classroom Teacher
Dianna Gemecho	Other School Staff
Fran Cohen	Parent or Community Member
Perrine Adams	Parent or Community Member
Allison Lopez (PGHS)	Secondary Student
Garrett Kuska (PGHS)	Secondary Student
Griffin Wells (CHS)	Secondary Student
Gavin Birtner (CHS)	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 22, 2025.

Attested:



Principal, Greg O'Meara on April 22, 2025



SSC Chairperson, Francis Coen on April 22, 2025

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

Board Cover Sheet

Consent

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

Meeting Date
May 15, 2025

Presenter(s)
Gregory O'Meara
Principal

Item
SPSA – Pacific Grove Community High School (2025-26 SY)

Recommendation
The District Administration recommends that the Board review and approve the Single Plan for Student Achievement (SPSA) for Pacific Grove Community High School for the upcoming 2025-26 school year.

Background
The PGCHS Site Council provided input for the Single Plan for Student Achievement (SPSA). Information used to develop goals and strategies/activities were the California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessment for California
(ELPAC), California Healthy Kids Survey (CHKS), Northwest Evaluation Association (MAP), and information from the California Schools Dashboard. On April 22, 2024, the Site Council approved met, and subsequently approved the Community High School SPSA.

Information

Goal 1 Equitable Academic Outcomes for all students.
(Strategies/Metrics listed within SPSA)

Supporting Goal 1: 100% of eligible 12th-grade students graduate.
Supporting Goal 2: As measured by the CAASPP in English Language Arts, math and CAST increase by 3% the number of students who earn “meets or exceed” with special attention paid to students identified as English Learners, socioeconomically disadvantaged, special needs, and Hispanic.

Goal 2 Create and Sustain a Safe and Affirming Learning Environment
(Strategies/Metrics listed within SPSA)

Supporting Goal 1: Reduce suspensions by 1%

Supporting Goal 2: Increase or maintain, as measured by the California Healthy Kids Survey (CHKS) by 3% in the areas of school perceived as very safe or safe, school connectedness, academic motivation, caring adult relationships, and promotion of parental involvement.

Goal 3 Cultural Proficiency
(Strategies/Metrics listed within SPSA)

Supporting Goal 1: Staff will build an inclusive school culture.
Supporting Goal 2: Teachers will diversify the learning experience for all students ensuring that diverse cultures and multiple perspectives are represented.

Fiscal Impact

The proposed plan and budget keep expenditures at PGHS within the school's site allocation and District funding.

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pacific Grove Community High School	27661342731115	April 22, 2025	May 15, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Pacific Grove Community High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Pacific Grove Community High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Pacific Grove Community High School's (PGCHS) School Plan for Student Achievement (SPSA) goals and activities are in alignment with the Pacific Grove Unified School District's (PGUSD) Local Control and Accountability Plan (LCAP). PGCHS has developed goals in the areas of English Language Arts, Mathematics, Science, Social Emotional Learning (SEL), along with necessary components of safety and cultural proficiency.

Educational Partner Involvement

How, when, and with whom did Pacific Grove Community High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Combined PGHS/PGCHS School Site Council meetings was held to ratify the SPSA. In addition teacher and staff input was sought outside of the Site Council meeting. Student representation noted in membership roster.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

N/A

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

No data provided on California School Dashboard - Less than 11 students - data not displayed for privacy.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

No data provided on California School Dashboard - Less than 11 students - data not displayed for privacy.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

NWEA/MAP data shows students continue to need academic support English Language Arts and Mathematics.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Pacific Grove Community High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	7.14%		0	1
African American	%	0%	%		0	
Asian	7.69%	0%	%	1	0	
Filipino	%	0%	%		0	
Hispanic/Latino	38.46%	30%	35.71%	5	3	5
Pacific Islander	%	0%	%		0	
White	46.15%	60%	50.00%	6	6	7
Two or More Races	7.69%	10%	7.14%	1	1	1
Not Reported	%	0%	%		0	
			Total Enrollment	13	10	14

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 10	1	1	
Grade 11	3	4	4
Grade 12	9	5	10
Total Enrollment	13	10	14

Conclusions based on this data:

1. Enrollment continues to fluctuate from one school year to the next.
2. Not reflected in the data - enrollment does increase by the second semester of each school year. Early Graduation opportunities subsequently cause enrollment decline throughout any given year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	1	0	2	7.7%	0.0%	14.3%
Fluent English Proficient (FEP)	2	1	2	15.4%	10.0%	14.3%

Conclusions based on this data:

1. There is minimal fluctuation in the number of students identified as English Learners (EL) from one school year to the next.
2. No students have reclassified.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	5	9	7	*	8	6	*	7	6		88.9	85.7
All Grades	5	9	7	*	8	6	*	7	6		88.9	85.7

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. No data provided - less than 11 students - data not displayed for student privacy.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	5	9	7	*	9	6	*	9	6		100.0	85.7
All Grades	5	9	7	*	9	6	*	9	6		100.0	85.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. No data provided - less than 11 students - data not displayed for student privacy.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades										*	*	*

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. No data provided - less than 11 students - data not displayed for student privacy.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
14	**57.1%**	**14.3%**	**0.0%**
Total Number of Students enrolled in Pacific Grove Community High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	2	14.3%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	8	57.1%
Students with Disabilities	3	21.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	0	0.0%
American Indian	1	7.1%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	5	35.7%
Two or More Races	1	7.1%
Pacific Islander	0	0.0%
White	7	50%

Conclusions based on this data:

1. Students identified as Socioeconomically Disadvantaged (57.1%) are our largest subcategory of students.

2. Students identified as Hispanic (35.7%) are the largest Race/Ethnicity group outside of the majority group - White (50%).

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	**Graduation Rate**  No Performance Color	**Suspension Rate**  No Performance Color
Mathematics  No Performance Color		
English Learner Progress  No Performance Color		
College/Career  No Performance Color		

Conclusions based on this data:

1. No data provided - less than 11 students - data not displayed for student privacy.

2. Continual efforts are made to provide college/career awareness through rigorous Social Emotional Learning and College/Career guest speakers and community based learning.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 No Performance Color Less than 11 Students 5 Students	 No Performance Color Less than 11 Students 2 Students	 No Performance Color Less than 11 Students 2 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 4 Students

Students with Disabilities	African American	American Indian
 No Performance Color Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 1 Student

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 2 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 2 Students

Conclusions based on this data:

1. No data provided - less than 11 students - data not displayed for student privacy.
2. The recent WASC Accreditation process commended PGCHS for their attention in delivering a relevant and rigorous curriculum-

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	Less than 11 Students
5 Students	2 Students	2 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Less than 11 Students
		4 Students

Students with Disabilities	African American	American Indian
 No Performance Color Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 1 Student

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 2 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 2 Students

Conclusions based on this data:

1. No data provided - less than 11 students - data not displayed for student privacy.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
No Performance Color	No Performance Color
making progress.	making progress.
Number Students: 2 Students	Number Students: 2 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**

Conclusions based on this data:

1. No data provided - less than 11 students - data not displayed for student privacy.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.


Very Low
Lowest Performance


Low


Medium


High


Very High
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 No Performance Color Less than 11 Students 0 9 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 0 6 Students

Students with Disabilities	African American	American Indian
 No Performance Color Less than 11 Students 0 3 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 0 3 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 0 6 Students

Conclusions based on this data:

1. No data provided - less than 11 students - data not displayed for privacy.
2. Proactive college and career exploration are included in weekly curriculum. Additionally, support of Outreach Counselor ensures a direct line of communication with local community college (Monterey Peninsula College)
3. Several students have successfully participated and earned credits through Dual Enrollment (Monterey Peninsula College)

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No data provided - less than 11 students - data not displayed for student privacy.
2. PGCHS actively participates in Monterey County Truancy Abatement program- Attendance is identified as a distinct area for attention

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students

Conclusions based on this data:

1. No data provided - less than 11 students - data not displayed for student privacy.
2. A notable strength is the number of early graduation opportunities that are garnered through the weekly credit attainment system at CHS- i.e. 4 Early graduations in 2025

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 No Performance Color	 No Performance Color	 No Performance Color
15% suspended at least one day	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Declined 7.7%	2 Students	2 Students
20 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	Fewer than 11 students - data not displayed for privacy
		10 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student

Asian	Filipino	Hispanic
 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students

Conclusions based on this data:

1. No data provided - less than 11 students - data not displayed for student privacy.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Equitable Academic Outcomes for all students.
Supporting Goal 1: 100% of eligible 12th-grade students graduate.
Supporting Goal 2: As measured by the CAASPP in English Language Arts, math and CAST increase by 3% the number of students who earn "meets or exceed" with special attention paid to students identified as English Learners, socioeconomically disadvantaged, special needs, and Hispanic.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Overall Program (Prosperity)
PGUSD will create a "culture of we" at every school site where educators and families work together as partners, sharing responsibility, leadership, and advocacy for the success of students. All PGUSD families will feel welcome and fully invested in their student's education through authentic partnerships with teachers and site leaders in a safe, nurturing, and culturally responsive school environment. All district and school policies and practices will be equitable and inclusive for all students and families creating a culture of belonging where students of every economic circumstance, culture, religion, race, ethnicity, gender, sexual orientation, learning ability, and language feel welcome and a sense of connection.

Goal 3 - Differentiation and Intervention efforts in support of Unduplicated Pupil Populations (Prosperity)
Unduplicated students (low socio-economic, foster youth, and English Learners) as well as homeless students and students with disabilities will receive the necessary differentiation and support to make accelerated growth to close the achievement gap. When necessary, targeted intervention using a variety of strategies, programs, and small group instruction will be implemented for students requiring additional tiered support. These programs will be designed to show an increase in our state testing scores for all groups and an improvement in our English learner reclassification rate.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase English Language Arts and mathematics skills across all grade levels.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	100%	100%
CAASPP English	Unknown	50%
CAASPP Mathematics	Unknown	50%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide access to College/Career indicators.	All Students	
1.2	Increase matriculation of graduating seniors to community colleges or vocational programs, including military service.	All Students	
1.3	100% of PGCHS seniors will complete key components of post-secondary readiness, including a resume, a FAFSA application (or comparable financial aid application/plan), or vocational education portfolio and a Personal Finance course.	All students	
1.4	Continue to develop and enhance diverse curricula across all departments per the Cultural Proficiency Action Plan.	All Students	
1.5	Professional development - introduce a systems approach towards student learning by exploring lesson design focused on mastery learning of skills/competencies.	All Students	
1.6	Continue to develop pathways and academically rigorous courses that prepare students for college and/or entry into the workforce upon graduation.	All Students	
1.7	Increase College Credit Course offerings through dual enrollment collaboration.	All Students	
1.8	Continue systems to monitor and support students community service hours towards graduation.	All Students	
1.9	Provide career pathway learning opportunities through guest speakers and activities.	All Students	
1.10	Implement school wide project based learning.	All Students	
1.11	After school extended learning opportunities - to remediate and/or extend learning.	All Students	
1.12	Create opportunities for cross-curricular collaboration.	All Students	
1.13	Expand career exploration opportunities and integrate career exploration into the curriculum.	All Students	
1.14	Strengthen Professional Learning Communities to foster collaboration, data-driven decision making and continuous improvement.	All Students	
1.15	Continue to work with equitable grading.	All Students	
1.16	Continue to focus on curriculum and grading alignment.	All Students	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The majority of strategies were implemented. Graduation rate of 100% is on target for 2025

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Extended learning opportunities are offered to all students. Attendance rates continue to present as an area of concern. CHS continues to participate in the Monterey County Truancy Abatement Program

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

New strategies have been added based on recommendations from the 2024 WASC visit.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Create and Sustain a Safe and Affirming Learning Environment
Sub Goal 1: Reduce suspensions by 1%
Sub Goal 2: Increase or maintain, as measured by the California Healthy Kids Survey (CHKS) by 3% in the areas of school perceived as very safe or safe, school connectedness, academic motivation, caring adult relationships, and promotion of parental involvement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - Social Emotional Learning (Safety & Belonging)
All schools will nurture learning environments that are intellectually, physically, and emotionally safe. Our educators will create an environment that promotes positive relationships among students and staff to increase school connectedness and a sense of belonging. Every student will feel connected to a minimum of one adult on campus who cares for them, watches out for them, checks in with them regularly, and to whom they can turn during times of need.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

For all students to succeed academically, socially, and emotionally, they must feel safe and connected to school and know that they belong.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS	School Perceived As Very Safe or Safe100% / 100% (Maintained)	100%
CHKS	School Connectedness 80% / 78% (-2%)	81%
CHKS	Academic Motivation 67%/75% (+8%)	78%
CHKS	Caring Adult Relationships 86%/63% (-23%)	70%
CHKS	Promotion of Parental Involvement 85%/83%	86%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Continue to strengthen the community within the Social Emotional Learning weekly focus- including	All Students	

	social emotional support, career exploration, and team building.		
2.2	Continue use of Sandy Hook Promise Say Something Anonymous Reporting System.	All Students	
2.3	Continue school/district focus of Restorative Approaches.	All Students	
2.4	Continue to make students aware of services provided through Outreach Counselor.	All Students	
2.5	Increase opportunities for students to be involved in a variety of school activities.	All Students	
2.6	Monthly review of attendance data and provide necessary interventions as appropriate.	All Students	
2.8	Provide a variety of educational workshops for parents/guardians.	All Students	
2.9	Weekly "check-ins" conducted with students as a whole with the purpose of providing support and learning opportunities.	All Students	
2.11	Promote increased culture of inclusion to ultimately reduce incidents of harassment/bullying	All Students	
2.13	Continue bi-weekly student and family conferences.	All Students	
2.14	Continue student and family annual planning/orientation meeting wit full review of credit analysis and plan for advancement.	All Students	
2.15	Continue to make students aware of services provided through Licensed Mental Health Therapist.	All Students	
2.16	Provide professional development to staff in the area of youth social-emotional health.	All Students	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

A rigorous and dedicated program focusing on Social Emotional Learning is a weekly focus. Student's needs are identified and addressed through increased presence of an Outreach Counselor and Licensed Mental Health Therapist.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While student safety perceptions meet the stated 100% goal, and an 8% increase in Academic Motivation, there was a significant drop in Caring Adult Relationships (-23%) in 2024-2025

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Increased parent/administration meetings and collaboration to supplement the staff check-ins/family outreach

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Cultural Proficiency
Sub Goal 1: Staff will build an inclusive school culture.
Sub Goal 2: Teachers will diversify the learning experience for all students ensuring that diverse cultures and multiple perspectives are represented.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Overall Program (Prosperity)
PGUSD will create a "culture of we" at every school site where educators and families work together as partners, sharing responsibility, leadership, and advocacy for the success of students. All PGUSD families will feel welcome and fully invested in their student's education through authentic partnerships with teachers and site leaders in a safe, nurturing, and culturally responsive school environment. All district and school policies and practices will be equitable and inclusive for all students and families creating a culture of belonging where students of every economic circumstance, culture, religion, race, ethnicity, gender, sexual orientation, learning ability, and language feel welcome and a sense of connection.

Goal 4 - Cultural Proficiency (Belonging)
PGUSD will strive to create a "Culture of We" at every school site where educators and families work together as partners, sharing responsibility, leadership, and advocacy for the success of ALL students. All PGUSD families will feel welcome and fully invested in their student's education through authentic partnerships with teachers and site leaders in a safe, nurturing, and culturally responsive school environment. All district and school policies and practices will be equitable and inclusive for all students and families creating a culture of belonging where students of every economic circumstance, culture, race, ethnicity, gender, sexual orientation, learning ability, or language feel a strong sense of connection.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

For all students to succeed academically, socially, and emotionally, they must feel connected to school and know that they belong. We must update our curriculum to provide more "mirrors than windows."

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS	School Connectedness 78% (-2%)	80% previous year.
Lesson Plans	100% of teachers will create one lesson / baseline	100% of teachers will create five lessons at minimum.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Continue to develop and implement equitable grading practices, per the Cultural Proficiency Action Plan	All Students	
3.2	Continue to develop and enhance diverse curricula across all departments per the Cultural Proficiency Action Plan	All Students	
3.3	Continue to reduce language barriers by providing information in a variety of languages.	All Students	
3.4	Professional development for staff - diversity, equity and inclusion.	Staff	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

New goal specific to cultural proficiency implemented in 2023-2024

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

New goal specific to cultural proficiency implemented in 2023-2024

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

Expenditures by Goal

Goal Number	Total Expenditures

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

3 Other School Staff

2 Parent or Community Members

4 Secondary Students

Name of Members	Role
Greg O'Meara	Principal
Sean Keller	Other School Staff
Alex Morrison	Other School Staff
Adrienne D'Amico	Classroom Teacher
Sally Richmond	Classroom Teacher
Isaac Rubin	Classroom Teacher
DiAnna Gamecho	Other School Staff
Fran Cohen	Parent or Community Member
Perrine Adams	Parent or Community Member
Garret Kuska (PGHS)	Secondary Student
Allison Lopez (PGHS)	Secondary Student
Griffin Wells (CHS)	Secondary Student
Gavin Birtner	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 22, 2025.

Attested:



Principal, Greg O'Meara on April 22, 2025

SSC Chairperson, Francis Coen on April 22, 2025

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

Board Cover Sheet

Consent

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

Meeting Date
May 15, 2025

Presenter(s)
Gregory O'Meara
Principal

Item
PGHS – Contract for Services with Mary Hooper

Recommendation
The District Administration recommends that the Board review and approve the Pacific Grove High School Contract for Services with Mary Hooper for the Senior Picnic.

Background
Each year a picnic at Lover's Point is held for the senior class. This year the Senior Picnic is part of a Senior Activities Week. Finding lifeguards is a very difficult task and this year we were lucky to find two for the event.

Information
Mary Hooper is a lifeguard in this area and new for us for the Senior Picnic.

Fiscal Impact
No fiscal impact to the District – This contract is to be paid by the Class of 2025 account that is under the ASB Student Leadership umbrella.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

INDEPENDENT CONSULTANT AGREEMENT

CONSULTANT Mary Hooper - Lifeguard

SITE/DEPARTMENT Pacific Grove High School Senior Class/ASB

SUBMITTED BY Greg O'Meara, Principal

FUNDING SOURCE Wells Fargo Associated Student Body Account/ Class of 2025 Account

AGREEMENT TOTAL AMOUNT $200.00

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

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

This Independent Consultant Agreement for Special Services ("Agreement") is made between the Pacific Grove Unified School District ("District") and Mary Hooper - Lifeguard ("Consultant") (together, "Parties").

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

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

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

NOW, THEREFORE, the Parties agree as follows:

1. **Services and/Scope of work:** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve as a Lifeguard. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to watching students to maintain safety in the water during the Senior Picnic on May 28th..

2. **Term:** Consultant shall commence providing services under this Agreement on 5/7/25, and will diligently perform as required and complete performance by 5/28/25.

3. **Compensation:** District agrees to pay $200.00 to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed $200.00during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:

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

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

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

6. **Performance of Services:**

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

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

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

7. **Termination**:

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

7.2. **Without Cause by Consultant**. Consultant may, upon thirty (30) days’ notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District.

Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.

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

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

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

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

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

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

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

11. **Indemnity:** Consultant shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Consultant, its agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees (collectively, the "Consultant Parties") in the performance of or failure to perform Consultant's or Consultant Parties' obligations under this Agreement,

including, but not limited to Consultant's or Consultant Parties' use of District sites, performance of the Services, breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The indemnification provided for in this Section includes, without limitation to the foregoing, claims that may be made against District by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, and any claims made against District alleging civil rights violations by Consultant or Consultant Parties under the California Fair Employment and Housing Act ("FEHA").

12. **Confidentiality:** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

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

District	**Consultant**
Pacific Grove Unified School District	Name: Mary Hooper - Lifeguard
435 Hillcrest Avenue	Address: 2011 Buchanan Street
Pacific Grove, CA 93950	City/State/Zip: Seaside, CA 93955
ATTENTION: Joshua Jorn	Business Phone: (###) ###-####
Assistant Superintendent/CBO	Email (Optional): marygracehooper@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
- ☑ 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

Site representative or Assistant Superintendent

(Signed AFTER Board approval)

Signature: _____

Name: Greg O'Meara, Principal

Title: _____

Date: _____

Consultant

(Can sign BEFORE Board's approval)

Signature: _____

Name: _____

Date: _____

Human Resources

(Signed AFTER Board approval)

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

Signature: _____ Date: _____

Chief Human Resources Officer

Board Cover Sheet

Consent

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

Meeting Date
May 15, 2025

Presenter(s)
Gregory O'Meara
Principal

Item
PGHS – Contract for Services with Kenji Penniman

Recommendation
The District Administration recommends that the Board review and approve the Pacific Grove High School Contract for Services with Kenji Penniman for the Senior Picnic.

Background
Each year a picnic at Lover's Point is held for the senior class. This year the Senior Picnic is part of a Senior Activities Week. Finding lifeguards is a very difficult task and this year we were lucky to find two for the event.

Information
Kenji Penniman is a lifeguard in this area and is new for us for the Senior Picnic.

Fiscal Impact
No fiscal impact to the District - This contract is to be paid by the Class of 2025 account that is under the ASB Student Leadership umbrella.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

INDEPENDENT CONSULTANT AGREEMENT

CONSULTANT Kenji Imai Penniman - Lifeguard

SITE/DEPARTMENT Pacific Grove High School - Class of 2025

SUBMITTED BY Greg O'Meara, Principal

FUNDING SOURCE Wells Fargo Associated Student Body Account/Class of 2025 Account

AGREEMENT TOTAL AMOUNT $200.00

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

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

This Independent Consultant Agreement for Special Services ("Agreement") is made between the Pacific Grove Unified School District ("District") and Kenji Imai Penniman - Lifeguard ("Consultant") (together, "Parties").

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

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

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

NOW, THEREFORE, the Parties agree as follows:

1. **Services and/Scope of work:** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve as a Lifeguard. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to watching students to maintain safety in the water during the Senior Picnic on May 28th.

2. **Term:** Consultant shall commence providing services under this Agreement on 5/7/25, and will diligently perform as required and complete performance by 5/28/25.

3. **Compensation:** District agrees to pay $200.00 to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed $200.00during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:

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

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

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

6. **Performance of Services:**

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

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

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

7. **Termination**:

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

7.2. **Without Cause by Consultant**. Consultant may, upon thirty (30) days’ notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated

to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.

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

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

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

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

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

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

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

11. **Indemnity:** Consultant shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Consultant, its agents, subcontractors, employees, material or

equipment suppliers, invitees, or licensees (collectively, the “Consultant Parties”) in the performance of or failure to perform Consultant or Consultant Parties’ obligations under this Agreement, including, but not limited to Consultant’s or Consultant Parties’ use of District sites, performance of the Services, breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The indemnification provided for in this Section includes, without limitation to the foregoing, claims that may be made against District by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, and any claims made against District alleging civil rights violations by Consultant or Consultant Parties under the California Fair Employment and Housing Act (“FEHA”).

12. **Confidentiality:** The Consultant and all Consultant’s agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

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

District	**Consultant**
Pacific Grove Unified School District	Name: Kenji Imai Penniman - Lifeguard
435 Hillcrest Avenue	Address: 3093 Everett Circle
Pacific Grove, CA 93950	City/State/Zip: Marina, CA 93933
ATTENTION: Joshua Jorn	Business Phone: (###) ###-####
Assistant Superintendent/CBO	Email (Optional)kenji.imai.penniman@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
- ☑ 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

Site representative or Assistant Superintendent

(Signed AFTER Board approval)

Signature: _____

Name: Greg O'Meara, Principal

Title: _____

Date: _____

Consultant

(Can sign BEFORE Board's approval)

Signature: _____

Name: _____

Date: _____

Human Resources

(Signed AFTER Board approval)

x☐Contracted work was <u>not</u> assigned using District's normal employment recruitment process.

Signature: _____ Date: _____

Chief Human Resources Officer

Board Cover Sheet

Consent

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

Meeting Date

May 15, 2025

Presenter(s)

Buck Roggeman
Chief Human Resources Officer

Item

MOU – Memorandum of Understanding with San Jose State University (SJSU)

Recommendation

The District Administration recommends that the Board approve the Memorandum of Understanding (MOU) with San Jose State University (SJSU) to establish a clinical student placement agreement.

Background

Pacific Grove Unified School District has a history of placing student educators in our schools. This agreement benefits the district by introducing educators with fresh perspectives and instructional strategies to our program. These agreements also provide an opportunity for our district to establish a positive relationship with institutes of higher learning. This agreement will allow the District to place aspiring health clinicians such as speech language pathologists and occupational therapists in our schools.

Information

This agreement establishes a student teaching partnership with San Jose State University for five years from the date of approval.

Fiscal Impact

This agreement has no fiscal impact.

Clinical Student Placement Agreement

This Agreement is entered into between the Trustees of the California State University on behalf of **San José State University,** located at One Washington Square, San Jose, CA 95192, hereinafter called ("the University" and/or "Trustees"), and **Pacific Grove Unified School District,** located at **435 Hillcrest Ave, Pacific Grove, CA 93950** hereinafter called ("the Learning Site"). The University and the Learning Site are hereinafter referred to collectively as the "Parties". This Agreement is effective as of the date of the last executed signature.

RECITALS

Whereas: The University operates fully accredited undergraduate and graduate degrees in the following allied health programs: nursing, wound & ostomy, occupational therapy, recreation therapy, communicative disorders and sciences, audiology, social work, psychology, nutrition, food science and packaging and clinical laboratory science, and desires access to facilities in which students can obtain broader clinical learning experiences;

Whereas: The Learning Site has the facilities and professional expertise to provide clinical education to students and is willing to provide a clinical training Program ("Program") for the University's Students; and

Whereas: The Parties agree that it is to their mutual advantage for selected students of the University to obtain their clinical experience at the Learning Site's facilities in accordance with the University's educational programs and the requirements of applicable accreditation organizations;

Now, therefore, in consideration of the foregoing and mutual covenants set forth below, the Parties agree as follows:

I. General Information about the Program

A. The maximum number of University students who may participate in the Program during each training period shall be mutually agreed by the parties before the training begins.

B. The starting date and length of each Program training period shall be determined by mutual agreement.

II. University's Responsibilities

A. Student Profiles. University shall advise each student enrolled in the Program to complete and send to Learning Site a student profile on a form to be agreed by the parties, which shall include the student's name, address, and telephone number. Each student shall be responsible for submitting his or her student profile before the Program training period begins. Learning Site shall regard this information as confidential and shall use the information only to identify with each student.

B. Schedule of Assignments. University shall notify Learning Site's Program supervisor of student assignments, including the name of the student, level of academic participation, and length and dates of proposed clinical training Program experience.

C. Program Coordinator. University shall designate a faculty member to coordinate with Learning Site's designee in planning the Program to be provided to students.

D. Records. University shall maintain all personnel records for its staff and all academic records for its students.

E. Student Responsibilities. University will notify students in the Program that they are responsible for:

1) Complying with Learning Site's administrative policies, procedures, rules and regulations;

2) Arranging for their own transportation and living arrangements if not provided by the University;

3) Assuming responsibility for their personal illnesses, necessary immunizations, tuberculin tests, and annual health examinations;

4) Maintaining the confidentiality of client information:

a. Neither University nor its employees or agents shall be granted access to individually identifiable information unless the client has first given consent using a form approved by Learning Site that complies with applicable state and federal law, including the Health Insurance Portability and Accountability Act ("HIPAA") and its implementing regulations;
b. Learning Site shall reasonably assist University in obtaining client consent in appropriate circumstances. In the absence of consent, students shall use de-identified information only in any discussions about the Program experience with University, its employees, or agents.

5) Complying with Learning Site's dress code and wearing name badges identifying themselves as students;

6) Notifying Learning Site immediately of any violation of state or federal laws by any student; and

7) Providing services to Learning Site's clients only under the direct supervision of Learning Site's professional staff.

F. Payroll Taxes and Withholdings.
University shall be solely responsible for any payroll taxes, withholdings, workers' compensation and any other insurance or benefits, including the cost of any such claims, for University's employees and agents, if any, who provide services to the Program or otherwise participate under this agreement. Students are not employees or agents of the University and shall receive no compensation for their participation in the Program, either from the University or Learning Site. For purposes of this agreement, however, students are trainees and shall be considered members of Learning Site's "workforce" as the term is defined by the HIPAA regulations at 45 C.F.R. § 160.103. [Notwithstanding the foregoing, University] Learning Site shall be bear all costs, including claims costs, associated with workers' compensation coverage for student trainees.

III. LEARNING SITE'S RESPONSIBILITIES

A. Clinical Training Program. Learning Site shall accept from University the mutually agreed upon number of students enrolled in the clinical training Program and shall provide the students with supervised experience.

B. Learning Site Designee. Learning Site shall designate a member of its staff to participate with University's designee in planning, implementing, and coordinating the Program.

C. Orientation Program. Learning Site shall require all students to participate in an orientation at the Learning Site prior to clinical training Program,

D. Access to Facilities. Learning Site shall permit students enrolled in the Program access to facilities as appropriate and necessary for their Program, provided that the students' presence shall not interfere with Learning Site's activities.

E. Records and Evaluations. Learning Site shall maintain complete records and reports on each student's performance and provide an evaluation to University on forms the University shall provide.

F. Withdrawal of Students. Learning Site may request that the University withdraw from the Program any student who Learning Site determines is not performing satisfactorily, refuses to follow Learning Site's administrative policies, procedures, rules and regulations, or violates any federal or state laws. Such requests must be in writing and must include a statement as to the reason or reasons for Learning Site's request. University shall comply with the written request within five (5) days after actually receiving it.

G. Emergency Health Care/First Aid. Learning Site shall, on any day when a student is receiving training at its facilities, provide to that student necessary emergency health care or first aid for accidents occurring in its facilities. Except as provided in this paragraph, Learning Site shall have no obligation to furnish medical or surgical care to any student.

H. Student Supervision. Learning Site shall permit students to perform services for clients only when under the supervision of an appropriately qualified professional on Learning Site's staff. Such professionals are to be qualified or certified or licensed in the discipline in which supervision is provided. Students shall work, perform assignments, and participate in staff meetings, and in-service educational programs at the discretion of their Learning Site-designated supervisors. Students are to be regarded as trainees, not employees, and are not to replace Learning Site's staff.

I. Learning Site's Confidentiality Policies. As trainees, students shall be considered members of Learning Site's "workforce," as that term is defined by the HIPAA regulations at 45 C.F.R. § 160.103, and shall be subject to Learning Site's policies respecting confidentiality of client information. In order to ensure that students comply with such policies, Learning Site shall provide students with substantially the same training that it provides to its regular employees.

IV. NON-DISCRIMINATION

The parties agree that all students receiving clinical training pursuant to this Agreement shall be selected without discrimination on account of race, color, religion, national origin, ancestry, disability, marital status, gender, gender identity, sexual orientation, age or veteran status.

V. STATUS OF UNIVERSITY AND LEARNING SITE

The parties expressly understand and agree that the students enrolled in the Program are in attendance for educational purposes, and such students are not considered employees of either Learning Site or University for any purpose, including, but not limited to, compensation for services, welfare and pension benefits, or workers' compensation insurance. Students are, however, considered members of Learning Site's "workforce" for purposes of HIPAA compliance.

VI. INSURANCE

A. University Insurance. University shall maintain in force during the term of this Agreement, at its sole cost and expense, insurance or self-insurance in amounts reasonably necessary to protect it against liability arising from negligent acts or incidents caused by University's employees. Coverage under such professional and commercial general liability insurance shall be not less than two million dollars ($2,000,000) for each occurrence and four million dollars ($4,000,000) in the aggregate. Such coverage shall be obtained from a carrier rated "A" or better by AM Best or a qualified program of self-insurance. The University shall maintain and provide evidence of workers' compensation coverage as required by law. University shall provide Learning Site with evidence of the insurance required under this paragraph. University shall promptly notify Learning Site of any cancellation, reduction, or other material change in the amount or scope of any coverage required hereunder.

B. Learning Site Insurance. Learning Site shall procure and maintain in force during the term of this Agreement, at its sole cost and expense, insurance or self-insurance in amounts reasonably necessary to protect it against liability arising from negligent acts or incidents caused by its employees. Coverage under such professional and commercial general liability insurance shall be not less than two million dollars ($2,000,000) for each occurrence and four million dollars ($4,000,000) in aggregate. Such coverage shall be obtained from a carrier rated "A" or better by AM Best or a qualified program of self-insurance. Learning Site shall maintain and provide evidence or workers' compensation coverage as required by law. Learning Site shall provide University with evidence of the insurance required under this paragraph, which will provide for not less than thirty (30) days' notice of cancellation to University. Learning Site shall promptly notify University of any cancellation, reduction, or other material change in the amount or scope of any coverage required hereunder.

VII. INDEMNIFICATION

A. University shall be responsible for damages caused by the negligence of its directors, officers, employees and duly authorized volunteers occurring in the performance of this agreement. Learning Site shall be responsible for damages caused by the negligence of its directors, agents, employees and duly authorized volunteers occurring in the performance of this agreement. It is the intention of the Learning Site and University that the provisions in this paragraph are to be interpreted to impose on each party responsibility for the negligence of their respective directors, officers, employees and duly authorized volunteers.

VIII. TERM AND TERMINATION

A. Term. This Agreement shall be effective as of the date of the last executed signature and shall remain in effect for a term of five (5) years, unless terminated sooner.

B. Renewal. This Agreement may be renewed upon written mutual agreement.

C. Termination. This Agreement may be terminated at any time by the written agreement or upon 30 days advance written notice by one party to the other, provided, HOWEVER, that in no event shall termination take effect with respect to currently enrolled students, who shall be permitted to complete their training for any semester in which termination would otherwise occur.

IX. General Provisions

A. Amendments. In order to ensure compliance with HIPAA, the following provisions of this Agreement shall not be subject to amendment by any means during the term of this Agreement or any extensions: Section II, Paragraph E, subdivisions 4.a), 4.b); Section II, Paragraph F, to the extent it provides that students are members of Learning Site's "workforce" for purposes of HIPAA; Section III, Paragraphs H and I; and Section V. This Agreement may otherwise be amended at any time by mutual agreement of the parties without additional consideration, provided that before any amendment shall take effect, it shall be reduced to writing and signed by the parties.

B. Assignment. Neither party shall voluntarily or be operation of law, assign or otherwise transfer this Agreement without the other party's prior written consent. Any purported assignment in violation of this paragraph shall be void.

C. Captions. Captions and headings in this Agreement are solely for the convenience of the parties, are not a part of this Agreement, and shall not be used to interpret or determine the validity of this Agreement or any of its provisions.

D. Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all such counterparts together shall constitute one and the same instrument.

E. Entire Agreement. This Agreement is the entire agreement between the parties. No other agreements, oral or written, have been entered into with respect to the subject matter of this Agreement.

F. Governing Law. The validity, interpretation, and performance of this Agreement shall be governed by and construed in accordance with the laws of the State of California.

G. Notices. All notices under this Agreement must be in writing and sent by prepaid airmail and electronic mail as follows:

To University:
San José State University
One Washington Square
San José, CA 95192
Attn: [Type Fieldwork Coordinator name]

To Learning Site:
Pacific Grove Unified School District
435 Hillcrest Ave
Pacific Grove, CA 93950
Attn: Buck Roggeman
Phone: 831-646-6507
Email: broggeman@pgusd.org

X. **EXECUTION**

By signing below, each of the following represent that they have authority to execute this Agreement and to bind the party on whose behalf their signature is made.

Trustees		**Learning Site**	
By:	_____	By:	Buck Roggeman
Name	_____	Name	Buck Roggeman
Title:	_____	Title:	Chief Human Resources Officer
Date:	_____	Date:	05/02/2025

Board Cover Sheet

Consent

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

Meeting Date
May 15, 2025

Presenter(s)
Robert Silveira
Director of School Nutrition

Item
Nutrition Services Equipment Surplus

Recommendation
The District Administration recommends that the Board review and approve the list of surplus equipment for discard from Pacific Grove Unified School District.

Background
The surplus item is an old hot hold warmer from Forest Grove Elementary School. It has been replaced with a new unit utilizing Equipment Grant Funding

Information
The item will be auctioned publicly on govdeals.com.

Fiscal Impact
N/A

PGUSD Surplus Form

Pacific Grove Unified School District School/Site_____PGUSD Food Service_____ Page __1__ of __1__

Description/Make *(brand name & type of equipment)*	Reason for Discard	Working *Yes or No*	Month/Year Purchased	Last Function	Bar Code or ID Tag If over $500	Model/Serial Number
(sample) Dell TX240 Server	*Outdated*	*yes*	*1/2000*	*Office computer*	*000078943*	*VX-2652H*
Alto Sham Warming Cabinet	Replaced by Equipment Assistance Grant Funding	yes	NA	Cafeteria Production	NA	Model: 1200-UP

____Robert Silveira_____ _____ ___5/6/25_____

PRINT NAME OF PERSON COMPLETING FORM ADMINISTRATOR'S SIGNATURE DATE

Board Cover Sheet

Public Hearing

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

Meeting Date
May 15, 2025

Presenter(s)
Josh Jorn
Assistant Superintendent

Item
Adopted Budget Public Hearing (FY 2025-26)

Recommendation
The District Administration recommends that the Board review and adopt the District General Fund Budget and all other Funds for fiscal year 2025-26.

Background
The District Adopted Budget is a reflection of the education programs of the District expressed in terms of the allocation of financial resources. The General Fund Adopted Budget includes anticipated revenues and the distribution of those revenues among educational programs and support services. Assumptions are developed to ensure that the final budget documents, General Fund and Other Funds, are a complete and accurate reflection of the intent of the Board.

Information
The attached budget documents include the most recent set of assumptions regarding enrollment, State Teacher Retirement System (STRS) and Public Employees Retirement System (PERS) employer contribution rates, property tax revenue, staffing and other pertinent factors (Budget Details) that were used in preparing the final 2025-2026 Adopted Budget.

Below are some key components of the 2025-26 Adopted Budget:

1) Enrollment: District enrollment is projected at 1,701 students, a ***decrease*** of 37 students over FY 2024-25
2) STRS and PERS employer contribution rates: The CalSTRS and CalPERS Board(s) are set to exercise new rate-setting authority in an action at its June 2025 meeting. PGUSD is applying the rate recommended by the actuary:
    a. 25-26: CalSTRS rate will remain ***flat*** at 19.1%
    b. 25-26: CalPERS will ***decrease*** by .49% to 26.81%
3) Property Tax Revenue: Property tax revenue for 2025-26 is projected to increase by 5% over the 2024-25 actuals. This represents a projected ***increase of $1,494,316 to $38,397,300***
4) Categorical Funding: All the state categoricals have been combined into one LCFF line item. The District's base share has been around $2,505,456 for 10 years.

5) Site Allocations: The per pupil remains at $150. This is the same rate as FY2024-25. Preliminary distribution is at 97% of the projected enrollment data and will be adjusted to reflect actual CBEDs in October.
6) General Fund: An ***operating deficit is projected at ($1,037,535)*** while the Unrestricted Reserve level has been ***reduced*** as a result of multi-year deficit spending to a ***projected 6.9%.***
7) Other Funds for 2025-26:
    a) Adult Education Fund 11 – Projected Beginning Fund Balance is $1,932,525
    b) Child Development Fund 12 – Projected Beginning Fund Balance is $0.00 ***(Fund 12 had zero carry over due to reduced ELOP apportionment and will need a UGF contribution in 2025-26 and subsequent two years)***
    c) Cafeteria Fund 13 – Projected Beginning Fund Balance is $1,252,332
    d) Deferred Maintenance Fund 14 – Projected Beginning Fund Balance is $468,348
    e) Postemployment Benefits Fund 20 – Projected Beginning Fund Balance is $6,792
    f) Building Fund 21 – Projected Fund Beginning Balance is $4,321,330 ***(PGUSD will release a $2.2 million Series E - Measure A, and a $8.75 million Series D - Measure D in 2025-26)***
    g) Developer Fees Fund 25 – Projected Beginning Fund Balance is $225,514
    h) Capital Outlay Projects Fund 40 – Projected Beginning Fund Balance is $645,419
8) Salaries and Benefits: Salary negotiations with the following groups have been incorporated into the Adopted Budget:
    - Pacific Grove Teachers Association (PGTA) – 2% on schedule and $1,441 increase to Health and Welfare District Contribution
    - California School Employees Association (CSEA) - 2% on schedule and $1,441 increase to Health and Welfare District Contribution
    - Confidential Employees - 2% on schedule and $1,441 increase to Health and Welfare District Contribution
    - Adult Education Instructors Employees - 2% on schedule and $1,441 increase to Health and Welfare District Contribution
    - Classified and Certificated Management - 2% on schedule and $1,441 increase to Health and Welfare District Contribution

Per Education Code Sections 42127(a)(2)(C) and 42127(c)(4), the District is required to complete a “Statement of Reasons for Excess Reserves” as part of the Adopted Budget documents. Although a school district reserve cap is not currently in effect, a provision of the law relating to reserves was implemented commencing with the 2015-16 fiscal year and continues to be in effect for budgets adopted each fiscal year thereafter.

If the combined amounts in the Components of Ending Fund Balance exceed the District’s minimum reserve requirement of 3%, the District is required to present at the public hearing and Adoption Budget a statement of reasons for excess reserve.

Fiscal Impact

Fiscal impact for each fund is contained within the Fund Balances.

Board Cover Sheet

Public Hearing

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

Meeting Date
May 15, 2025

Presenter(s)
Larry Haggquist
Executive Director of Educational Services

Item
Pacific Grove Unified School District Local Control and Accountability Plan (LCAP)

Recommendation
The District Administration recommends the Board hold a public hearing and review the Pacific Grove Unified School District Local Control and Accountability Plan (LCAP) for the 2025-2026 school year.

Background
The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. This year marks the end of year 1 and beginning of year 2 of the three-year LCAP cycle. The LCAP is the document that drives the district's educational program. PGUSD consults a wide range of data and educational partner input to develop the goals and actions to serve our students for the coming years.

Information
PGUSD developed this three-year plan after consulting the mandatory data required by the California Department of Education and other local measures. More importantly, PGUSD consulted students, families, staff members, and other community members to develop the goals and actions that comprise this LCAP. At a previous board study session held on April 22nd, 2025, the district described the process used to gather educational partner input including advisory group meetings, LCAP survey data (from students, families, and staff), community LCAP input meetings, and other community meetings. After analyzing the available data, the district confirmed the appropriateness of the 4 goals of the document and made slide modifications to actions, metrics, and expected outcomes in response to feedback from the community in the best interests of our students.

In this draft of the LCAP, the district expresses a commitment to the core values we hold for all our students: belonging, safety, and prosperity – academically and professionally. The following is a list of the components the district community will see in the LCAP:

Budget Overview for Parents
Plan Summary (General Information, Reflections: Annual Performance)
Engaging Educational Partners
Goals and Actions
Increased or Improved Services for Foster Youth, English Learners, and Low-income students
Action Tables
Instructions

Feedback from educational partners informed every aspect of this year's LCAP. The document reflects the ideas and input from families, students, teachers, classified staff, administration, and community members. The current plan will be in place through the end of next year at which point a new revision will take place.

Fiscal Impact

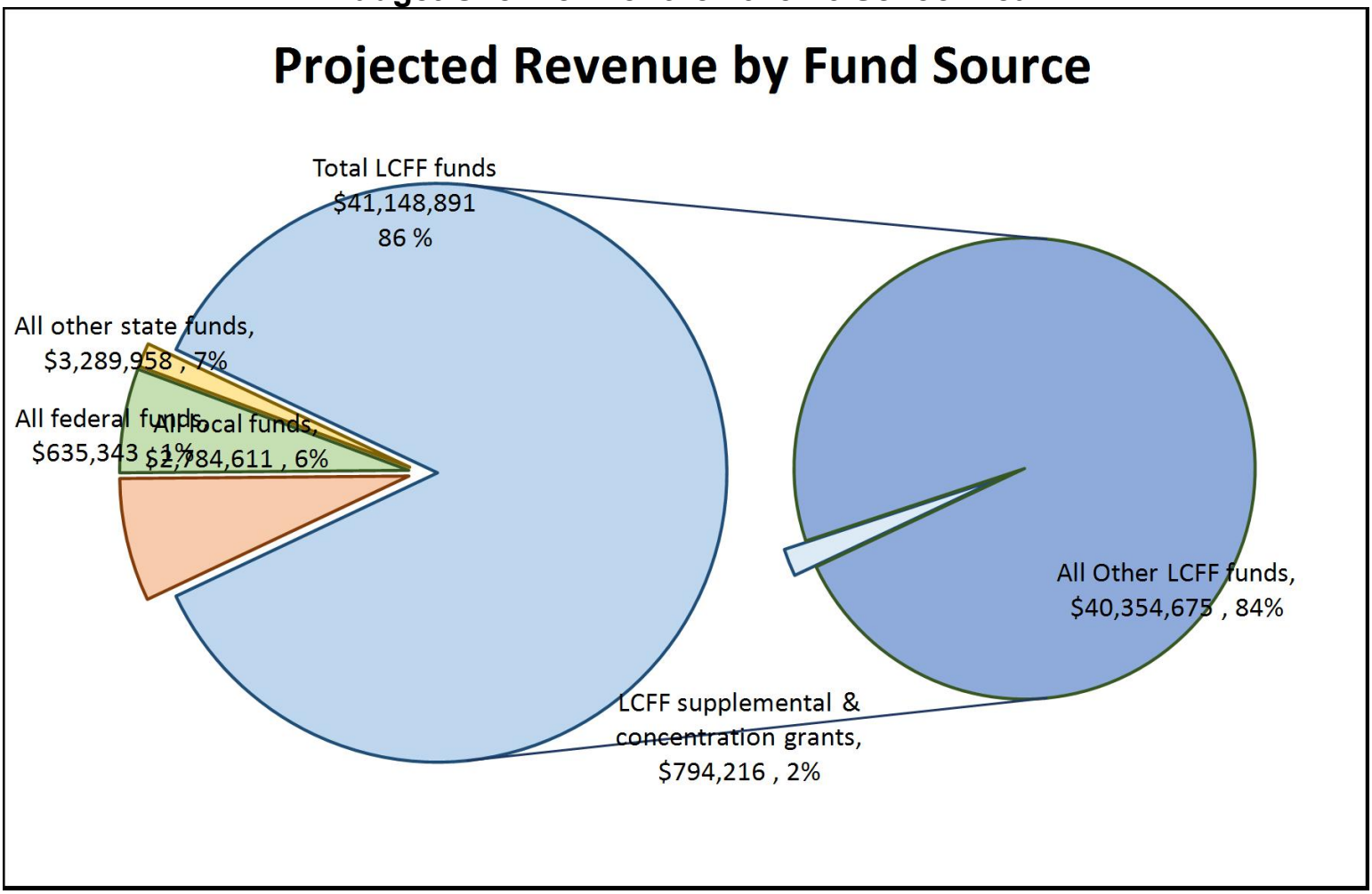
The total budgeted expenditures in the 2025-26 LCAP are **$36,289,303** which is 75.8% of the total planned expenditures for the district. More details related to the fiscal impact of the planned actions for 2024-2025 are documented in the LCAP.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pacific Grove Unified School District
CDS Code: 27661340000000
School Year: 2025-26
LEA contact information:
Dr. Lawrence Haggquist
Executive Director of Educational Services
lhaggquist@pgusd.org
831 646-6526

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year



This chart shows the total general purpose revenue Pacific Grove Unified School District expects to receive in the coming year from all sources.

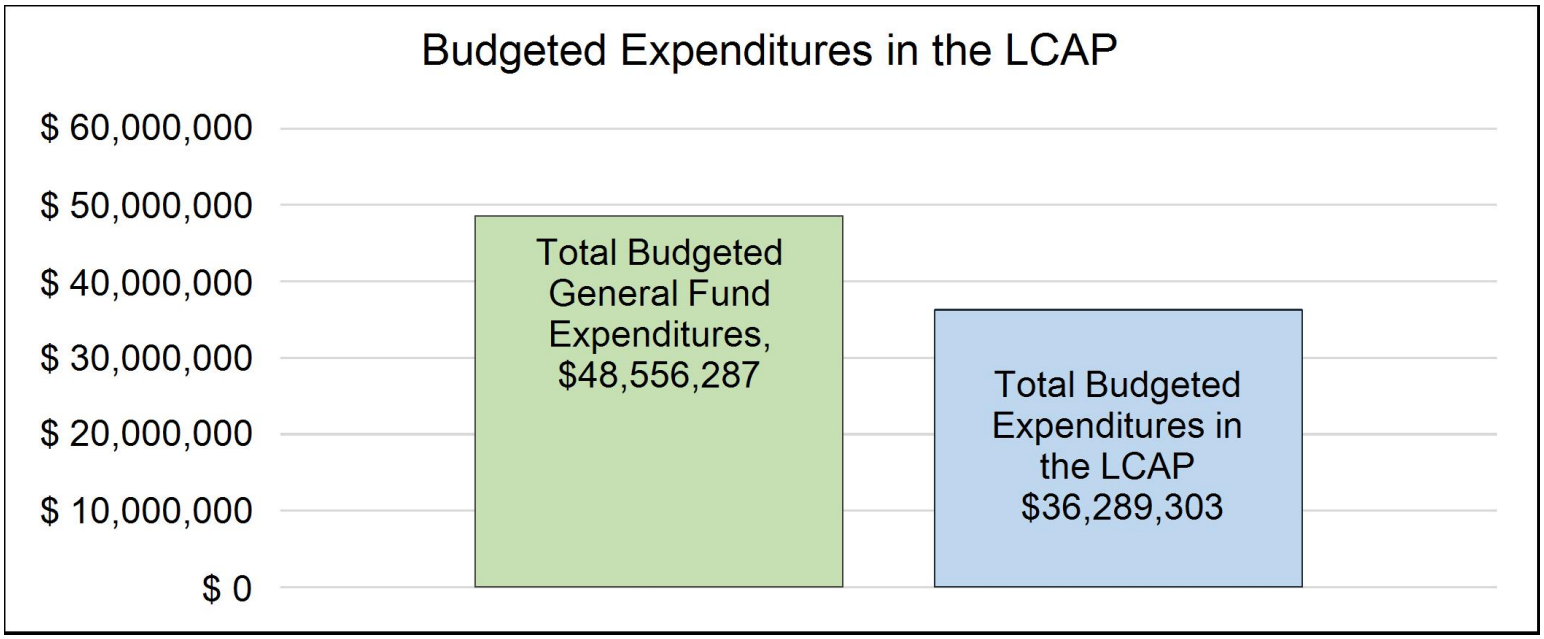
The text description for the above chart is as follows: The total revenue projected for Pacific Grove Unified School District is $47,858,802, of which $41,148,891 is Local Control Funding Formula (LCFF), $3,289,958 is other state funds, $2,784,611 is local funds, and $635,343 is federal funds. Of the $41,148,891 in LCFF Funds, $794,216 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Pacific Grove Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

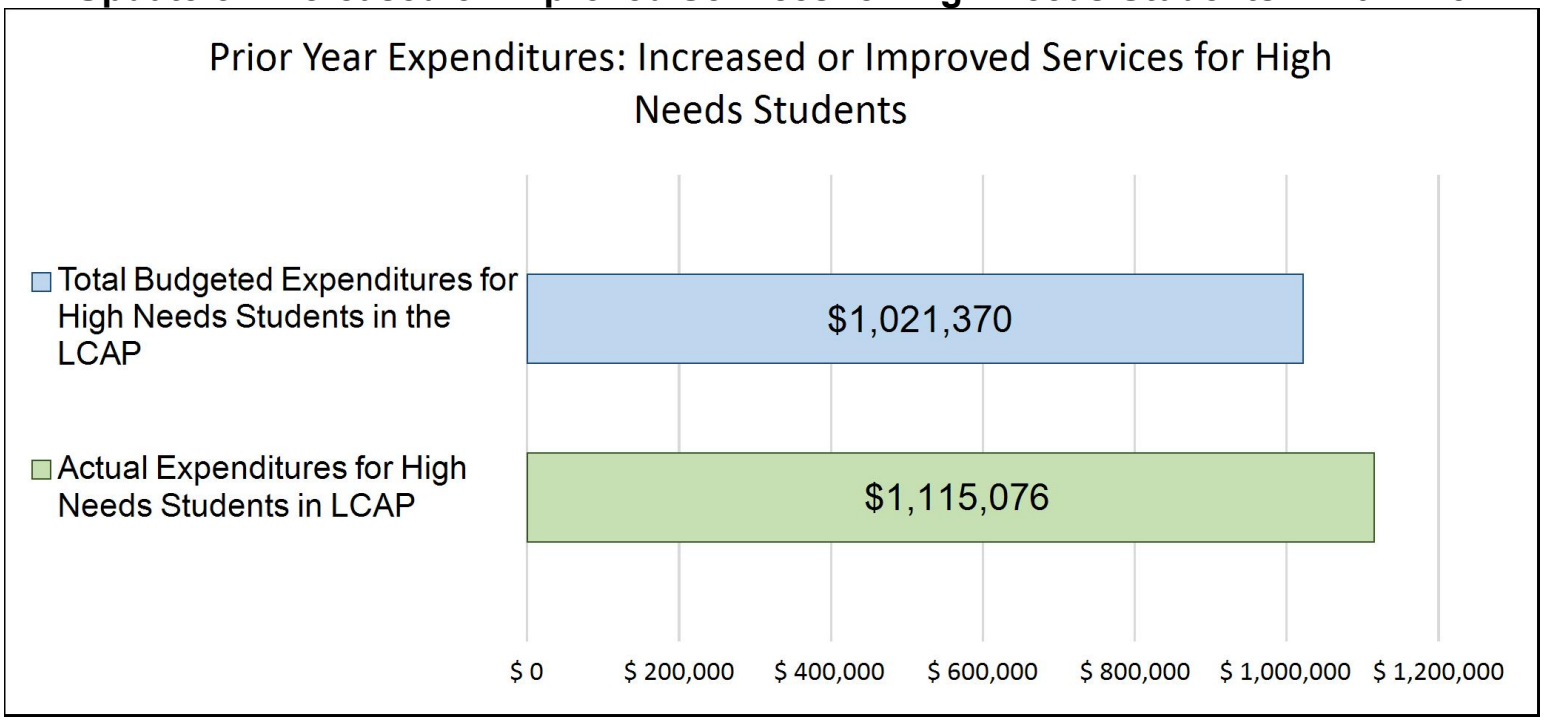
The text description of the above chart is as follows: Pacific Grove Unified School District plans to spend $48,556,287 for the 2025-26 school year. Of that amount, $36,289,303 is tied to actions/services in the LCAP and $12,266,984.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Pacific Grove Unified School District is projecting it will receive $794,216 based on the enrollment of foster youth, English learner, and low-income students. Pacific Grove Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pacific Grove Unified School District plans to spend $1,009,845 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Pacific Grove Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Pacific Grove Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Pacific Grove Unified School District's LCAP budgeted $1,021,370 for planned actions to increase or improve services for high needs students. Pacific Grove Unified School District actually spent $1,115,076 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $93,706 had the following impact on Pacific Grove Unified School District’s ability to increase or improve services for high needs students:

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pacific Grove Unified School District	Dr. Lawrence Haggquist Executive Director of Educational Services	lhaggquist@pgusd.org 831 646-6526

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Pacific Grove Unified School District (PGUSD) is located on the southern tip of Monterey Bay about two hours south of San Francisco. PGUSD provides public education to students in transitional kindergarten through 12th grade, drawing its enrollment from the city of Pacific Grove and part of Pebble Beach. With a population of 15,000 people, the largest industries are educational services, health care & social assistance, and accommodation & food services.

Our current district enrollment of 1,740 is divided among Pacific Grove High School (539), Pacific Grove Continuation High School (9), Pacific Grove Middle School (435), Forest Grove Elementary School (333), and Robert Down Elementary School (420).
The district serves a diverse population consisting of the following groups: white 54.9%, Hispanic 20.6%, two or more 8.4%, Chinese 2.4%, Korean 1.7%, Filipino 1.6%, other Asian 2.3%, African American 1.7%, Japanese 1.0%, Asian Indian 1.2%, Native American 0.8%, other Pacific Islander 0.5%, Vietnamese 0.2%, Cambodian 0.3%, and Guamanian 0..5%. There are two other categories race intentionally left blank 3.1% and decline to state 0.3%.

The PGUSD unduplicated pupil population is comprised of socio-economically disadvantaged youth 16.8%, English learners 3.7%, and foster youth 0.1%. The district also serves a special education population that makes up 17.1% of our students.

Pacific Grove Unified School District (PGUSD) is committed to high academic achievement, and the 2023-24 state assessment data provides a snapshot of this performance. According to the California Assessment of Student Performance and Progress (CAASPP), 72.72% of

PGUSD students in grades 3-8 and 11 met or exceeded state standards in English Language Arts (ELA). This represents a notable increase compared to the previous year. In mathematics, 57.93% of students met or exceeded standards, also showing improvement. These figures generally place PGUSD students above the state averages in both subject areas.

The 2024 California School Dashboard further illuminates the district's performance across various indicators. PGUSD received a "Blue" rating for both ELA and English Learner Progress, indicating the highest performance level. In ELA, the average student scored 53.4 points above the standard, while in in the English Learner category, 70.4% were making progress. The dashboard also highlights a "Green" rating for Math, with 16.3.% of students scoring above the standard. The graduation rate increased 7.5% to 93.4%, earning our district a "Green" rating. The College/Career Indicator was rated as "Green" with 64.5% of students qualifying as "prepared." While the overall picture is positive, the dashboard identifies "Orange" in Chronic Absenteeism, indicating an area for continued focus and improvement across the district and within specific student groups and school sites.

Recent LCAP survey garnered significant participation from various stakeholder groups, including parents, students, and staff. Key themes emerging from the feedback highlighted a strong desire for continued investment in addressing learning gaps and providing targeted suppoirts.by enhancing multi-tiered systems of support. Additionally, LCAP input pointed to a need to continue supporting students' sense of belonging and safety by maintaining a focus on social emotional learning needs. Laslty, perceptual data has revealed that the cultural proficiency work being done throughout the district has enhanced district efforts to build a culture of "WE" by reinforcing the district core values of belonging, safety, and prosperity.

Note: Due to an error on the calculation of "equity multiplier" qualifications for PGUSD, our district did not receive equity multiplier funds in support of Goal 5 of the LCAP. For this reason, the 2025 update of the LCAP has removed Goal 5.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Dashboard Successes
Pacific Grove Unified School District's performance analysis on multiple indicators begins with our performance on statewide testing in the areas of English language arts, mathematics, and science. As is historically the case, the majority of our students met or exceeded the standards on the 2024 California Assessment of Student Performance and Progress (CAASPP) in grades 3-8 and 11 in English language arts and mathematics with 72.78% of district students meeting or exceeding standards in ELA and 57.93% meeting or exceeding grade level standards in math. Our English Language Arts scores increased by by 2.75% while our mathematics scores increased by 1.05% compared to 2022-2023.

Another area of success for PGUSD is the 16% increase in our English learner progress rate which reached 70.4% last year. This is indicative of quality designated and integrated supports for our English learners. Our Hispanic student population showed a 7.44% increase

on the ELA CAASPP and our socioeconomically disadvantaged students showed significant gains in both English and math (5.66% and 7.17% respectively).

PGUSD continues to have a low suspension rate of 1.7% as our schools seek first to use restorative approaches to discipline before suspending students from school. English learner results were mixed with a 18.21% gain in ELA scores and decrease in math scores of 17.29%. The relatively large shifts in results can partially be attributed to the relatively small number of English learners in our district (37 took the CAASPP test in 2024).
Our graduation rate increased 7.5% from the previous year.

Dashboard Challenges

Dashboard Challenges
A requirement of this Local Control and Accountability Plan is to identify any school within PGUSD that received the lowest performance level on one or more state indicators; any group within PGUSD that received the lowest performance level on one of more state indicators on the 2023 Dashboard; and/or any student group within a school that received the lowest performance level on one or more state indicators on the 2023 Dashboard. PGUSD has five incidents of low performance on dashboard indicators These low performance indicators must remain part of the LCAP for the entirety of the 3-year cycle
:
Chronic absenteeism - multiple races/two or more - districtwide 20.4%
Chronic absenteeism - multiple races/two or more - Forest Grove Elementary 25.6%
Chronic absenteeism - socioeconomically disadvantaged - Robert Down Elementary 27.8%
Chronic absenteeism - students with disabilities - Robert Down Elementary 25.5%
English language arts - students with disabilities - Forest Grove Elementary - 73.8 points below the standard

For information purposes only, 2024 low performance indicators are listed below:

Chronic absenteeism - Socioeconomically disadvantaged - districtwide 25.6%
Chronic absenteeism - Students with disabilities - districtwide 23.7%
Chronic absenteeism - Socioeconomically disadvantaged - Robert Down Elementary - 27.5%
Chronic absenteeism - White - Pacific Grove Middle - 16.2%
Chronic absenteeism - Hispanic - Pacific Grove Middle - 22.2%
Chronic absenteeism - Socioeconomically disadvantaged - Pacific Grove Middle - 24.1%
Chronic absenteeism - Students with disabilities - Pacific Grove Middle - 26.8%
Mathematics - Students with disabilities - Pacific Grove Middle - 37.7 points below the standard

PGUSD has continued to make a strong effort effort to gather community input during this first year of a three-year LCAP. Consistent with last year, families, students, and staff consistently identified three areas for improvement - student connection to our schools, the physical and emotional safety safety of our students, and improvement in our facilities. The feedback reinforces our belief that the core values of belonging, safety, and prosperity should remain the foundation of our LCAP goals. The areas addressed throughout the LCAP reflect robust educational partner feedback.

361/999

Learning Recovery and Emergency Block Grant
Currently, the district does not have unspent LREBG funds. In anticipation of the additional LREBG funds proposed as part of the 2025-26 Budget Act, we have conducted a needs assessment by looking at 2024 CA Dashboard data and student data to best support targeted actions in the 2025-26 LCAP.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

PGUSD is not eligible for technical assistance, so this section does not apply.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

PGUSD does not have schools that are eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NA

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NA

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Students	The district gathered student input by meeting with student LCAP advisory groups at each school. Participants were chosen with an emphasis on a diverse representation of perspectives. Each meeting was held in classrooms, during the school day, and lasted approximately one hour. The dates of the meetings were: PGHS on Jan. 22, 2025 and March 13, 2025; PGMS March 11, 2025; Robert Down March 07, 2025; and Forest Grove March 5, 2025. Community High School April 10, 2025. The district also conducted an LCAP student engagement survey at the elementary school, middle school, and high school levels. The survey consisted of statements with rating scales and written responses from students in grades 3-12. It covered a breadth of topics including the students' learning experience, technology, attendance, safety, school nutrition, bullying, safety, and student mental health. 462 students completed the survey. Students in grades five, seven, nine, and eleven also completed the California Healthy Kids Survey. Some of the data captured in the survey is used in the metrics section of our goals. Other methods of capturing student voice include feedback from the Leadership classes to site administration at Pacific Grove High School and Middle School. Students in grades 3-12 take the CORE Social

Educational Partner(s)	Process for Engagement **363/999**
	Emotional Learning survey during the Fall and Spring. Students at the Middle School take the Olweis bullying survey.
Parents	PGUSD held two parent advisory meetings throughout the year on February 11, 2025 and March 12, 2025. These meetings were held in a hybrid format with the physical location alternating at various sites throughout the district. The group discussed the updated data for the midyear LCAP update, helped develop our survey questions, reviewed survey data, and suggested actions in support of our goals. The district sent an LCAP survey to parents that was open for response in March 2025. 200 families responded to the survey, providing input in the areas of academic achievement, educational technology, educational environment, communication, and safety. Like the student survey, the family survey contained a combination of statements with rating scales and free response questions. Topics discussed included Equity Multiplier funds and required LCAP goal, metrics, and actions. Every campus has a school site council that meets monthly for an hour. The school site councils review the site's safety plans, provide input on site level decisions, and give input on the school plans for student achievement (SPSA) that align with the LCAP.
Certificated Staff/Pacific Grove Teachers Association	Certificated staff provide feedback during staff meetings that are held monthly at each school site. All of our schools have a site leadership team that provides counsel to site administration and helps make decisions about the operations of the school and direction of the instructional program. District administration consults monthly with the Pacific Grove Teachers Association executive board to discuss contractual issues and site concerns that may arise throughout the year. Additionally, district administration consults annually with PGTA leadership when planning district professional development to gather input and guidance. The district also participates in collective bargaining with

Educational Partner(s)	Process for Engagement **364/999**
	our teachers union and reached numerous agreements on contract language and a compensation agreement. Teachers are represented on the school site councils at every school. Typically, two or three teachers are a member of this group that meets monthly to make decisions about school practices. Teachers also comprise a significant membership on several input and decision making groups. Each site has representatives on the Cultural Proficiency committee which met two times this year to help guide the district in its efforts build and apply the Cultural Proficiency Implementation Plan. Certificated staff also are important contributors to District Technology Committee. These teacher tech leads are responsible for attending monthly meetings, sharing updates with site staff, and supporting site staff in their use of educational technology. Certificated staff also participated in the California Healthy Kids Survey for Staff, as well as surveys distributed at our community engagement meetings.
Classified Staff/California School Employees Association	PGUSD gathered Classified staff feedback through a number of methods beginning with the California Healthy Kids Survey for school staff. In those surveys staff answered a combination of statements with rating scales and free response questions. These general areas covered in the survey were vision and planning, student needs, environment, cultural proficiency, support, curriculum, school safety, connection, and professional development. Classified staff also had the opportunity to give feedback in the district's human needs assessment where staff rated the district's current status in several areas related to cultural proficiency. Our classified staff has the opportunity to join committees that guide the district's educational program. One important committee is the Cultural Proficiency Committee that is comprised of staff from each of our schools and the district office. Classified staff also participates on the District Tech Committee where they help make decisions

Educational Partner(s)	Process for Engagement **365/999**
	regarding Measure A (PGUSD's educational technology bond) expenditures. The committee meets monthly. The California School Employees Association meets regularly with district staff to discuss any issues that have arisen during the course of the year. These meetings occur monthly or as needed.
Principals and Administrators	Administrators provide feedback to the district at management meetings which are held two times per month. There is also a management retreat held at the beginning of the year where the Superintendent and administrators refine a vision or a theme for the academic year. Administrators have the opportunity to take all of the staff surveys including the LCAP staff survey, the California Healthy Kids Survey for staff, and the district's human needs assessment survey. Administrators lead and participate alongside of staff as members of the Cultural Proficiency Committee which met four times this year and the school site council for their sites.
Community Members/Parent Advisory Committee	PGUSD held two community LCAP input meetings on January 29, 2025, and March 25, 2025. The first meeting focused on successes and improvements our schools related to LCAP Goal 4 - Cultural Proficiency. The March 25th meeting was focused on LCAP data and feedback pertaining to each of the LCAP goals. The district held a community input meeting on Ethnic Studies implementation on April 2, 2025. The community gave the district feedback and guidance regarding this new course as it relates to the larger goal of expanding cultural proficiency efforts. Another opportunity for our community to provide input occurred at our Measure B community input meetings held on March 3 and 4, 2025. Suggestions for improving facilities were the primary focus of these meetings. Issues of school safety were also a topic.

Educational Partner(s)	Process for Engagement **366/999**
District English Learner Advisory Committee	The PGUSD District English Language Advisory Council met on April 4, 2024, for 90 minutes. The group provided feedback on the best ways to serve the needs of our English learners both academically and socially.
Special Education Local Plan Area	Our parent advisory committee had parents of students with disabilities. Their participation and input was a critical component during each of our five meetings.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The Pacific Grove Local Control and Accountability Plan is driven entirely by data analysis and educational partner feedback. As we held LCAP committee meetings, community feedback meetings, and worked with staff, several points of emphasis were repeated among our group.

Goal #1 speaks to the academic success of all students in a learning environment that is welcoming to all families.

- One of the dashboard indicators that raised the greatest concern among our parents was our A-G completion rate. To help improve this rate the district developed action 1.7 that includes a visual indicator in the Synergy student information system to easily identify students who were in danger falling off pace to complete the UC/CSU A-G requirements.
- School safety came up as a concern among students, families, and staff. Our PGUSD Community Safety Committee reviewed improvement recommendations made by Kimball Associates and identified three immediate priorities that have become action items 1.11 (Visitor access management and controls), 1.12 (Safety training for staff), and 1.13 (Streamline communications).
- Teachers requested staff development activities that were directly related to their subject matter or grade level, so action 1.8 was developed that will provide differentiated professional development activities.
- Our state testing data shows that our students scores remain below the level they were before the pandemic. To institute a research based approach to improving learning across the district, PGUSD will begin a three-year commitment to building vibrant professional learning communities by partnering with Solution Tree as indicated in action 1.9.
- Facilities were a point of emphasis in all of the educator partner input sessions. Action 1.10 related to facilities marks a three-year commitment to analyze our district's needs and move forward with projects to include facilities. The specific reference to improving bathrooms is in response to the students' consistent request for this action.
- Action 1.14 (Secondary review of homework practices) is based on feedback from our parent advisory group and our student survey where secondary pupils expressed 45% were in disagreement with the statement "I never have homework assigned on school breaks."

Goal #2 addresses creating a learning environment that is physically, emotionally, and intellectually safe.

- Our students, families, and staff mentioned the need for the district to maintain mental health therapists at the high school and elementary identified in actions 2.6 and 2.8. The community also requested that a mental health therapist be added to the Middle School, so this position is included in action 2.7.
- The dashboard indicator where the district scores at the lowest level is chronic absenteeism, so a chronic absenteeism prevention program has been added as action 2.10.
- Students, parents and staff identified bullying as a concern in PGUSD schools, so the district is implementing multiple actions to create a safer environment for students including training with the Restorative Justice Partnership (action 2.2); a theme of "know my face, know my name, know my story" so every student has an adult who knows them and cares deeply about them at school (action 2.4); and clearly communicate the consequences for instances of bullying (action 2.5).
- Student survey data indicated that 15% of high school students were not aware that there was a mental health therapist on campus and 21% of elementary students did not know who to go to for personal reasons. In response, the district added action 2.3 that calls for increased efforts to make students aware of the help that is available to them.
- Parent and staff survey data showed strong support for counseling services in our schools, so the current counseling staff levels were maintained in action 2.1.

Goal #3 will provide differentiated education services to our unduplicated pupil population based on their performance levels in academic subjects.

- Much of the progress our district has made in monitoring student progress and discussing the ways to improve learning has been through the work of our instructional leadership teams. To maintain this progress, funding will be made available for these teams at the secondary level to continue their work outside of the regular school day. Actions 3.1 and 3.2 address this need.
- One of the programs that received a positive response from our District English Language Advisory Committee is our AVID program. Action 3.3 commits funding to support the AVID program. The demand for AVID classes in grades 9 and 10 has increased, so an additional section will be added, while maintaining a section to serve students in grades 11-12. In the Middle School, there will be an AVID class for grade 7 and another for grade 8.
- Literacy support for elementary students received strong support during our parent meetings, so our intervention classes will be maintained in actions 3.4 and 3.5. Due to the loss of one-time categorical funding, however, the full time intervention teacher at Forest Grove and the part-time intervention position at Robert Down have been eliminated. This will impact the number of students who will be able to receive tier two intervention services.
- Our DELAC voiced strong support for peer-to-peer tutoring among similar age students. Action 3.10 was developed to support the group's feedback to add a robust tutoring program where Middle School and High School students teach younger students while possibly earning community service hours.
- Educational partners mentioned math as an area of need for the district based on state testing data. The elementary school will maintain leveled small group instruction for math, while the secondary schools include math support classes in the master schedule. Math teachers will also participate in two articulation meetings per year to discuss student assessment results and identify areas of need and action 3.10 was written in support of this work.
- Action 3.13 exploring free BASRP for socioeconomically disadvantaged youth is in response to feedback from the Board of Trustees.

Goal #4 is our cultural proficiency goal that to provide access to our full academic program for all students while valuing and celebrating all of

the cultures at our school. The development of this goal, and all of the subsequent actions, are the direct result of community input combined with the work of PGUSD's Cultural Proficiency committee.

- Professional learning related cultural proficiency. Input from our educational partners indicated that local community resources be accessed to assist with the professional learning associated with this implementation, so action 4.1 was developed in response. The district is entering into a new contract with the Black Leaders and Allies Collaborative to consult on professional development and guide our implementation of these actions district wide.
- Multiple sources of community input requested that diversifying the curriculum be a priority for the district, and action 4.2 was added in response. In student and staff surveys as well community input meetings, our community requested learning materials where all students could see diverse depictions of people and hear multiple perspectives.
- During our cultural proficiency community meetings, our educational partners requested that parents have the opportunity to provide feedback to our individual schools. Action 4.3 calls for two meetings per year at schools to have these feedback sessions.
- Secondary schools will continue their professional learning community work in the area of grading for equity. Action 4.4 is in response to our student survey where 19% of students were in disagreement with the statement "The grading practices at our school are fair."

Goal #5 is our equity multiplier goal. This goal was the result of a reporting error where a student was incorrectly coded to the district office. Once the district discovered this error, the student was coded to their school of attendance.

- We informed our parent advisory committee of this mistake and informed them that we would receive funding from the state even though this was an error. We plan on using the funds to provide professional development for all sites including Robert Down, the student's school of attendance, designed to increase school connectivity.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	PGUSD will create a “culture of we” at every school site where educators and families work together as partners, sharing responsibility, leadership, and advocacy for the academic success of all students. All PGUSD families will feel welcome and fully invested in their student’s education through authentic partnerships with teachers and site leaders in a safe, nurturing, and culturally responsive school environment. All district and school policies and practices will be equitable and inclusive for all students and families creating a culture of belonging where students of every economic circumstance, culture, religion, race, ethnicity, gender, sexual orientation, learning ability, and language feel welcome and a sense of connection.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Pacific Grove Unified School District developed this goal to build an overall academic program that provides access for all students to programs designed to ensure all students graduate from PGUSD college and career ready. Although our district rated "high" for college preparedness on the latest dashboard, we want to increase the percentage of students who complete UC/CSU A-G requirements. Critical to achieving this goal is creating a safe educational environment in which all students' learning needs are met.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	State Priority 1 A Degree to which teachers are appropriately assigned and fully credentialed.	87.6% in 2021-2022	89.8% in 2022-2023		95% in 2025-2026	+2.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: SARC					
1.2	State Priority 1 B Degree to which students have standards-aligned instructional materials. Source: PGUSD Resolution regarding sufficiency of instructional materials September 7, 2023	100% in 2023-2024	100% in 2024-2025		100% in 2026-2027	Maintained, +0%
1.3	State Priority 1 C FIT Rating for school facilities in good repair. Source: SARC Fall 2023	Overall rating: Good in 2023-2024	Overall rating: Good in 2024-2025		Overall Rating: Good in Fall 2026-2027	Maintained, +0%
1.4	State Priority 2 The implementation of academic content and performance standards for all students. Source: Administrator confirmation of implementation of CA Standards and record during observations.	2023-2024 100% of teachers are implementing CA State Standards.	2024-2025 100% of teachers are implementing CA State Standards.		2026-2027 100% of teachers are implementing CA State Standards. Source: Administrator confirmation of implementation of CA Standards and record during observations.	Maintained, +0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	State Priority 4 A The percentage of pupils that have successfully completed A-G requirements. Source: Dataquest	2022-2023 37.2% graduated A through G eligible 21.1% SED students graduated A-G eligible	2023-2024 57.4% graduated A-G eligible 25.8% SED students graduated A-G eligible		2026-2027 75% graduate A to G eligible 68% SED students graduated A-G eligible	+20.2% for A-G eligible +4.7% SED graduating A-G eligible
1.6	The percentage of pupils that have successfully completed CTE pathways Source: Dataquest	2022-2023 13.5% successfully completed at least one CTE pathway.	2023-2024 16.4% successfully completed at least one CTE pathway		2026-2027 25% successfully complete at least one CTE pathway.	+2.9%
1.7	The percentage of pupils that have successfully completed A-G requirement and successfully completed at least one CTE pathway. Source: Dataquest	2022-2023 7.7% completed both A-G requirements and at least one CTE pathway.	2023-2024 13.1% completed both A-G requirements and at least one CTE pathway		2026-2027 15% complete both A-G requirements and at least one CTE pathway.	+5.4%
1.8	State Priority 4 B The percentage of students who who took an AP exam and passed with a score of 3 or higher Source: The College Board	2022-2023 76.6% of students who took AP exams passed with a score of 3 or greater.	2023-2024 140 students took 267 AP exams 91% passed with a 3 or higher		2026-2027 80% of students who take AP exams will pass with a score of 3 or greater	+14.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	State Priority 5 E High School graduation rate. Source: Dataquest (four-year cohort)	2022-2023 85.9% High school graduation rate. 78.9% SED High School graduation rate. NA (<11) - EL High School graduation rate.	2023-2024 93.4% high school graduation rate 87.1% SED high school graduation rate NA (<11)-EL high school graduation rate		2026-2027 97.5% High school graduation rate. 97.5% SED High school graduation rate. 97.5% EL High school graduation rate.	+7.5% graduation rate +8.2% SED high school graduation
1.10	State Priority 2 B The degree to which programs/services enable English Learners to access the CSS and the ELD standards Source: Curriculum Department	2023-2024 All curriculum materials in English Language Arts offer both the Integrated and Designated component. For all other content areas, teachers are incorporating integrated components in support of English learners within the context of the subject area. Designated ELD teachers at each site collaborate with content area teachers in support of EL students in their classrooms.	2024-2025 All curriculum materials in English Language Arts offer both the Integrated and Designated component. For all other content areas, teachers are incorporating integrated components in support of English learners within the context of the subject area. Designated ELD teachers at each site collaborate with content area teachers in support of EL students in their classrooms. Currently, elementary sites		2026-2027 All curriculum materials in English Language Arts offer both the Integrated and Designated component. For all other content areas, teachers are incorporating integrated components in support of English learners within the context of the subject area. Designated ELD teachers at each site collaborate with content area teachers in support of EL students in their classrooms.	Maintained, +0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			are piloting ELA curriculum. The quality of the EL component is an integral part of the review process and EL teachers have been included on the pilot team.			
1.11	State Priority 7 A Broad course of study	2023-2024 Students have access and are enrolled in all required areas of study as monitored through CalPads & Synergy. Students have access and are enrolled in a broad course of study including Health, PE, VAPA, World Languages, CTE, AP, Dual Enrollment, Computers, and other elective offerings as monitored through CalPads and Illuminate. The district provides access to Advanced Placement, Dual Enrollment, and CTE pathways, as well as a robust set of elective offerings across the district.	2024-2025 Students have access and are enrolled in all required areas of study as monitored through CalPads & Synergy. Students have access and are enrolled in a broad course of study including Health, PE, VAPA, World Languages, CTE, AP, Dual Enrollment, Computers, and other elective offerings as monitored through CalPads and Illuminate. The district provides access to Advanced Placement, Dual		2026-2027 Students have access and are enrolled in all required areas of study as monitored through CalPads & Synergy. Students have access and are enrolled in a broad course of study including Health, PE, VAPA, World Languages, CTE, AP, Dual Enrollment, Computers, and other elective offerings as monitored through CalPads and Illuminate. The district provides access to Advanced Placement, Dual	Maintained, +0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Enrollment, and CTE pathways, as well as a robust set of elective offerings across the district. Beginning in 2025-2026, PGHS will offer a 1-year Ethnic Studies course that will replace 10th-grade World Geography. Geography will now be embedded in the World History and US History courses.		Enrollment, and CTE pathways, as well as a robust set of elective offerings across the district.	
1.12	State Priority 4 C: The percentage of pupils who participate in, and demonstrate college preparedness in the EAP. Source: CAASPP Data	2022-2023 81.44% prepared in ELA 51.04% prepared in Math	2023-2024 87.7% met or exceeded in ELA 65.2% met or exceeded in mathematics		2025-2026 85% prepared in ELA 75% prepared in Math	+6.26% met or exceeded ELA +14.16% met or exceeded in mathematics

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

SUCCESSFUL IMPLEMENTATION: **375/999**
Action 1.1 - Certificated Teachers, Classified Staff, and Administrators - Dashboard data indicates that PGUSD has 87.6% of teachers qualifying as "fully credentialed." This is well ahead of the statewide average of 84% and the county average of 79.9%

Action 1.2 Instructional Materials and Resources: Successfully carried out an English Language Arts (ELA) pilot and came to consensus on adopting EL Education curriculum for the next 3 years, beginning in 2025-26. Highlights about EL Education from the pilot committee include: student-centered lesson design, diverse authors, and habits of character embedded in the lessons. Other successes include development of the Ethnic Studies curriculum for 2025-26 launch of the new Ethnic Studies course at PGHS. The development of the curriculum involved collaboration with educational partners and community input.

Action 1.3 High School Outreach Counselor - Date across multiple metrics both quantitative and qualitative reinforces the essential role that the outreach counselor position plays. The increase in the graduation metric is directly related to interventions supported by this position, including the A-G credit recovery, Tier 2 support, and summer school completion numbers.

Action 1.5 Broad Course of Study - PGUSD continues to offer an impressively broad course of study, especially considering the size of the school. Photography, culinary, computer science, engineering, English and psychology are amongst the most popular courses in the school. Monterey Peninsula College has approved a dual enrollment course in Sociology for next year, so PGUSD will be continuing the trend of expanding dual enrollment options for students.

Action 1.6 Technology Infrastructure and Educational Support - Effectively updated 60 Chromebooks for elementary flex labs, 120 iPads for K-1; 50 teacher Chromebooks replaced as part of fleet refresh; Adult school flex lab and surveillance camera installation completed.

Action 1.7 A-G Completion - Successful implementation of California Colleges Guidance Initiative (CCGI) platform to support college and career exploration and the college application process. Outreach counselor supporting early identification of at risk students through regular students of concern meetings.

Action 1.9 Professional Learning Communities - Professional Learning Communities (PLC) included in alignment of professional development (PD) initiatives strategic plan. Successful PLC launch day facilitated by Solution Tree held on March 17th, 2025. PLCs will continue to be a PD focus next year and beyond.

Action 1.10 Facility Improvements - Successful passing on Measure D bond will provide PGUSD with $78 million over the next several years to upgrade and improve existing facilities. A districtwide facilities needs assessment was conducted and presented to the board

Action 1.12 Safety Training for Staff - Incident Command System (ICS) 100-300 trainings were held at all sites in the district as a follow-up to the Executive Summary recommendation and districtwide threat assessment completed by Kimball and Associates last year.

MODIFIED IMPLEMENTATION:
Action 1.8 Subject Specific Professional Development - several staff and departments were able to take advantage of subject specific professional development this year. Of note were attendees to the AVID Summer Institute, AP Institutes, and elementary intervention and support (pertaining to adoption of the reading difficulties screener). The elementary pilot team also participated in subject specific trainings

with EL Education and CKLA as part of the pilot process. Despite district support of these opportunities, budget challenges have required the district to be more strategic about the subject specific professional development it will support moving forward.

Action 1.11 Visitor Access Management and Controls - the district successfully installed a new visitor access management system at all sites and has been tracking visits by contractors, guest speakers, guest staff, parents/guardians, student teachers, and campus visitors. Despite the presence of the new system, some campuses can be accessed by visitors who do not login to the system.

Action 1.13 Streamline Communications between PGUSD and Community - There has been an increase in efforts to streamline communication and communicate more effectively with parents and the community. Some of the efforts include: regular superintendent communications, after action reports (AAR) when safety incidents occur, telephone outreach for LCAP input, and a safety update at every board meeting. Despite the efforts, perceptual data still indicates that PGUSD families would like to see more effective communication.

NON-IMPLEMENTED ACTIONS:
Action 1.14 Secondary Review of Homework Practices - Due to competing professional development and training needs, such as restorative justice training, ICS safety training, and PLC development, a comprehensive review of homework practices at the secondary level has yet to take place. This goal will remain a priority for years 2 and 3 of the 3-year LCAP plan.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.1: Budgeted $24,825,266 Actuals $24,664,665 Difference due to unfilled vacant positions
Action 1.2: Budgeted $709,259 Actuals $485,000. Difference due to actual EL adoption mutli-year expenses vs. one-time
Action 1.3: Budgeted $140,000 Actuals $0. Difference due to counselor salary included in LCAP goal 3
Action 1.6: Budgeted $600,000 Actuals $1,000,000. Difference due to Chromebook refresh
Action 1.10: Budgeted $3,500,000 Actuals $5,073,560. Difference due to new Measure D bond reprioritization
Action 1.12: Budgeted $35,500 Actuals $52,000. Difference due to high cost associated with safety training contract

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1, as demonstrated by both quantitative data and qualitative indicators. A comprehensive review of efficacy data is available in the PGUSD LCAP 2024-25 Board Study Report.

Action 1.1 Certificated Teachers, Classified Staff, and Administrators - Demonstrated strong effectiveness as supported by state assessment data, perceptual survey data, local indicators, and LCAP feedback.

Action 1.3 High School Outreach Counselor - Demonstrated effective growth through significant increase in EL population CAASPP scores on the ELA assessment. This group of students went from 8.82% meeting or exceeding standards to 27.03% meeting or exceeding standards, an increase of 18.21%.

Action 1.7 A-G Completion - Demonstrated moderate effectiveness as A-G completion scores increases from 7.7% to 13.1%. Despite the increase, we are still falling short of the 3-year target goal of 15%.

Action 1.9 Professional Learning Communities - Demonstrated moderate effectiveness as post professional development survey data revealed that 76.9% of professional learning community training attendees reported that the content of the training was excellent or near excellent. 61.5% of attendees rated the workshop outcomes as excellent or near excellent.

Action 1.13 Streamline Communications between PGUSD and Community - Demonstrated moderate effectiveness as California Healthy Kids Survey (CHKS) family data revealed a small improvement in perception (23% to 28%) in relation to "PGUSD regularly seeking input of parents before making important decisions." Despite the incremental improvement, there is ample room for growth in this area.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP Cycle:
GOAL DESCRIPTION: No changes were made to the goal statement, as our analysis indicates that the current goal continues to address the identified needs.
METRICS MODIFICATIONS: No changes were made to the metrics, as they continue to provide relevant and accurate measures of progress.
ACTIONS MODIFICATIONS: Action 1.12 has been adjusted to eliminate module training by Kimball and Associates to replace with a train the trainer model of implementation.
OUTCOMES MODIFICATIONS: We adjusted the expected outcomes for Action 1.5 (percentage of pupils who graduate A-G eligible) slightly to reflect a more attainable growth target by three years, resulting in a decrease from a goal of 68% for SED students to 50%. Despite growth from 21.1% to 25.8%, the 68% 3-year goal may be difficult to reach for this group of students. A-G eligibility may not be a priority for this group of students, where as CTE completion may be more of a priority.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Certificated Teachers, Classified Staff, and Administrators	All teachers (1100-1900) and administrators (1300) are highly qualified to provide support to students in attaining access to a comprehensive education. (1000 object code) Classified staff and administrators in each job alike support student learning, health, and safety. (2100-2900) object code)	$26,390,106.00	No
1.2	Instructional Materials and Resources	Instructional delivery of all core content areas with standards aligned instructional materials. Teachers and support staff are trained on instructional materials to support students during small group instruction. All newly adopted instructional materials are analyzed to ensure that diverse populations are represented in the content to support culturally responsive lesson planning. (4000 object code)	$300,000.00	No
1.3	High School Outreach Counselor	The High School Outreach Counselor position continues to provide support to historically underserved and special populations. This counselor is responsible for helping to identify students who have difficulty establishing a connection with school and implementing processes to help those students build a bond with their school. Historically underserved students include those who are struggling academically, social-emotionally, or may have other barriers to their success. Special populations of students include our students with a Section 504 accommodation plan, socio-economically disadvantaged, foster youth and English Language Learners. Support includes teaching coping skills, strategies to overcome a variety of obstacles, regular meetings, Student Study Team meetings, crisis intervention, and collaboration with the teachers and staff to support the students.	$0.00	Yes
1.4	Career Technical Education	Explore opportunities to publicize our Career Technical Education program, so that all of our students are aware of the benefits of CTE classes with a particular focus on our English Learners, socio-economically disadvantaged youth, and special education students. Working with our CTE instructors, create strategies to inform all students of the program, how the program can benefit their future, and how to adjust their schedule	$28,156.00	No

Action #	Title	Description	Total Funds	Contributing
		to enroll in CTE classes. Explore the possibility of informing our incoming 9th grade students of the benefits of the CTE program. The CTE team will take a planning day at the beginning of the school year working with Foundations 4 Innovation to organize delivery of the CTE program and strategize a vision for growth in 2024-2025. The program will be overseen by a CTE Coordinator 2024-2025.		
1.5	Broad Course of Study	Dual enrollment class offerings will expand in 2024-2025 to 19 from 11 the previous year. The courses are offered in photography, culinary, computer science, engineering, English, psychology, and sociology. We will continue to seek ways to improve on this robust offering of dual enrollment classes by continuing our partnership with Monterey Peninsula College and staying current with our College and Career Pathways (CCAP) Agreement. To increase the number of CTE completers district wide, we will publicize these courses to our incoming 9th and 10th grade students, so they can begin a CTE pathway early in their high school experience. PGHS will continue to seek funding for the CTE programs via Career Technical Education Incentive and Perkins grants to support and increase the number of course offerings.	$50,000.00	No
1.6	Technology Infrastructure and Educational Support	The PGUSD Tech Department, PGTech, has identified the following technology implementation priorities that will guide the bulk of the department's work over the next three to five years, using Measure A Education Technology Bond funds: -Student Computing Device Fleet-Refresh Project: Upgraded tablets for students in grades K-1 and upgrade Chromebooks for students in grades 2nd-12th by 2029 -Teacher Laptop Replacement Plan: Phase-in replacement of teachers' aging Windows-based laptops with upgraded Chromebooks (Chrome OS) -Adult School and Community High School Flex/Tech Lab Design: Design and install flexible learning labs AS and CHS, replacing outdated computer labs. -District and Site Level Website Refresh Project: Replace current site and district-level websites with upgraded web design templates that provide	$1,407,486.00	No

Action #	Title	Description	Total Funds	Contributing
		improved navigation, interactivity, and two-way communication functionalities. -PGUSD Security/Surveillance Camera System Upgrade Project: Replace existing cameras with "Smart" high-definition (HD), AI/Artificial-Intelligence-enhanced cameras -Ongoing Teacher and Staff Technology Training and Support: Expand district end-user on-demand training and support tools, resources, and sessions for instructional and business operations platforms including Google, Synergy, and Catapult.		
1.7	A-G Completion	PGHS will work with the counselors and teachers to implement measures to increase the number of students who complete the A-G requirements for admittance into a UC/CSU school. We will look for ways to support our students and staff by improving the system of monitoring student progress, making students aware of which classes fulfill these requirements, and installing an early notification system when students fall behind. PGHS will also conduct an analysis to identify which classes act as barriers to students completing A-G classes and focus intervention efforts in those areas.	$0.00	No
1.8	Subject Specific Professional Development	PGUSD will identify staff development activities that are specific to the subject matter taught. District administrators will work with site principals to seek out training time to focus specifically on instructional practice directly related to the teachers' assignments.	$56,806.00	No
1.9	Professional Learning Communities	PGUSD will embark on a three-year commitment to train and support school administrators and certificated staff in the fundamentals of building a professional learning community. This training will focus on the foundation of professional learning community work: "gathering evidence of current levels of student learning, developing strategies to build on the strengths and address weaknesses in that learning, implementing those strategies and ideas, analyzing the impact of the changes to discover what was effective and what was not, and applying new knowledge in the next	$6,000.00	No

Action #	Title	Description	Total Funds	Contributing
		cycle of continuous improvement." - quoted from Learning by Doing by Richard and Rebecca DuFour.		
1.10	Facility Improvements	PGUSD will develop a facilities needs assessment to identify an annual list of district wide projects. At the direction of the board of education, the maintenance and facilities department will complete the projects deemed most necessary. This ongoing process of identifying needs and addressing them will be supported by funds 14 (deferred maintenance), 21 (Measure D), and 40 (capital improvements). Included in this process will be a review of our school bathrooms and a plan to upgrade those facilities.	$5,259,091.00	No
1.11	Visitor Access Management and Controls	PGUSD will implement a consistent visitor management system at all of its sites. The system will be able screen visitors and send real time alerts if a visitor is flagged for being a known threat. This is a check-in, check-out system that will automate the process and accommodate a wide range of visitors.	$0.00	No
1.12	Safety Training for Staff	The district will include training for incident command structure for all staff. Also included is ongoing training for our campus supervisors in active intruder response. Multi-disciplinary threat and risk assessment training for year one and followed up by refresher training in subsequent years.	$0.00	No
1.13	Streamline Communications between PGUSD and Community	PGUSD will standardize communication practices to the community to include initial and immediate response to incident, follow up response to an incident when further details are available, and produce an after action report to the community following PGUSD and PGPD reviews.	$2,000.00	No
1.14	Secondary Review of Homework Practices	In response to a survey question where 45% of secondary students were in disagreement with the statement "I never have homework assigned over school breaks," PGUSD will review and recommit to our homework policy	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		at the secondary level. Of our secondary students' parents surveyed, 60% were in agreement with the statement, "The amount of time my child spends reading and doing homework is appropriate." In light of these responses, the secondary schools will explore the efficacy of homework as it relates to equitable grading practices.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All schools will nurture learning environments that are intellectually, physically, and emotionally safe. Our educators will create an environment that promotes positive relationships among students and staff to increase school connectedness and a sense of belonging. Every student will feel connected to a minimum of one adult on campus who cares for them, watches out for them, checks in with them regularly, and to whom they can turn during times of need.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The district developed this goal after receiving feedback in community input sessions that students felt disconnected from school which was supported by California Healthy Kids Survey data concerning the prompt "There is a teacher or some other adult from my school who really cares about me." PGUSD also included this goal in response to receiving red indicators for chronic absenteeism on the California Dashboard. Our groups that scored in the red are students identifying as two or more races districtwide and at Forest Grove Elementary as well as SED students and students with disabilities at Robert Down Elementary. At our parent advisory sessions, educational partners indicated that chronic absenteeism is an area of concern after reviewing dashboard data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	State Priority 3 A: Demonstration of the efforts the school district makes to seek parent input in making decisions for the school district and school sites. Source: CHKS	2023-2024 Strongly Agree/Agree "School actively seeks the input of parents before making important decisions.” = 63%	2024-25 Strongly Agree/Agree "School actively seeks the input of parents before making important decisions.” = 64%		"School actively seeks the input of parents before making important decisions.” = 80%	+1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	State Priority 5 A: Attendance rate Source: Synergy Student Information System	2023-2024 Attendance rate through P2 PGUSD = 90.95% Forest Grove = 90.46% Robert Down = 91.87% PGMS = 93.85% PGHS = 94.38% CHS = 17.04%	2024-2025 Attendance rate through P2 PGUSD = 94.59% Forest Grove = 93.24% Robert Down = 93.35% PGMS = 95.38% PGHS = 95.75% CHS = 12.71%		2026-2027 Attendance rate through P2 District Wide: 95% Forest Grove 95% Robert Down: 95% PGMS: 97% PGHS: 97% CHS: 85%	District Wide: +3.64% Forest Grove =4.13% Robert Down: =1.48% PGMS: +1.53% PGHS: +1.37% CHS: -4.33%
2.3	State Priority 5 B: Chronic Absenteeism Source: California Dashboard	2022-2023 Chronic Absenteeism rates PGUSD = 15.8% Two or more = 20.4% Forest Grove = 22.6% Two or more = 25.6% Robert Down = 16.6% SWD = 25.5% SED =27.8% PGMS = 8.8%	2023-2024 Chronic Absenteeism rates PGUSD = 15.8 Two or more = 18.4% SWD = 23.7% SED = 25.6% Elementary = 16.35%% (avg.) PGMS = 15.4%		2025-2026 District Wide: 10% Two or more: 10% Forest Grove: 12% Two or more: 12% Robert Down: 12% SWD = 12% SED = 12% PGMS = 5%	District Wide: -0% Two or more: -4.6% SWD: +.1% SED: -2.2% PGMS: +6.6%
2.4	State Priority 6 C: School Climate Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	2023-2024 Do the teachers and grown ups care about you? Percent of students who answered "Yes, most of the time," or "Yes, all of the time." Elementary 83% Forest Grove 82% Robert Down 83%	2024-2025 Do the teachers and grown ups care about you? Percent of students who answered "Yes, most of the time," or "Yes, all of the time." Elementary 95%		2025-2026 Do the teachers and grown ups care about you? Percent of students who answered "Yes, most of the time," or "Yes, all of the time." Elementary 90%	Elementary: +12% Forest Grove: +13% Robert Down: +12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Caring Adults, elementary Source: CHKS		Forest Grove 95% Robert Down 95%		Forest Grove 90% Robert Down 90%	
2.5	State Priority 6 C: School Climate Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness Caring Adults, secondary Source: CHKS	2023-2024 There is a teacher or some other adult from my school who really cares about me. Percent of students who answered "Very much true" or "Pretty much true." 7th grade 56% 9th grade 52% 11th grade 65%	2024-2025 There is a teacher or some other adult from my school who really cares about me. Percent of students who answered "Very much true" or "Pretty much true." 7th grade 62% 9th grade 51% 11th grade 63%		There is a teacher or some other adult from my school who really cares about me. Percent of students who answered "Very much true" or "Pretty much true." 7th grade 70% 9th grade 66% 11th grade 80%	7th grade: +6% 9th grade: -1% 11th grade: -2%
2.6	State Priority 3 A: Demonstration of the efforts the school district makes to encourage parents to be an active partner with schools. Parent Input Source: CHKS	2023-2024 "School encourages me to be an active partner with the school in educating my child." = 82%	2024-2025 "School encourages me to be an active partner with the school in educating my child." = 89% (agree or strongly agree)		"School encourages me to be an active partner with the school in educating my child." = 90%	+7%
2.7	State Priority 3 A: Demonstration of the efforts the school district makes to encourage	2023-2024 "Parents feel welcome to participate at this school." = 77%	2024-2025 "Parents feel welcome to participate at this school." = 83%		"Parents feel welcome to participate at this school." = 90%	+6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	parents to be an active partner with schools. Parent Input Source: CHKS		(agree or strongly agree)			
2.8	State Priority 6 A: School Climate Pupil suspension rate Source: California Dashboard	2023-2024 Suspension rate = 1.5% Rating of "green" on the dashboard	2024-2025 Suspension rate = 1.7% Rating of "yellow" on the dashboard		Suspension rate equal to or less than 1.0%. Achieve a rating of "green" or "blue" on the dashboard.	-0.2%
2.9	State Priority 6 B: School Climate Pupil expulsion rate Source: Dataquest	2023-2024 Expulsion rate = 0%	2024-2025 Expulsion rate = 0%		Expulsion rate = 0%	0%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

SUCCESSFUL IMPLEMENTATION:
Action 2.1 Counseling Services - PGUSD offers robust counseling services throughout the district. At Pacific Grove High School there are 2 counselors, 1 intervention counselor, and 1 licensed mental health therapist; Pacific Grove Middle School houses 1 counselor and 1 licensed mental health therapist; and both elementary sites have 1 counselor each and .5 mental health therapist. There have been modifications to the job descriptions and the length of the work year for the mental health therapists, so they can serve students who are on an IEP.

Action 2.6 High School Licensed Mental Health Therapist - This position, which was originally created using restricted Covid Relief funds (ESSER), has remained a priority as survey data has reveled that SEL support needs remain high; a specific metric that speaks to the SEL needs at PGHS is the CORE SEL data, which has 39% of the students reporting unhealthy/unfavorable levels of SEL health. On a positive note, the "life satisfaction" metric on the California Healthy Kids Survey (CHKS) show improvement with 66% of students reporting healthy levels of life satisfaction (see PGUSD LCAP Board Study Session report).

Action 2.7 Middle School Mental Health Therapist - This position, which was originally created using restricted Covid Relief funds (ESSER), has remained a priority as survey data has reveled that SEL support needs remain high. The middle school CORE SEL survey results indicate that the most frequent response category was Level 2 (Slightly Unfavorable), with 135 students (37%) scoring at this level. On a positive note, two areas of improvement with respect to PGMS student SEL health were revealed in the CHKS data, with the metrics for "school connectedness" and "caring adult relationships" showing growth (+4% and +3% respectively).

Action 2.8 Elementary Licensed Mental Health Therapist - This position, which was originally created using restricted Covid Relief funds (ESSER), has remained a priority as survey data has reveled that SEL support needs remain high. 25% of elementary students fell in the slightly unhealthy/unfavorable category on the CORE SEL assessment, however, CHKS data indicates considerable growth in the "Do teachers and grown ups care about you?" metric (+12%).

Action 2.9 Vector Training Student Safety & Wellness Courses Grades 6-12 - Along with California Healthy Youth Act (CHYA) curriculum, PGMS and PGHS continue to utilize this instructional resource in PE classes to address SEL needs. Improvement in "connectedness" metrics across the board point to the success of the multi-pronged approach PGUSD has taken to address student SEL needs, including use of this instructional resource.

MODIFIED IMPLEMENTATION:
Action 2.2 Social Emotional Learning Resources - This SEL Actin involved our contract with the Restorative Justice Partnership (RJP), which outlined a multi-year, multi-step approach to enhancing restorative approaches to discipline in our schools. RJP planned activities included a district wide introductory training, book study, 4-day circle-keeper training, administrator training, and implementation training. Due to budget constraints and professional development capacity challenges, the contract with RJP was modified.

Action 2.3 Increase Awareness of Available Assistance - The district has made efforts to increase communication around the availability of mental health resources. Last year 15% of high school students were not aware that a mental health therapist was available on campus. This year, the number has decreased to 7.6%. Last year, 21% of elementary students did not know who to go to for personal reasons. This year, that number has decreased to 51.4%. While the improvement is promising, we will continue to improve and modify our communication strategies in order to foster continued awareness and improvement.

Action 2.4 Increase Connection to School/Caring Adults - Metrics related to caring adults on campus have increased since last year. At PGHS, the campus for which this action was targeted, 88% on 9th graders reported that there was a teacher or other adult on campus who made them feel good about themselves. For 11th graders the number was 72%. These outcomes indicate improvement, however modifications to the "know my face, know my name, know my story" action will continue to be made in order to maintain a strong effort toward improving the sense of belonging amongst our students.

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Action 2.5 Clear Consequences - District led Bias Incident Response Training was held at the beginning of the year with the goal of increasing awareness among staff, students, and families about the district discipline matrix and restorative practices in our schools. The "I feel safe in my school" metric contained in the CHKS indicated that 59% of 7th graders, 66% of 9th graders, and 65% of 11th graders reported that the agree or strongly agree to the statement.

Action 2.10 Preventing Chronic Absenteeism - In addition to the Synergy monitoring and notification measure outline in the action description, PGUSD has modified the action by implementing a change to the way "justifiable unexcused" absences are recorded. Taking guidance from California Department of Education, PGUSD has initiated a new short-term independent study option that families have been utilizing since January. As implementation of this modification becomes more streamlined and widely communicated, PGUSD expect to see improvement in the Chronic Absenteeism metric.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

NA

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 2, as demonstrated by both quantitative data and qualitative indicators. A comprehensive review of efficacy data is available in the PGUSD LCAP 2024-25 Board Study Report.

Action 2.3 Increase Awareness of Available Assistance - demonstrated strong effectiveness as dat indicates a significant increase in student awareness of available mental health resources.

Action 2.1 Counseling Services - demonstrated emerging effectiveness as metrics indicate increased awareness of the availability of counseling services as will as improvement in perceptual data amongst families regarding caring adult relationships. Despite improving metrics, social-emotional health of the students continues to be an area of needed attention, as indicated by qualitative data and CORE SEL scores.

Action 2.4 Increase Student Connection to School/Caring Adults - demonstrated emerging effectiveness as metrics related to "caring adults on campus" point to improvement (41% to 52% districtwide). The "school connectedness" Metric available on the CHKS report also showed a 2% growth at PGHS. These numbers are promising, however, improvement in this area will continue to be an area of focus.

Action 2.10 Preventing Chronic Absenteeism - did not achieve desired outcomes as California Dashboard metrics indicate that PGUSD reported the same percentage (15.8%) of chonically absent students in 2024 as id did in 2023, however, improvements across the state in this dashboard category led to a change form "yellow" (moderate performance) to "orange" (need for improvement)

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP Cycle:
GOAL DESCRIPTION: No changes were made to the goal statement, as our analysis indicates that the current goal continues to address the identified needs.

METRICS MODIFICATIONS: The metrics were revised for Action 2.4 to include the CHKS student responses to the question "At my school, there is a teacher or other adult who makes me feel good about myself." This slight modification to student connectedness metrics will help us to maintain consistency with the exact language used in the CHKS.

ACTIONS MODIFICATIONS: Action 2.5 has been adjusted to add language that will support the ongoing implementation of bias incident response protocol.

OUTCOMES MODIFICATIONS: No changes were made to the expected outcomes, as current targets remain appropriate.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Counseling Services	Counseling services are offered at the elementary, middle, and high school level. An orderly, caring, and positive educational and social environment enhances student learning. The district's goal is for all students to feel safe and feel as though they belong at their school. Counselors help guide and implement a variety of social/emotional supports and programs at each of the sites. The elementary school counselors work collaboratively with classroom teachers to implement the Toolbox social emotional learning curriculum. The Middle School counselors support and contribute to the planning of the advisory period activities at Pacific Grove Middle School, and high school counselors help students prepare for college and career choices.	$973,989.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Social Emotional Learning Resources	PGUSD will contract with the Restorative Justice Partnership beginning in Fall 2024 and continuing through 2027 to deliver high quality professional development for all district personnel. During the 2024-2025 school year, the professional development will consist of an introduction to restorative justice in education, a book study of restorative justice in education, a 4-day circle keeper training for teams from each school, restorative justice implementation training for school administrators, and whole school implementation. The action is intended to increase the percentage of students who feel the school is a safe place for them across all groups on the California Healthy Kids Survey.	$10,000.00	No
2.3	Increase Awareness of Available Assistance	All PGUSD schools will increase communication and signage related to the social emotional supports that are available for students. This goal is in response to survey data indicating that 15% of high school students were not aware that there was a mental health therapist on campus and 21% of elementary students did not know who to go to for personal reasons.	$0.00	No
2.4	Increase Student Connection to School - Caring Adults	PGUSD will implement a theme called "Know my face, know my name, know my story." The goal will be for each school to identify those students who do not have a meaningful relationship with an adult on campus. Once the students are identified, staff will work toward creating a strong connection with them. This is in response to survey data indicating that 66% of our secondary students responded that there was an adult on campus who made them feel excited about their future.	$0.00	No
2.5	Clear Consequences	All schools will publicize PGUSD's discipline matrix, so staff, students, and families have a clear understanding of the consequences that will be applied in various disciplinary situations. Schools will communicate the action taken in disciplinary situations to the greatest extend possible. Bias incidence response training protocol will be followed at all sites. The success of this action will be measured by an increase in the percentage of students who respond that they feel safe at school in the California Healthy Kids Survey.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	High School Licensed Mental Health Therapist	The Licensed Mental Health Therapist position will be continued at PGHS. The therapist provides direct mental health services including counseling, consultation, mental health evaluations, treatment, mental health assessments, and case management. The therapist's intent is to help students develop skills and strategies for coping with anxiety, depression, trauma, substance abuse, suicide, grief, family discord or any issues contributing functional impairments in school and achievement. The Licensed Mental Health Therapist also acts as a resource to teachers and staff by communicating and collaborating with them to effectively support student progress. Additionally, the therapist will provide professional development to staff in the area of youth social-emotional health.	$191,601.00	No
2.7	Middle School Mental Health Therapist	The Middle School Mental Health Therapist will serve the social emotional needs of our middle school students. The therapist provides direct mental health services including counseling, consultation, mental health evaluations, treatment, mental health assessments, and case management. The will help students develop skills and strategies for coping with anxiety, depression, trauma, suicide, grief, family discord or any issues contributing functional impairments in school and achievement. The Licensed Mental Health Therapist also acts as a resource to teachers and staff by communicating and collaborating with them to effectively support student progress. Additionally, the therapist will provide professional development to staff in the area of youth social-emotional health.	$173,654.00	No
2.8	Elementary Licensed Mental Health Therapist	This full time position will be split between Forest Grove and Robert Down elementary schools. The therapist will identify student mental health needs and provide staff professional development develop strategies to support our students.	$151,543.00	No

Action #	Title	Description	Total Funds	Contributing
2.9	Vector Training Student Safety & Wellness Courses grades 6-12	The Vector Solutions curriculum covers essential safety and wellness topics that are age appropriate for students in grades 6-8 and 9-12. Students at PGMS and PGHS will access these online lessons in their physical education classes. The PE teachers will facilitate discussions related to the lesson content. Topics covered include: Alcohol, Drug, & Vaping Prevention, Bullying & Cyberbullying, Digital Citizenship, Sexual Harassment, Youth Suicide Awareness, Stress & Anxiety, Depression, Good Decision Making, Healthy Relationships, and Resolving Disagreements.	$6,500.00	No
2.10	Preventing Chronic Absenteeism	The district will use the Synergy student information system to monitor student attendance. When a student is on pace to be absent for 10 percent or more of the school year, the school will notify families that their student is chronically absent and offer support based on the student's individual circumstance to help increase attendance. The success of this action will be measured by improving the district's low performing chronically absent groups: multiple races/two or more (district wide, Forest Grove), socioeconomically disadvantaged (Robert Down), students with disabilities (Robert Down).	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Unduplicated students (low socio-economic, foster youth, and English Learners) as well as homeless students and students with disabilities will receive the necessary differentiation and support to make accelerated growth to close the achievement gap. When necessary, targeted intervention using a variety of strategies, programs, and small group instruction will be implemented for students requiring additional tiered support. These programs will be designed to show an increase in our state testing scores for all groups and an improvement in our English learner reclassification rate.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

An analysis of our CAASPP testing data shows that gaps still remain in the achievement of our general population and our unduplicated pupil population. Although our dashboard metrics are positive with regard to our English learner progress and reclassification rate, we want to deepen our support for them, so they can continue to excel upon reclassification. Our low income students are another group that will warrant additional support based on assessment data. We feel the number of low income students is currently underreported in our district due to lunches being provided free of charge. Because the free and reduced lunch designation is used to identify our socioeconomically disadvantaged youth, the incentive to apply for the program is diminished when students have access to free meals. This situation calls for more intensive classroom tier 1 interventions in the form of small group, differentiated instruction and strong professional learning community practices at all sites.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	State Priority 2 B: The degree to which programs/services enable English Learners to access the CSS and the ELD standards. District analysis of instructional materials	In 2023-2024, all curriculum materials in English Language Arts offer both the Integrated and Designated component. For all other content areas, teachers are incorporating integrated components in support of English learners within the context of the subject area. Designated ELD teachers at each site collaborate with content area teachers in support of EL students in their classrooms. All curriculum adoptions require an EL support component.	In 2024-2025, all curriculum materials in English Language Arts offer both the Integrated and Designated component. For all other content areas, teachers are incorporating integrated components in support of English learners within the context of the subject area. Designated ELD teachers at each site collaborate with content area teachers in support of EL students in their classrooms. All curriculum adoptions require an EL support component. Elementary sites are currently piloting ELA materials from EL Education and CKLA. Both have integrated and designated ELD supports and the		In 2026-2027, all curriculum materials in English Language Arts offer both the Integrated and Designated component. For all other content areas, teachers are incorporating integrated components in support of English learners within the context of the subject area. Designated ELD teachers at each site collaborate with content area teachers in support of EL students in their classrooms. All curriculum adoptions require an EL support component.	Target met: Adoption of EL Education English Language Arts curriculum will help us maintain alignment with this outcome.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			curriculum evaluation instrument being used is ELD focused. ELD teachers have been included on the pilot team.			
3.2	State Priority 3 B: Demonstration of how the school district will promote parental participation in programs for unduplicated. (number of meetings, number of participants) District LCAP Family Survey - UPP results	2024 District LCAP Family Survey - UPP results Strongly Agree/Agree The school creates a welcoming environment for families. = 84.8% The school staff shows a caring, supportive attitude toward my child. = 84.6%	2025 District LCAP Family Survey - UPP results. Strongly Agree/Agree -The school creates a welcoming environment for families = 76% -The school staff shows a caring, supportive attitude toward my child. 82%		2027 District LCAP Family Survey - UPP results Strongly Agree/Agree The school creates a welcoming environment for families. = 95% The school staff shows a caring, supportive attitude toward my child. = 95%	Welcoming environment: -19% Caring attitude: -13%
3.3	State Priority 3 C: Demonstration of how the school district will promote parental participation in programs for students with exceptional needs. (number of meetings, number of participants)	2024: PG serves 298 students on IEPs and our SELPA provides opportunities multiple time per year. IEP Meetings 1-2 times per year Orientation at start of each school year Orientation at transition from Elem to MS, and MS to HS.	2025: PG serves 301 (330 active/pending) students on IEPs and our SELPA provides opportunities multiple time per year. IEP Meetings 1-2 times per year		Maintain current level of compliance.	Target met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Annual meetings for our 156 students who are on a 504 plan.	Orientation at start of each school year Orientation at transition from Elem to MS, and MS to HS. Annual meetings for our 159 (180 Active/Pending) students who are on a 504 plan.			
3.4	State Priority 4 A: English Language Arts Statewide Assessments Source: California Dashboard	2022-2023 70.07% Met/exceeded standards 45.1 distance above standard	2023-2024 72.78% Met/exceeded standards (CAASPP) 53.4 (+8.4) distance above standard (Dashboard)		2025-2026 85% Met/exceeded standards 60 distance above standard	-12.22% CAASPP ELA -6.6 distance above standard
3.5	State Priority 4 B: Statewide Assessment: Math Source: California Dashboard	2022-2023 56.88% Met/exceeded standards 9.6 distance above standard	2023-2024 57.93 % Met/exceeded standards (CAASPP) 16.3 (+6.8)distance above standard (Dashboard)		2025-2026 70% Met/exceeded standards 30 distance above standard	-12.07 CAASPP Math -13.7 distance above standard
3.6	State priority 4 C:	2022-2023 56.8% Met/exceeded standards	2023-2024		2025-2026	-13.38%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Statewide Assessment: CAST Source: Dataquest CAASPP report		56.62% Met/exceeded standards		70% Met/exceeded standards	
3.7	State priority 4 H: Percent of English learners who are making progress Source: California Dashboard	2022-2023 54.4% progressed at least one EL proficiency level	2023-2024 70.4% progressed at least one EL proficiency level		2025-2026 65% will progress at least one EL proficiency level	+5.4%
3.8	State priority 4I: English learner reclassification rate Source: Synergy Student Information System	2023-2024 English learner reclassification rate = 17.3%	2024-2025 English learner reclassification rate = 21.3%		2026-2027 English learner reclassification rate = 25%	-3.7%
3.9	State priority 4J: The percentage of students qualified for the Early Assessment Program based on the CAASPP test scores. Source: Dataquest CAASPP report	2022-2023 81.44% prepared in ELA 51.04% prepared in math	2024-2025 90.15% prepared in ELA 68.18% prepared in math		2025-2026 90% prepared in ELA 70% prepared in math	+.15%prepared in ELA -1.82%prepared in math
3.10	State Priority 5 A:	2022-2023 District Wide: 91.8%	2023-2024		2025-2026 District Wide: 95%	District Wide: -2.18%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	School Attendance Rate Source: Synergy Student Information System	Forest Grove 88.6% Robert Down: 90.2% PGMS: 93.5% PGHS: 93.4% CHS: 78.6%	District Wide: 92.82% Forest Grove 90.44% Robert Down: 91.78% PGMS: 93.89% PGHS: 94.32% CHS: 66.8%		Forest Grove 95% Robert Down: 95% PGMS: 97% PGHS: 97% CHS: 85%	Forest Grove - 4.56% Robert Down: - 3.22% PGMS: -3.11% PGHS: -2.68% CHS: -18.2%
3.11	State Priority 5 B: Chronic Absenteeism rates Source: California Dashboard	2022-2023 District Wide: 15.8% Forest Grove: 22.6% Robert Down: 16.6% PGMS: 8.8%	2023-2024 District Wide: 15.8% Forest Grove: 18.9% Robert Down: 13.8% PGMS: 15.4%		2025-2026 District Wide: 10% Forest Grove: 12% Robert Down: 12% PGMS: 5%	District Wide: - 5.8% Forest Grove: - 6.9% Robert Down: - 1.8% PGMS: -10.4%
3.12	State Priority 5 C: Middle School dropout rates Source: Calpads/Synergy Student Information System	2022-2023 0% Dropout rate	2023-2024 0% Dropout rate		2025-2026 0% Dropout rate	0%
3.13	State Priority 5 D: High School dropout rates Source: Calpads/Synergy	2022-2023 1.6% (2 students - PGHS) 0% (0 students - CHS)	2023-2024 0% (0 students - PGHS) 0% (0 students - CHS)		2025-2026 1.5% PGHS 0% CHS	+1.5% PGHS 0% CHS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Student Information System					
3.14	State Priority 6 A: Pupil Suspension rates Source: Calpads/Synergy Student Information System	2022-2023 PGUSD: 1.5% Forest Grove: 0.5% Robert Down: 0.2% PGMS: 1.6% PGHS: 2.5% CHS: 22.7%	2023-2024 PGUSD: 1.82% Forest Grove: 1.43% Robert Down: 0.48% PGMS: 2.71% PGHS: 2.34% CHS: 10%		2025-2026 PGUSD: 1.0% Forest Grove: 0.5% Robert Down: 0.5% PGMS: 1.0% PGHS: 1.5% CHS: 5.0%	PGUSD: -.82% Forest Grove: -.93% Robert Down: +.02% PGMS: -1.71% PGHS: -.84% CHS: 5%
3.15	State Priority 6 B: Pupil expulsion Source: Calpads/Synergy SIS	2022-2023 0%	2023-2024 0%		2025-2026 0%	0%
3.16	State Priority 7B: Programs and services developed and provided to unduplicated pupils Source: PGUSD synopsis of services.	2023-2024 Academic counselors and site administration monitor student enrollment by demographic to ensure there is equitable access to all courses offered districtwide. Students have access and are enrolled in all required areas of study as monitored through CalPads and Illuminate. The district also provides designated	2024-2025 Academic counselors and site administration monitor student enrollment by demographic to ensure there is equitable access to all courses offered districtwide. Students have access and are enrolled in all required areas of		2026-2027 Academic counselors and site administration monitor student enrollment by demographic to ensure there is equitable access to all courses offered districtwide. Students have access and are enrolled in all required areas of	Target met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and integrated English Language Development supports and uses a co-teaching model at the elementary level.	study as monitored through CalPads and Synergy. The district also provides designated and integrated English Language Development supports and uses a co-teaching model at the elementary level. BASRP and Summer Enrichment Programs (ELO-P) are offered to all UPP students.		study as monitored through CalPads and Illuminate. The district also provides designated and integrated English Language Development supports and uses a co-teaching model at the elementary level.	
3.17	State Priority 8: Pupil Outcomes for unduplicated pupil population and students with disabilities. Source: CAASPP ELA testing data	CAASPP ELA testing data 2023 for specific student groups General population: Exceeded - 36.33% Met - 33.70% Nearly Met - 18.99% Not Met - 10.98% Socioeconomically Disadvantaged Youth: Exceeded - 19.48% Met - 34.42% Nearly Met - 27.92% Not Met - 18.18%	CAASPP ELA testing data 2024 for specific student groups General population: Exceeded - 40.34% Met - 32.44% Nearly Met - 16.97% Not Met - 10.25%		CAASPP ELA testing data 2026 for specific student groups General population: Exceeded - 45% Met - 40% Nearly Met - 10% Not Met - 5% Socioeconomically Disadvantaged Youth: Exceeded - 30%	General population: Exceeded : -4.66% Met:-7.56% Nearly Met:-6.97% Not Met:-5.25% Socioeconomically Disadvantaged Youth: Exceeded: +3.04% Met:-18.48% Nearly Met: -9.35% Not Met:-6.09%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: Exceeded - 2.94% Met - 5.88% Nearly Met - 50.00% Not Met - 41.18% Students with Disabilities Exceeded - 11.38% Met - 11.38% Nearly Met - 39.84% Not Met - 37.40%	Socioeconomically Disadvantaged Youth: Exceeded - 33.04% Met - 26.52% Nearly Met - 24.35% Not Met - 16.09% English Learners: Exceeded - 0% Met - 27.03% Nearly Met - 37.84% Not Met - 35.14% Students with Disabilities Exceeded - 17.39% Met - 22.46% Nearly Met - 28.99% Not Met - 31.16%		Met - 45% Nearly Met - 15% Not Met - 10% English Learners: Exceeded - 15% Met - 25% Nearly Met - 50.00% Not Met - 10% Students with Disabilities Exceeded - 20% Met - 20% Nearly Met - 40% Not Met - 20%	English Learners: Exceeded:-15% Met:+2.03% Nearly Met:+12.16% Not Met:-25.14% Students with Disabilities Exceeded:-2.61% Met:+2.46% Nearly Met:+11.01% Not Met: -11.16%
3.18	State Priority 8: Pupil Outcomes for unduplicated pupil population and students with disabilities. Source: CAASPP Math testing data	CAASPP Math testing data 2023 for specific student groups General population: Exceeded - 30.02% Met - 26.86% Nearly Met - 22.93% Not Met - 20.20%	CAASPP Math testing data 2024 for specific student groups General population: Exceeded - 33.12% Met - 24.81%		CAASPP Math testing data 2026 for specific student groups General population: Exceeded - 30% Met - 40% Nearly Met - 20% Not Met - 10%	General population: Exceeded:_312% Met:-15.19% Nearly Met: -3.96% Not Met:-8.10% Socioeconomically Disadvantaged Youth:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged Youth: Exceeded - 14.01% Met - 22.93% Nearly Met - 23.57% Not Met - 39.49% English Learners: Exceeded - 8.11% Met - 32.43% Nearly Met - 13.51% Not Met - 45.95% Students with Disabilities Exceeded - 8.06% Met - 13.71% Nearly Met - 21.77% Not Met - 56.45% Students with Disabilities at Forrest Grove	Nearly Met - 23.96% Not Met - 18.10% Socioeconomically Disadvantaged Youth: Exceeded - 21.65% Met - 22.51% Nearly Met - 28.57% Not Met - 27.27% English Learners: Exceeded - 9.30% Met - 13.95% Nearly Met - 37.21% Not Met - 39.53% Students with Disabilities Exceeded - 9.49% Met - 16.79% Nearly Met - 24.09% Not Met - 49.64%		Socioeconomically Disadvantaged Youth: Exceeded - 25% Met - 35% Nearly Met - 25% Not Met - 15% English Learners: Exceeded - 20% Met - 40% Nearly Met - 25% Not Met - 15% Students with Disabilities Exceeded - 15% Met - 25% Nearly Met - 40% Not Met - 20%	Exceeded:-3.35% Met:-12.49% Nearly Met:-3.57% Not Met:-12.27% English Learners: Exceeded: -10.7% Met:-26.05% Nearly Met:-12.21% Not Met: 024.53% Students with Disabilities Exceeded: -5.51% Met:-8.21% Nearly Met: +15.91% Not Met:-29.64%
3.19	State Priority 8: Pupil Outcomes	DIBELS Assessment Spring 2024 Robert Down Elementary & Forest Grove Elementary	DIBELS Assessment Spring (EOY) 2025 Robert Down Elementary & Forest Grove		DIBELS Assessment Spring 2027 Robert Down Elementary & Forest Grove	Kindergarten:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: DIBELS (reading composite score)	Schools Combined data: Kindergarten: Intensive: 22% Strategic: 9% Proficient: 36% Advanced: 33% First Grade: Intensive: 7% Strategic: 14% Proficient: 35% Advanced: 44% Second Grade: Intensive: 11% Strategic: 8% Proficient: 34% Advanced: 46% Third Grade: Intensive: 17% Strategic: 8% Proficient: 23% Advanced: 52% Fourth Grade: Intensive:10% Strategic: 22% Proficient: 30% Advanced: 37% Fifth Grade: Intensive: 23% Strategic: 10% Proficient: 18%	Elementary Schools Combined data: Kindergarten: Intensive: 12% Strategic: 12% Proficient: 48% Advanced: 28% First Grade: Intensive: 11% Strategic: 10% Proficient: 23% Advanced: 50% Second Grade: Intensive: 5% Strategic: 5% Proficient: 35% Advanced: 54% Third Grade: Intensive: 10% Strategic: 13% Proficient: 23% Advanced: 54% Fourth Grade: Intensive: 10% Strategic: 22% Proficient: 37% Advanced: 31% Fifth Grade: Intensive: 15% Strategic: 8%		Elementary Schools Combined data: Kindergarten: Intensive: 15% Strategic:10% Proficient: 40% Advanced: 35% First Grade: Intensive:5% Strategic: 10% Proficient: 40% Advanced: 45% Second Grade: Intensive: 5% Strategic: 10% Proficient: 40% Advanced: 45% Third Grade: Intensive: 7% Strategic: 8% Proficient: 40% Advanced: 45% Fourth Grade: Intensive: 5% Strategic: 10% Proficient: 45% Advanced: 40% Fifth Grade: Intensive: 10% Strategic: 5%	Intensive: +3% Strategic: -2% Proficient: +8% Advanced: -7% First Grade: Intensive: -6% Strategic: 0% Proficient: -17% Advanced: +5% Second Grade: Intensive:0% Strategic: +5% Proficient: -5% Advanced: +9% Third Grade: Intensive: -3% Strategic: -5% Proficient: -17% Advanced: +9% Fourth Grade: Intensive: -5% Strategic: -12% Proficient: -8% Advanced: -9% Fifth Grade: Intensive: -5% Strategic: -3% Proficient: -29% Advanced: +21%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Advanced: 50%	Proficient: 16% Advanced: 61%		Proficient: 45% Advanced: 40%	
3.20	State Priority 8: Pupil Outcomes MAP ELA testing data for grade levels that do NOT participate in CAASPP testing (Grades K, 1, 2, 9, and 10)	MAP ELA Testing results Spring 2024 The following scores are Map growth norm-referenced FG Grade K: 15% Low, 17% Low Average, 10% Average, 27% High Average, 32% High RD Grade K: 5% Low, 5% Low Average, 32% Average, 16% High Average, 43% High FG Grade 1: 16% Low, 30% Low Average, 19% Average, 19% High Average, 16% High RD Grade 1: 23% Low, 8% Low Average, 18% Average, 23% High Average, 28% High FG Grade 2: 20% Low, 19% Low Average, 8% Average, 25% High Average, 28% High RD Grade 2: 8% Low, 9% Low Average, 17%	MAP ELA Testing results Spring 2025 The following scores are Map growth norm-referenced FG Grade K (Winter): 0% Low, 27% Low Average, 22% Average, 29% High Average, 22% High RD Grade K: 13% Low, 18% Low Average, 24% Average, 15% High Average, 30% High FG Grade 1 (Winter): 31% Low, 12% Low Average, 18% Average, 14% High Average, 25% High RD Grade 1: 16% Low, 6% Low		MAP ELA Testing results Spring 2027 The following scores are Map growth norm-referenced FG Grade K: 5% Low, 10% Low Average, 15% Average, 40% High Average, 30% High RD Grade K: 5% Low, 10% Low Average, 15% Average, 40% High Average, 30% High FG Grade 1: 5% Low, 10% Low Average, 25% Average, 35% High Average, 25% High RD Grade 1: 5% Low, 10% Low Average, 15% Average, 40%	FG Grade K (Winter): +5% Low, -17%% Low Average, +7%% Average, -11%% High Average, -8%% High RD Grade K: -8%% Low, -8%% Low Average, +9% Average, -25%% High Average, 0% High FG Grade 1 (Winter): -26% Low, -2% Low Average, -7% Average, -21% High Average, 0% High RD Grade 1: -11% Low, +4% Low Average, +5% Average, -15% High Average, +3% High

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Average, 33% High Average, 24% High Grade 9: 18% Low, 16% Low Average, 23% Average, 29% High Average, 16% High Grade 10: 17% Low, 29% Low Average, 21% Average, 22% High Average, 12% High	Average, 20% Average, 25% High Average, 33% High FG Grade 2 (Winter): 18% Low, 12% Low Average, 32% Average, 26% High Average, 12% High RD Grade 2 (Winter): 5% Low, 10% Low Average, 13% Average, 33% High Average, 39% High Grade 9: 17% Low, 25% Low Average, 26% Average, 22% High Average, 10% High Grade 10: 24% Low, 17% Low Average, 16% Average, 28% High Average, 15% High		High Average, 30% High FG Grade 2: 5% Low, 10% Low Average, 25% Average, 35% High Average, 25% High RD Grade 2: 5% Low, 10% Low Average, 15% Average, 40% High Average, 30% High Grade 9: 5% Low, 10% Low Average, 25% Average, 35% High Average, 25% High Grade 10: 5% Low, 10% Low Average, 25% Average, 35% High Average, 25% High	FG Grade 2 (Winter): -13% Low, -2% Low Average, +7% Average, -9% High Average, -13% High RD Grade 2 (Winter): 0% Low, 0% Low Average, -2% Average, -7% High Average, +9% High Grade 9: -7% Low, -15% Low Average, +1% Average, -13% High Average, -15% High Grade 10: -19% Low, -7% Low Average, -9% Average, -7% High Average, -10% High

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.21	State Priority 8: Pupil Outcomes MAP Math testing data for grade levels that do NOTparticipate in CAASPP testing (Grades K, 1, 2, 9, and 10)	MAP Math Testing results Spring 2024 The following scores are Map growth norm-referenced FG Grade K: 15% Low, 15% Low Average, 20% Average, 27% High Average, 24% High RD Grade K: 9% Low, 0% Low Average, 25% Average, 34% High Average, 32% High FG Grade 1: 19% Low, 22% Low Average, 27% Average, 14% High Average, 19% High RD Grade 1: 9% Low, 18% Low Average, 26% Average, 22% High Average, 25% High FG Grade 2: 23% Low, 11% Low Average, 20% Average, 20% High Average, 25% High RD Grade 2: 8% Low, 8% Low Average, 24% Average, 24% High Average, 36% High	MAP Math Testing results Winter 2025 The following scores are Map growth norm-referenced FG Grade K (Winter): 5% Low, 5% Low Average, 21% Average, 36% High Average, 33% High RD Grade K (Winter): 4% Low, 26% Low Average, 28% Average, 18% High Average, 24%High FG Grade 1 (Winter): 16% Low, 30% Low Average, 20% Average, 14% High Average, 20% High RD Grade 1 (Winter): 14% Low, 16% Low Average, 14% Average,		MAP Testing results Spring 2027 The following scores are Map growth norm-referenced FG Grade K: 5% Low, 5% Low Average, 10% Average, 40% High Average, 40% High RD Grade K: 5% Low, 5% Low Average, 10% Average, 40% High Average, 40% High FG Grade 1: 5% Low, 10% Low Average, 10% Average, 40% High Average, 35% High RD Grade 1: 5% Low, 10% Low Average, 10% Average, 40% High Average, 35% High	The following scores are Map growth norm-referenced FG Grade K: 0% Low, 0% Low Average, +11% Average, -4% High Average, -7% High RD Grade K: +1% Low, -19% Low Average, +18% Average, -22% High Average, -16%High FG Grade 1: -11% Low, -20% Low Average, +10% Average, -26% High Average, -15% High RD Grade 1: -9% Low, -6% Low Average, +4% Average, -7% High Average, -12% High FG Grade 2: -13% Low, 15% Low

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 9: 16% Low, 9% Low Average, 22% Average, 17% High Average, 36% High Grade 10: 12% Low, 17% Low Average, 17% Average, 19% High Average, 35% High	33% High Average, 23% High FG Grade 2 (Winter): 18% Low, 15% Low Average, 18% Average, 21% High Average, 28% High RD Grade 2 (Winter): 0% Low, 3% Low Average, 20% Average, 32% High Average, 45% High Grade 9: 18% Low, 15% Low Average, 19% Average, 15% High Average, 33% High Grade 10: 21% Low, 9% Low Average, 20% Average, 11% High Average, 39% High		FG Grade 2: 5% Low, 10% Low Average, 10% Average, 40% High Average, 35% High RD Grade 2: 5% Low, 10% Low Average, 10% Average, 40% High Average, 35% High Grade 9: 5% Low, 10% Low Average, 10% Average, 40% High Average, 35% High Grade 10: 5% Low, 10% Low Average, 10% Average, 40% High Average, 35% High	Average, 18% Average, 21% High Average, 28% High RD Grade 2: 0% Low, +7% Low Average, +10% Average, -8% High Average, +10% High Grade 9: -13% Low, -5% Low Average, +9% Average, -25% High Average, -2% High Grade 10: -16% Low, +1% Low Average, +10% Average, -29% High Average, +4% High
3.22	State Priority 7C:	2023-2024 PGUSD provides services to students on	2024-2025 PGUSD provides services to		2026-2027 Maintain current level of service.	Target met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Programs and services developed and provided to students with disabilities Source: PGUSD synopsis of services.	individual education programs serving students with mild-to-moderate and moderate-to-severe disabilities. Students with mild-to-moderate disabilities are served in the general education setting and supported when necessary with specialized academic instruction based on their needs. Some students with mild-to-moderate disabilities are served in PGUSD's inclusion program where the student's instructional day is divided between the general education setting and a special day classroom. Students with moderate-to-severe disabilities receive services in an inclusion model in a special day setting and general education placement when students are able to access the general education curriculum.	students on individual education programs serving students with mild-to-moderate and moderate-to-severe disabilities. Students with mild-to-moderate disabilities are served in the general education setting and supported when necessary with specialized academic instruction based on their needs. Some students with mild-to-moderate disabilities are served in PGUSD's inclusion program where the student's instructional day is divided between the general education setting and a special day classroom.			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with moderate-to-severe disabilities receive services in an inclusion model in a special day setting and general education placement when students are able to access the general education curriculum.			

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.
SUCCESSFUL IMPLEMENTATION:
Action 3.1 Site Based Professional Learning Teams - successfully convened Cultural Proficiency Team meetings, which were held on January 14th, 2025 and May 14th, 2025. Post PD surveys revealed that 100% of the attendees felt the material presented at the professional developments were helpful and in alignment with district priorities. 83% felt that the activities associated with the lessons were engaging and helpful to the learning process. Student LCAP survey data indicated that 82.4% of students feel like they belong. LCAP Parent Survey data indicated that 72% of parents feel that their schools provide instructional materials that reflect their child's culture, ethnicity, and identity.
Action 3.2 Site-based Planning Time - effectively supported site-based planning time as requested by staff. Some examples of this planning include summer planning for Community High School Curriculum, middle school advisory lesson planning, planning for AP US History, AVID Summer Institute, high school biology alignment, PE planning for California Healthy Youth Act curriculum, and math articulation. These planning sessions are vital to the success of our programs, and our state assessment data is indicative of program success.
Action 3.3 AVID Classes at PGHS and PGMS - effectively provided AVID classes at PGMS and PGHS. The AVID program continues to be popular with students and parents. These programs are now hosting college field trips, which are highly attended, two times per year.
Action 3.6 Language Review Teams - effective coordination of language review team work as evidence by strong reclassification rates and success of the English Learner(EL) students on the ELPAC

Action 3.10 Implement a Robust Peer-to-Peer Tutoring Program - PGHS students are volunteering to support younger students at both elementary sites in exchange for community service credit. One "point teacher" per site is serving to host the program.
Action 3.12 English Language Development - successfully integration of English language development practices as guided by the ELD staff at each site. ELPAC scores and reclassification rates continue to be strong.
Action 3.13 Free BASRP for SED Youth - successfully offered the free Before and After School program to our unduplicated population this year. This program offers academic enrichment and support to students who attend.
MODIFIED IMPLEMENTATION:
Action 3.4 English Language Arts Support Classes - A change in the Read 180 program offered by HMH has created a shift in the way reading intervention is being offered. Teachers and intervention staff are providing intervention through direct instruction, with less frequent use of the computer adaptive support. Improvement in ELA scores indicates that reading intervention has been successful despite the modification.
Action 3.5 Elementary Schools English Language Arts Intervention - this action was designed to address "the lowest level performance on the Dashboard in ELA by our students with disabilities at Forest Grove Elementary School." Dashboard metrics show that SWD students at Forest Grove improved considerably on the ELA portion of the state assessment; in 2023-24 73.8% were below the standards and the dashboard showed a "red" rating; whereas in 2024-25 SWD 11.4% were below the standards and the dashboard showed a "yellow" rating. A modification had to be made to this action due to a change in the Read 180 program and to our before school reading intervention offerings. Despite the modifications, outcomes appear strong.
Action 3.7 Math Intervention Programs - a successful meeting between elementary (grade 5) and middle school (grade 6) was held in the fall of 2024 with the goal of aligning scope sequence. Elementary used Swun math curriculum while PGMS uses Desmos grade 6. The alignment meeting allowed teachers to map out curriculum in a way that provided for a smoother transition between curricula for students. High school math support classes, as well as tutoring are still in place. One modification that is occurring is a shift away from the Math 180 support.
Action 3.11 Districtwide Math Articulation - articulation meetings were held between the elementary and middle school math departments at the 5th and 6th grade level, however, due to competing professional development needs, the goal of twice-a-year districtwide articulation was not met. Budget challenges and a very full professional development schedule prevented full completion of this action during year 1.
IMPLEMENTATION CHALLENGES:
Action 3.8 High School Productive Study Class - although the district supported five sections of Independent Productive Study classes at PGHS, College Career Readiness scores on the Dashboard support for the group targeted by this action decreased by 5.9%, from 45.9% prepared to 40% prepared. We are working on ways to improve tracking of A-G completion, which is a component of the College and Career Readiness metric. Implementation of the California College Guidance Initiative (CCGI) platform will help with identifying students for targeted IPS support.
NON-implemented Actions:
3.9 ELD Afterschool Homework Club - the teacher who had been running this club for the past two years was not available to run the club this year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. 411/999

Actions 3.1, 3.2, 3.6 Budgeted $41,200; Actual $32,500 Combined as goal 3. Difference due to actuals subs required to cover for planning time

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 3, as demonstrated by both quantitative data and qualitative indicators.
Action 3.1 Site Based Professional Learning Teams- demonstrated strong effectiveness, as evidenced by 100% of professional development attendees reporting the material as helpful and aligned with district priorities, and 83% finding the activities engaging. Furthermore, student LCAP survey data indicated that 82.4% of students feel a sense of belonging, suggesting a positive impact on school climate, while 72% of parents feel instructional materials reflect their child's culture.
Action 3.2, Site-based Planning Time, demonstrated strong effectiveness, as evidenced by the successful support of various site-initiated planning activities directly linked to curriculum development and program alignment. Examples such as summer planning for Community High School, middle school advisory lesson planning, and high school biology alignment are vital for program success, and the district's strong state assessment data is indicative of the positive impact of this dedicated planning time on instructional quality.
Action 3.5 Elementary Schools English Language Arts Intervention- demonstrated emerging effectiveness. While initially rated "red" on the Dashboard with 73.8% of SWD students at Forest Grove below standards in ELA in 2023-24, a modified approach led to a significant improvement, with only 11.4% below standards in 2024-25, resulting in a "yellow" rating. This substantial shift suggests the modified intervention is positively impacting student outcomes for this specific group. While the effectiveness of reading intervention appears strong in relation to the metric provided for the SWD students, Dibels date indicated a continued need for the ELA intervention that the designated funds are supporting.
Action 3.8, High School Productive Study Class, did not achieve the desired outcomes, as College Career Readiness scores on the Dashboard for the targeted group decreased by 5.9%, from 45.9% prepared to 40% prepared, despite the implementation of five class sections. This indicates that the current structure of the Productive Study Class may not be effectively supporting college and career readiness for the identified students. These actions will be modified to improve tracking of A-G completion and leverage the CCGI platform for targeted student support.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP Cycle:
GOAL DESCRIPTION: No changes were made to the goal statement, as our analysis indicates that the current goal continues to address the identified needs.

METRICS MODIFICATIONS: No changes were made to the metrics as they continue to provide relevant and accurate measurement of progress.
ACTIONS MODIFICATIONS: Action 3.8, High School Productive Study (IPS) Class, has been modified slightly so that the language of the action description matches the designated metric. Formerly, the action description mentioned college/career readiness as the indicator. Although A-G completion is one factor in the determination of college/career readiness, the two are not synonymous. The IPS classes are designed, in part, to support A-G completion.
OUTCOMES MODIFICATIONS: No changes were made to the expected outcomes, as current targets remain appropriate.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Site Based Professional Learning Teams	Instructional leadership teams will continue to participate in and lead professional learning activities at their sites. The learning activities will continue the district's work toward establishing equitable grading practices building off of previous efforts and continuing to align with the districts emphasis on cultural proficiency.	$0.00	No
3.2	Site Based Planning Time	The district will support common planning time for teachers to prepare the implementation of new curriculum. This includes developing pacing guides and lesson plans for recently adopted high school texts and collaboration time for grade level or department teams. A main focus for all of these meetings will be the adapting the material to meet the needs of our unduplicated pupil population.	$25,000.00	No
3.3	AVID Classes at PGHS and PGMS	Advancement Via Individual Determination (AVID) is an academic program that provides support and guidance to students in grades 6-12 who are traditionally underrepresented in higher education. The AVID program will increase unduplicated students' access to college preparation. The strategies learned would not typically be attained independently without additional support. This model will also give Low-Income students access to college and career planning. This is needed to help them visualize their future by introducing them to colleges meeting their personal goals and college application support.	$211,240.00	Yes

Action #	Title	Description	Total Funds	Contributing
		AVID has very specific requirements for the class, and there are rigorous steps each student must complete to participate. AVID has been described as "Wonderful for all, but necessary for some." The middle school will offer two sections for grades 7 and 8, and the high school will have three sections, one serving grades 9-10, the other grades 11-12. The Avid District Director is also allotted one section as part of their teaching assignment.		
3.4	English Language Arts Support Classes	Students who struggle in English language arts will receive multiple levels of support at the middle school. Students two or more grade levels behind will be scheduled in general education Read 180 courses and students will also have a transitions English class to support them with general education English classes.	$179,125.00	Yes
3.5	Elementary Schools English Language Arts Intervention	Elementary ELA programs will incorporate certificated teachers, instructional assistants, and materials needed to support grade level interventions such as Read 180, targeted foundational reading instruction, and designated English language development support. Students who are designated as below grade level will receive support in the classroom and with intervention staff. Instructional aides and the intervention teacher will also support teachers in the classroom with small group instruction. Students with disabilities will receive the same general education support along with specialized academic instruction in English language arts when it is identified as a need on their individualized education program (IEP). This action is designed to address our lowest level performance on the dashboard in ELA by our students with disabilities at Forest Grove Elementary School.	$329,424.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Language Review Teams	Designated English language development teachers collaborate with general education teachers to ensure English Learners access core programs. Language Review teams will meet twice a year to discuss English learners' and reclassified fluent English learners' individual strengths, areas of growth, reclassification criteria, and designated support for CAASPP tests. The expenditure is for the cost of substitutes for teachers and English language development teachers to attend the Language Review Team day.	$1,200.00	Yes
3.7	Math Intervention Programs	Elementary teachers will support students through leveled targeted intervention in the classroom using small group instruction as well as grade level flexible grouping. In the Middle School, students two or more grade levels behind will be enrolled in Math 180 courses beginning in grade six. There are two sections of math 180. The Middle School will offer three math support classes, one at each grade level, where identified students are concurrently enrolled in the grade level math class. The support class offers a differentiated approach focusing on conceptual learning of mathematics and its application. At the high school, two math support classes serve students in Integrated Math 1 and 2. Students will be concurrently enrolled in the support class and the grade-level math class. The support classes offer a differentiated approach focusing on conceptual learning of mathematics and its application. There will also be math tutoring for all classes taught by a certificated staff member. (Object code 1000)	$165,961.00	Yes
3.8	High School Productive Study Class	Based on a needs assessment, there will be a total of five sections for Math/ELA Independent Productive Study: Grades 9, 10, 11, and 12. This class will serve as an A-G credit recovery class for students who need to make up units, and students will also be to complete unfinished classwork, homework assignments/projects, and studying for upcoming tests/quizzes. (object code 1000) This action meets the district need to increase A-G completion indicator of our low income students which was 45.9 in 2023.	$106,612.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	ELD Afterschool Homework Club	In response to feedback from the site and district English Learner Advisory Committees, an Afterschool Homework Club operates at Forest Grove. The club provides access to the support and technology necessary to complete classwork. The program also provides a positive social environment and a comfortable place for students to learn English.	$7,000.00	Yes
3.10	Implement a Robust Peer-to-Peer Tutoring Program	PGUSD will implement a peer tutoring program where our older students work with our younger students under the supervision of our staff. Based on our campuses' close proximity to each other, the middle school and high school students will tutor elementary students. The district will look for additional ways to implement this model to build relationships between schools and allow our older students to serve as positive examples for our elementary population. This action is in response to input from multiple parent meetings including our District English Learner Advisory Committee and community input meetings.	$0.00	No
3.11	District wide math articulation	Twice a year for the next three years, the district math teachers will meet to analyze student data and identify areas of focus to increase learning for our students. Elementary teachers will participate in meetings with the Middle School teachers to discuss areas of student need, and High School teachers will have similar meetings with our Middle School teachers.	$6,450.00	No
3.12	English Language Development	English Language Development teachers will work with students to provide designated support to students who are emerging, expanding, and bridging proficiency levels of English language acquisition focusing on how English works. Designated ELD teachers will work closely with the classroom teacher to support their professional learning, so they can better serve students with current curriculum in the classroom.(Object codes 1000, 2000)	$212,112.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.13	Free BASRP for SED Youth	PGUSD will explore the feasibility of offering the Before and After School Recreation Program free of charge for our socioeconomically disadvantaged youth. The district must develop cost estimates, and project income from the Extended Learning Opportunity Program to determine if this program is possible.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	PGUSD will strive to create a “Culture of We” at every school site where educators and families work together as partners, sharing responsibility, leadership, and advocacy for the success of ALL students. All PGUSD families will feel welcome and fully invested in their student’s education through authentic partnerships with teachers and site leaders in a safe, nurturing, and culturally responsive school environment. All district and school policies and practices will be equitable and inclusive for all students and families creating a culture of belonging where students of every economic circumstance, culture, race, ethnicity, gender, sexual orientation, learning ability, or language feel a strong sense of connection.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

PGUSD developed this goal because of data and feedback indicating that our schools demonstrated a need to build a more culturally responsive school environment. For our district to embody its core value of belonging, we need to take measurable actions to create an environment where students of every circumstance, culture, race, ethnicity, gender, sexual orientation, learning ability, and language feel a strong sense of connection to their schools.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	5: School Climate Student LPAC Survey	Agree or strongly agree with the statement "I feel like I belong at my school." 2023-2024 All: 65.8%	Agree or strongly agree with the statement "I feel like I belong at my school." 2024-2025		Agree or strongly agree with the statement "I feel like I belong at my school." 2026-2027	All: +2% African American: 0% American Indian: -1.1% Asian: -14.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: 41.7% American Indian: 91.7% Asian: 85.7% Asian Filipino: 75.7% Filipino: 62.5% Hispanic/Latino: 54.4% Pacific Islander: 85.7% Two or more: 59.5% White: 70.3%	All: 82.4% African American: 75% American Indian: 88.9% Asian/Pacific Islander: 75.7% Filipino: 83.3% Hispanic/Latino: 67.5% Two or more: 83.3% White: 87.8%		All: 80% African American: 75% American Indian: 90% Asian: 90% Asian Filipino: 90% Filipino: 75% Hispanic/Latino: 75% Pacific Islander: 90% Two or more: 75% White: 85%	Filipino: -6.7% Hispanic/Latino: -7.5% Two or more: -6.7% White: +2.8%
4.2	5: School climate Student LPAC Survey	Answered "never" or "once or twice" to a question asking if the student had been bullied racially. 2023-2024 All: 77% African American: 38% American Indian: 100% Asian Filipino: 97% Hispanic/Latino: 85% Pacific Islander: 100% Two or more: 77% White: 94%	Answered "never" or "once or twice" to a question asking if the student had been bullied racially. 2024-2025 All: 94.6% African American: 87.5% American Indian: 100% Asian/Pacific Islander: 87.8% Filipino: 83.3% Hispanic/Latino: 90% Two or more: 92.2% White: 100%		Answered "never" or "once or twice" to a question asking if the student had been bullied racially. 2023-2024 All: 90% African American: 90% American Indian: 100% Asian Filipino: 90% Hispanic/Latino: 90% Pacific Islander: 100% Two or more: 90% White: 90%	All: +4.6% African American: -2.5% American Indian: 0% Asian/Pacific Islander: -2.2% Filipino: -6.7% Hispanic/Latino: 0% Two or more: +2.2% White: +10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	5. School Climate Family Engagement Survey	Answered "Disagree" to the question that the school encourages students to accept others who are different from them: 2023-2024 All: 11% African American: 43% American Indian: 0% Asian Filipino: 3% Hispanic/Latino: 16% Pacific Islander: 33% Two or more: 14% White: 8%	Answered "Disagree" to the question that the school encourages students to accept others who are different from them: 2024-2025 All: 8% African American: 0% American Indian: N/A Filipino: 0% Hispanic/Latino: 10% Asian/Pacific Islander: 10% Two or more: 14.9% White: 6.7%		Answer "Disagree" to the question that the school encourages students to accept others who are different from them: All: 5% African American: 20% American Indian: 0% Asian Filipino: 3% Hispanic/Latino: 5% Pacific Islander: 20% Two or more: 10% White: 5%	All: -3% African American: +20% American Indian: No data Filipino: +3% Hispanic/Latino: -5% Asian/Pacific Islander: +10% Two or more: -4.9% White: -1.7%
4.4	5. School Climate Family Engagement Survey	Answered "Disagree" to the question that the district consistently provides curriculum that represents diverse populations 2023-2024 All: 15% African American: 57% American Indian: 0% Asian Filipino: 31% Hispanic/Latino: 26% Pacific Islander: 67% Two or more: 12% White: 10%	Answered "Disagree" to the question that the district consistently provides curriculum that represents diverse populations 2024-2025 All: 28% African American: 66% American Indian: N/A		Answer "Disagree" to the question that the district consistently provides curriculum that represents diverse populations All: 5% African American: 20% American Indian: 0% Asian Filipino: 20%	All: -23% African American: -46% American Indian: No Data Asian Filipino: +20% Hispanic/Latino: 0% Pacific Islander: -20% Two or more: -29% White: -14.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Asian Filipino: 0% Hispanic/Latino: 20% Pacific Islander: 40% Two or more: 34% White: 20.3%		Hispanic/Latino: 10% Pacific Islander: 20% Two or more: 5% White: 5%	
4.5	5. School Climate Family Engagement Survey	Answered "Disagree" to the question: At PGUSD my child feels they belong; they are welcomed, respected, and feel a strong sense of connection. 2023-2024 All: 12% African American: 29% American Indian: 0% Asian Filipino: 5% Hispanic/Latino: 13% Pacific Islander: 67% Two or more: 12% White: 10%	Answered "Disagree" to the question: At PGUSD my child feels they belong; they are welcomed, respected, and feel a strong sense of connection. 2024-202 All: 20.5% African American: 33.3% American Indian: N/A Asian Filipino: 0% Hispanic/Latino: 20% Pacific Islander: 0% Two or more: 34% White: 16.9%		Answer "Disagree" to the question: At PGUSD my child feels they belong; they are welcomed, respected, and feel a strong sense of connection. All: 5% African American: 15% American Indian: 0% Asian Filipino: 0% Hispanic/Latino: 5% Pacific Islander: 15% Two or more: 5% White 5% White: 5%	All: -15.5% African American: -18.3% American Indian: N/A Asian Filipino: 0% Hispanic/Latino: -15% Pacific Islander: +15% Two or more: -29%% White: -11.9%
4.6	5. School Climate Family Engagement Survey	Answered "Disagree" to the question: I Feel connected to my child's school. 2023-2024 All: 18%	Answered "Disagree" to the question: I Feel connected to my		Answer "Disagree" to the question: I Feel connected to my child's school. All: 10%	All: -18% African American: -18.3% American Indian: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: 29% American Indian: 0% Asian Filipino: 31% Hispanic/Latino: 15% Pacific Islander: 33% Two or more: 16% White: 18%	child's school. 2024-2025 All: 28% African American: 33.3% American Indian: N/A Asian Filipino: 25% Hispanic/Latino: 20% Pacific Islander: 0% Two or more: 40.4% White: 26.3%		African American: 15% American Indian: 0% Asian Filipino: 15% Hispanic/Latino: 5% Pacific Islander: 15% Two or more: 5% White: 5%	Asian Filipino: -10% Hispanic/Latino: -15% Pacific Islander: +15% Two or more: -35.4% White: -21.3%
4.7	5. School Climate Student Engagement Survey	Answered "Disagree" to the question: There is at least one staff member at my school who makes me excited about my future.2023-2024 All: 14% African American: 13% American Indian: 17% Asian Filipino: 18% Hispanic/Latino: 15% Pacific Islander: 25% Two or more: 16% White: 14%	Answered "Disagree" to the question: There is at least one staff member at my school who makes me excited about my future.2024-2025 All: 6.7% African American: 25% American Indian: 33.3% Filipino: 0% Hispanic/Latino: 15% Asian/Pacific Islander: 12.1% Two or more: 6% White: 5.7%		Answer "Disagree" to the question: There is at least one staff member at my school who makes me excited about my future . All: 5% African American: 5% American Indian: 5% Asian Filipino: 5% Hispanic/Latino: 5% Pacific Islander: 10% Two or more: 5% White: 5%	All: -1.7% African American: -20% American Indian: -28.3% Filipino: +5% Hispanic/Latino: -10% Asian/Pacific Islander: -2.1% Two or more: -1% White: -.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.8	5: School Climate Respect for cultural practices and beliefs Source: CHKS	Answered "Disagree" or "Strongly Disagree" to "This school communicates the importance of respecting different cultural beliefs and practices." 2023-2024 All: 13%	Answered "Disagree" or "Strongly Disagree" to "This school communicates the importance of respecting different cultural beliefs and practices." 2024-2025 All: 12% (District Parent Survey)		Answered "Disagree" or "Strongly Disagree" to "This school communicates the importance of respecting different cultural beliefs and practices." All: 5%	-7%
4.9	5: School Climate Diversity of instructional materials Source: CHKS	Answered "Disagree" or "Strongly Disagree" to "This school provides instructional materials that reflect my child's culture, ethnicity, and identity." 2023-2024 All: 19%	Answered "Disagree" or "Strongly Disagree" to "This school provides instructional materials that reflect my child's culture, ethnicity, and identity." 2024-2025 All: 16%		Answered "Disagree" or "Strongly Disagree" to "This school provides instructional materials that reflect my child's culture, ethnicity, and identity." All: 5%	-11%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

SUCCESSFUL IMPLEMENTATION **423/999**

Action 4.2 Diverse Curriculum - PGUSD implemented this planned action by continuing to prioritize diversification of curriculum and adopted materials. Cultural proficiency plans at each site support this goal as it is the intention in every classroom to have students see themselves reflected in the curriculum with which they engage. We use the phrase "books as mirrors" to communicate this goal.

Action 4.3 Community Outreach - PGUSD implemented this planned action by holding two several community engagement meetings related to our cultural proficiency efforts. The first was a "Day at the Park" family day held on September 7, 2004 at Caledonia Park. Over 30 families were able to meet with our EL staff and site principals while enjoying some quality fun time together. A cultural proficiency community engagement meeting was held on January 29th in the cafeteria at Forest Grove Elementary school. Childcare and food were provided for families. At this meeting, Cultural Proficiency Team members shared about the progress their sites have made toward the planned actions outlined in their site cultural proficiency plans. Input was gathered about ways to improve our efforts. Another cultural proficiency community engagement meeting was held on April 2nd with the goal of sharing information about the new Ethnic Studies course which will be implemented next year.

Action 4.5 Board Policy Review - PGUSD implemented the planned actions for this goal by holding board policy review meetings on July 16, 2024, October 22, 2024, January 29, 2025, and April 29, 2025.

Action 4.6 Cultural Proficiency Communication - PGUSD implemented the planned actions for this goal by regularly communicating about Cultural Proficiency actions. Slides from the January 29th, 2025 community engagement event have been posted to the district website and site principals make cultural proficiency goals a regular part of communication with staff and families. This year work with restorative justice fell under the umbrella of cultural proficiency, as did PLC work. A district "Alignment of Initiatives" trifold and poster were created to further assist with communication of our cultural proficiency work.

Action 4.7 Community Consultation - PGUSD implemented the planned actions for this goal by holding regular collaborative meetings with Black Leaders and Allies Collaborative (BLAAC) and National Coalition Building Institute (NCBI). These organizations were instrumental in planning our cultural proficiency team meetings, as well as community engagement meetings.

Action 4.8 Community Classes - PGUSD implemented the planned actions for this goal by hosting book study meetings around the text "Combined Destinies." The dates for these meetings were: September 5th, 12th, and 26th; October 3rd, 10th, and 24th; November 14th and 21st; March 10th, 17th, 24th, and 31st; and April 7th, 10th, 21st, and 24th.

MODIFIED IMPLEMENTATION

Action 4.1 Professional Development - The actions were carried out as planned with with strong positive responses to post professional development survey questions. An adaptation was made to the contract with the Restorative Justice Partnership, eliminating the 4-day circle training that did not fit within professional development schedule and budget.

Action 4.4 Equitable Grading Practices - The actions were carried out as planned as both PGMS and PGHS have devoted structured collaboration time to engage in dialogue around Feldman's book "Grading for Equity." PGMS has introduced mastery grading strategies and PGHS has created SMART goals in each department, committing to implementation of one or more of the strategies recommended by the text. Before and after data has been gathered, analyzed, and shared with the teaching staff and administration. It will be important for the leadership teams at each site to continue their work with this planned action over the three year cycle of the LCAP, as grading practices continue to need modification based on equity data to ensure the ALL STUDENTS succeed.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

424/999

4.1 Budgeted $30,000; Actual $3,500 Difference due to lower professional development costs
4.2 Budgeted $15,0000; Actual $14,775. Difference due to lower cost of contracts
4.7 Budgeted $35,000; Actual $15,000. Difference due to lower costs of contracts/billable hours

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 4 (Culturally Proficient and Inclusive Environment), as demonstrated by both quantitative data and qualitative indicators.
Action 4.1 Professional Development - demonstrated strong effectiveness, as evidenced by strongly positive feedback on post-professional development surveys. 75% of staff felt the Restorative Justice/Bias Incident Response training was of high quality and engaging. 76.9% of staff felt that the content of the Solution Tree PLC professional development in March was excellent or near excellent.
Action 4.2 Diverse Curriculum - demonstrated emerging effectiveness, as evidenced by positive feedback from teacher surveys regarding the increased availability of diverse curricular materials. The adoption of EL Education ELA curriculum for K-12 next year reflects the continued effort to provide divers curriculum. Despite the efforts, parent LCAP survey results pointed to a 23% decline in perceptions about schools offering diverse curriculum.
Action 4.3 Community Outreach demonstrated emerging effectiveness through increased participation in community engagement meetings. The "Day at the Park" saw over 30 families connect with EL staff and principals, and subsequent cultural proficiency meetings drew consistent attendance, indicating a growing interest and connection between the district and families regarding cultural proficiency efforts. Qualitative feedback from these meetings suggests a positive impact on communication and understanding, though the long-term academic impact of this increased engagement is still developing.
Action 4.4 Equitable Grading Practices demonstrated emerging effectiveness through the dedicated collaboration time at PGMS and PGHS focused on "Grading for Equity." PGMS's introduction of mastery grading strategies and PGHS's development of departmental SMART goals represent concrete steps toward more equitable grading practices. While before and after data has been gathered and shared, the full impact of these changes on student success, particularly for different student groups, is still unfolding and will require continued attention over the LCAP cycle.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP Cycle:
GOAL DESCRIPTION: No changes were made to the goal statement, as our analysis indicates that the current goal continues to address the identified needs.
METRICS MODIFICATIONS: We eliminated Asian/Filipino and and Pacific Islander in the metrics table due to redundancy. We combined Asian and Asian/Pacific Islander into one category for more streamlined reporting. For metric 4.5 we added the classification "White" and the growth target for the 3-year outcome of 5% for consistency with the other data.

ACTIONS MODIFICATIONS: No changes were made to the actions, as the current set of actions remains aligned with the goals and target outcomes.
OUTCOMES MODIFICATIONS: No changes were made to the expected outcomes, as current targets remain appropriate.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Professional Development	All staff will receive professional development designed to provide specific strategies, support for English learners, skills, and tools needed to create an equitable and inclusive school culture of belonging for all of our students. During 2024-2025, the district's professional development will focus on bias incident response and restorative practices. Professional development related to cultural proficiency will occur monthly at staff meetings.	$16,806.00	No
4.2	Diverse Curriculum	PGUSD will offer a diverse curriculum with the goal of having all students see themselves represented in our instructional materials. At the elementary schools, the diversification of curriculum will include expanding school and classroom library collections and requiring new adoptions to be culturally responsive. At the middle school and high school level, all curriculum adoptions will have diverse representations and perspectives. All sites will review their curriculum with a focus on ensuring that it meets the needs of all students.	$8,441.00	No
4.3	Community Outreach	The district will hold two cultural proficiency community outreach meetings annually. School sites will establish meetings seeking family input regarding cultural proficiency at two meetings throughout the school year - one toward the beginning of the year and one in the middle. Schools are encouraged to hold at least one of these community outreach events in their school's neighborhood.	$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Equitable Grading Practices	The middle school and high school will continue their examination of grading practices and ensure that these practices are equitable. At the middle school, an emphasis will be placed on grading for mastery and using grading rubrics to provide a detailed description of mastery for students. The high school will continue its examination of grading practices using the instructional leadership team to facilitate this work.	$0.00	No
4.5	Board Policy Review	District administration will provide updates to board policy to ensure that all protocols and policies are inclusive of all groups who attend PGUSD schools.	$0.00	No
4.6	Cultural Proficiency Communication	PGUSD will post information related to cultural proficiency on its website and frequently remind educational partners that it is available. Individual school sites will also share culturally proficient actions with the community, so educational partners are informed of the efforts made to build an inclusive environment for all students.	$0.00	No
4.7	Community Consultation	PGUSD will consult with community organizations who will assist in guiding our professional development activities to ensure they bring the greatest possible benefit to our students, staff, and families. These contracts for services will help develop the focus of our professional development activities and create our messaging about cultural proficiency.	$10,000.00	No
4.8	Community Classes	Pacific Grove Adult School will conduct classes designed to teach and share the cultural proficiency concepts that are being taught to our staff and students. These classes will take the format of book discussions and will include community experts.	$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$794216	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.503%	0.000%	$0.00	3.503%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** High School Outreach Counselor **Need:** SED, foster youth, and English learners are not achieving at the same level as our general population. According to the 2023 CA Dashboard, our graduation rate for all students is 85.9%, and 83.3% for socioeconomic disadvantaged students (Performance levels for English learners and foster youth are not	This action addresses this need because having this counselor review our data to identify students of concern will help staff focus their support on students who are historically underserved, such as socioeconomically disadvantaged students, foster youth, and English learners. In addition, we recognize that all students may benefit from these services, so they are being implemented School-wide to maximize the impact on increasing overall academic outcomes and the	Graduation rate, state testing

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	available due to the small number of students in these groups.). **Scope:** Schoolwide	graduation rate for all students including English learners, foster youth and low income.	
3.3	**Action:** AVID Classes at PGHS and PGMS **Need:** There is a need for unduplicated pupil population to reach a four-year university. According to the 2023 CA Dashboard, 37.2% of all students graduated A through G eligible, and 21.1% of socioeconomically disadvantaged students **Scope:** Schoolwide	AVID classes directly address the need for improved academic support and college preparedness by offering comprehensive scheduling assistance, tutoring, study skills, learning strategies, writing support, and college field trips. These resources collectively help bridge the gap, especially for socioeconomically disadvantaged students, ensuring they are better equipped for college success.	The percentage of SED students who complete A-G requirements upon graduation.
3.4	**Action:** English Language Arts Support Classes **Need:** There is a need to provide support for students who are more than two grade levels behind in English language arts. According to the 2023 CA Dashboard, All students are 45.1% below standard in ELA. English learners are 20 points below standard, socioeconomically disadvantaged 5.4 points below standard, and students with disabilities 45.3 points below standard.	This action provides intensive for students two or more grade levels behind in English language, and it helps students transition to a general education English class. In addition, we recognize that all students may benefit from these services. Therefore, they are being implemented LEA-wide to maximize the impact on ELA achievement for all students, including English learners, foster youth, and low-income students	CAASPP ELA scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
3.5	**Action:** Elementary Schools English Language Arts Intervention **Need:** There is a need to provide literacy support for our unduplicated students who are behind the grade level standard. According to the 2023 CA Dashboard, all students are 45.1 points below standard in ELA. Specifically, English learners are 20 points below standard, socioeconomically disadvantaged students are 5.4 points below standard, and students with disabilities are 45.3 points below standard. **Scope:** Schoolwide	This action addresses the needs by providing intensive intervention support for students who are behind the grade level standard, specifically targeting our English learners and socioeconomically disadvantaged students In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide to maximize the impact on increasing overall ELA outcomes for all students including English learners, foster youth and low income	CAASPP ELA scores
3.8	**Action:** High School Productive Study Class **Need:** There is a need for our unduplicated pupil population to complete coursework and stay on track for A-G completion rates. According to the 2023 CA Dashboard, 37.2% of all students graduated A through G eligible, and 21.1% of socioeconomically disadvantaged students.	This class will allow time during the school day for our unduplicated students to complete work for class and make up credits toward A-G completion. In addition, we recognize that all students may benefit from these services, so they are being implemented School-wide to maximize the impact on increasing A-G preparedness for all students including English learners, foster youth and low income.	A-G completion rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
3.9	**Action:** ELD Afterschool Homework Club **Need:** Forest Grove has largest population of ELD students in the district. They need a place after school to complete homework and receive additional English language instruction. **Scope:** Schoolwide	The action provides a dedicated room and a certified teacher to offer academic support to English learners after school. This ensures that students receive both homework help and English language instruction, addressing their specific needs and facilitating their academic progress.	EL progress

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.6	**Action:** Language Review Teams **Need:** After analyzing English learner progress data from the 2023 CA Dashboard, 54.4% of English learners are making progress toward English language Proficiency.	The action will meet to needs by providing time for teachers to discus the accommodations that will best meet the needs of their students and review data to identify their greatest needs.	The percentage of students identified as making progress toward English proficiency.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
3.7	**Action:** Math Intervention Programs **Need:** According to the 2023 CA Dashboard Math scores, all students are 9.6 points below standard. Specifically, our Hispanic students are 35.1 points below standard, English learners are 37.8 points below standard, and socioeconomically disadvantaged students are 41.2 points below standard. **Scope:** Limited to Unduplicated Student Group(s)	In response to the need of our unduplicated students, this action will use research based methods and credentialed staff to provide support. In addition, we recognize that all students may benefit from these services. Therefore, they are being implemented LEA-wide to maximize the impact on increasing overall Math outcomes for all students at the Middle and High School levels, including English learners, foster youth, and low-income students	MAP student growth reports.
3.12	**Action:** English Language Development **Need:** Our English learner math CAASPP scores are -37.8 distance from standard and our ELA CAASPP scores for English Learners is -20 distance from standard. **Scope:** Limited to Unduplicated Student Group(s)	This action will ensure that our schools provide designated and integrated support to our English learners, as well as professional growth activities for our teachers of English learners. By prioritizing these initiatives, we can create an environment where English learners receive the targeted assistance they need while empowering teachers with the resources and skills necessary to effectively support their students' linguistic and academic development.	Distance from standard on CAASPP ELA and Math assessments.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Pacific Grove does not have any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table. We plan to meet the required percentage in the actions and funds allotted listed above. 432/999

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

District does not receive additional concentration funds.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

2025-26 Total Expenditures Table

433/999

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	22,669,226	794216	3.503%	0.000%	3.503%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$28,925,021.00	$475,219.00	$6,731,577.00	$157,486.00	$36,289,303.00	$29,547,115.00	$6,742,188.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Certificated Teachers, Classified Staff, and Administrators	All	No			All Schools	Ongoing	$26,390,106.00	$0.00	$26,390,106.00				$26,390,106.00	
1	1.2	Instructional Materials and Resources	All	No			All Schools	Ongoing	$0.00	$300,000.00	$61,885.00	$238,115.00			$300,000.00	
1	1.3	High School Outreach Counselor	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove High School 9-12	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.4	Career Technical Education	All	No			Specific Schools: Pacific Grove High School 9-12	Ongoing	$0.00	$28,156.00	$14,000.00	$14,156.00			$28,156.00	
1	1.5	Broad Course of Study	All	No			Specific Schools: Pacific Grove High School 9-12	Ongoing	$0.00	$50,000.00		$50,000.00			$50,000.00	
1	1.6	Technology Infrastructure and Educational Support	All	No			All Schools	Ongoing	$407,486.00	$1,000,000.00			$1,407,486.00		$1,407,486.00	
1	1.7	A-G Completion	All	No			Specific Schools: Pacific Grove High School	Ongoing	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Subject Specific Professional Development	All	No			All Schools	Ongoing	$56,806.00	$0.00	$50,342.00	$6,464.00			$56,806.00	
1	1.9	Professional Learning Communities	All	No			All Schools	Ongoing	$0.00	$6,000.00	$6,000.00				$6,000.00	
1	1.10	Facility Improvements	All	No			All Schools	Ongoing	$0.00	$5,259,091.00			$5,259,091.00		$5,259,091.00	
1	1.11	Visitor Access Management and Controls	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.12	Safety Training for Staff	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.13	Streamline Communications between PGUSD and Community	All	No			All Schools	Ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	
1	1.14	Secondary Review of Homework Practices	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.1	Counseling Services	All	No			All Schools	Ongoing	$973,989.00	$0.00	$964,332.00			$9,657.00	$973,989.00	
2	2.2	Social Emotional Learning Resources	All	No			All Schools	Ongoing	$0.00	$10,000.00	$0.00		$10,000.00		$10,000.00	
2	2.3	Increase Awareness of Available Assistance	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.4	Increase Student Connection to School - Caring Adults	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.5	Clear Consequences	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.6	High School Licensed Mental Health Therapist	All	No			Specific Schools: Pacific Grove High School 9-12	Ongoing	$191,601.00	$0.00	$191,601.00				$191,601.00	
2	2.7	Middle School Mental Health Therapist	All	No			Specific Schools: Pacific Grove Middle School 6-8	Ongoing	$173,654.00	$0.00	$173,654.00				$173,654.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.8**	Elementary Licensed Mental Health Therapist	All	No			Specific Schools: Forest Grove and Robert Down Elementary TK-5	Ongoing	$151,543.00	$0.00		$151,543.00			$151,543.00	
2	**2.9**	Vector Training Student Safety & Wellness Courses grades 6-12	All	No			Specific Schools: Pacific Grove High School, Pacific Grove Middle School 6-12	Ongoing	$0.00	$6,500.00		$6,500.00			$6,500.00	
2	**2.10**	Preventing Chronic Absenteeism	All Students with Disabilities Multiple races/two or more	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	**3.1**	Site Based Professional Learning Teams	All	No			Specific Schools: Pacific Grove High School, Pacific Grove Middle School	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	**3.2**	Site Based Planning Time	All	No			All Schools	Ongoing	$25,000.00	$0.00	$25,000.00				$25,000.00	
3	**3.3**	AVID Classes at PGHS and PGMS	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove High School, Pacific Grove Middle School 7-12	Ongoing	$152,240.00	$59,000.00	$156,240.00		$55,000.00		$211,240.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	English Language Arts Support Classes	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove Middle School 6-8	Ongoing	$179,125.00	$0.00	$143,977.00			$35,148.00	$179,125.00	
3	3.5	Elementary Schools English Language Arts Intervention	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Forest Grove Elementary, Robert Down Elementary	Ongoing	$329,424.00	$0.00	$216,743.00			$112,681.00	$329,424.00	
3	3.6	Language Review Teams	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$1,200.00	$0.00	$1,200.00				$1,200.00	
3	3.7	Math Intervention Programs	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$165,961.00	$0.00	$165,961.00				$165,961.00	
3	3.8	High School Productive Study Class	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove High School 9-12	Ongoing	$106,612.00	$0.00	$106,612.00				$106,612.00	
3	3.9	ELD Afterschool Homework Club	English Learners	Yes	School wide	English Learners	Specific Schools: Forest Grove Elementary School	Ongoing	$7,000.00	$0.00	$7,000.00				$7,000.00	
3	3.10	Implement a Robust Peer-to-Peer Tutoring Program	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.11	District wide math articulation	All	No			All Schools	Ongoing	$6,450.00	$0.00	$6,450.00				$6,450.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							TK-12									
3	3.12	English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$212,112.00	$0.00	$212,112.00				$212,112.00	
3	3.13	Free BASRP for SED Youth	All	No			Specific Schools: Forest Grove Elementary School and Robert Down Elementary School	Ongoing	$0.00	$0.00		$0.00			$0.00	
4	4.1	Professional Development	All	No			All Schools	2025-2026	$16,806.00	$0.00	$16,806.00				$16,806.00	
4	4.2	Diverse Curriculum	All	No			All Schools	2025-2026	$0.00	$8,441.00		$8,441.00			$8,441.00	
4	4.3	Community Outreach	All	No			All Schools	2025-2026	$0.00	$3,000.00	$3,000.00				$3,000.00	
4	4.4	Equitable Grading Practices	All	No			Specific Schools: Pacific Grove High School, Pacific Grove Community High School, Pacific Grove Middle School 6-12	2025-2026	$0.00	$0.00	$0.00				$0.00	
4	4.5	Board Policy Review	All	No			All Schools	2025-2026	$0.00	$0.00	$0.00				$0.00	
4	4.6	Cultural Proficiency Communication	All	No			All Schools	2025-2026	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.7	Community Consultation	All	No			All Schools	2025-2026	$0.00	$10,000.00	$10,000.00				$10,000.00	
4	4.8	Community Classes	All	No			All Schools	2025-2026	$0.00	$0.00	$0.00				$0.00	
5	5.1	Attendance Incentive Program	All	No			All Schools	2025-2026	$0.00	$0.00	$0.00				$0.00	
5	5.2	Restorative Practices Professional Development	All	No			All Schools	2025-2026	$0.00	$0.00	$0.00				$0.00	
5	5.3	Professional Learning Community Training	All	No			All Schools	2024-2025	$0.00	$0.00	$0.00				$0.00	

2025-26 Contributing Actions Table

439/999

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
22,669,226	794216	3.503%	0.000%	3.503%	$1,009,845.00	0.000%	4.455 %	**Total:**	$1,009,845.00
								LEA-wide Total:	$0.00
								Limited Total:	$379,273.00
								Schoolwide Total:	$630,572.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	High School Outreach Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove High School 9-12	$0.00	
3	**3.3**	AVID Classes at PGHS and PGMS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove High School, Pacific Grove Middle School 7-12	$156,240.00	
3	**3.4**	English Language Arts Support Classes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove Middle School 6-8	$143,977.00	
3	**3.5**	Elementary Schools English Language Arts Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Forest Grove Elementary, Robert Down Elementary	$216,743.00	
3	**3.6**	Language Review Teams	Yes	Limited to Unduplicated	English Learners	All Schools	$1,200.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Student Group(s)				
3	3.7	Math Intervention Programs	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$165,961.00	
3	3.8	High School Productive Study Class	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove High School 9-12	$106,612.00	
3	3.9	ELD Afterschool Homework Club	Yes	Schoolwide	English Learners	Specific Schools: Forest Grove Elementary School	$7,000.00	
3	3.12	English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$212,112.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$32,510,368.00	$34,031,258.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Certificated Teachers, Classified Staff, and Administrators	No	$24,825,266.00	24,664,665
1	**1.2**	Instructional Materials and Resources	No	$709,259.00	485,000
1	**1.3**	High School Outreach Counselor	Yes	$140,000.00	0
1	**1.4**	Career Technical Education	No	$1,700.00	1,700
1	**1.5**	Broad Course of Study	No	$0.00	0
1	**1.6**	Technology Infrastructure and Educational Support	No	$600,000.00	1,000,000
1	**1.7**	A-G Completion	No	$0.00	0
1	**1.8**	Subject Specific Professional Development	No	$5,000.00	5,000
1	**1.9**	Professional Learning Communities	No	$11,000.00	10,500
1	**1.10**	Facility Improvements	No	$3,500,000.00	5,073,560
1	**1.11**	Visitor Access Management and Controls	No	$33,340.00	25,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Safety Training for Staff	No	$35,500.00	52,000
1	1.13	Streamline Communications between PGUSD and Community	No	$0.00	0
1	1.14	Secondary Review of Homework Practices	No	$0.00	0
2	2.1	Counseling Services	No	$836,686.00	941,373
2	2.2	Social Emotional Learning Resources	No	$0.00	0
2	2.3	Increase Awareness of Available Assistance	No	$0.00	0
2	2.4	Increase Student Connection to School - Caring Adults	No	$0.00	0
2	2.5	Clear Consequences	No	$0.00	0
2	2.6	High School Licensed Mental Health Therapist	No	$174,500.00	188,321
2	2.7	Middle School Mental Health Therapist	No	$174,500.00	173,244
2	2.8	Elementary Licensed Mental Health Therapist	No	$174,500.00	178,627
2	2.9	Vector Training Student Safety & Wellness Courses grades 6-12	No	$6,500.00	6,417
2	2.10	Preventing Chronic Absenteeism	No	$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Site Based Professional Learning Teams	No	$20,000.00	20,000
3	3.2	Site Based Planning Time	No	$20,000.00	10,000
3	3.3	AVID Classes at PGHS and PGMS	Yes	$191,921.00	215,500
3	3.4	English Language Arts Support Classes	Yes	$55,642.00	176,437
3	3.5	Elementary Schools English Language Arts Intervention	Yes	$308,747.00	321,391
3	3.6	Language Review Teams	Yes	$1,200.00	5,000
3	3.7	Math Intervention Programs	Yes	$165,961.00	102,335
3	3.8	High School Productive Study Class	Yes	$106,724.00	100,000
3	3.9	ELD Afterschool Homework Club	Yes	$7,000.00	0
3	3.10	Implement a Robust Peer-to-Peer Tutoring Program	No	$0.00	0
3	3.11	District wide math articulation	No	$2,500.00	0
3	3.12	English Language Development	Yes	$272,922.00	194,413
3	3.13	Free BASRP for SED Youth	No	$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.1	Professional Development	No	$30,000.00	3,500
4	4.2	Diverse Curriculum	No	$15,000.00	14,775
4	4.3	Community Outreach	No	$0.00	0
4	4.4	Equitable Grading Practices	No	$0.00	0
4	4.5	Board Policy Review	No	$0.00	0
4	4.6	Cultural Proficiency Communication	No	$0.00	0
4	4.7	Community Consultation	No	$35,000.00	15,000
4	4.8	Community Classes	No	$0.00	0
5	5.1	Attendance Incentive Program	No	$10,000.00	0
5	5.2	Restorative Practices Professional Development	No	$30,000.00	40,000
5	5.3	Professional Learning Community Training	No	$10,000.00	7,500

2024-25 Contributing Actions Annual Update Table

445/999

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
752,913	$1,021,370.00	$1,115,076.00	($93,706.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	High School Outreach Counselor	Yes	$140,000.00	0		
3	3.3	AVID Classes at PGHS and PGMS	Yes	$191,921.00	215,500		
3	3.4	English Language Arts Support Classes	Yes	$55,642.00	176,437		
3	3.5	Elementary Schools English Language Arts Intervention	Yes	$80,000.00	321,391		
3	3.6	Language Review Teams	Yes	$1,200.00	5,000		
3	3.7	Math Intervention Programs	Yes	$165,961.00	102,335		
3	3.8	High School Productive Study Class	Yes	$106,724.00	100,000		
3	3.9	ELD Afterschool Homework Club	Yes	$7,000.00	0		
3	3.12	English Language Development	Yes	$272,922.00	194,413		

2024-25 LCFF Carryover Table

446/999

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
22,215,981	752,913	0	3.389%	$1,115,076.00	0.000%	5.019%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

456/999

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

457/999

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation. **462/999**

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.*** **472/999**

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds. **477/999**

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

PGUSD LCAP 2025-2026

Belonging, Safety, Prosperity for all students

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
A PARTNERSHIP IN EXCELLENCE

Dr. Lawrence Haggquist, Executive Director of Educational Services

LCAP Presentation Outline

01

Requirements

Description of required LCAP components

02

Engagement

How we engaged our education partners

03

Building Goals

Explains the parts of each goal

04

The 4 Goals

Goals, key metrics, feedback, and actions

05

Conclusion

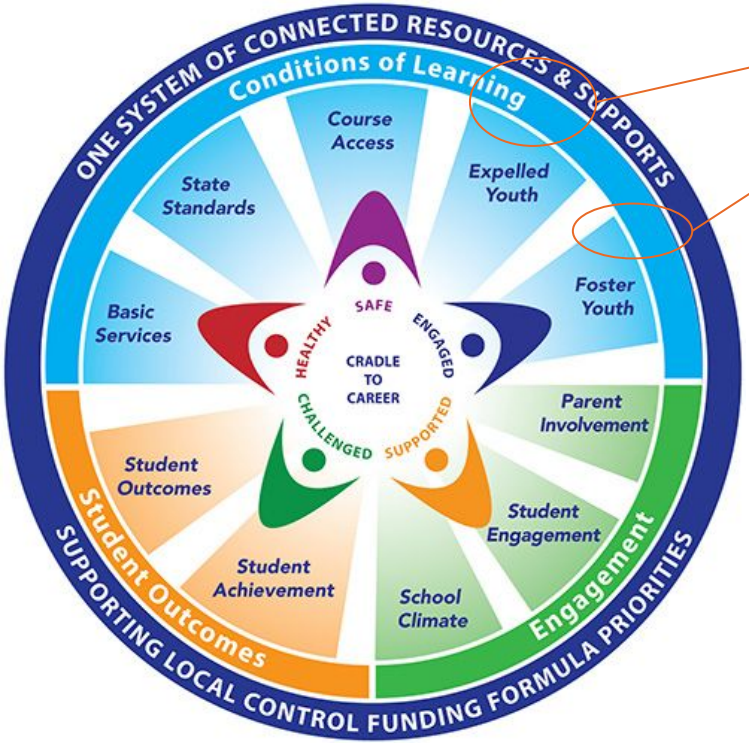
Our ongoing story

Local Control and Accountability Plan

“The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities.” - California Department of Education

8 State Priorities

481/999



County Priorities

01

Requirements

Every LCAP must have . . .

Required components

These required LCAP components must appear in this order:

- LCFF budget overview for parents
- Plan summary
- Engaging educational partners
- Goals and actions
- Metrics
- Increased or improved services for Foster youth, low-income students, and English learners
- Action tables
- Instructions



02

Engagement

Engaging our educational partners

Educational Partners

- Students
- Families
- Certificated staff/bargaining unit
- Classified staff/bargaining unit
- Community
- Administrators



Engagement

Stakeholder Engagement Timeline

Sep 2024

Student & Ethnic Studies

NCBI Student Engagement planning meetings and Ethnic Studies department/site meetings held to begin stakeholder input.

Oct 2024

Ethnic Studies Training

Ethnic Studies MCOE Training and community partner meetings for Indigenous Peoples unit conducted.

Nov 2024

Student Engagement

NCBI meetings with PGMS and PGHS to gather student input and engagement.

Dec 2024

Community Partner Mtgs

Ethnic Studies Asian unit community partner meeting and CHKS Close completed.

Jan 2025

Cultural Proficiency & SAC

Cultural Proficiency Team meetings and the first LCAP Stakeholder Advisory Committee and Parent Advisory Committee meetings held.

Feb 2025

Midyear Draft & Board

Midyear LCAP draft completed, board packet due, and LCAP draft presented to the board.

Mar 2025

SAC & Community Prep

Multiple LCAP SAC meetings at various school sites and second community engagement preparations with BLAAC.

Apr-Jun 2025

Final Revisions & Board

DELAC input meeting, LCAP Board Study Session, LCAP revision draft completion, public hearing, and board action item completion.

Methodology

Other Input: Data Collection

Quantitative Data Collection

Quantitative data sources included the California Healthy Kids Survey (CHKS), CAASPP, and ELPAC assessments, providing standardized and validated measures of school climate, student well-being, and academic performance.

Qualitative Data Collection

Qualitative data was gathered through focus group interviews, leadership team meetings, and community engagement events, including Cultural Proficiency Team and Ethnic Studies community partner sessions, and Student Advisory Committee meetings.

Integration and Triangulation

The mixed-methods approach integrated and triangulated data from statistical trends and lived experiences, using in vivo coding to identify recurring themes and frequency analysis to inform LCAP goals and actions.



03

Parts of a Goal

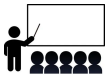
State requirements for LCAP goals

Building an LCAP goal



Goal

Full statement of the goal



Explanation

Explains why the goal was chosen



Metrics

Data used to measure progress toward goal



Actions

Specific steps taken to achieve the goal



Analysis

Analyzes how the goal was carried out

04

Goals

Guiding PGUSD Programs

Goal #1

Academic Program

PGUSD will create a **“culture of we”** at every school site where educators and **families work together as partners**, sharing responsibility, leadership, and advocacy for the academic success of all students. **All PGUSD families will feel welcome** and fully invested in their student’s education through authentic partnerships with teachers and site leaders in **a safe, nurturing, and culturally responsive school environment**. All district and school policies and practices will be equitable and inclusive for all students and families **creating a culture of belonging** where students of every economic circumstance, culture, religion, race, ethnicity, gender, sexual orientation, learning ability, and language feel welcome and a **sense of connection.**

Explanation for goal 1



Culture of WE

Educators and families work together as partners to build welcoming schools for **all** students



College ready

A broad course of study allows students to thrive in high school as they prepare for college.



Career ready

A rich career technical education list of pathways prepares students to enter the workplace.

Goal 1 **Key Metrics**

01

Graduation Rate

85.6% in 2022-23

93.4% in 2023-24

97.5%

Desired outcome 2026-2027

02

A-G/CTE

37.2% % met A-G

13.5% completed CTE

In 2022-2023

57.4% meet A-G

16.4% complete CTE

in 2023-2024

03

AP Pass Rate

76.6% in 2022-23

91% in 2023-24

80%

Desired outcome 2026-2027

Goal 1 Actions & Analysis

WHAT YOU SAID	WHAT WE DID
Enhance academic rigor	Action 1.2 - Instructional Materials Support (EL Education, Ethnic Studies, Marine Science)
Improve College and Career Readiness	Actions 1.3&1.7 - A-G Completion Monitoring and Outreach Counselor

Goal 1 Key Expenditures

Category	Budgeted
Highly Qualified Staff	$26,390,106
Instructional Materials & Resources	$300,000
Technology Infrastructure & Educational Support	$1,407,486

Goal #2

Social Emotional Learning

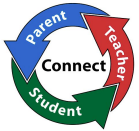
All schools will nurture **learning environments that are intellectually, physically, and emotionally safe.** Our educators will create an environment that **promotes positive relationships among students and staff to increase school connectedness** and a sense of belonging. **Every student will feel connected** to a minimum of one adult on campus who cares for them, watches out for them, checks in with them regularly, and to whom they can turn during times of need.

Explanation for goal 2



Mental health

Emphasize the importance of social emotional learning and mental health as the residual effects of the pandemic linger for our children



Connection

Build an environment where every student feels connected to at least one adult on campus

Goal 2 **Key Metrics**

01

Chronic Absenteeism

15.8% in 2022-23

15.8% in 2023-24

10%

Desired outcome 2026-27

02

Caring Adult

Students : “Do the teachers and grown ups care about you?.”

2023-24

83% Yes Most or All of the Time

2024-25

95% Yes Most or All of the Time

03

Active Partner

Parents : **82%** “School encourages me to be an active partner.”

2023-24

89%

2024-25

90% Desired Outcome 2026-2027

Goal 2 Actions & Analysis

WHAT YOU SAID	WHAT WE DID
Foster belonging, inclusion, and a positive school environment	Action 2.1 - Continued to support counseling/mental health services at all sites
Address safety concerns and promote respectful interactions	Actions 2.2&2.5 - Restorative Justice strategies and bias incident response protocol

Goal 2 Key Expenditures

Category	Budgeted
Counseling Services	$973,989
Mental Health Therapists	$365,255
Vector Training for Student Safety & Wellness	$6,500

Goal #3

Academic Support

Unduplicated students (low socio-economic, foster youth, and English Learners) as well as homeless students and students with disabilities will **receive the necessary differentiation and support** to make accelerated growth to **close the achievement gap**. When necessary, **targeted intervention** using a variety of strategies, programs, and small group instruction will be implemented for students requiring additional tiered support. These programs will be designed to show an **increase in our state testing scores for all groups** and an **improvement in our English learner reclassification rate**.

Explanation for goal 3



Focused effort

Focuses supports for student groups who do not traditionally achieve at the same level as our general population

Goal 3 **Key Metrics**

01

ELA CAASPP results

70.07% met/exceeded
45.1 distance above standard
2022-23

72.78% met/exceeded
53.4 distance above standard
2023-24

85% met/exceeded
60.0 distance above
Standard 2026-27

02

Math CAASPP results

56.88% met/exceeded
9.6 distance above standard
2022-23

57.93% met/exceeded
16.3 distance above standard

70% met/exceeded
30 distance above standard
2026-27

03

EL progress rate

54.4% making progress in
2022-23

70.4% making progress
2023-24

65% making progress
2026-27

Goal 3 Actions & Analysis

WHAT YOU SAID	WHAT WE DID
Expanding and improving targeted academic support	Actions 3.1&3.5 - Site-based professional learning communities; targeted ELA support (mCLASS)
Addressing systemic barriers and inequities in support access	Actions 3.12&3.13 - ELD support; free services for unduplicated

Goal 3 Key Expenditures

Category	Budgeted
ELA Intervention	$179,125
AVID	$211,240
Math Intervention	$165,961

Goal #4

Cultural Proficiency

PGUSD will strive to create a **“Culture of We”** at every school site where **educators and families work together as partners**, sharing responsibility, leadership, and advocacy for the success of ALL students. **All PGUSD families will feel welcome** and fully invested in their student’s education through authentic partnerships with teachers and site leaders in a safe, nurturing, and culturally responsive school environment. All district and school policies and practices will be equitable and inclusive for all students and families creating a **culture of belonging** where students of every economic circumstance, culture, race, ethnicity, gender, sexual orientation, learning ability, or language feel a **strong sense of connection**.

Explanation for goal 4



Partnership

Ensuring that students and families from all backgrounds and circumstances feel an authentic partnership with their schools and the district



Valuing diversity

Creating practices and policies backed by actions that show our district values the diverse cultures present in our schools

Goal 4 **Key Metrics**

01

Bullying

Answered "never" or "once or twice" - racial bullying

2023-2024

All: 77% (90)

African American: 38% (90)

American Indian: 100% (100)

Asian Filipino: 97% (90)

Hispanic/Latino: 85% (90)

Pacific Islander: 100%

Two or more: 77% (90)

White: 94% (90)

02

Diverse Curriculum

Answered "Disagree" or “Strongly Disagree” to: “This school provides instructional materials that reflect my child's culture, ethnicity, and identity.”

2023-2024

All: 19%

2024-25

All: 16%

2026-27

5%

03

Belonging

Agree or strongly agree - I belong at my school.

2023-2024

All: 65.8%

African American: 41.7%

American Indian: 91.7%

Asian: 85.7%

Filipino: 62.5%

Hispanic/Latino: 54.4%

Pacific Islander: 85.7%

Two or more: 59.5%

White: 70.3%

Goal 4 Actions & Analysis

WHAT YOU SAID

Enhancing Curriculum and Instruction for Cultural Understanding



Promoting Equity and Addressing Disparities in Resources and Opportunities

WHAT WE DID

Action 4.2 - Continue to support curricular shifts (Books as Windows)

Action 4.3&4.4 - Cultural proficiency community outreach; equitable grading

Goal 4 Key Expenditures

Category	Budgeted
Professional Development	$16,806
Community Partner Contracts	$10,000
Community Outreach	$3,000

2025-26 LCAP Budget

Item	Budgeted
Total LCFF Funds (projected revenue)	$47,858,802
Total Budgeted LCAP Funds	$36,289,303

Next Steps: Board Approval June 5th



Board Cover Sheet

Action/Discussion

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

Meeting Date
May 15, 2025

Presenter(s)
Larry Haggquist
Executive Director of Educational Services

Item
Adoption of Curriculum

Recommendation

The District Administration recommends the Board approve the adoption of the following instructional materials, which were previously displayed for public review and discussed at the public hearing:

1. *EL Education K-5 Language Arts Curriculum*, Open Up Resources 2025 Edition
2. *Marine Science*, Castro Huber 3rd Edition 2025
3. *Ethnic Studies Model Curriculum*, California Board of Education 2021

Background
In accordance with California State Board of Education (SBE) guidelines and the District's curriculum adoption process, the above textbooks/curricula were placed on public display for a 30-day review period, commencing after public hearing notices were posted on April 11th. This display period concluded prior to this board meeting. The selection of these materials was guided by teacher-led selection committees through a thorough, public, and well-documented process.

Information
The selection of these instructional materials adhered to a comprehensive, public, and well-documented process, guided by teacher-led selection committees. This approach aligns with best practices for curriculum adoption, ensuring a thorough review of potential resources. A presentation by the executive director of educational services and teachers who were involved in the selection process will take place at the May 15th, 2025 board meeting.

This action item now seeks the Board's approval for the adoption of these materials, culminating the established and transparent selection process.

Fiscal Impact

<u>EL Education</u>
- 3-year Materials: $158,760.24

- 3-year Professional Development: $142,000
- 3-year TOTAL: **$300,760.24**

Marine Science

- 6-year Standard Bundle: **$8,101.52**

Ethnic Studies Model Curriculum

- Open source: No cost
- Supplementary materials estimate: **$5,000**

Total Fiscal Impact

$313,861.76

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
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www.pgusd.org

PUBLIC HEARING NOTICE

The Pacific Grove Unified School District Governing Board will hold a public hearing on Thursday, May 1, 2025, pursuant to Education Code Section 60119 and 60422:

PUBLIC DISCLOSURE OF PACIFIC GROVE HIGH SCHOOL, FOREST GROVE ELEMENTARY SCHOOL & ROBERT H. DOWN ELEMENTARY SCHOOL:

EL Education K-5 Language Arts Curriculum, Open Up Resources
2025 Edition

Marine Science, Castro Huber
3rd Edition 2025

Ethnic Studies Model Curriculum, California Board of Education
2021

The hearing will be held during the regular Board meeting, which begins at 6:30 p.m. Please visit our website at www.pgusd.org for the link to attend the meeting virtually.

Copies of the proposed textbook/curriculum adoptions will be available for public viewing beginning April 11th, 2025 through May 15th, 2025 at Pacific Grove Unified School District: 435 Hillcrest Ave., Pacific Grove, Ca.

For more information, please contact Dr. Lawrence Haggquist, Executive Director of Educational Services at 831-646-6520 or lhaggquist@pgusd.org.

Posted: April 11, 2025

PGUSD Adoptions 2025

For the selection of ELA Curriculum 2025-26
May 15th, 2025

Overview

There are 3 adoptions we are proposing at this meeting:

- Ethnic Studies (High School)
- EL Education (Elementary)
- Marine Science (High School)

Ethnic Studies



Ethnic Studies

Why it's important

How we developed the curriculum (state model curriculum + Supplementary material as recommended by community partners)

- September 25th, 2024: Department Collaboration
- October 1st, 2024: MCOE Training
- October 8th, 2024: Superintendent Meeting
- October 22nd, 2024: Erin Myers-Madeira
- December 5th, 2024: Nancy Wang and Robert Kikuchi-Yngojo
- February 13th, 2025: Dr. Jeremias Zunguze
- March 20th, 2025: Dr. Josh Orozco
- Wednesday, April 2nd, 2025: LCAP/Ethnic Studies Community Engagement

What's next: Full year course next year, exceeding the state requirement for a one semester course. This will be a grad requirement in 2029-30.

EL Education



EL Education

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

A PARTNERSHIP IN EXCELLENCE

Why this curriculum is our preference:

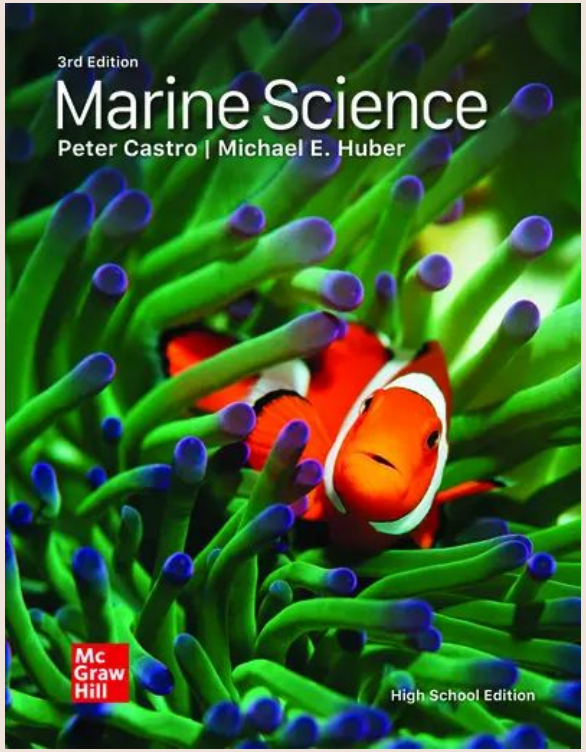
- Academic Rigor
- Differentiation/Scaffolding
- Student-centered Learning/EL Component
- Representation/Student Feedback

How we arrived at this decision:

- 2-year pilot process
- July 30-31: EL Education Pilot Training
- October 24: Review of EL and selection of CKLA
- November 12: EL Observation at Rosemary
- August-November: Full Pilot of EL Education
- January-April: Full Pilot of CKLA
- April 7: Pilot Selection Meeting
- April 12-May 15: Public Hearing/Public Display

What's next: Professional development for EL, implementation of comprehensive, unified ELA curriculum, TK curriculum pilot

Marine Science



Marine Science

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
A PARTNERSHIP IN EXCELLENCE

Why we are recommending adoption of the McGraw Hill Marine Science text

- Accessible for Junior and Senior level students
- NGSS aligned content
- SmartBook computer adaptive reading assignments
- Regular updates & engaging labs
- Showcases diversity of scientists/researchers

How we reviewed the curriculum

- 1-year pilot process
- Teacher feedback/curriculum features
- Student input

What's next: PGHS Marine Science course 2025-26. Training has been completed

Board Cover Sheet

Action/Discussion

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

Meeting Date
May 15, 2025

Presenter(s)
Linda Adamson
Superintendent

Item
Adoption – Resolution No. 1157 – LGBTQ+ Pride Month (June 2025)

Recommendation
The District Administration recommends that the Board adopt Resolution Number 1157 Proclaiming June 2025 as LGBTQ+ Pride Month.

Background
June is a time to celebrate our dynamic Lesbian, Gay, Bisexual, Transgender, Queer/Questioning (LGBTQ+) community, raise awareness of quality services, and foster a dialogue to promote a healthy, safe, and prosperous school climate and communities for all.

Information
By recognizing Pride Month, we reaffirm our commitment to support other policies, practices and curricula that honor and respect LGBTQ+ students, staff, their families, and all people in our community including a commitment to research and consider board policy specific to Transgender and Gender Non-Conforming students, and to inspire equity, create alliances, celebrate diversity, and establish safe environments in our schools and communities throughout the county.

Fiscal Impact
N/A

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

RESOLUTION No. 1157

Resolution Proclaiming June 2025 as Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ+) Pride Month

WHEREAS, Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ+) Pride Month is celebrated each year in the month of June to honor the 1969 Stonewall riots in Manhattan, considered by many as the tipping point for the Gay Liberation Movement in the United States; and

WHEREAS, the purpose of Pride Month is to recognize the influence LGBTQ+ people have had around the world and raise awareness of current issues facing the LGBTQ+ community; and

WHEREAS, following the Stonewall Riots in 1969, the first Pride Parade, also referred to as the "Gay Liberation March" occurred on June 28, 1970 and took place on the streets of New York City; and

WHEREAS, the FAIR Education Act, signed into law on July 14, 2011, went into effect on January 1, 2012, and requires the California history and social studies curriculum to include fair, accurate, inclusive, and respectful references to contributions by members of the LGBTQ+ community; and

WHEREAS, individuals who identify as LGBTQ+ face discrimination simply for being who they are, and in particular LGBTQ+ youth are at increased risk of suicide, homelessness, and becoming victims of bullying and violence; and

WHEREAS, Pacific Grove Unified School District promotes diversity as one of its basic tenets and fosters diversity of students, staff, and curriculum, and PGUSD policies ensure the protection of LGBTQ+ students and staff against harassment, physical violence, or the threat of such; and

WHEREAS, PGUSD recognizes that the most vulnerable members of the LGBTQ+ community are the youth in TK-12 schools and that they need to feel a sense of belonging at every school site; and

WHEREAS, June provides an opportunity for our schools to reflect on the struggles of the LGBTQ+ community in US history and celebrate the LGBTQ+ community; and

NOW, THEREFORE, BE IT RESOLVED, that the Pacific Grove Unified School District Governing Board of Education proclaims June 2025 as Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ+) Pride Month, encourages all district schools to observe this occasion with appropriate instructional activities, and ask schools to raise their Pride flag in June within PGUSD throughout the month of June to signify support for our Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ+) community.

PASSED AND ADOPTED by the Governing Board of the Pacific Grove Unified School District on this this 15th day of May 2025, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

_____
Dr. Elliott Hazen, President

_____
Jennifer McNary, Clerk

_____
Laura Ottmar, Board Member

_____
Beth Shammas, Board Member

_____
Mike Wachs, Board Member

_____
Dr. Linda Adamson, Superintendent

Board Cover Sheet

Action/Discussion

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

Meeting Date
May 15, 2025

Presenter(s)
Linda Adamson
Superintendent

Item
Adoption – Resolution No. 1159 – School Principals' Day (May 1, 2025)

Recommendation
The District Administration recommends that the Board adopt Resolution Number 1159 Recognizing May 1, 2025 as School Principals' Day.

Background
School Principals' Day was founded by Janet Dellaria of Trout Creek, Michigan, as a way to recognize the vital role that school principals play in supporting students, staff, and school communities across the country.

Information

National School Principals' Day, observed annually on May 1st, honors the unwavering leadership and tireless efforts of principals from elementary through high school. In PGUSD, we know that when things are going well at a school site, it's because of strong, effective leadership—and when things are challenging, our principals are the ones who step up with grace, urgency, and determination to make it right. Their role is demanding, often complex, and seemingly never-ending, and yet they lead with humility, heart, and hope every day.

Our PGUSD principals are central to building and sustaining our *Culture of We*. They are the stewards of our three core values—*belonging*, *safety*, and *prosperity*—creating campuses where students feel seen and supported, where staff feel valued and heard, and where families are welcomed as true partners in learning. Their leadership reaches every corner of our district, and their work—often behind the scenes—is what makes the excellence we see in our classrooms possible.

We are grateful for their steady leadership, their student-centered mindset, and their deep commitment to our school communities. School Principals' Day provides us an opportunity to recognize and thank them publicly for all they do, every day, to uplift PGUSD.

Fiscal Impact
N/A

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

RESOLUTION No. 1159

Resolution Recognizing May 1, 2025 as School Principals' Day

WHEREAS, May 1, 2025 has been designated as School Principals' Day; and

WHEREAS, today's school principal is a team leader, coach, counselor, collaborator, cheerleader, and more, all in one; and

WHEREAS, being a site instructional leader and building a positive school culture and climate on campus may be the most critical roles of a principal's duty to all students; and

WHEREAS, instructional leadership of principals involves setting clear goals, managing curriculum, monitoring lesson plans, allocating resources equitably and evaluating data regularly to drive grade level readiness, and

WHEREAS, when good school leaders excel, their actions can change the lives of students, staff, and community members; and

WHEREAS, principals overcome obstacles and challenges daily to make a difference in the lives of students and families; and

WHEREAS, we are fortunate to have dedicated site leaders that go above and beyond each and every day for the District's students.

NOW, THEREFORE, BE IT RESOLVED that the Pacific Grove Unified School District Board of Education commends our principals and encourages parents and the community to recognize the efforts of principals as we celebrated May 1, 2025.

PASSED AND ADOPTED by the Governing Board of the Pacific Grove Unified School District on this this 15th day of May 2025, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

_____

Dr. Elliott Hazen, President

_____

Jennifer McNary, Clerk

_____

Laura Ottmar, Board Member

_____

Beth Shammas, Board Member

_____

Mike Wachs, Board Member

_____

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
May 15, 2025

Presenter(s)
Linda Adamson
Superintendent

Item
UPK Program Offerings & Review of Board Policy 6170.1 – Transitional Kindergarten

Recommendation
The District Administration recommends that the Board review and give direction regarding the proposed UPK Program offerings and approve language to Board Policy 6170.1 – Transitional Kindergarten.

Background
The purpose of this item is to revise the language in BP 6170.1 to reflect updated Transitional Kindergarten (TK) age eligibility guidelines for the 2025–2026 school year. Specifically, the revised language clarifies that children turning four years old by June 2, 2025, will be eligible for TK.

In conjunction with this policy revision, the District Administration will present a proposed plan to support the continued rollout of Universal PreKindergarten (UPK) for the 2025–2026 school year. The plan includes the development of a blended learning pre-kindergarten program that would serve children with summer birthdays (June 3 through September 1, 2025). This approach reflects the intent of the state's UPK vision by expanding access through a mixed delivery system—including TK, pre-kindergarten, preschool partnerships, and other early learning pathways.

This model is designed to offer families flexible and high-quality early learning options tailored to local needs, while remaining fiscally responsible given the District's Basic Aid funding status. As a Basic Aid district, PGUSD does not receive ADA-based funding for TK expansion and must rely solely on local revenues. Despite these limitations, the District remains committed to increasing access for our youngest learners in alignment with the principles of equity, flexibility, and choice that define UPK.

Information
The proposed revision to Board Policy 6170.1 (Transitional Kindergarten) and accompanying UPK implementation plan will ensure PGUSD continues to support early childhood education in a developmentally appropriate, sustainable, and inclusive manner.

Fiscal Impact

While there is no direct cost associated with revising the policy language, the implementation of the pre-kindergarten blended learning model will rely on existing staff and infrastructure, thereby minimizing additional expenditures. This approach allows the District to expand access without incurring the significant costs associated with TK expansion under an ADA-based funding model.

Policy 6170.1: Transitional Kindergarten

Status: ADOPTED

Original Adopted Date: 05/09/2024 **| Last Reviewed Date:** 03/06/2025

The Governing Board desires to offer a high-quality transitional kindergarten (TK) program for eligible children who do not yet meet the minimum age criterion for kindergarten. The TK program shall assist students in developing the academic, social, and emotional skills needed to succeed in kindergarten and beyond.

The district's TK program shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in the development, implementation, and evaluation of the district's TK program.

Eligibility

The district's TK program shall admit children as follows: (Education Code 48000)

1. For the 2024-25 school year, children whose fifth birthday is between September 2 and June 2

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or child care program, including, but not limited to, a Head Start program, a child care center serving children through an alternative payment program, a general child care and development program, a California State Preschool Program (CSPP), a migrant child care and development program, child care and development services for children with special needs, or a program serving children through a CalWORKs Stage 1, Stage 2, or Stage 3 program. (Education Code 48000)

Parents/guardians of eligible children shall be notified of the availability of the TK program and of the age, residency, immunization, and any other enrollment requirements. Enrollment in the TK program shall be voluntary.

On a case-by-case basis, a child whose fifth birthday is on or before June 3 may be admitted into the district's TK program upon request of a child's parents/guardians, if the Superintendent or designee, determines that it is in the child's best interest.

At any time during the school year, the district may admit into the TK program a child whose fifth birthday is after the date specified for admittance for the applicable year as described above, provided that upon the recommendation of the Superintendent or designee, the Board determines that enrollment in a TK program is in the child's best interest and the child's parents/guardians approve. Prior to such enrollment, the child's parents/guardians shall be provided information regarding the advantages and disadvantages and any other explanatory information about the effect of early admittance. (Education Code 48000)

Additionally, the district may enroll an early enrollment child in TK whose fourth birthday is between June 3 and September 1, inclusive, preceding the school year during which they are enrolled in TK. The Superintendent or designee shall maintain any classroom that includes an early enrollment child with a classroom enrollment that does not exceed 20 students and an adult-to-student ratio of at least one adult to every 10 students. Additionally, if an early enrollment child is enrolled in TK, the district shall concurrently offer enrollment to the child in the district's CSPP, subject to available space. (Education Code 48000.15)

Curriculum and Instruction

The district's TK program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

The program shall be aligned with the preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education (CDE). It shall be designed to facilitate students' development

in essential knowledge and skills related to language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

Students in TK are not required to be assessed in English listening and speaking for purposes of initial identification as an English learner. However the district shall conduct the Home Language Survey during enrollment to identify whether the primary or native language of a student is other than English.

The Board shall establish the length of the school day in the district's TK program, which shall be at least three hours but no more than four hours long, including recess but excluding noon intermission, except for TK students enrolled in expanded learning opportunity programs provided by the district pursuant to Education Code 46120. If the district has adopted an extended-day kindergarten, the length of the school day for the TK program may be different than the length of the school day for the kindergarten program either at the same or different school sites. The Superintendent or designee shall annually report to CDE as to whether the district's TK programs are offered full-day, part-day, or both. (Education Code 8973, 37202, 46111, 46115, 46117, 48003)

The Superintendent or designee shall collaborate with parents/guardians and relevant community groups, in accordance with the plan developed for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten that meet the needs of parents/guardians, including through partnerships with the district's expanded learning opportunities, the After School Education and Safety Program, CSPP, Head Start programs, and other community-based early learning and care programs.

TK students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

TK students may be commingled in the same classroom with four-year-old students from a CSPP program as long as the commingled program meets all of the requirements of each program as well as the following requirements: (Education Code 8207, 48000)

1. The classroom does not include students enrolled in TK for a second year or students enrolled in a regular kindergarten

2. An observation using the Classroom Assessment Scoring System (CLASS) tool and CLASS Environmental tool are completed for the classroom

3. All children enrolled for 10 or more hours per week are evaluated using the Desired Results Developmental Profile, as specified in 5 CCR 18272

4. The classroom is taught by a teacher that holds a credential issued by the Commission on Teacher Credentialing (CTC) in accordance with Education Code 44065 and 44256

5. The classroom is in compliance with the adult-child ratio specified in Education Code 8241

6. Contractors of the district report the services, revenues, and expenditures for children in the preschool program in accordance with 5 CCR 18068 except for contractors of the TK program

The district shall maintain an average TK class enrollment of not more than 24 students for each school site, not including students who are continuously enrolled in and meet the minimum day requirement for independent study for more than 14 school days in a school year. (Education Code 48000)

Staffing

The Superintendent or designee shall ensure that teachers assigned to teach in TK classes possess a teaching credential or permit from CTC that authorizes such instruction.

A credentialed teacher who is first assigned to a TK class after July 1, 2015, shall, by August 1, 2025, have at least 24

units in early childhood education and/or child development, comparable professional experience in a preschool setting, and/or a child development teacher permit or an early childhood specialist credential issued by CTC. (Education Code 48000)

The Superintendent or designee may provide professional development as needed to ensure that TK teachers are knowledgeable about the standards and effective instructional methods for teaching young children, including, but not limited to, developing competencies in serving inclusive classrooms and dual language learners.

The district shall maintain an average of at least one adult for every 12 students for TK classrooms and, contingent upon an appropriation of funding, maintain an average of at least one adult for every 10 students commencing with the 2025-26 school year. (Education Code 48000)

Continuation to Kindergarten

Students who complete the TK program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed Kindergarten Continuance Form for kindergarten attendance.

However, whenever children who would otherwise be age-eligible for kindergarten are enrolled in TK, the Superintendent or designee shall obtain a Kindergarten Continuance Form signed by the parent/guardian near the end of the TK year consenting to the child's enrollment in kindergarten the following year.

A student shall not attend more than two years in kindergarten or a combination of TK and kindergarten. (Education Code 46300)

Assessment

The Superintendent or designee may develop or identify appropriate formal and/or informal assessments of TK students' development and progress. The Superintendent or designee shall monitor and regularly report to the Board regarding program implementation, the progress of students in meeting related academic standards, and student preparedness for future education.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 18000-18308	Early Learning and Care Programs
5 CCR 80067-80067.3	Prekindergarten-3 Early Childhood Education Specialist Instruction Credential
Ed. Code 17375	California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program
Ed. Code 313	English Language Proficiency Assessment
Ed. Code 33050	Waiver authority and exceptions
Ed. Code 37202	Equal time in all schools
Ed. Code 44065	Issuance of and functions requiring credentials
Ed. Code 44256	Authorization for teaching credentials
Ed. Code 44258.9	County superintendent review of teacher assignment
Ed. Code 44300	Emergency permits
Ed. Code 46111	Kindergarten; hours of attendance
Ed. Code 46114-46119	Minimum school day; kindergarten

State	Description
Ed. Code 46120	Expanded learning opportunities
Ed. Code 46300	Method of computing average daily attendance
Ed. Code 48000	Minimum age of admission for kindergarten; transitional kindergarten
Ed. Code 48000.15	Early enrollment in transitional kindergarten
Ed. Code 48002	Evidence of minimum age required to enter kindergarten or first grade
Ed. Code 48003	Kindergarten annual report
Ed. Code 48010	Minimum age of admission to first grade
Ed. Code 48011	Promotion/retention following one year of kindergarten
Ed. Code 48200	Compulsory attendance
Ed. Code 8203.3	Development of pre-kindergarten learning development guidelines
Ed. Code 8207	California State Preschool Program administration
Ed. Code 8241	Staffing ratios for center-based program
Ed. Code 8281.5	California Prekindergarten Planning and Implementation Grant Program
Ed. Code 8970-8974	Early primary program, including extended-day kindergarten

Management Resources	Description
CA Commission on Teacher Credentialing Publication	Approval of Regulations Authorizing the New PK-3 Early Childhood Education Specialist Instruction Credential, Coded Correspondence 24-03, March 2024
California Department of Education Communication	Interim Guidance on Transitional Kindergarten Students and English Language Proficiency Testing, June 2024
California Department of Education Publication	Proposed Tools and Process for the Early identification of Developmental Delays and Learning Disabilities, October 2023
California Department of Education Publication	Universal Prekindergarten FAQs
California Department of Education Publication	Implementation of the Classroom Assessment Scoring System (CLASS) and CLASS Environment and Removal of the Environment Rating Scale for the California State Preschool Program (CSPP), Early Education Division Management Bulletin 23-10, December 2023
California Department of Education Publication	Transitional Kindergarten FAQs
California Department of Education Publication	Desired Results Developmental Profile: A Developmental Continuum from Early Infancy up to Kindergarten Entry, 2015
California Department of Education Publication	California Preschool Curriculum Framework, Vol. 1, 2010
California Department of Education Publication	California Preschool Curriculum Framework, Vol. 2, 2011
California Department of Education Publication	California Preschool Curriculum Framework, Vol. 3, 2013
California Department of Education Publication	California Preschool Learning Foundations, Vol. 1, 2008
California Department of Education Publication	California Preschool Learning Foundations, Vol. 2, 2010
California Department of Education Publication	California Preschool Learning Foundations, Vol. 3, 2012
CSBA Publication	Advancing Universal Transitional Kindergarten, April 2022
CSBA Publication	The Importance of Early Childhood Education Programs, September 2019
Website	Universal PreKindergarten, California's Great Start
Website	California Office of Administrative Law
Website	CSBA District and County Office of Education Legal Services
Website	Transitional Kindergarten California

Management Resources	Description
Website	California Kindergarten Association
Website	Commission on Teacher Credentialing
Website	CSBA
Website	California Department of Education

Cross References	Description
0500	Accountability
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
4112.2	Certification
4112.2	Certification
4131	Staff Development
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency
5111.1-E PDF(1)	District Residency
5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention
5123-E PDF(1)	Promotion/Acceleration/Retention
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.3	Health Examinations
5141.3	Health Examinations
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5145.6-E(2)	Parent/Guardian Notifications
5148.2	Before/After School Programs
5148.2	Before/After School Programs
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6020	Parent Involvement
6020	Parent Involvement
6112	School Day
6112	School Day
6141	Curriculum Development And Evaluation
6141	Curriculum Development And Evaluation

Cross References	Description
6151	Class Size
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
6162.5	Student Assessment
6174	Education For English Learners
6174	Education For English Learners

Board Cover Sheet

Action/Discussion

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

Meeting Date
May 15, 2025

Presenter(s)
Jon Anderson
Director of M.O.T.

Item
Contract for Services with McDonnell Roofing, Inc. – Project MD-025 – RHD

Recommendation
The District Administration recommends that the Board review and approve the Contract for Services with McDonnell Roofing Incorporated for Robert H. Down Elementary School.

Background

The Board previously approved a second reprioritization of measure D projects. A Call for Bids (CFB) was developed and publicly advertised. The project includes the application of a liquid applied roof coating.

Information
The public bidding process resulted in an acceptable proposal for the sum of $478,490.00.

Fiscal Impact
The budgeted amount for this project is $256,000.00. Costs are significantly higher for similar work performed the past two years. Additional funds required to perform this project will come from a reduction of scope of other Measure D projects.

CONSTRUCTION CONTRACT
LUMP SUM – FIXED PRICE

THIS CONSTRUCTION CONTRACT (this "Agreement") is entered into on this (Date): April 30, 2025

Between the Owner: **PACIFIC GROVE UNIFIED SCHOOL DISTRICT**
435 Hillcrest Ave
Pacific Grove CA 93950

And the Contractor: McDonnell Roofing, Inc.
1215 Columbia Ave., C-1
Riverside, CA 92507

RECITALS

A. Owner desires to contract with Contractor for the PGUSD [RHD Roof Coating] Project FY MD-025 (the "Project"), Located:

Pacific Grove Unified School District
Robert Down Elementary School
485 Pine Ave.
Pacific Grove, CA 93950

B. Contractor desires to construct the Project on the terms and conditions contained herein. NOW THEREFORE, for good and valuable consideration the receipt and adequacy of which are hereby acknowledged, the parties agree as following.

Section 1. Definitions.

Work*.** As used herein the "Work" shall mean all labor and materials, or both, necessary to perform the Project, to full completion, and shall consist of the components described in the ***Notice to Bidders, Call for Bids, Jobsite Walk & Contract Documents. The Work shall be done and the materials furnished in accordance with the information provided in the ***Notice to Bidders, Call for Bids, Jobsite Walk & Contract Documents*** and as discussed in all correspondence prior to bid time and at the job walk.

Section 2. Obligations of Contractor.

Contractor agrees to furnish and transport all necessary labor, permits, materials, tools, implements, supplies, building materials and component parts, and appliances required to perform and finish the Work to industry standards and all applicable codes, free of any and all liens and claims of laborers, materialmen, suppliers, and subcontractors,

free from any and all defects or deficiencies. Contractor shall further endeavor to use its best faith efforts to complete the Project timely, and continually keep Owner apprised of the status of the Project.

Section 3. The Work.

(a) Contractor has reviewed the Scope of Work (***Notice to Bidders, Call for Bids, Jobsite Walk & Contract Documents***), and represents that: (i) if the Work is performed in accordance therewith, the Work shall have been constructed in accordance with all applicable state, county, and municipal laws, codes, and regulations, including, but not limited to, all applicable building codes; and (ii) the Plans and Specifications are sufficiently complete and detailed to permit Contractor to perform the entire Work on the basis of the Notice to Bidders and Jobsite Walk for the Fixed Price Cost. No changes in the scope of work or Fixed Price shall be made unless in a change order signed by both parties. (iii) contractor will be responsible for locating all utilities (above and below ground) with a licensed locating service prior to commencing work on the site. The contractor will be provided with information from the owner locating said utilities to the best of the owner's knowledge.

(b) If at any time or times during the process of the Work, Owner desires to add to, alter, deviate from, or make omissions from the Work to be performed under the ***Notice to Bidders, Call for Bids, Jobsite Walk & Contract Documents.*** Owner shall be at liberty to do so and the same shall in no way affect or make void this Agreement. Any such alterations to the scope of work, or deviations from ***Notice to Bidders, Call for Bids, Jobsite Walk & Contract Documents*** shall be made only in a writing signed by both parties. Any verbal changes in the scope of Work defined within the ***Notice to Bidders, Call for Bids, Jobsite Walk & Contract Documents*** shall be of no force nor effect. This Agreement shall be considered completed when: (i) the Work is finished in strict accordance with the ***Notice to Bidders, Call for Bids, Jobsite Walk & Contract Documents*** as amended by any written change order

(ii) the Owner approves of the Work;
(iii) a notice of completion has been recorded; and (iv) the Contractor has received final payment.

Section 4. Contract Time.

Contractor agrees to commence the Work or as mutually agreed after receiving written notification to proceed from Owner, and shall complete the Work in no event later than **August 1, 2025** from the Notice to Proceed (the "Completion Date"). Contractor shall carry out the Work at all times with the greatest possible dispatch and diligence. If Contractor has not completed the Work by the Completion Date, then Owner may terminate this Agreement, Contractor shall immediately terminate its Work, Owner may withhold payment to the Contractor to complete the Work and the Project with another

contractor, and in the event withholding such funds is insufficient to complete the Work and the Project, the Contractor will refund to the Owner such funds necessary to complete the Work and the Project within **60 calendar days** of receipt of written demand.

Section 5. Fixed Price.

1. Owner agrees, in consideration of Contractor's performance of this Agreement, to pay Contractor the **Fixed Price of $478,490.** (This sum shall constitute payment in full for all costs incurred by Contractor under this Agreement in performing and completing the Work, including, but not limited to, the costs incurred for insurance, overhead, subcontractor's materials, supplies, bonds (if any are required by Owner), permits and compliance with all building codes and laws, and Social Security, unemployment, sales, use, and all other taxes and costs.

A contingency / tracking log to be maintained during the project.

0. Progress payments on account of the Fixed Price cost shall be made as follows. Please note that Contractor must submit an invoice to the PGUSD for all progress payments as listed below:

(a) Applications for payment as set forth according to the schedule below:

1. **$1,000.00 - Upon Execution of Contract.**
   ($1,000 or 10% of the contract, whichever is less)
   0. **35% (+/-) - Material Acquisition and Mobilization.**
   0. **45% - Progress Payments**
   0. **10% - Upon Final Inspection and Sign Off of Punch List.**

(b) The balance of ten percent (10%) of the contract price shall not become due until completion and final acceptance of the Work. As a condition precedent to Owner's obligation to make any progress payment, Contractor shall provide Owner with the following documents upon Owner's written request: (i) a conditional mechanics' lien release from each laborer, material supplier, and other subcontractor who provided labor, materials, or supplies for the component(s) of the Work covered by such progress payment. (c) As an additional condition precedent to Contractor's right to receive final payment, Contractor shall discharge and release the Work from any and all claims or liens that may have accrued from the performance of this Agreement and the final building inspection by Owner and the applicable governmental agency shall have been completed and accepted, and shall provide Owner with the following documents upon Owner's written request: (i) an unconditional mechanics' lien release from each such claimant who provided a conditional mechanics' lien release for the payment due (if

any) to such claimant from the immediately preceding progress payment once the funds clear the contractors account. (ii) a recorded notice of completion; and (iii) "as built" drawings.

0. If at any time during the progress of the Work or before the final payment is made, any lien or claim or lien is filed, or notification to withhold money for labor or material furnished by Contractor under this Agreement is served on Owner, and Owner has performed its obligations under this Agreement, then Owner shall have the right to: (i) withhold from any payment due to Contractor an amount sufficient to discharge any and all such liens or claims; (ii) pay the lien holder directly and offset any such amount against the Fixed Price Cost; and (iii) bond around the lien at Contractor's sole cost and expense.

0. Owner reserves the right to make payments to Contractor in the form of checks payable jointly to Contractor and to any of its subcontractors or suppliers if Owner reasonably suspects that Contractor is not making payment to any such subcontractors or suppliers, or to protect Owner from any liens or encumbrances.

0. Owner may withhold any progress payment or final payment, or nullify any certification for payment previously issued, to the extent necessary to protect Owner from loss due to: (i) claims filed (including litigation, mechanic's liens, stop notices ("Claims"); (ii) reasonable evidence indicating probable filing of Claims: (iii) failure of Contractor to make timely payments to subcontractors or material suppliers; (iv) any material breach of this Agreement; (v) any reasonable doubt that the Agreement can be completed for the balance then unpaid; or (vi) defective or deficient work.

0. Final payment is due within thirty days of satisfaction of all completion conditions referenced above.

Section 6. Warranty.

All Work that is not completed to plans and specifications, applicable codes, and industry standards shall be immediately repaired, removed, and replaced with Work of a quality approved by the Owner, without additional compensation to the Contractor. The Contractor guarantees that the Work done under this Agreement will be free from faulty materials or workmanship and will comply with all applicable laws. Upon receiving notification from Owner, Contractor agrees to remedy, repair, or replace, immediately, without cost to Owner and to Owner's satisfaction, all defects, damages, or imperfections appearing in the Work (including labor and materials) within a period of one (1) year after the date of final completion and acceptance by the applicable

governmental agency and Owner of the Work. Payments to Contractor shall not relieve Contractor of these obligations. Contractor will keep clean on a weekly basis the jobsite and grounds around the jobsite, and keep it in a safe, orderly, and neat condition. At the completion of the Work, the entire jobsite will be left in a broom-clean condition. Contractor shall assign all material and parts warranties to the Owner, and shall deliver to the Owner evidence of any such warranties as well as all product information and specifications. Contractor warrants that it is licensed by the Contractors State Licensing Board, and currently in good standing.

Section 7. Insurance/Bonds/Indemnity

7.0 Before commencement of any Work under this Agreement, Contractor shall obtain and maintain in full force and affect the following:

A **Performance Bond** in the amount of one hundred percent (100%) of the Contract Sum to insure Owner during construction, and for one year after completion and during any warranty or guarantee period, against faulty or improper materials or workmanship and to assure Owner of full and prompt performance of the Contract.

A **Payment Bond (Labor and Material**) in the amount of one hundred percent (100%) of the Contract Sum in accordance with the laws of the State of California to secure payment of any and all claims for labor and materials used or consumed in performance of this Contract.

1. Comprehensive General Liability insurance that names Owner as an additional insured and that protects Contractor and Owner against any liability that Contractor may incur: (a) Because of bodily injuries to or the death of one person other than an employee of Contractor and consequential damages arising therefrom to the extent of not less than *$2,000,000.00* and on account of bodily injuries to or the death of more than one such person, subject to the same limit for each. (b) Because of damage to or destruction of any property, to the extent of not less than *2,000,000.00* for each incident and aggregate.

0. Worker's Compensation insurance in statutory form and amount and employer's liability insurance covering Contractor's liability to the extent of not less than *$2,000,000.00* for damages because of bodily injuries to or death of such person or persons.

0. The insurance described in Paragraph 7.1 above also shall provide contractual liability coverage satisfactory to Owner with respect to liability assumed by Contractor under the indemnity provisions in this Agreement. Written proof of

compliance with these requirements shall be filed with and approved by Owner before commencement of Work. The insurance provided in Section 7.1 shall name Owner, as an additional insured, and Contractor shall cause to be issued certificates and endorsements evidencing such coverage prior to the commencement of construction. The insurance to be maintained by the Contractor shall at all times be primary to the insurance maintained by Owner.

0. To the maximum extent permitted by law, Contractor shall indemnify, defend, and save harmless Owner and hold Owner, harmless from any and all losses, damages (whether general, punitive or otherwise), liabilities, claims, causes of action, judgments, and other costs and expenses, including attorneys' fees and court costs ("Claim"), including but not limited to Claims involving personal injuries or property damage, which Owner may suffer or incur as a consequence of (i) Contractor's failure to perform any of Contractor's obligations as and when required hereunder, including any failure of any representation or warranty of Contractor to be true and correct and any errors, omissions or negligent acts committed by Contractor, its agents, subcontractors, or employees, (ii) any Claim or cause of action to the effect that Owner is in any way responsible or liable for any act or omission of Contractor, (iii) any act or omission by Contractor or any person or entity hired or employed by Contractor to perform any services relating to the subject matter of this Agreement; (iv) any Claim in any manner arising out of Contractor's performance of the Work; or (v) any breach of this Agreement by Contractor. Contractor shall pay any indebtedness arising under this indemnity to Owner immediately upon demand by Owner together with interest thereon from the date such indebtedness arises until paid at the rate equal to the greater of ten percent (10%) per annum or the highest lawful rate. Contractor's duty to indemnify Owner shall survive the termination of this Agreement. The foregoing indemnity shall not apply if the Owner's sole gross negligence or willful misconduct is the cause of the Claim.

Section 8. Work Stoppage

If Contractor at any time during the progress of the Work refuses or neglects, without the fault of Owner, to supply sufficient materials or workers to continue or complete the Work for a period of more than ten (7) days, not due to conditions beyond control of the contractor are not the cause, after having been notified in writing by Owner to furnish them, Owner shall have the power to terminate this Agreement and/or furnish and provide such materials and workers as are necessary to finish the Work, and the reasonable expense thereof shall be deducted from the amount of the contract price as determined in this Agreement.

Section 9. Termination.

1. **Termination by the Owner for Cause**

   a. the Owner may terminate the Contract if the Contractor repeatedly refuses or fails to supply enough properly skilled workers or proper materials; fails to make payment to Subcontractors for materials or labor in accordance with the respective agreements between the Contractor and the Subcontractors;
   repeatedly disregards applicable laws, statutes, ordinances, codes, rules and regulations or lawful orders of a public authority; or
   otherwise is guilty of substantial breach of a provision of the Contract Document

b. When any of the above reasons exists, the Owner, may determine that sufficient cause exists to justify such action, may, without prejudice to any other remedy the Owner may have and after giving the Contractor seven days' written notice, terminate the Contract and take possession of the site and of all materials, thereon owned by the Contractor and may finish the Work by whatever reasonable method the Owner may deem expedient. Upon request of the Contractor, the Owner shall furnish to the Contractor a detailed accounting of the costs incurred by the Owner in finishing the Work.

c. When the Owner terminates the Contract for one of the reasons stated in Section 20.2.1, the Contractor shall not be entitled to receive further payment until the Work is finished.

d. If the unpaid balance of the Contract Sum exceeds the reasonable costs of finishing the Work. If such reasonable costs and damages exceed the unpaid balance, the Contractor shall pay the difference to the Owner.

9.2 Termination by the Owner for Convenience

The Owner may, at any time, terminate the Contract for the Owner's convenience and without cause. The Contractor shall be entitled to receive payment for Work executed, and costs incurred by reason of such termination, along with reasonable overhead and profit on the Work not executed.

9.3 Termination by the Contractor

If the Owner fails to make payment as provided in Section 5.2 for a period of 7 days, the Contractor may, upon seven additional days' written notice to the Owner and or the Architect, terminate the Contract and recover from the Owner payment for Work

executed, including reasonable overhead and profit, costs incurred by reason of such termination, and damages.

Section 10. Independent Contractor.

Contractor agrees to perform the Work as an independent contractor and not as the agent, employee, or servant of Owner. Contractor has and hereby retains the right to exercise full control and supervision of the Work and full control over the employment, direction, method of performing, compensation, and discharge of all persons assisting in the Work. Contractor agrees to be solely responsible for all matters relating to payment of its employees, including compliance with Social Security, withholding, and all other regulations governing such matters. Contractor agrees to be responsible for its own acts and those of its subordinates, employees, and subcontractors during this Agreement.

Section 11. Assignment.

Contractor shall not assign this Agreement or any interest in it or any money due or to become due under it voluntarily, involuntarily, or by operation of law without Owner's prior written consent. In the event of any such purported assignment without Owner's prior written consent,

Owner shall have the right, in addition to all other rights provided by law, to terminate this Agreement by giving written notice to Contractor.

Section 12. Miscellaneous.

Contractor shall at all times operate in good faith to coordinate job site installation and the work of other trades at the Project and to complete the Work in a time efficient manner and in a manner which will minimize disturbance, noise and inconvenience to the surrounding residents. Time is of the essence of this Agreement.

This Agreement shall be governed by the laws of the State of California.

Section 13. Mediation.

Any dispute arising of this Agreement shall first be submitted to mediation in an informal attempt to resolve such dispute. The mediation shall be conducted by a mediator experienced in the area of construction and construction contracts. Any party who first files any claim, including a complaint, without first seeking in good faith to participate in mediation, shall not be entitled to recover its attorney's fees pursuant to Section 14 of this Agreement, regardless of whether such party is the “prevailing party” in any such action.

Section 14. Attorney Fees.

If any suit or action is brought to enforce or construe any provision of this Agreement, the prevailing party shall be entitled to recover its costs and expenses arising out of such litigation, including attorneys' fees and court costs, from the non-prevailing party.

CONTRACTOR: McDonnell Roofing

Signature: _____

Print Name: _____

Title: _____

OWNER(S) / AGENT(S): Pacific Grove Unified School District

Signature: _____

Print Name: Joshua Jorn

Title: Assistant Superintendent of Business Services

Attachments:

Exhibit A: Schedule of Value

Exhibit B: Performance and Material Bonds

Board Cover Sheet

Action/Discussion

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

Meeting Date
May 15, 2025

Presenter(s)
Jon Anderson
Director of M.O.T.

Item
Contract for Services with Gourley Construction – Project MD-050 – RHD

Recommendation
The District Administration recommends that the Board review and approve the Contract for Services with Gourley Construction for Robert H. Down Elementary School.

Background
The Board previously approved a second reprioritization of measure D projects. A Request for Proposals (RFP) was developed and publicly advertised. The project includes replacement of the Kinder playground equipment and swing set. It is also notable that the play equipment and swing set include adaptive features. The proposal were judged based on the following criteria: Student Vote-50 points, Specifications-20 points, Cost-20 points, Bidder Qualifications-20 points.

Information
The public bidding process resulted in an acceptable proposal for the sum of $168,689.21.

Fiscal Impact
The budgeted amount for this project is $120,000.00. The scope of work for this project is considerably more complex than that of the Forest Grove playground. The additional funds required to complete the project will come from Measure D contingency or a reduction in scope from other projects.

CONSTRUCTION CONTRACT
LUMP SUM – FIXED PRICE

THIS CONSTRUCTION CONTRACT (this "Agreement") is entered into on this (Date): May 5, 2025

Between the Owner: **PACIFIC GROVE UNIFIED SCHOOL DISTRICT**
435 Hillcrest Ave
Pacific Grove, CA 93950

And the Contractor: Gourley Construction
462 Appian Way
El Sobrante, CA 94803

RECITALS

A. Owner desires to contract with Contractor for the PGUSD [RHD Play structure & swing set] Project FY MD-050 (the "Project"), Located:

Pacific Grove Unified School District
Robert Down Elementary School
485 Pine Ave.
Pacific Grove, CA 93950

B. Contractor desires to construct the Project on the terms and conditions contained herein. NOW THEREFORE, for good and valuable consideration the receipt and adequacy of which are hereby acknowledged, the parties agree as following.

Section 1. Definitions.

Work*.** As used herein the "Work" shall mean all labor and materials, or both, necessary to perform the Project, to full completion, and shall consist of the components described in the ***Notice to Bidders, Call for Bids, Jobsite Walk & Contract Documents. The Work shall be done and the materials furnished in accordance with the information provided in the ***Notice to Bidders, Call for Bids, Jobsite Walk & Contract Documents*** and as discussed in all correspondence prior to bid time and at the job walk.

Section 2. Obligations of Contractor.

Contractor agrees to furnish and transport all necessary labor, permits, materials, tools, implements, supplies, building materials and component parts, and appliances required to perform and finish the Work to industry standards and all applicable codes, free of any and all liens and claims of laborers, materialmen, suppliers, and subcontractors,

free from any and all defects or deficiencies. Contractor shall further endeavor to use its best faith efforts to complete the Project timely, and continually keep Owner apprised of the status of the Project.

Section 3. The Work.

(a) Contractor has reviewed the Scope of Work (***Notice to Bidders, Call for Bids, Jobsite Walk & Contract Documents***), and represents that: (i) if the Work is performed in accordance therewith, the Work shall have been constructed in accordance with all applicable state, county, and municipal laws, codes, and regulations, including, but not limited to, all applicable building codes; and (ii) the Plans and Specifications are sufficiently complete and detailed to permit Contractor to perform the entire Work on the basis of the Notice to Bidders and Jobsite Walk for the Fixed Price Cost. No changes in the scope of work or Fixed Price shall be made unless in a change order signed by both parties. (iii) contractor will be responsible for locating all utilities (above and below ground) with a licensed locating service prior to commencing work on the site. The contractor will be provided with information from the owner locating said utilities to the best of the owner's knowledge.

(b) If at any time or times during the process of the Work, Owner desires to add to, alter, deviate from, or make omissions from the Work to be performed under the ***Notice to Bidders, Call for Bids, Jobsite Walk & Contract Documents.*** Owner shall be at liberty to do so and the same shall in no way affect or make void this Agreement. Any such alterations to the scope of work, or deviations from ***Notice to Bidders, Call for Bids, Jobsite Walk & Contract Documents*** shall be made only in a writing signed by both parties. Any verbal changes in the scope of Work defined within the ***Notice to Bidders, Call for Bids, Jobsite Walk & Contract Documents*** shall be of no force nor effect. This Agreement shall be considered completed when: (i) the Work is finished in strict accordance with the ***Notice to Bidders, Call for Bids, Jobsite Walk & Contract Documents*** as amended by any written change order

(ii) the Owner approves of the Work;
(iii) a notice of completion has been recorded; and (iv) the Contractor has received final payment.

Section 4. Contract Time.

Contractor agrees to commence the Work or as mutually agreed after receiving written notification to proceed from Owner, and shall complete the Work in no event later than **August 1, 2025** from the Notice to Proceed (the "Completion Date"). Contractor shall carry out the Work at all times with the greatest possible dispatch and diligence. If Contractor has not completed the Work by the Completion Date, then Owner may terminate this Agreement, Contractor shall immediately terminate its Work, Owner may withhold payment to the Contractor to complete the Work and the Project with another

contractor, and in the event withholding such funds is insufficient to complete the Work and the Project, the Contractor will refund to the Owner such funds necessary to complete the Work and the Project within **60 calendar days** of receipt of written demand.

Section 5. Fixed Price.

1. Owner agrees, in consideration of Contractor's performance of this Agreement, to pay Contractor the **Fixed Price of $168,689.21.** (This sum shall constitute payment in full for all costs incurred by Contractor under this Agreement in performing and completing the Work, including, but not limited to, the costs incurred for insurance, overhead, subcontractor's materials, supplies, bonds (if any are required by Owner), permits and compliance with all building codes and laws, and Social Security, unemployment, sales, use, and all other taxes and costs.

A contingency / tracking log to be maintained during the project.

0. Progress payments on account of the Fixed Price cost shall be made as follows. Please note that Contractor must submit an invoice to the PGUSD for all progress payments as listed below:

(a) Applications for payment as set forth according to the schedule below:

1. **$1,000.00 - Upon Execution of Contract.**
   ($1,000 or 10% of the contract, whichever is less)
   0. **35% (+/-) - Material Acquisition and Mobilization.**
   0. **45% - Progress Payments**
   0. **10% - Upon Final Inspection and Sign Off of Punch List.**

(b) The balance of ten percent (10%) of the contract price shall not become due until completion and final acceptance of the Work. As a condition precedent to Owner's obligation to make any progress payment, Contractor shall provide Owner with the following documents upon Owner's written request: (i) a conditional mechanics' lien release from each laborer, material supplier, and other subcontractor who provided labor, materials, or supplies for the component(s) of the Work covered by such progress payment. (c) As an additional condition precedent to Contractor's right to receive final payment, Contractor shall discharge and release the Work from any and all claims or liens that may have accrued from the performance of this Agreement and the final building inspection by Owner and the applicable governmental agency shall have been completed and accepted, and shall provide Owner with the following documents upon Owner's written request: (i) an unconditional mechanics' lien release from each such claimant who provided a conditional mechanics' lien release for the payment due (if

any) to such claimant from the immediately preceding progress payment once the funds clear the contractors account. (ii) a recorded notice of completion; and (iii) “as built” drawings.

0. If at any time during the progress of the Work or before the final payment is made, any lien or claim or lien is filed, or notification to withhold money for labor or material furnished by Contractor under this Agreement is served on Owner, and Owner has performed its obligations under this Agreement, then Owner shall have the right to: (i) withhold from any payment due to Contractor an amount sufficient to discharge any and all such liens or claims; (ii) pay the lien holder directly and offset any such amount against the Fixed Price Cost; and (iii) bond around the lien at Contractor's sole cost and expense.

0. Owner reserves the right to make payments to Contractor in the form of checks payable jointly to Contractor and to any of its subcontractors or suppliers if Owner reasonably suspects that Contractor is not making payment to any such subcontractors or suppliers, or to protect Owner from any liens or encumbrances.

0. Owner may withhold any progress payment or final payment, or nullify any certification for payment previously issued, to the extent necessary to protect Owner from loss due to: (i) claims filed (including litigation, mechanic's liens, stop notices (“Claims”); (ii) reasonable evidence indicating probable filing of Claims: (iii) failure of Contractor to make timely payments to subcontractors or material suppliers; (iv) any material breach of this Agreement; (v) any reasonable doubt that the Agreement can be completed for the balance then unpaid; or (vi) defective or deficient work.

0. Final payment is due within thirty days of satisfaction of all completion conditions referenced above.

Section 6. Warranty.

All Work that is not completed to plans and specifications, applicable codes, and industry standards shall be immediately repaired, removed, and replaced with Work of a quality approved by the Owner, without additional compensation to the Contractor. The Contractor guarantees that the Work done under this Agreement will be free from faulty materials or workmanship and will comply with all applicable laws. Upon receiving notification from Owner, Contractor agrees to remedy, repair, or replace, immediately, without cost to Owner and to Owner's satisfaction, all defects, damages, or imperfections appearing in the Work (including labor and materials) within a period of one (1) year after the date of final completion and acceptance by the applicable

governmental agency and Owner of the Work. Payments to Contractor shall not relieve Contractor of these obligations. Contractor will keep clean on a weekly basis the jobsite and grounds around the jobsite, and keep it in a safe, orderly, and neat condition. At the completion of the Work, the entire jobsite will be left in a broom-clean condition. Contractor shall assign all material and parts warranties to the Owner, and shall deliver to the Owner evidence of any such warranties as well as all product information and specifications. Contractor warrants that it is licensed by the Contractors State Licensing Board, and currently in good standing.

Section 7. Insurance/Bonds/Indemnity

7.0 Before commencement of any Work under this Agreement, Contractor shall obtain and maintain in full force and affect the following:

A **Performance Bond** in the amount of one hundred percent (100%) of the Contract Sum to insure Owner during construction, and for one year after completion and during any warranty or guarantee period, against faulty or improper materials or workmanship and to assure Owner of full and prompt performance of the Contract.

A **Payment Bond (Labor and Material**) in the amount of one hundred percent (100%) of the Contract Sum in accordance with the laws of the State of California to secure payment of any and all claims for labor and materials used or consumed in performance of this Contract.

1. Comprehensive General Liability insurance that names Owner as an additional insured and that protects Contractor and Owner against any liability that Contractor may incur: (a) Because of bodily injuries to or the death of one person other than an employee of Contractor and consequential damages arising therefrom to the extent of not less than *$2,000,000.00* and on account of bodily injuries to or the death of more than one such person, subject to the same limit for each. (b) Because of damage to or destruction of any property, to the extent of not less than *2,000,000.00* for each incident and aggregate.

0. Worker's Compensation insurance in statutory form and amount and employer's liability insurance covering Contractor's liability to the extent of not less than *$2,000,000.00* for damages because of bodily injuries to or death of such person or persons.

0. The insurance described in Paragraph 7.1 above also shall provide contractual liability coverage satisfactory to Owner with respect to liability assumed by Contractor under the indemnity provisions in this Agreement. Written proof of

compliance with these requirements shall be filed with and approved by Owner before commencement of Work. The insurance provided in Section 7.1 shall name Owner, as an additional insured, and Contractor shall cause to be issued certificates and endorsements evidencing such coverage prior to the commencement of construction. The insurance to be maintained by the Contractor shall at all times be primary to the insurance maintained by Owner.

0. To the maximum extent permitted by law, Contractor shall indemnify, defend, and save harmless Owner and hold Owner, harmless from any and all losses, damages (whether general, punitive or otherwise), liabilities, claims, causes of action, judgments, and other costs and expenses, including attorneys' fees and court costs ("Claim"), including but not limited to Claims involving personal injuries or property damage, which Owner may suffer or incur as a consequence of (i) Contractor's failure to perform any of Contractor's obligations as and when required hereunder, including any failure of any representation or warranty of Contractor to be true and correct and any errors, omissions or negligent acts committed by Contractor, its agents, subcontractors, or employees, (ii) any Claim or cause of action to the effect that Owner is in any way responsible or liable for any act or omission of Contractor, (iii) any act or omission by Contractor or any person or entity hired or employed by Contractor to perform any services relating to the subject matter of this Agreement; (iv) any Claim in any manner arising out of Contractor's performance of the Work; or (v) any breach of this Agreement by Contractor. Contractor shall pay any indebtedness arising under this indemnity to Owner immediately upon demand by Owner together with interest thereon from the date such indebtedness arises until paid at the rate equal to the greater of ten percent (10%) per annum or the highest lawful rate. Contractor's duty to indemnify Owner shall survive the termination of this Agreement. The foregoing indemnity shall not apply if the Owner's sole gross negligence or willful misconduct is the cause of the Claim.

Section 8. Work Stoppage

If Contractor at any time during the progress of the Work refuses or neglects, without the fault of Owner, to supply sufficient materials or workers to continue or complete the Work for a period of more than ten (7) days, not due to conditions beyond control of the contractor are not the cause, after having been notified in writing by Owner to furnish them, Owner shall have the power to terminate this Agreement and/or furnish and provide such materials and workers as are necessary to finish the Work, and the reasonable expense thereof shall be deducted from the amount of the contract price as determined in this Agreement.

Section 9. Termination.

1. **Termination by the Owner for Cause**

   a. the Owner may terminate the Contract if the Contractor repeatedly refuses or fails to supply enough properly skilled workers or proper materials; fails to make payment to Subcontractors for materials or labor in accordance with the respective agreements between the Contractor and the Subcontractors;
   repeatedly disregards applicable laws, statutes, ordinances, codes, rules and regulations or lawful orders of a public authority; or
   otherwise is guilty of substantial breach of a provision of the Contract Document

b. When any of the above reasons exists, the Owner, may determine that sufficient cause exists to justify such action, may, without prejudice to any other remedy the Owner may have and after giving the Contractor seven days' written notice, terminate the Contract and take possession of the site and of all materials, thereon owned by the Contractor and may finish the Work by whatever reasonable method the Owner may deem expedient. Upon request of the Contractor, the Owner shall furnish to the Contractor a detailed accounting of the costs incurred by the Owner in finishing the Work.

c. When the Owner terminates the Contract for one of the reasons stated in Section 20.2.1, the Contractor shall not be entitled to receive further payment until the Work is finished.

d. If the unpaid balance of the Contract Sum exceeds the reasonable costs of finishing the Work. If such reasonable costs and damages exceed the unpaid balance, the Contractor shall pay the difference to the Owner.

9.2 Termination by the Owner for Convenience

The Owner may, at any time, terminate the Contract for the Owner's convenience and without cause. The Contractor shall be entitled to receive payment for Work executed, and costs incurred by reason of such termination, along with reasonable overhead and profit on the Work not executed.

9.3 Termination by the Contractor

If the Owner fails to make payment as provided in Section 5.2 for a period of 7 days, the Contractor may, upon seven additional days' written notice to the Owner and or the Architect, terminate the Contract and recover from the Owner payment for Work

executed, including reasonable overhead and profit, costs incurred by reason of such termination, and damages.

Section 10. Independent Contractor.

Contractor agrees to perform the Work as an independent contractor and not as the agent, employee, or servant of Owner. Contractor has and hereby retains the right to exercise full control and supervision of the Work and full control over the employment, direction, method of performing, compensation, and discharge of all persons assisting in the Work. Contractor agrees to be solely responsible for all matters relating to payment of its employees, including compliance with Social Security, withholding, and all other regulations governing such matters. Contractor agrees to be responsible for its own acts and those of its subordinates, employees, and subcontractors during this Agreement.

Section 11. Assignment.

Contractor shall not assign this Agreement or any interest in it or any money due or to become due under it voluntarily, involuntarily, or by operation of law without Owner's prior written consent. In the event of any such purported assignment without Owner's prior written consent,

Owner shall have the right, in addition to all other rights provided by law, to terminate this Agreement by giving written notice to Contractor.

Section 12. Miscellaneous.

Contractor shall at all times operate in good faith to coordinate job site installation and the work of other trades at the Project and to complete the Work in a time efficient manner and in a manner which will minimize disturbance, noise and inconvenience to the surrounding residents. Time is of the essence of this Agreement.

This Agreement shall be governed by the laws of the State of California.

Section 13. Mediation.

Any dispute arising of this Agreement shall first be submitted to mediation in an informal attempt to resolve such dispute. The mediation shall be conducted by a mediator experienced in the area of construction and construction contracts. Any party who first files any claim, including a complaint, without first seeking in good faith to participate in mediation, shall not be entitled to recover its attorney's fees pursuant to Section 14 of this Agreement, regardless of whether such party is the “prevailing party” in any such action.

Section 14. Attorney Fees.

If any suit or action is brought to enforce or construe any provision of this Agreement, the prevailing party shall be entitled to recover its costs and expenses arising out of such litigation, including attorneys' fees and court costs, from the non-prevailing party.

CONTRACTOR: Gourley Construction

Signature: _____

Print Name: _____

Title: _____

OWNER(S) / AGENT(S): Pacific Grove Unified School District

Signature: _____

Print Name: Joshua Jorn

Title: Assistant Superintendent of Business Services

Attachments:

Exhibit A: Schedule of Value

Exhibit B: Performance and Material Bonds

Board Cover Sheet

Action/Discussion

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

Meeting Date
May 15, 2025

Presenter(s)
Jon Anderson
Director of M.O.T.

Item
Contract for Services with Miracle Play Systems, Inc. – Project MD-051 – FGE

Recommendation
The District Administration recommends that the Board review and approve the Contract for Services with Miracle Play Systems Incorporated for Forest Grove Elementary School.

Background
The Board previously approved a second reprioritization of measure D projects. A Request for Proposals (RFP) was developed and publicly advertised. The project includes replacement of the Kinder playground equipment and swing set. It is also notable that the play equipment and swing set include adaptive features. The proposal were judged based on the following criteria: Student Vote-50 points, Specifications-20 points, Cost-20 points, Bidder Qualifications-20 points.

Information
The public bidding process resulted in an acceptable proposal for the sum of $119,588.53.

Fiscal Impact
The budgeted amount for this project is $120,000.00.

CONSTRUCTION CONTRACT
LUMP SUM – FIXED PRICE

THIS CONSTRUCTION CONTRACT (this "Agreement") is entered into on this (Date): May 5, 2025

Between the Owner: **PACIFIC GROVE UNIFIED SCHOOL DISTRICT**
435 Hillcrest Ave
Pacific Grove, CA 93950

And the Contractor: Miracle Playsystems, Inc.
2443 Fillmore St. #380-2302
San Francisco, CA 94115

RECITALS

A. Owner desires to contract with Contractor for the PGUSD [FGE Play structure and swing set] Project FY MD-051 (the "Project"), Located:

Pacific Grove Unified School District
Forest Grove Elementary School
1065 Congress Ave.
Pacific Grove, CA 93950

B. Contractor desires to construct the Project on the terms and conditions contained herein. NOW THEREFORE, for good and valuable consideration the receipt and adequacy of which are hereby acknowledged, the parties agree as following.

Section 1. Definitions.

Work*.** As used herein the "Work" shall mean all labor and materials, or both, necessary to perform the Project, to full completion, and shall consist of the components described in the ***Notice to Bidders, Call for Bids, Jobsite Walk & Contract Documents. The Work shall be done and the materials furnished in accordance with the information provided in the ***Notice to Bidders, Call for Bids, Jobsite Walk & Contract Documents*** and as discussed in all correspondence prior to bid time and at the job walk.

Section 2. Obligations of Contractor.

Contractor agrees to furnish and transport all necessary labor, permits, materials, tools, implements, supplies, building materials and component parts, and appliances required to perform and finish the Work to industry standards and all applicable codes, free of any and all liens and claims of laborers, materialmen, suppliers, and subcontractors,

free from any and all defects or deficiencies. Contractor shall further endeavor to use its best faith efforts to complete the Project timely, and continually keep Owner apprised of the status of the Project.

Section 3. The Work.

(a) Contractor has reviewed the Scope of Work (***Notice to Bidders, Call for Bids, Jobsite Walk & Contract Documents***), and represents that: (i) if the Work is performed in accordance therewith, the Work shall have been constructed in accordance with all applicable state, county, and municipal laws, codes, and regulations, including, but not limited to, all applicable building codes; and (ii) the Plans and Specifications are sufficiently complete and detailed to permit Contractor to perform the entire Work on the basis of the Notice to Bidders and Jobsite Walk for the Fixed Price Cost. No changes in the scope of work or Fixed Price shall be made unless in a change order signed by both parties. (iii) contractor will be responsible for locating all utilities (above and below ground) with a licensed locating service prior to commencing work on the site. The contractor will be provided with information from the owner locating said utilities to the best of the owner's knowledge.

(b) If at any time or times during the process of the Work, Owner desires to add to, alter, deviate from, or make omissions from the Work to be performed under the ***Notice to Bidders, Call for Bids, Jobsite Walk & Contract Documents.*** Owner shall be at liberty to do so and the same shall in no way affect or make void this Agreement. Any such alterations to the scope of work, or deviations from ***Notice to Bidders, Call for Bids, Jobsite Walk & Contract Documents*** shall be made only in a writing signed by both parties. Any verbal changes in the scope of Work defined within the ***Notice to Bidders, Call for Bids, Jobsite Walk & Contract Documents*** shall be of no force nor effect. This Agreement shall be considered completed when: (i) the Work is finished in strict accordance with the ***Notice to Bidders, Call for Bids, Jobsite Walk & Contract Documents*** as amended by any written change order

(ii) the Owner approves of the Work;
(iii) a notice of completion has been recorded; and (iv) the Contractor has received final payment.

Section 4. Contract Time.

Contractor agrees to commence the Work or as mutually agreed after receiving written notification to proceed from Owner, and shall complete the Work in no event later than **August 1, 2025** from the Notice to Proceed (the "Completion Date"). Contractor shall carry out the Work at all times with the greatest possible dispatch and diligence. If Contractor has not completed the Work by the Completion Date, then Owner may terminate this Agreement, Contractor shall immediately terminate its Work, Owner may withhold payment to the Contractor to complete the Work and the Project with another

contractor, and in the event withholding such funds is insufficient to complete the Work and the Project, the Contractor will refund to the Owner such funds necessary to complete the Work and the Project within **60 calendar days** of receipt of written demand.

Section 5. Fixed Price.

1. Owner agrees, in consideration of Contractor's performance of this Agreement, to pay Contractor the **Fixed Price of $119,588.53.** (This sum shall constitute payment in full for all costs incurred by Contractor under this Agreement in performing and completing the Work, including, but not limited to, the costs incurred for insurance, overhead, subcontractor's materials, supplies, bonds (if any are required by Owner), permits and compliance with all building codes and laws, and Social Security, unemployment, sales, use, and all other taxes and costs.

A contingency / tracking log to be maintained during the project.

0. Progress payments on account of the Fixed Price cost shall be made as follows. Please note that Contractor must submit an invoice to the PGUSD for all progress payments as listed below:

(a) Applications for payment as set forth according to the schedule below:

1. **$1,000.00 - Upon Execution of Contract.**
   ($1,000 or 10% of the contract, whichever is less)
   0. **35% (+/-) - Material Acquisition and Mobilization.**
   0. **45% - Progress Payments**
   0. **10% - Upon Final Inspection and Sign Off of Punch List.**

(b) The balance of ten percent (10%) of the contract price shall not become due until completion and final acceptance of the Work. As a condition precedent to Owner's obligation to make any progress payment, Contractor shall provide Owner with the following documents upon Owner's written request: (i) a conditional mechanics' lien release from each laborer, material supplier, and other subcontractor who provided labor, materials, or supplies for the component(s) of the Work covered by such progress payment. (c) As an additional condition precedent to Contractor's right to receive final payment, Contractor shall discharge and release the Work from any and all claims or liens that may have accrued from the performance of this Agreement and the final building inspection by Owner and the applicable governmental agency shall have been completed and accepted, and shall provide Owner with the following documents upon Owner's written request: (i) an unconditional mechanics' lien release from each such claimant who provided a conditional mechanics' lien release for the payment due (if

any) to such claimant from the immediately preceding progress payment once the funds clear the contractors account. (ii) a recorded notice of completion; and (iii) “as built” drawings.

0. If at any time during the progress of the Work or before the final payment is made, any lien or claim or lien is filed, or notification to withhold money for labor or material furnished by Contractor under this Agreement is served on Owner, and Owner has performed its obligations under this Agreement, then Owner shall have the right to: (i) withhold from any payment due to Contractor an amount sufficient to discharge any and all such liens or claims; (ii) pay the lien holder directly and offset any such amount against the Fixed Price Cost; and (iii) bond around the lien at Contractor's sole cost and expense.

0. Owner reserves the right to make payments to Contractor in the form of checks payable jointly to Contractor and to any of its subcontractors or suppliers if Owner reasonably suspects that Contractor is not making payment to any such subcontractors or suppliers, or to protect Owner from any liens or encumbrances.

0. Owner may withhold any progress payment or final payment, or nullify any certification for payment previously issued, to the extent necessary to protect Owner from loss due to: (i) claims filed (including litigation, mechanic's liens, stop notices (“Claims”); (ii) reasonable evidence indicating probable filing of Claims: (iii) failure of Contractor to make timely payments to subcontractors or material suppliers; (iv) any material breach of this Agreement; (v) any reasonable doubt that the Agreement can be completed for the balance then unpaid; or (vi) defective or deficient work.

0. Final payment is due within thirty days of satisfaction of all completion conditions referenced above.

Section 6. Warranty.

All Work that is not completed to plans and specifications, applicable codes, and industry standards shall be immediately repaired, removed, and replaced with Work of a quality approved by the Owner, without additional compensation to the Contractor. The Contractor guarantees that the Work done under this Agreement will be free from faulty materials or workmanship and will comply with all applicable laws. Upon receiving notification from Owner, Contractor agrees to remedy, repair, or replace, immediately, without cost to Owner and to Owner's satisfaction, all defects, damages, or imperfections appearing in the Work (including labor and materials) within a period of one (1) year after the date of final completion and acceptance by the applicable

governmental agency and Owner of the Work. Payments to Contractor shall not relieve Contractor of these obligations. Contractor will keep clean on a weekly basis the jobsite and grounds around the jobsite, and keep it in a safe, orderly, and neat condition. At the completion of the Work, the entire jobsite will be left in a broom-clean condition. Contractor shall assign all material and parts warranties to the Owner, and shall deliver to the Owner evidence of any such warranties as well as all product information and specifications. Contractor warrants that it is licensed by the Contractors State Licensing Board, and currently in good standing.

Section 7. Insurance/Bonds/Indemnity

7.0 Before commencement of any Work under this Agreement, Contractor shall obtain and maintain in full force and affect the following:

A **Performance Bond** in the amount of one hundred percent (100%) of the Contract Sum to insure Owner during construction, and for one year after completion and during any warranty or guarantee period, against faulty or improper materials or workmanship and to assure Owner of full and prompt performance of the Contract.

A **Payment Bond (Labor and Material**) in the amount of one hundred percent (100%) of the Contract Sum in accordance with the laws of the State of California to secure payment of any and all claims for labor and materials used or consumed in performance of this Contract.

1. Comprehensive General Liability insurance that names Owner as an additional insured and that protects Contractor and Owner against any liability that Contractor may incur: (a) Because of bodily injuries to or the death of one person other than an employee of Contractor and consequential damages arising therefrom to the extent of not less than *$2,000,000.00* and on account of bodily injuries to or the death of more than one such person, subject to the same limit for each. (b) Because of damage to or destruction of any property, to the extent of not less than *2,000,000.00* for each incident and aggregate.

0. Worker's Compensation insurance in statutory form and amount and employer's liability insurance covering Contractor's liability to the extent of not less than *$2,000,000.00* for damages because of bodily injuries to or death of such person or persons.

0. The insurance described in Paragraph 7.1 above also shall provide contractual liability coverage satisfactory to Owner with respect to liability assumed by Contractor under the indemnity provisions in this Agreement. Written proof of

compliance with these requirements shall be filed with and approved by Owner before commencement of Work. The insurance provided in Section 7.1 shall name Owner, as an additional insured, and Contractor shall cause to be issued certificates and endorsements evidencing such coverage prior to the commencement of construction. The insurance to be maintained by the Contractor shall at all times be primary to the insurance maintained by Owner.

0. To the maximum extent permitted by law, Contractor shall indemnify, defend, and save harmless Owner and hold Owner, harmless from any and all losses, damages (whether general, punitive or otherwise), liabilities, claims, causes of action, judgments, and other costs and expenses, including attorneys' fees and court costs ("Claim"), including but not limited to Claims involving personal injuries or property damage, which Owner may suffer or incur as a consequence of (i) Contractor's failure to perform any of Contractor's obligations as and when required hereunder, including any failure of any representation or warranty of Contractor to be true and correct and any errors, omissions or negligent acts committed by Contractor, its agents, subcontractors, or employees, (ii) any Claim or cause of action to the effect that Owner is in any way responsible or liable for any act or omission of Contractor, (iii) any act or omission by Contractor or any person or entity hired or employed by Contractor to perform any services relating to the subject matter of this Agreement; (iv) any Claim in any manner arising out of Contractor's performance of the Work; or (v) any breach of this Agreement by Contractor. Contractor shall pay any indebtedness arising under this indemnity to Owner immediately upon demand by Owner together with interest thereon from the date such indebtedness arises until paid at the rate equal to the greater of ten percent (10%) per annum or the highest lawful rate. Contractor's duty to indemnify Owner shall survive the termination of this Agreement. The foregoing indemnity shall not apply if the Owner's sole gross negligence or willful misconduct is the cause of the Claim.

Section 8. Work Stoppage

If Contractor at any time during the progress of the Work refuses or neglects, without the fault of Owner, to supply sufficient materials or workers to continue or complete the Work for a period of more than ten (7) days, not due to conditions beyond control of the contractor are not the cause, after having been notified in writing by Owner to furnish them, Owner shall have the power to terminate this Agreement and/or furnish and provide such materials and workers as are necessary to finish the Work, and the reasonable expense thereof shall be deducted from the amount of the contract price as determined in this Agreement.

Section 9. Termination.

1. **Termination by the Owner for Cause**

   a. the Owner may terminate the Contract if the Contractor repeatedly refuses or fails to supply enough properly skilled workers or proper materials; fails to make payment to Subcontractors for materials or labor in accordance with the respective agreements between the Contractor and the Subcontractors;
   repeatedly disregards applicable laws, statutes, ordinances, codes, rules and regulations or lawful orders of a public authority; or
   otherwise is guilty of substantial breach of a provision of the Contract Document

b. When any of the above reasons exists, the Owner, may determine that sufficient cause exists to justify such action, may, without prejudice to any other remedy the Owner may have and after giving the Contractor seven days' written notice, terminate the Contract and take possession of the site and of all materials, thereon owned by the Contractor and may finish the Work by whatever reasonable method the Owner may deem expedient. Upon request of the Contractor, the Owner shall furnish to the Contractor a detailed accounting of the costs incurred by the Owner in finishing the Work.

c. When the Owner terminates the Contract for one of the reasons stated in Section 20.2.1, the Contractor shall not be entitled to receive further payment until the Work is finished.

d. If the unpaid balance of the Contract Sum exceeds the reasonable costs of finishing the Work. If such reasonable costs and damages exceed the unpaid balance, the Contractor shall pay the difference to the Owner.

9.2 Termination by the Owner for Convenience

The Owner may, at any time, terminate the Contract for the Owner's convenience and without cause. The Contractor shall be entitled to receive payment for Work executed, and costs incurred by reason of such termination, along with reasonable overhead and profit on the Work not executed.

9.3 Termination by the Contractor

If the Owner fails to make payment as provided in Section 5.2 for a period of 7 days, the Contractor may, upon seven additional days' written notice to the Owner and or the Architect, terminate the Contract and recover from the Owner payment for Work

executed, including reasonable overhead and profit, costs incurred by reason of such termination, and damages.

Section 10. Independent Contractor.

Contractor agrees to perform the Work as an independent contractor and not as the agent, employee, or servant of Owner. Contractor has and hereby retains the right to exercise full control and supervision of the Work and full control over the employment, direction, method of performing, compensation, and discharge of all persons assisting in the Work. Contractor agrees to be solely responsible for all matters relating to payment of its employees, including compliance with Social Security, withholding, and all other regulations governing such matters. Contractor agrees to be responsible for its own acts and those of its subordinates, employees, and subcontractors during this Agreement.

Section 11. Assignment.

Contractor shall not assign this Agreement or any interest in it or any money due or to become due under it voluntarily, involuntarily, or by operation of law without Owner's prior written consent. In the event of any such purported assignment without Owner's prior written consent,

Owner shall have the right, in addition to all other rights provided by law, to terminate this Agreement by giving written notice to Contractor.

Section 12. Miscellaneous.

Contractor shall at all times operate in good faith to coordinate job site installation and the work of other trades at the Project and to complete the Work in a time efficient manner and in a manner which will minimize disturbance, noise and inconvenience to the surrounding residents. Time is of the essence of this Agreement.

This Agreement shall be governed by the laws of the State of California.

Section 13. Mediation.

Any dispute arising of this Agreement shall first be submitted to mediation in an informal attempt to resolve such dispute. The mediation shall be conducted by a mediator experienced in the area of construction and construction contracts. Any party who first files any claim, including a complaint, without first seeking in good faith to participate in mediation, shall not be entitled to recover its attorney's fees pursuant to Section 14 of this Agreement, regardless of whether such party is the “prevailing party” in any such action.

Section 14. Attorney Fees.

If any suit or action is brought to enforce or construe any provision of this Agreement, the prevailing party shall be entitled to recover its costs and expenses arising out of such litigation, including attorneys' fees and court costs, from the non-prevailing party.

CONTRACTOR: Miracle Playsystems, Inc.

Signature: _____

Print Name: _____

Title: _____

OWNER(S) / AGENT(S): Pacific Grove Unified School District

Signature: _____

Print Name: Joshua Jorn

Title: Assistant Superintendent of Business Services

Attachments:

Exhibit A: Schedule of Value

Exhibit B: Performance and Material Bonds

Board Cover Sheet

Action/Discussion

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

Meeting Date
May 15, 2025

Presenter(s)
Jon Anderson
Director of M.O.T.

Item
Contract for Services with Ausonio Inc. – Project MD-054 – PGMS

Recommendation
The District Administration recommends that the Board review and approve the Contract for Services with Ausonio Incorporated for Pacific Grove Middle School.

Background
The Board previously approved a second reprioritization of measure D projects. A Call for Bids (CFB) was developed and publicly advertised. The project includes application of a liquid applied roof coating for buildings A & B. Modification and installation of a new gutter system and completion of paint began last year.

Information
The public bidding process resulted in an acceptable proposal for the sum of $750,000.00.

Fiscal Impact
The budgeted amount for this project is $573,000.00. Costs are significantly higher for similar work performed the past two years. Additional funds required to perform this project will come from a reduction of scope of other Measure D projects.

CONSTRUCTION CONTRACT
LUMP SUM – FIXED PRICE

THIS CONSTRUCTION CONTRACT (this "Agreement") is entered into on this (Date): April 30, 2025

Between the Owner: **PACIFIC GROVE UNIFIED SCHOOL DISTRICT**
435 Hillcrest Ave
Pacific Grove, CA 93950

And the Contractor: Ausonio Incorporated
11420A Commercial Parkway
Castroville, CA 95012

RECITALS

A. Owner desires to contract with Contractor for the PGUSD [PGMS Roof, Gutter, & Partial Painting] Project FY MD-054 (the "Project"), Located:

Pacific Grove Unified School District
Pacific Grove Middle School
835 Forest Ave.
Pacific Grove, CA 93950

B. Contractor desires to construct the Project on the terms and conditions contained herein. NOW THEREFORE, for good and valuable consideration the receipt and adequacy of which are hereby acknowledged, the parties agree as following.

Section 1. Definitions.

***Work*.** As used herein the "Work" shall mean all labor and materials, or both, necessary to perform the Project, to full completion, and shall consist of the components described in the *Notice to Bidders, Call for Bids, Jobsite Walk & Contract Documents.* The Work shall be done and the materials furnished in accordance with the information provided in the *Notice to Bidders, Call for Bids, Jobsite Walk & Contract Documents* and as discussed in all correspondence prior to bid time and at the job walk.

Section 2. Obligations of Contractor.

Contractor agrees to furnish and transport all necessary labor, permits, materials, tools, implements, supplies, building materials and component parts, and appliances required to perform and finish the Work to industry standards and all applicable codes, free of any and all liens and claims of laborers, materialmen, suppliers, and subcontractors,

free from any and all defects or deficiencies. Contractor shall further endeavor to use its best faith efforts to complete the Project timely, and continually keep Owner apprised of the status of the Project.

Section 3. The Work.

(a) Contractor has reviewed the Scope of Work (***Notice to Bidders, Call for Bids, Jobsite Walk & Contract Documents***), and represents that: (i) if the Work is performed in accordance therewith, the Work shall have been constructed in accordance with all applicable state, county, and municipal laws, codes, and regulations, including, but not limited to, all applicable building codes; and (ii) the Plans and Specifications are sufficiently complete and detailed to permit Contractor to perform the entire Work on the basis of the Notice to Bidders and Jobsite Walk for the Fixed Price Cost. No changes in the scope of work or Fixed Price shall be made unless in a change order signed by both parties. (iii) contractor will be responsible for locating all utilities (above and below ground) with a licensed locating service prior to commencing work on the site. The contractor will be provided with information from the owner locating said utilities to the best of the owner's knowledge.

(b) If at any time or times during the process of the Work, Owner desires to add to, alter, deviate from, or make omissions from the Work to be performed under the ***Notice to Bidders, Call for Bids, Jobsite Walk & Contract Documents.*** Owner shall be at liberty to do so and the same shall in no way affect or make void this Agreement. Any such alterations to the scope of work, or deviations from ***Notice to Bidders, Call for Bids, Jobsite Walk & Contract Documents*** shall be made only in a writing signed by both parties. Any verbal changes in the scope of Work defined within the ***Notice to Bidders, Call for Bids, Jobsite Walk & Contract Documents*** shall be of no force nor effect. This Agreement shall be considered completed when: (i) the Work is finished in strict accordance with the ***Notice to Bidders, Call for Bids, Jobsite Walk & Contract Documents*** as amended by any written change order

(ii) the Owner approves of the Work;
(iii) a notice of completion has been recorded; and (iv) the Contractor has received final payment.

Section 4. Contract Time.

Contractor agrees to commence the Work or as mutually agreed after receiving written notification to proceed from Owner, and shall complete the Work in no event later than **August 1, 2025** from the Notice to Proceed (the "Completion Date"). Contractor shall carry out the Work at all times with the greatest possible dispatch and diligence. If Contractor has not completed the Work by the Completion Date, then Owner may terminate this Agreement, Contractor shall immediately terminate its Work, Owner may withhold payment to the Contractor to complete the Work and the Project with another

contractor, and in the event withholding such funds is insufficient to complete the Work and the Project, the Contractor will refund to the Owner such funds necessary to complete the Work and the Project within **60 calendar days** of receipt of written demand.

Section 5. Fixed Price.

1. Owner agrees, in consideration of Contractor's performance of this Agreement, to pay Contractor the **Fixed Price of $750,000.** (This sum shall constitute payment in full for all costs incurred by Contractor under this Agreement in performing and completing the Work, including, but not limited to, the costs incurred for insurance, overhead, subcontractor's materials, supplies, bonds (if any are required by Owner), permits and compliance with all building codes and laws, and Social Security, unemployment, sales, use, and all other taxes and costs.

A contingency / tracking log to be maintained during the project.

2. Progress payments on account of the Fixed Price cost shall be made as follows. Please note that Contractor must submit an invoice to the PGUSD for all progress payments as listed below:

(a) Applications for payment as set forth according to the schedule below:

1. **$1,000.00 - Upon Execution of Contract.**
   ($1,000 or 10% of the contract, whichever is less)
2. **35% (+/-) - Material Acquisition and Mobilization.**
3. **45% - Progress Payments**
4. **10% - Upon Final Inspection and Sign Off of Punch List.**

(b) The balance of ten percent (10%) of the contract price shall not become due until completion and final acceptance of the Work. As a condition precedent to Owner's obligation to make any progress payment, Contractor shall provide Owner with the following documents upon Owner's written request: (i) a conditional mechanics' lien release from each laborer, material supplier, and other subcontractor who provided labor, materials, or supplies for the component(s) of the Work covered by such progress payment. (c) As an additional condition precedent to Contractor's right to receive final payment, Contractor shall discharge and release the Work from any and all claims or liens that may have accrued from the performance of this Agreement and the final building inspection by Owner and the applicable governmental agency shall have been completed and accepted, and shall provide Owner with the following documents upon Owner's written request: (i) an unconditional mechanics' lien release from each such claimant who provided a conditional mechanics' lien release for the payment due (if any) to such claimant from the immediately preceding progress payment once the

funds clear the contractors account. (ii) a recorded notice of completion; and (iii) "as built" drawings.

3. If at any time during the progress of the Work or before the final payment is made, any lien or claim or lien is filed, or notification to withhold money for labor or material furnished by Contractor under this Agreement is served on Owner, and Owner has performed its obligations under this Agreement, then Owner shall have the right to: (i) withhold from any payment due to Contractor an amount sufficient to discharge any and all such liens or claims; (ii) pay the lien holder directly and offset any such amount against the Fixed Price Cost; and (iii) bond around the lien at Contractor's sole cost and expense.

4. Owner reserves the right to make payments to Contractor in the form of checks payable jointly to Contractor and to any of its subcontractors or suppliers if Owner reasonably suspects that Contractor is not making payment to any such subcontractors or suppliers, or to protect Owner from any liens or encumbrances.

5. Owner may withhold any progress payment or final payment, or nullify any certification for payment previously issued, to the extent necessary to protect Owner from loss due to: (i) claims filed (including litigation, mechanic's liens, stop notices ("Claims"); (ii) reasonable evidence indicating probable filing of Claims: (iii) failure of Contractor to make timely payments to subcontractors or material suppliers; (iv) any material breach of this Agreement; (v) any reasonable doubt that the Agreement can be completed for the balance then unpaid; or (vi) defective or deficient work.

6. Final payment is due within thirty days of satisfaction of all completion conditions referenced above.

Section 6. Warranty.

All Work that is not completed to plans and specifications, applicable codes, and industry standards shall be immediately repaired, removed, and replaced with Work of a quality approved by the Owner, without additional compensation to the Contractor. The Contractor guarantees that the Work done under this Agreement will be free from faulty materials or workmanship and will comply with all applicable laws. Upon receiving notification from Owner, Contractor agrees to remedy, repair, or replace, immediately, without cost to Owner and to Owner's satisfaction, all defects, damages, or imperfections appearing in the Work (including labor and materials) within a period of one (1) year after the date of final completion and acceptance by the applicable governmental agency and Owner of the Work. Payments to Contractor shall not relieve Contractor of these obligations. Contractor will keep clean on a weekly basis the jobsite

and grounds around the jobsite, and keep it in a safe, orderly, and neat condition. At the completion of the Work, the entire jobsite will be left in a broom-clean condition. Contractor shall assign all material and parts warranties to the Owner, and shall deliver to the Owner evidence of any such warranties as well as all product information and specifications. Contractor warrants that it is licensed by the Contractors State Licensing Board, and currently in good standing.

Section 7. Insurance/Bonds/Indemnity

7.0 Before commencement of any Work under this Agreement, Contractor shall obtain and maintain in full force and affect the following:

A **Performance Bond** in the amount of one hundred percent (100%) of the Contract Sum to insure Owner during construction, and for one year after completion and during any warranty or guarantee period, against faulty or improper materials or workmanship and to assure Owner of full and prompt performance of the Contract.

A **Payment Bond (Labor and Material**) in the amount of one hundred percent (100%) of the Contract Sum in accordance with the laws of the State of California to secure payment of any and all claims for labor and materials used or consumed in performance of this Contract.

1. Comprehensive General Liability insurance that names Owner as an additional insured and that protects Contractor and Owner against any liability that Contractor may incur: (a) Because of bodily injuries to or the death of one person other than an employee of Contractor and consequential damages arising therefrom to the extent of not less than *$2,000,000.00* and on account of bodily injuries to or the death of more than one such person, subject to the same limit for each. (b) Because of damage to or destruction of any property, to the extent of not less than *2,000,000.00* for each incident and aggregate.

2. Worker's Compensation insurance in statutory form and amount and employer's liability insurance covering Contractor's liability to the extent of not less than *$2,000,000.00* for damages because of bodily injuries to or death of such person or persons.

3. The insurance described in Paragraph 7.1 above also shall provide contractual liability coverage satisfactory to Owner with respect to liability assumed by Contractor under the indemnity provisions in this Agreement. Written proof of compliance with these requirements shall be filed with and approved by Owner before commencement of Work. The insurance provided in Section 7.1 shall name Owner, as an additional

insured, and Contractor shall cause to be issued certificates and endorsements evidencing such coverage prior to the commencement of construction. The insurance to be maintained by the Contractor shall at all times be primary to the insurance maintained by Owner.

4. To the maximum extent permitted by law, Contractor shall indemnify, defend, and save harmless Owner and hold Owner, harmless from any and all losses, damages (whether general, punitive or otherwise), liabilities, claims, causes of action, judgments, and other costs and expenses, including attorneys' fees and court costs ("Claim"), including but not limited to Claims involving personal injuries or property damage, which Owner may suffer or incur as a consequence of (i) Contractor's failure to perform any of Contractor's obligations as and when required hereunder, including any failure of any representation or warranty of Contractor to be true and correct and any errors, omissions or negligent acts committed by Contractor, its agents, subcontractors, or employees, (ii) any Claim or cause of action to the effect that Owner is in any way responsible or liable for any act or omission of Contractor, (iii) any act or omission by Contractor or any person or entity hired or employed by Contractor to perform any services relating to the subject matter of this Agreement; (iv) any Claim in any manner arising out of Contractor's performance of the Work; or (v) any breach of this Agreement by Contractor. Contractor shall pay any indebtedness arising under this indemnity to Owner immediately upon demand by Owner together with interest thereon from the date such indebtedness arises until paid at the rate equal to the greater of ten percent (10%) per annum or the highest lawful rate. Contractor's duty to indemnify Owner shall survive the termination of this Agreement. The foregoing indemnity shall not apply if the Owner's sole gross negligence or willful misconduct is the cause of the Claim.

Section 8. Work Stoppage

If Contractor at any time during the progress of the Work refuses or neglects, without the fault of Owner, to supply sufficient materials or workers to continue or complete the Work for a period of more than ten (7) days, not due to conditions beyond control of the contractor are not the cause, after having been notified in writing by Owner to furnish them, Owner shall have the power to terminate this Agreement and/or furnish and provide such materials and workers as are necessary to finish the Work, and the reasonable expense thereof shall be deducted from the amount of the contract price as determined in this Agreement.

Section 9. Termination.

1. **Termination by the Owner for Cause**

a. the Owner may terminate the Contract if the Contractor repeatedly refuses or fails to supply enough properly skilled workers or proper materials; fails to make payment to Subcontractors for materials or labor in accordance with the respective agreements between the Contractor and the Subcontractors;
repeatedly disregards applicable laws, statutes, ordinances, codes, rules and regulations or lawful orders of a public authority; or
otherwise is guilty of substantial breach of a provision of the Contract Document

b. When any of the above reasons exists, the Owner, may determine that sufficient cause exists to justify such action, may, without prejudice to any other remedy the Owner may have and after giving the Contractor seven days' written notice, terminate the Contract and take possession of the site and of all materials, thereon owned by the Contractor and may finish the Work by whatever reasonable method the Owner may deem expedient. Upon request of the Contractor, the Owner shall furnish to the Contractor a detailed accounting of the costs incurred by the Owner in finishing the Work.

c. When the Owner terminates the Contract for one of the reasons stated in Section 20.2.1, the Contractor shall not be entitled to receive further payment until the Work is finished.

d. If the unpaid balance of the Contract Sum exceeds the reasonable costs of finishing the Work. If such reasonable costs and damages exceed the unpaid balance, the Contractor shall pay the difference to the Owner.

9.2 Termination by the Owner for Convenience

The Owner may, at any time, terminate the Contract for the Owner's convenience and without cause. The Contractor shall be entitled to receive payment for Work executed, and costs incurred by reason of such termination, along with reasonable overhead and profit on the Work not executed.

9.3 Termination by the Contractor

If the Owner fails to make payment as provided in Section 5.2 for a period of 7 days, the Contractor may, upon seven additional days' written notice to the Owner and or the Architect, terminate the Contract and recover from the Owner payment for Work executed, including reasonable overhead and profit, costs incurred by reason of such termination, and damages.

Section 10. Independent Contractor.

Contractor agrees to perform the Work as an independent contractor and not as the agent, employee, or servant of Owner. Contractor has and hereby retains the right to exercise full control and supervision of the Work and full control over the employment, direction, method of performing, compensation, and discharge of all persons assisting in the Work. Contractor agrees to be solely responsible for all matters relating to payment of its employees, including compliance with Social Security, withholding, and all other regulations governing such matters. Contractor agrees to be responsible for its own acts and those of its subordinates, employees, and subcontractors during this Agreement.

Section 11. Assignment.

Contractor shall not assign this Agreement or any interest in it or any money due or to become due under it voluntarily, involuntarily, or by operation of law without Owner's prior written consent. In the event of any such purported assignment without Owner's prior written consent,

Owner shall have the right, in addition to all other rights provided by law, to terminate this Agreement by giving written notice to Contractor.

Section 12. Miscellaneous.

Contractor shall at all times operate in good faith to coordinate job site installation and the work of other trades at the Project and to complete the Work in a time efficient manner and in a manner which will minimize disturbance, noise and inconvenience to the surrounding residents. Time is of the essence of this Agreement.

This Agreement shall be governed by the laws of the State of California.

Section 13. Mediation.

Any dispute arising of this Agreement shall first be submitted to mediation in an informal attempt to resolve such dispute. The mediation shall be conducted by a mediator experienced in the area of construction and construction contracts. Any party who first files any claim, including a complaint, without first seeking in good faith to participate in mediation, shall not be entitled to recover its attorney's fees pursuant to Section 14 of this Agreement, regardless of whether such party is the "prevailing party" in any such action.

Section 14. Attorney Fees.

If any suit or action is brought to enforce or construe any provision of this Agreement, the prevailing party shall be entitled to recover its costs and expenses arising out of

such litigation, including attorneys' fees and court costs, from the non-prevailing party.

CONTRACTOR: [Name]

Signature: _____

Print Name: _____

Title: _____

OWNER(S) / AGENT(S): Pacific Grove Unified School District

Signature: _____

Print Name: Joshua Jorn

Title: Assistant Superintendent of Business Services

Attachments:

Exhibit A: Schedule of Value

Exhibit B: Performance and Material Bonds

Board Cover Sheet

Action/Discussion

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

Meeting Date
May 15, 2025

Presenter(s)
Josh Jorn
Assistant Superintendent

Item
Adoption – Resolution No. 1158 – Education Protection Account (EPA) (2025-26)

Recommendation
The District Administration recommends that the Board adopt Resolution Number 1158 for the Education Protection Account for 2025-26.

Background
Since approval of Proposition 30, Education Protection Account (EPA), increasing sales tax and income tax for upper-income tax-payers, each school district is required to report the use of these funds. EPA revenue funds are deposited into resource 1400. The estimated EPA for fiscal year 2025-26 is $324,448. EPA revenue is expended entirely on school site employee salaries and benefits. Attached is an exhibit of the spending determinations for EPA showing that funds are allocated for instruction (certificated teacher salaries and benefits). The accounting of EPA will be posted on the District's website with the adopted budget documents and updated with final receipt amount and expenditures at the end of each fiscal year.

Proposition 30, The Schools and Local Public Safety Protection Act of 2012, approved by the voters on November 6, 2012, temporarily increases the states sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers. The revenues generated from Proposition 30 are deposited into a state account called the Education Protection Account (EPA).

Despite implementation of the Local Control Funding Formula (LCFF) in fiscal year 2013–14, EPA entitlements continue to be calculated based on adjusted revenue limits. The funding amounts continue as components of the LCFF as part of an LEA's (local educational agency) floor calculation. The California Department Education (CDE) calculates EPA entitlements based on the statewide total of revenue limits and charter school block grant funding. Each LEA's EPA entitlement is then reduced so that funding from local revenue and the EPA combined do not exceed the LEA's adjusted LCFF. The CDE will allocate EPA revenues on a quarterly basis (September, December, March, and June) through the 2030–31 fiscal year.*

*Proposition 55 (2016), the ballot measure to continue the increased personal income taxes for an additional 12 years—not the increased sales taxes—contained in Proposition 30 (2012), continues the use of the EPA as the fund into which the increased revenues are deposited for the purpose of distributing to California school agencies.

Proposition 55 continues the requirement that the funds received from the EPA cannot be used for salaries or benefits of administrators or any other administrative costs. Proposition 55 takes effect on January 1, 2019, and remains in effect through December 31, 2030.
November.

Information

This resolution summarizes the District's plan for the Education Protection Account for 2025-26.

The following requirements apply to local school or community college agencies with respect to funds received from the EPA:

Adopt a spending plan in the public session of a meeting of the Governing Board before the fiscal year begins

- Post a report on the website of the amount of EPA funds received and how the funds were spent
- Make the necessary information available for the external auditor to confirm compliance during the annual financial audit

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Fiscal Impact

No fiscal impact

Pacific Grove Unified School District
Board of Education
Resolution Number 1158

RESOLUTION REGARDING EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, which added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article **XIII,** Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article **XIII,** Section 36(f);

WHEREAS, before June 30th of each year, the Chief Business Official shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts, and monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

- The Board of Education shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;
- The monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article **XIII,** Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article **XIII,** Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article **XIII,** Section 36.

THEREFORE it is resolved that:

1. The monies received from the Education Protection Account shall be spent as required by Article **XIII,** Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the Monterey County Board of Education;
2. In compliance with Article **XIII,** Section 36(e), with the California Constitution, the Monterey County Board of Education has determined to spend the monies received from the Education Protection Act as attached.

PASSED AND ADOPTED by the Board of Education of the Pacific Grove Unified School District this 15th day of May, 2025 by the following vote;

AYES: NOES: ABSENT:

_____	_____
Dr. Elliott Hazen, President	Jennifer McNary Clerk
_____	_____
Beth Shammas, Board Member	Laura Ottmar, Board Member
_____	_____
Mike Wachs, Board Member	Dr. Linda Adamson, Superintendent

2025-26 Education Protection Account (EPA)
Program by Resource Report
Projected Expenditures at Budget Adoption

Pacific Grove Unified School District EPA Revenue and Expenditures

Projected Expenditures through: June 30, 2026
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
LCFF/Principal Apportionment	8010-8099	324,448.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		324,448.00
EXPENDITURES AND OTHER FINANCING USES	**Function**	**Amount**
(Function 1000-7999)		
Instruction	1000-1999	324,448.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		324,448.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Model OB26-01 A-July 1st Adopted Budget **Fiscal Year 2025/26**

Fund **01 General Fund**

Revenue	Description	Amount	Percentage of Sources
8000	LCFF Revenue	324,448.00	100.00%
	Total Revenue	**324,448.00**	**100.00%**

Expenditure	Description	Amount	Percentage of Sources
1000 Certificated Salaries			
1100	Teachers` Salaries	241,271.68	74.36%
	Total 1000	**241,271.68**	**74.36%**
3000 Employee Benefits			
3100		46,149.01	14.22%
3300		8,694.92	2.68%
3400		22,230.00	6.85%
3500		120.67	.04%
3600		5,981.72	1.84%
	Total 3000	**83,176.32**	**25.64%**
	Total Expenditure	**324,448.00**	**100.00%**

Starting Balance	**.00**
+ Revenues	**324,448.00**
- Expenditures	**324,448.00**
- Budgeted Reserves & Fund Bal	**.00**
= Unappropriated Balance	**.00**

Starting Balance	**.00**
+ Total Revenues	**324,448.00**
= Total Sources	**324,448.00**

Expenditure	Description	Amount	Percentage of Sources
1000	Certificated Salaries	241,271.68	74.36%
2000			%
3000	Employee Benefits	83,176.32	25.64%
4000			%
5000			%
6000			%
7000			%
	- Total Expenditures	**324,448.00**	100.00%
	- Total Budgeted Reserves and Fund Balance	**.00**	.00%
	= Unappropriated Balance	**.00**	.00%

Selection Grouped by Account Type, (Org = 46, Restricted? = Y, Control? = N, Fund = 01, Resource = 1400, Object Digit = 2)

Board Cover Sheet

Action/Discussion

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

Meeting Date
May 15, 2025

Presenter(s)
Linda Adamson
Superintendent

Item
Proposed Board Calendar

Recommendation
The District Administration recommends that the Board review and possibly modify the schedule of meeting dates on the attached calendar and determine, given information from the Administration, whether additional Board dates or modifications need to be established.

Background
The Board has approved Bylaw 9320, which states that regular Board Meetings be held on the first Thursday and special Board Meetings on the third Thursday of each month, from August through June. At the annual organizational meeting held in December, Trustees approve the meeting calendar as presented. The calendar is reviewed at each Board meeting.

Information
Changes to the Board Meeting dates must be approved by a majority vote of the Trustees.

Fiscal Impact
N/A

Board Meeting Calendar

January-July 2025

Closed Session & Open Session times vary

Thursday, January 9	**Regular Board Meeting** ☑ Superintendent Goals – Midyear check-in ☑ Preliminary Enrollment Projection for 2024-25 ☑ Property Tax Update ☑ Resolution recognizing February as Black History Month ☑ School Accountability Report Cards ☑ *Quarterly Facilities Project Updates* ☑ *Board Meeting Calendar (July-December 2025)* ☑ *2024-25 Audit Report*
Thursday, January 16	**Special Board Meeting** ☑ Board Budget Study Session ☑ *District Goals Update*
Monday, January 27	**Special Board Meeting** ☑ *Board Governance and Self-evaluation*
Thursday, February 6	**Regular Board Meeting** ☑ Budget Development Calendar ☑ Resolution recognizing March as Women's History Month
Thursday, February 27	**Regular Board Meeting** ☑ LCAP 2024-25 Midyear Report ☑ CSBA Policy Update – *First Reading* ☑ *Bond Fund 21 Audit*
Thursday, March 6	**Regular Board Meeting** ☑ Williams/Valenzuela Uniform Complaint Report ☑ Possible Personnel Action Presented as Information (RIF) ☑ Non-reelects Resolution ☑ *CSBA Policy Update – Approval*
Thursday, March 20	**Regular Board Meeting** ☑ *Second Interim* ☑ *Report on Governor's Budget Proposal*
Thursday, March 27	**Special Board Meeting** ☑ Board Governance Training
Thursday, April 3	**Regular Board Meeting** ☑ Resolution recognizing May as Asian American Pacific Islander Heritage Month ☑ *TRAN Resolution* ☑ *Resolution recognizing May as Mental Health Awareness Month*

KEY

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Asterisk* Does Not Repeat

Updated: 5/7/2025

	☑ *Master Facility Plan Update** ☑ *CIF Representatives*
Tuesday, April 22	**Special Board Meeting** ☑ LCAP Study Session
Thursday, May 1	**Regular Board Meeting** ☑ Board Goals for 2025-26 ☑ California Day of the Teacher ☑ Week of the CSEA Employee ☑ Begin Superintendent Evaluation ☑ *Final Layoff Resolution** ☑ *Board Meeting Calendar (January-June 2026)* ☑ *School Resource Officer Update* ☑ *Nutrition Services Update* ☑ *Student Board Recognition*
Thursday, May 15	**Regular Board Meeting** ☑ 2025-26 Budget Public Hearing ☑ LCAP Public Hearing/Presentation ☑ Educational Protection Account Approval ☑ Resolution Recognizing June as LGBTQ+ Month ☑ Continue Superintendent Evaluation ☑ *CSBA Policy Update – First Reading* ☑ *School Plans for Student Achievement (SPSA)* ☑ *National School Principals' Day Resolution* ☑ *Retiree Recognition*
Thursday, June 5	**Regular Board Meeting** ☐ *Suspensions/Expulsions Annual Report* ☐ Williams/Valenzuela Uniform Complaint Report ☐ 2025-26 Budget Public Adoption ☐ 2024 State Testing Results ☐ Approval of Contracts and Purchase Orders for 2025-26 ☐ Resolution recognizing Juneteenth ☐ School Resource Officer Contract ☐ *Instructional Material & Curriculum Adoption Plan* ☐ *TK-12 VAPA, Spanish & Programmatic Overview* ☐ *CA Dashboard Local Indicators* ☐ *CSBA Policy Update – Approval* ☐ *Superintendent Evaluation & Contract* ☐ *LCAP Approval* ☐ *2025-26 Prequalified Vendors List*

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Thursday, June 26	**Special Board Meeting** ☐ TBD
JULY 2025	**NO BOARD MEETINGS**

KEY

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Asterisk* Does Not Repeat

Board Meeting Calendar

August-December 2025

Closed Session & Open Session times vary

Thursday, August 7	**Regular Board Meeting** ☐ Quarterly Facilities Project Updates ☐ Review of Legal Services Costs ☐ Student Enrollment Update ☐ Property Tax Report ☐ Cell Phone Usage for Students - Policy Presentation ☐ Consolidated Application for Federal Funding ☐ *CSBA Policy Update – First Reading* ☐ *Board Meeting Calendar (July-December 2026)*
Thursday, August 21	**Special Board Meeting** ☐ *Board Governance & Board Goals Discussion*
Thursday, September 4	**Regular Board Meeting** ☐ Williams Uniform Complaint Report (Quarterly) ☐ Summer Program Presentation ☐ Public Hearing & Resolution: Sufficiency of Instructional Materials for Fiscal Year 2024-25 ☐ Curriculum Mapping & Planning ☐ CSBA Policy Update – *Approval*
Thursday, September 18	**Special Board Meeting** ☐ Resolution for the GANN Limit for 2024-25 ☐ Unaudited Actuals*
Thursday, October 2	**Regular Board Meeting** ☐ Resolution Proclaiming Week of the School Administrator ☐ FY 2024-25 Budget Revision #1 ☐ Communications Plan ☐ School Services HR Report Plan Update ☐ Declaration of Need for Fully Qualified Educators ☐ PGTA Sunshine List ☐ CSEA Sunshine List
Thursday, October 23	**Special Board Meeting** ☐ TBD
Thursday, November 6	**Regular Board Meeting** ☐ CSBA Policy Update – *First Reading* ☐ Educational Protection Account Update ☐ Review of 2023-24 Data

KEY

Italicized Edited/Moved/New

Asterisk* Does Not Repeat

Updated: 5/7/2025

Thursday, November 20	**Special Board Meeting** ☐ N/A
Thursday, December 11	**Regular Board Meeting** ☐ Quarterly Facilities Project Updates ☐ First Interim Report ☐ CSBA Board Comments ☐ Election of 2024-25 Board President and Clerk ☐ Williams Uniform Complaint Report (Quarterly) ☐ CSBA Policy Update – *Approval* ☐ Elected Office Interest Forms Due (Board President/Clerk) ☐ Swearing In of New Board Members – *As Needed* ☐ HS Course Catalog - Informational Item
Thursday, December 18	**Special Board Meeting** ☐ Board Governance and Self-evaluation ☐ District Goals Update

Board Meeting Calendar

January-July 2026

Closed Session & Open Session times vary

Thursday, January 15	**Regular Board Meeting** ☐ Superintendent Goals – Midyear check-in ☐ Preliminary Enrollment Projection for 2026-27 ☐ Property Tax Update ☐ Resolution recognizing February as Black History Month ☐ School Accountability Report Cards ☐ Board Meeting Calendar (January-June 2027) ☐ 2025-26 Audit Report ☐ *Board Member Appreciation Week*
Thursday, January 22	**Special Board Meeting** ☐ Board Budget Study Session ☐ Board Governance and Self-evaluation ☐ District Goals Update
Thursday, February 5	**Regular Board Meeting** ☐ Budget Development Calendar ☐ Resolution recognizing March as Women's History Month
Thursday, February 26	**Regular Board Meeting** ☐ LCAP 2025-26 Midyear Report ☐ CSBA Policy Update – First Reading ☐ Bond Fund 21 Audit
Thursday, March 5	**Regular Board Meeting** ☐ Williams/Valenzuela Uniform Complaint Report ☐ Possible Personnel Action Presented as Information (RIF) ☐ Non-reelects Resolution ☐ CSBA Policy Update – Approval
Thursday, March 19	**Regular Board Meeting** ☐ Second Interim ☐ Report on Governor's Budget Proposal
Thursday, March 26	**Special Board Meeting** ☐ Board Governance Training
Thursday, April 9	**Regular Board Meeting** ☐ Resolution recognizing May as Asian American Pacific Islander Heritage Month ☐ School Resource Officer Update ☐ Student Board Recognition ☐ TRAN Resolution

KEY

Italicized Edited/Moved/New

Asterisk* Does Not Repeat

Updated: 5/7/2025

	☐ Resolution recognizing May as Mental Health Awareness Month ☐ CIF Representatives ☐ *National School Principals' Day Resolution*
Thursday, April 23	**Special Board Meeting** ☐ LCAP Study Session
Thursday, May 7	**Regular Board Meeting** ☐ Board Goals for 2026-27 ☐ California Day of the Teacher ☐ Week of the CSEA Employee ☐ Retiree Recognition ☐ Begin Superintendent Evaluation ☐ CSBA Policy Update – First Reading ☐ School Resource Officer Update
Thursday, May 21	**Regular Board Meeting** ☐ Review Governor's Revised Budget ☐ 2026-27 Budget Public Hearing ☐ LCAP Public Hearing/LCAP Board Presentation ☐ Educational Protection Account Approval ☐ Resolution recognizing June as LGBTQ+ Month ☐ Continue Superintendent Evaluation ☐ CSBA Policy Update – Approval ☐ School Plans for Student Achievement (SPSA)
Thursday, June 4	**Regular Board Meeting** ☐ Williams/Valenzuela Uniform Complaint Report ☐ 2026-27 Budget Public Adoption ☐ 2025 State Testing Results ☐ Approval of Contracts and Purchase Orders for 2026-27 ☐ Resolution recognizing Juneteenth ☐ Complete Superintendent's Evaluation ☐ School Resource Officer Contract ☐ Instructional Material & Curriculum Adoption Plan ☐ TK-12 VAPA, Spanish & Programmatic Overview ☐ CA Dashboard Local Indicators ☐ LCAP Approval ☐ Nutrition Services Update ☐ *2026-27 Prequalified Vendors List* ☐ *Suspensions/Expulsions Annual Report*
Thursday, June 18	**Special Board Meeting** ☐ TBD

KEY

Italicized Edited/Moved/New

Asterisk* Does Not Repeat

JULY 2026	NO BOARD MEETINGS

Board Cover Sheet

Information/Discussion

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

Meeting Date
May 15, 2025

Presenter(s)
Linda Adamson
Superintendent

Item
City of Pacific Grove – School Resource Officer (SRO) Update

Recommendation
The District Administration recommends that the Board receive an additional informational presentation regarding the current role and responsibilities of the School Resource Officer (SRO) assigned through a partnership between the City of Pacific Grove and PGUSD. This presentation is intended to inform and support upcoming Board discussion regarding the potential renewal of the SRO services contract for the 2025-26 school year.

Background
The City of Pacific Grove and Pacific Grove Unified School District first formalized a partnership for a School Resource Officer in 2010 through a Memorandum of Understanding (MOU). This agreement has since evolved into an Agreement for Services, modeled on prior MOUs and similar interagency agreements in the region.

As the District prepares to bring forward a contract for Board consideration at a future meeting, tonight's presentation will provide an overview of the SRO's current scope of work, daily responsibilities, and the impact of the role across PGUSD campuses.

Information
This slide presentation is informational in nature and outlines the role of the SRO in supporting student safety, campus climate, prevention education, emergency response, and relationship-building with students and staff. The intent is to offer Board members and the public greater clarity about the SRO's role and facilitate discussion about possible changes to the contract in response to the District's changing needs and as part of the District's broader approach to school safety and student support.

Fiscal Impact
None at this time. (Any potential contract renewal would return to the Board with associated fiscal implications for action at a later date.)

Board Cover Sheet

Information/Discussion

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

Meeting Date
May 15, 2025

Presenter(s)
Linda Adamson
Superintendent

Item
CSBA Board Policy Updates – March 2025 – First Reading

Recommendation
The District Administration recommends that the Board review the Board Policy, Administrative Regulation, and Board Bylaw updates recently reviewed by the Board Policy Committee on April 29, 2025.

Background
The Board Policy Committee, composed of Trustees Laura Ottmar and Beth Shammas, meets with administrators to review and discuss proposed policy changes. The Committee examines policy updates provided by the California School Boards Association (CSBA) and any policies initiated by the Board or recommended by administrators. The upcoming CSBA policy updates will be reviewed for informational purposes and then brought back to the Board for final approval at a later meeting.

CSBA maintains a sample policy manual that is updated annually to reflect changes in state law. These updates are bundled into four "policy update packets" released quarterly (March, June, September, and December). Subscribers to GAMUT Policy Plus receive notifications about these updates and can access them online.

CSBA encourages school districts to review each policy update packet to identify necessary policy changes. Districts can consult a "guide sheet" that outlines the changes made by CSBA. Once identified, districts can draft new policies for Board review and approval. By regularly reviewing and updating policies, districts can ensure their policy manual remains accurate and up-to-date. CSBA recommends that districts establish a consistent process for reviewing, processing, and approving policy updates to avoid falling behind.

Information
At the April 29, 2025 Board Policy Committee meeting, the committee reviewed the CSBA policy updates from March 2025, as well as Board requested and Administrative recommended updates.

Fiscal Impact
N/A

CSBA UPDATE CHECKLIST – March 2025

District Name: Pacific Grove Unified School District

Contact Name: Lucero Villegas **Phone:** (831) 646-6553 **Email:** lvillegas@pgusd.org

ADOPTION DATE: Jun 5, 2025 – TENTATIVE

POLICY	TITLE	OPTIONS/ BLANKS/ RECOMMENDATION(S)	ENTERED/ UPDATED
BP 1312.2	Complaint Concerning Instructional Materials	Adopt	☐
AR 1312.2	Complaint Concerning Instructional Materials	Adopt	☐
E(1) 1312.2	Complaint Concerning Instructional Materials	Adopt	☐
BP 1340	Access to District Records	Adopt	☐
AR 1340	Access to District Records	Adopt	☐
BP 3311	Bids	Adopt	☐
AR 3311	Bids	Adopt	☐
BP 3311.1	Uniform Public Construction Cost Accounting Procedures	Adopt	☐
AR 3311.1	Uniform Public Construction Cost Accounting Procedures	Adopt	☐
BP 3312	Contracts	Option 2	☐
BP 3516.5	Emergency Schedules	Adopt	☐
BP 3580	District Records	Adopt	☐
AR 3580	District Records	Adopt	☐
BP 4151	Employee Compensation	Monthly; 10/12 Months	☐
BP 4251	Employee Compensation	Adopt	☐
BP 4351	Employee Compensation	Adopt	☐
BP 4158	Employee Security	Adopt	☐
BP 4258	Employee Security	Adopt	☐
BP 4358	Employee Security	Adopt	☐

CSBA UPDATE CHECKLIST – March 2025

AR 4158	Employee Security	Adopt	☐
AR 4258	Employee Security	Adopt	☐
AR 4358	Employee Security	Adopt	☐
BP 5125	Student Records	Adopt	☐
AR 5125	Student Records	Adopt	☐
BP 5131	Conduct	Adopt	☐
BP 5131.6	Alcohol and Other Drugs	Adopt	☐
AR 5131.6	Alcohol and Other Drugs	Adopt	☐
BP 5131.8	Mobile Communication Devices	Option 1	☐
BP 5141.5	Mental Health	Adopt	☐
BP 5141.52	Suicide Prevention	Adopt	☐
AR 5145.2	Suicide Prevention	Adopt	☐
BP 5145.13	Response to Immigration Enforcement	Adopt; Legal Counsel Review Pending	☐
AR 5145.13	Response to Immigration Enforcement	Adopt; Legal Counsel Review Pending	☐
BP 6142.93	Science Instruction	Adopt	☐
BP 6142.94	History-Social Science Instruction	Adopt	☐
BP 6159	Individualized Education Program	Adopt	☐
AR 6159	Individualized Education Program	Adopt	☐
BP 6159.2	Nonpublic, Nonsectarian School and Agency for Special Education	Adopt	☐
AR 6159.2	Nonpublic, Nonsectarian School and Agency for Special Education	Adopt	☐
BB 9150	Student Board Members	Adopt; No Stipend Credit	☐
BB 9224	Oath of Affirmation	Adopt	☐
BB 9260	Legal Protection	Adopt	☐

Policy 1312.2: Complaints Concerning Instructional Materials

Status: ADOPTED

Original Adopted Date: 09/01/1988 **| Last Revised Date:** ~~10~~03/01/~~2023~~ 2025**| Last Reviewed Date:** ~~10~~03/01/~~2023~~2025

CSBA NOTE: The following optional policy, accompanying administrative regulation, and exhibit are for complaints concerning the content or use of any existing textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library, and should be revised to reflect district practice.

~~Pursuant to Education Code 242, as added by AB 1078 (Ch. 229, Statutes of 2023), the~~The California Department of ~~Education~~Education's (CDE~~)~~ ~~is required to develop, by July 1, 2025,~~), "Guidance for Local Instructional Materials Adoptions," provides guidance for districts when identifying, reviewing, piloting, and ~~public educational~~adopting instructional materials ~~to ensure that~~in all ~~Californians can access information about educational laws~~content areas, including links to current legislation, sample timelines, support for student groups, and ~~policies that safeguard the right to an accurate and inclusive curriculum.~~
implementation considerations.

For complaints regarding the sufficiency of instructional materials or textbooks pursuant to Education Code 35186, see AR/E(1)/E(2) 1312.4 - Williams Uniform Complaint Procedures.

For ~~more information regarding~~policy related to the selection, evaluation, and prohibited use of individual instructional materials, see BP/AR 6161.1 - Selection and Evaluation of Instructional Materials, BP 6161.11 - Supplementary Instructional Materials, and BP 6163.1 - Library Media Centers. For more information regarding the adoption of instructional materials, see CSBA's, "Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities," "Instructional Materials Adoption: Local governing board responsibilities," and "State Roles, Responsibilities, and Process for Instructional Materials Adoption," and the California Attorney General's, "Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books."

The Governing Board uses a comprehensive process to adopt district instructional materials that is based on selection criteria established by law and Board policy and includes opportunities for the involvement of district staff, parents/guardians, and community members, and, as appropriate, students. Complaints concerning the content or use of instructional materials, including textbooks, supplementary instructional materials, library materials, or other instructional materials and equipment, shall be properly and fairly considered using established complaint procedures.

Parents/guardians are encouraged to discuss any concerns regarding instructional materials with their ~~child's~~student's teacher and/or the school principal. If the situation remains unresolved, a complaint may be filed using the process specified in the accompanying administrative regulation and exhibit.

The district shall accept complaints concerning instructional materials only from staff, district residents, or the parents/guardians of ~~children~~students enrolled in a district school. (Education Code 35160)

CSBA NOTE: Education Code 243~~, as added by AB 1078,~~ clarifies when it is unlawful discrimination for the Governing Board to (1) refuse to approve the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library, or (2) prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library. The Board may not refuse to approve such use on the basis that the material includes a study of the role and contributions of specified individuals or groups, unless the study of the role and contributions reflects adversely upon legally protected groups. Additionally, the Board may not prohibit such use on the basis that the study of the role and contributions contain inclusive or diverse perspectives.

~~Complaints alleging discrimination based on a violation of Education Code 243, as added by AB 1078~~ In addition, pursuant to Education Code 244, as added by SB 153 (Ch. 38, Statutes of 2024), the Board is prohibited from adopting or approving the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use of the textbook, instructional material, supplemental instructional material, or curriculum would subject a student to unlawful discrimination pursuant to Education Code 220.
Complaints alleging discrimination based on a violation of Education Code 243 or 244, as added by SB 153, may be brought under the district's uniform complaint procedures or may be filed directly with the Superintendent of Public Instruction (SPI). Complaints that are filed directly with the SPI are required to identify the basis for doing so, and present evidence that supports the basis for the direct filing. In such cases, the SPI may directly intervene without waiting for an investigation by the district. See BP/AR 1312.3 - Uniform Complaint Procedures.

However, a complaint related to the use or prohibited use of any existing textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library that alleges unlawful discrimination based on a violation of Education Code 243 or 244 shall be filed, investigated, and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures.

~~CSBA NOTE: Pursuant to Education Code 60040.5, as added by AB 1078, CDE is required to issue, by July 1, 2025,~~CSBA NOTE: CDE's, "Guidance for Local Instructional Materials Adoptions," provides guidance regarding how to review instructional materials to ensure that they represent diverse perspectives and are culturally relevant.

Additionally, the Attorney General's, "Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books," provides guidance to districts regarding the obligation to provide curricula, instructional materials, and books that are inclusive and reflect the roles and contributions of our diverse population.

When deliberating upon challenged materials, the Superintendent, or any designee or committee established by the Superintendent to review the materials, shall consider the degree to which the materials ~~aligned~~align with the criteria for instructional materials as specified in law, Board policy,

and administrative regulation. In addition, such deliberations may consider the educational philosophy and vision of the district; the educational suitability of the materials including the manner in which the materials support the curriculum and appropriateness for the student's age; the professional opinions of teachers of the subject and of other competent authorities and/or experts; reviews of the materials by reputable bodies; the stated objectives in using the materials; community standards; the allegations in the complaint, including the extent to which the objections are based on the dislike of ideas contained in the materials; and the impact that keeping or removing the materials would have on student well-being.

CSBA NOTE: Education Code 243~~, as added by AB 1078,~~ clarifies that it is unlawful discrimination for the Board to prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library on the basis that it contains inclusive or diverse perspectives. Additionally, Education Code 244, as added by SB 153, prohibits the Board from adopting or approving the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use would subject a student to unlawful discrimination pursuant to Education Code 220.

While Education Code 243 ~~is~~and 244 are specifically applicable to boards, districts should assume that any similar decision by the Superintendent, designee, or any committee established by the Superintendent would likely constitute unlawful discrimination as well; see BP 6161.1 - Selection and Evaluation of Instructional Materials.

The Superintendent, or any designee or committee established by the Superintendent to review the materials, shall not prohibit the continued use of an appropriately adopted textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library on the basis that it contains inclusive and/or diverse perspectives, as specified in Education Code 243.

Additionally, the Superintendent, or any designee or committee established by the Superintendent to the review materials, shall not authorize the continued use of an adopted textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use would subject a student to unlawful discrimination pursuant to Education Code 220.

If the complainant finds the Superintendent's or review committee's decision unsatisfactory, the complainant may appeal the decision to the Board.

CSBA NOTE: The following optional paragraph limits reconsideration within a specified time period and should be modified to reflect district practice.

Any challenged instructional material that is reviewed by the district shall not be subject to further reconsideration for 12 months, unless required by law.

CSBA NOTE: Education Code 35186 details a specific process that districts must use to resolve complaints regarding sufficiency/availability of instructional materials or textbooks. See AR/E(1)/E(2) 1312.4 - Williams Uniform Complaint Procedures.

Pursuant to Education Code 60119, boards are required to hold a public hearing annually

regarding the sufficiency of instructional materials. If, at the public hearing, the Board makes a determination of "insufficient materials"," Education Code 1240, as amended by AB 1078, requires the Board to take certain actions and specifies potential consequences for not remedying the deficiency as required by law; see BP 6161.1 - Selection and Evaluation of Instructional Materials.

Complaints related to the sufficiency of textbooks or instructional materials shall be resolved as specified in Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures.

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5 CCR 4600-4670	Uniform complaint procedures
Ed. Code 1240	County superintendent of schools; duties
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Ed. Code 220	Prohibition of discrimination
Ed. Code 242240-244	Prohibition of discrimination; instructional materialsAccess to information about educational laws and policies regarding right to accurate and inclusive curriculum
Ed. Code 243	Prohibition of discrimination; instructional materials
Ed. Code 35010	Control of district; prescription and enforcement of rules
Ed. Code 35160	Powers and duties of school boards
Ed. Code 35186	Williams uniform complaint procedures
Ed. Code 44805	Teacher enforcement of course of studies; use of textbooks, rules and regulations
Ed. Code 48907	Exercise of free expression; time, place, and manner rules and regulations
Ed. Code 48950	Speech and other communication
Ed. Code 51204.5	Social sciences instruction; contributions of specified groups
Ed. Code 51501	Nondiscriminatory subject matter
Ed. Code 51511	Religious matters properly included in courses of study
Ed. Code 51933	Sexual health education and HIV prevention materials

Ed. Code 60000-60005	Instructional materials; legislative intent
Ed. Code 60040-60052	Requirements for instructional materials
Ed. Code 60119	Public hearing on sufficiency of textbooks and instructional materials
Ed. Code 60200-60213	Elementary school materials
Ed. Code 60226	Requirements for publishers and manufacturers
Ed. Code 60400-60411	High school textbooks and instructional materials
Ed. Code 60510-60511	Donation or sale of obsolete instructional materials

Management Resources	**Description**
California Department of Education Publication	Instructional Materials, FAQ
California Department of Education Publication	Standards for Evaluating Instructional Materials for Social Content, 2013
California Department of Education Publication	Guidance for Local Instructional Materials Adoption, March 2024 (https://www.cde.ca.gov/ci/cr/cf/documents/glimacfird.docx)
California Department of Justice Publication	Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books, Legal Alert, Jan. 2024 (https://oag.ca.gov/system/files/attachments/press-docs/Legal%20Alert%20Re%20Inclusive%20Curricula.1.9.24.1157CLEAN.pdf)
California School Boards Association Publication	Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities, Feb. 2024 (https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/2024-REPD-instructional-materials-brief.ashx)
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California School Boards Association Publication	State Roles, Responsibilities, and Process for Instructional Materials Adoption, Feb. 2024 (https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/2024-REPD-_IM-StateRoles.ashx?la=en&rev=f00baf9bd1af4844b94f99135ca65588)

Website	CSBA District and County Office of Education Legal Services
Website	Department of Justice
Website	California Department of Education, Curriculum and Instruction Resources
Website	CSBA
Website	U.S. Department of Education, Office for Civil Rights

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
1100	Communication With The Public
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1312.1	Complaints Concerning District Employees
1312.1	Complaints Concerning District Employees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4-E(1)	Williams Uniform Complaint Procedures
1312.4-E(2)	Williams Uniform Complaint Procedures
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5145.3	Nondiscrimination/Harassment
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6141	Curriculum Development And Evaluation
6141	Curriculum Development And Evaluation
6142.6	Visual And Performing Arts Education
6142.92	Mathematics Instruction
6142.94	History-Social Science Instruction

6143	Courses Of Study
6143	Courses Of Study
6144	Controversial Issues
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
6161.11	Supplementary Instructional Materials
6161.2	Damaged Or Lost Instructional Materials
6163.1	Library Media Centers
9000	Role Of The Board
9005	Governance Standards
9012	Board Member Electronic Communications
9200	Limits Of Board Member Authority
9322	Agenda/Meeting Materials

Regulation 1312.2: Complaints Concerning Instructional Materials

Status: ADOPTED

Original Adopted Date: 12/01/1990 **| Last Revised Date:** ~~10~~03/01/~~2023~~2025 **| Last Reviewed Date:** ~~10~~03/01/~~2023~~2025

CSBA NOTE: The following optional regulation is for complaints concerning the content or use of any existing textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library, and should be modified to reflect district practice. Complaints alleging unlawful discrimination based on a violation of Education Code 243, ~~as added by AB 1078 (Ch. 229, Statutes of 2023),~~ related to the use or prohibited use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library, or Education Code 244, as added by SB 153 (Ch. 38, Statutes of 2024), related to the prohibited adoption or approval of use of any such materials if the use would subject a student to unlawful discrimination pursuant to Education Code 220, are required to be investigated or resolved in accordance with the procedures specified in BP/AR 1312.3 - Uniform Complaint Procedures, or may be directly filed with the Superintendent of Public Instruction. For complaints regarding the sufficiency of instructional materials or textbooks pursuant to Education Code 35186, see AR/E(1)/E(2) 1312.4 - Williams Uniform Complaint Procedures.

For ~~more information regarding~~policy related to the selection, evaluation, and prohibited use of individual instructional materials, see BP/AR 6161.1 - Selection and Evaluation of Instructional Materials, BP 6161.11 - Supplementary Instructional Materials, and BP 6163.1 - Library Media Centers. For more information regarding the adoption of instructional materials, see CSBA's, "Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities," "Instructional Materials Adoption: Local governing board responsibilities," and "State Roles, Responsibilities, and Process for Instructional Materials Adoption," and the California Attorney General's, "Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books."

Step 1: Informal Complaint

If a staff member, district resident, or parent/guardian of a student enrolled in a district school has a complaint regarding the content or use of any specific instructional material, such individual shall informally discuss the material in question with the principal. (Education Code 35160)

Step 2: Formal Complaint

If the complainant is not satisfied with the principal's initial response, the complainant shall present a written complaint to the principal. Complaints regarding printed material shall name the author, title, and publisher and shall identify the objection by page and item numbers. In the case of nonprinted material, written information specifying the precise nature of the objection and location

of such material shall be given. In order for the district to reply appropriately, complainants shall sign all complaints and provide identifying information. Anonymous complaints will not be accepted.

Upon receiving a complaint, the principal shall provide the complainant with a written acknowledgement of its receipt and respond to any procedural questions the complainant may have. The principal shall then notify the Superintendent or designee, the teacher(s), and other staff as appropriate.

During the investigation of the complaint, the challenged material may remain in use until a final decision has been reached.

Step 3: Review Committee

The Superintendent or designee shall determine whether to convene a review committee to review the complaint.

If the Superintendent or designee determines that a review committee is necessary, the Superintendent or designee shall appoint a committee composed of administrators and staff members selected from relevant instructional and administrative areas. The Superintendent or designee may also appoint parents/guardians, students, and community members, as appropriate, to serve on the committee.

The Superintendent or designee may provide training to the review committee to ensure that the review committee is informed regarding its responsibilities, the criteria to follow when reviewing instructional materials, and applicable laws, Board policy(ies), and administrative regulation(s).

Within 30 days of being convened, the review committee shall summarize its findings in a written report. The Superintendent or designee shall notify the complainant in writing of the committee's decision within 15 days of receiving the committee's report.

Step 4: Superintendent Determination

If the Superintendent or designee determines that a review committee is not necessary, the Superintendent or designee shall, in a timely manner, issue a decision regarding the complaint.

Step 5: Appeal to the Governing Board

If the complainant remains unsatisfied, the complainant may appeal the Superintendent's or review committee's decision to the Governing Board. The Board's decision shall be final.

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5 CCR 4600-4670	Uniform complaint procedures
Ed. Code 1240	County superintendent of schools; duties
Ed. Code 18111	Exclusion of books by Governing board that are sectarian, partisan, or denominational character
Ed. Code 220	Prohibition of discrimination
Ed. Code ~~242~~240-244	Prohibition of discrimination; instructional materials~~Access to information about educational laws and policies regarding right to accurate and inclusive curriculum~~
~~Ed. Code 243~~	~~Prohibition of discrimination; instructional materials~~
Ed. Code 35010	Control of district; prescription and enforcement of rules
Ed. Code 35160	Powers and duties of school boards
Ed. Code 35186	Williams uniform complaint procedures
Ed. Code 44805	Teacher enforcement of course of studies; use of textbooks, rules and regulations
Ed. Code 48907	Exercise of free expression; time, place, and manner rules and regulations
Ed. Code 48950	Speech and other communication
Ed. Code 51204.5	Social sciences instruction; contributions of specified groups
Ed. Code 51501	Nondiscriminatory subject matter
Ed. Code 51511	Religious matters properly included in courses of study
Ed. Code 51933	Sexual health education and HIV prevention materials
Ed. Code 60000-60005	Instructional materials; legislative intent
Ed. Code 60040-60052	Requirements for instructional materials
Ed. Code 60119	Public hearing on sufficiency of textbooks and instructional materials
Ed. Code 60200-60213	Elementary school materials
Ed. Code 60226	Requirements for publishers and manufacturers
Ed. Code 60400-60411	High school textbooks and instructional materials
Ed. Code 60510-60511	Donation or sale of obsolete instructional materials

Management Resources	Description
California Department of Education Publication	Instructional Materials, FAQ
California Department of Education Publication	Standards for Evaluating Instructional Materials for Social Content, 2013
California Department of Education Publication	Guidance for Local Instructional Materials Adoption, March 2024 (https://www.cde.ca.gov/ci/cr/cf/documents/glimacfird.docx)
California Department of Justice Publication	Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books, Legal Alert, Jan. 2024 (https://oag.ca.gov/system/files/attachments/press-docs/Legal%20Alert%20Re%20Inclusive%20Curricula.1.9.24.1157CLEAN.pdf)
California School Boards Association Publication	Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities, Feb. 2024 (https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/2024-REPD-instructional-materials-brief.ashx)
California School Boards Association Publication	Instructional Materials Adoption: Local governing board responsibilities, Fact Sheet, Feb. 2024 (https://www.csba.org/-/media/CSBA/Files/GovernanceResources/ResearchPapers/FactSheet_IM-LocalRoles-REPD_07-2024-1-(1).ashx?la=en&rev=2641c67340e64dd8bd8603a5df03a138)
California School Boards Association Publication	State Roles, Responsibilities, and Process for Instructional Materials Adoption, Feb. 2024 (https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/2024-REPD-_IM-StateRoles.ashx?la=en&rev=f00baf9bd1af4844b94f99135ca65588)
Website	CSBA District and County Office of Education Legal Services
Website	Department of Justice
Website	California Department of Education, Curriculum and Instruction Resources
Website	CSBA
Website	U.S. Department of Education, Office for Civil Rights

Cross References

Code	Description

0410	Nondiscrimination In District Programs And Activities
1100	Communication With The Public
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6142.94	History-Social Science Instruction
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6144	Controversial Issues
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6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
6161.11	Supplementary Instructional Materials
6161.2	Damaged Or Lost Instructional Materials

6163.1	Library Media Centers
9000	Role Of The Board
9005	Governance Standards
9012	Board Member Electronic Communications
9200	Limits Of Board Member Authority
9322	Agenda/Meeting Materials

Exhibit 1312.2-E(1): Complaints Concerning Instructional Materials

Status: ADOPTED

Original Adopted Date: 12/01/1990 **| Last Revised Date:** ~~10~~03/01/~~2023~~2025 **| Last Reviewed Date:** ~~10~~03/01/~~2023~~2025

REQUEST FOR RECONSIDERATION OF EXISTING INSTRUCTIONAL MATERIALS

This form is only for use by district employees, district residents, or parents/guardians of ~~children~~students enrolled in a district school to challenge the content or use of any existing textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library.

Date:_____

Name of person filing complaint:~~_____~~_____
~~**Anonymous complaints will not be accepted.**~~ (Required):
_____

Group represented (if any):_____

Phone:_____

E-mail address:_____

Address:_____

Instructional Material Being Challenged:

Title:_____

Author:_____

Publisher:_____

Date of Edition:_____

Name of school/classroom instructional material was used:_____

1. Please specifically state the nature of your concern or objection and identify your objection by page, website, webpage and/or link, recording or digital sequence, video frame, or words, as appropriate. You may use additional pages if necessary.

_____

_____

_____

_____

2. Was the instructional material of concern read/heard/viewed in isolation or was the entire selection read/heard/viewed? If the entire selection was not read/heard/viewed, what is your estimate regarding the percentage of the amount read/heard/viewed?

_____

_____

_____

_____

3. What is your concern regarding the consequence if a student reads/hears/views the instructional material? In your assessment, is the instructional material appropriate for the age of the students being taught?

_____

_____

_____

_____

4. What would you like the school to do about the instructional material?

_____

_____

_____

_____

_____

Signature of complainant

For District Use:

Request received by:_____

Date:_____

Title:_____

Action taken:_____

Date:_____

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~~Ed. Code 243~~	~~Prohibition of discrimination; instructional materials~~
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Ed. Code 60400-60411	High school textbooks and instructional materials
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California School Boards Association Publication	Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities, Feb. 2024 (https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/2024-REPD-instructional-materials-brief.ashx)
California School Boards Association Publication	Instructional Materials Adoption: Local governing board responsibilities, Fact Sheet, Feb. 2024 (https://www.csba.org/-/media/CSBA/Files/GovernanceResources/ResearchPapers/FactSheet_IM-LocalRoles-REPD_07-2024-1-(1).ashx?la=en&rev=2641c67340e64dd8bd8603a5df03a138)

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9000	Role Of The Board
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9322	Agenda/Meeting Materials

Policy 1340: Access To District Records

Status: ADOPTED

Original Adopted Date: 02/01/1999 **| Last Revised Date:** ~~05~~03/01/~~2020~~2025 **| Last Reviewed Date:** ~~05~~03/01/~~2020~~2025

CSBA NOTE: The following optional policy and accompanying administrative regulation reflect requirements of the California Public Records Act (CPRA) (Government Code 7920.000 - 7930.215) pertaining to public access to public records of the district. "Public records," as defined by Government Code 7920.530, include any writing containing information relating to the conduct of the district's business prepared, owned, used, or retained by the district regardless of physical form or characteristics; see "Definitions" in the accompanying administrative regulation. For information regarding retention of records, see BP/AR 3580 - District Records, AR 4112.6/4212.6/4312.6 - Personnel Files, and BP/AR 5125 - Student Records.

Because the rules and regulations surrounding CPRA disclosures are complex, it is recommended that districts with questions about an appropriate response to a CPRA request consult CSBA's District and County Office of Education Legal Services or district legal counsel.

The Governing Board recognizes the right of members of the public to have access to public records of the district. The district shall provide any person reasonable access to the public records of the schools and district during normal business hours and within the requirements of law. Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act and other state or federal law.

CSBA NOTE: In *City of San Jose v. Superior Court*, the California Supreme Court held that communications regarding public business that have been sent, received, or stored by public officials on a personal account or device are not categorically exempt from disclosure under the CPRA ~~(Government Code 7920.000 - 7930.215).~~. The court noted that public agencies are required to disclose all applicable records that can be located "with reasonable effort," including those records contained on a public official's or employee's personal device, regardless of whether they were transmitted through district servers. Such searches need not be extraordinarily extensive or intrusive. For further information, see CSBA's , "Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications~~.~~ ." Also see AR 3580 - District Records, BP 4040 – Employee Use of Technology, and BB 9012 - Board Member Electronic Communications.

In response to a public records request, the Superintendent or designee shall make reasonable efforts to locate the requested records, including, but not limited to, any electronic communication substantively related to the records, such as email, text messages, instant messages, and other electronic communications, regardless of whether they are transmitted through a district-provided device or account or through an employee's or Board member's personal device or account.

~~CSBA NOTE: Government Code 7922.535 authorizes the district to charge a person requesting a copy of a record a fee covering the direct costs of duplication; however, no fee can be charged to a person who wishes to inspect but not copy a record. In North County Parents Organization for Children with Special Needs v. Department of Education, the court determined that direct costs~~

~~include only the cost of running the copy machine and possibly the expense of the person operating it. Examples of costs that do not fit this definition include costs associated with searching, reviewing, or redacting the record; assisting the requester in formulating the request; responding to the request; or employee time to sit with the requester during inspection of the record. Because it is not clearly authorized by law, districts wishing to charge for the cost of the copy machine operator should consult with legal counsel.~~

~~In addition, Government Code 7922.535 authorizes districts to provide faster access or access to more records than the minimum standards provided by law. According to the court in North County Parents Organization, this provision permits a district to waive or reduce its fees, as a reduction in copy fees permits greater access to records. For example, a district may consider waiving fees below a certain dollar threshold because the costs of collecting the fee exceed the fee amount.~~

~~Pursuant to Government Code 7922.535, as amended by AB 1819 (Ch. 695, Statutes of 2019), members of the public who request to inspect a disclosable record of the district have the right to use their own equipment on district premises, without being charged any fees or costs, to photograph, copy, or reproduce the record in a manner that does not require the equipment to make physical contact with the record. For further information about exceptions and limitations on the use of one's own equipment to copy a record of the district, see "Inspection of Records and Requests for Copies" in the accompanying administrative regulation.~~

The district may charge for copies of public records or other materials requested by individuals or groups, ~~unless they are using their own personal equipment to reproduce the record. The charge shall be based on actual costs of duplication, as determined by the Superintendent or designee and as specified in~~in accordance with law and as specified in the accompanying administrative regulation.

CSBA NOTE: The following paragraph is optional.

In order to help maintain the security of district records, members of the public granted access shall examine records in the presence of a district staff member.

Policy Reference UPDATE Service
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Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 430-438	Individual student records
CA Constitution Article 1, Section 3	Right of access to governmental information
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 35145	Public meetings
Ed. Code 35170	Authority to secure copyrights

Ed. Code 35250	Duty to keep certain records and reports
Ed. Code 35266	Cybersecurity
Ed. Code 41020	Requirement for annual audit
Ed. Code 42103	Budget notification
Ed. Code 44031	Personnel file contents and inspection
Ed. Code 44839	Medical certificates; periodic medical examination
Ed. Code 49060-49079	Student records
Ed. Code 49091.10	Parental review of curriculum and instruction
Gov. Code 11549.3	Office of Information Security
Gov. Code 3547	Proposals relating to representation
Gov. Code 53262	Employment contracts
Gov. Code 54957.2	Minute book record of closed sessions
Gov. Code 54957.5	Agendas and other writings distributed for discussion or consideration
Gov. Code 6205-6210	Address confidentiality; victims of domestic violence, sexual assault, stalking, human trafficking, child abduction, and elder and dependent adult abuse
Gov. Code 6215-6216	Address confidentiality; reproductive health care providers, employees, volunteers, patients, and other individuals who face threats or violence
Gov. Code 7920.000-7930.215	California Public Records Act
Gov. Code 81008	Political Reform Act, public records; inspection and reproduction
Gov. Code 8310.3	California Religious Freedom Act
Gov. Code 8550-8669.7	California Emergency Services Act
Gov. Code 8586.5	Office of Emergency Services; California Cybersecurity Information Center

Federal	**Description**
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
34 CFR 99.1-99.8	Family Educational Rights and Privacy

Management Resources	**Description**
Attorney General Opinion	64 Ops.Cal.Atty.Gen. 186 (1981)
Attorney General Opinion	71 Ops.Cal.Atty.Gen. 235 (1988)

CA Office of the Attorney General Publication	Promoting a Safe & Secure Learning Environment for All: Guidance & Model Policies to Assist CA K-12 Schools in Responding to Immigration Issues, ~~April 2018~~December 2024
CA Office of the Attorney General Publication	California Department of Justice Guidelines for Access to Public Records, ~~October 2017~~January 2023 (https://oag.ca.gov/system/files/media/pra-guidelines.pdf)
CA Office of the Attorney General Publication	Summary of the California Public Records Act, August 2004 (https://oag.ca.gov/sites/all/files/agweb/pdfs/publications/summary_public_records_act.pdf)
Court Decision	National Lawyers Guild, San Francisco Bay Area Chapter v. City of Hayward (2020) 9 Cal.5th 488
Court Decision	Sacramento County Employees' Retirement System v. Superior Court (2011) 195 Cal. App. 4th 440
Court Decision	Fairley v. Superior Court (1998) 66 Cal.App. 4th 1414
Court Decision	International Federation of Professional and Technical Engineers v. The Superior Court of Alameda County (2007) 42 Cal.4th 319
Court Decision	Kleitman v. Superior Court (1999) 74 Cal.App. 4th 324
Court Decision	Los Angeles County Board of Supervisors v. Superior Court (2016) 2 Cal.5th 282
Court Decision	Los Angeles Times v. Alameda Corridor Transportation Authority (2001) 88 Cal.App.4th 1381
Court Decision	North County Parents Organization for Children with Special Needs v. Department of Education (1994) 23 Cal.App. 4th 144
Court Decision	City of San Jose v. Superior Court (2017) 2 Cal.5th 608
CSBA Publication	Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications, March 2017 (https://www.csba.org/-/media/CSBA/Files/Advocacy/ELA/2017-03_LegalAlert_PRA_ElectronicDevices.ashx?la=en&rev=7f24e74fc2474138940357bc5efe1377)
League of California Cities Publication	The People's Business: A Guide to the California Public Records Act, rev. ~~April 2017~~September 2022 (https://www.calcities.org/docs/default-source/city-attorneys/the-people's-business.pdf?sfvrsn=f827f33f_3)
Website	CSBA District and County Office of Education Legal Services
Website	League of California Cities
Website	State Bar of California

Website	California Office of the Attorney General
Website	CSBA
Website	California Office of Emergency Services (https://www.caloes.ca.gov/)

Cross References

Code	Description
0400	Comprehensive Plans
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0440	District Technology Plan
0440	District Technology Plan
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
1100	Communication With The Public
1112	Media Relations
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4-E(1)	Williams Uniform Complaint Procedures
1312.4-E(2)	Williams Uniform Complaint Procedures
2121	Superintendent's Contract
3100	Budget

3100	Budget
3230	Federal Grant Funds
3230	Federal Grant Funds
3311	Bids
3311	Bids
3312	Contracts
3320	Claims And Actions Against The District
3320	Claims And Actions Against The District
3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
3514.2	Integrated Pest Management
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3543	Transportation Safety And Emergencies
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3551	Food Service Operations/Cafeteria Fund
3551	Food Service Operations/Cafeteria Fund
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
3580	District Records
3580	District Records
4040	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4112.6	Personnel Files
4113.5	Working Remotely
4117.5	Termination Agreements
4119.23	Unauthorized Release Of Confidential/Privileged Information
4119.42	Exposure Control Plan For Bloodborne Pathogens

4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42-E(1)	Exposure Control Plan For Bloodborne Pathogens
4140	Bargaining Units
4141	Collective Bargaining Agreement
4143.1	Public Notice - Personnel Negotiations
4143.1	Public Notice - Personnel Negotiations
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4212.6	Personnel Files
4213.5	Working Remotely
4217.5	Termination Agreements
4219.23	Unauthorized Release Of Confidential/Privileged Information
4219.42	Exposure Control Plan For Bloodborne Pathogens
4219.42	Exposure Control Plan For Bloodborne Pathogens
4219.42-E(1)	Exposure Control Plan For Bloodborne Pathogens
4240	Bargaining Units
4241	Collective Bargaining Agreement
4243.1	Public Notice - Personnel Negotiations
4243.1	Public Notice - Personnel Negotiations
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4312.1	Contracts
4312.5	Criminal Record Check
4312.5-E(1)	Criminal Record Check
4312.6	Personnel Files
4313.5	Working Remotely
4317.5	Termination Agreements
4319.23	Unauthorized Release Of Confidential/Privileged Information
4319.42	Exposure Control Plan For Bloodborne Pathogens

4319.42	Exposure Control Plan For Bloodborne Pathogens
4319.42-E(1)	Exposure Control Plan For Bloodborne Pathogens
4340	Bargaining Units
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
5125.3	Challenging Student Records
5141.6	School Health Services
5141.6	School Health Services
5145.13	Response To Immigration Enforcement
5145.13	Response To Immigration Enforcement
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6143	Courses Of Study
6143	Courses Of Study
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6163.1	Library Media Centers
7110	Facilities Master Plan

7214	General Obligation Bonds
7214	General Obligation Bonds
9010	Public Statements
9011	Disclosure Of Confidential/Privileged Information
9012	Board Member Electronic Communications
9124	Attorney
9200	Limits Of Board Member Authority
9223	Filling Vacancies
9270	Conflict Of Interest
9270-E(1)	Conflict Of Interest
9310	Board Policies
9320	Meetings And Notices
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session
9322	Agenda/Meeting Materials
9324	Minutes And Recordings

Regulation 1340: Access To District Records

Status: ADOPTED

Original Adopted Date: 03/01/2019 **| Last Revised Date:** ~~05~~03/01/~~2020~~2025 **| Last Reviewed Date:** ~~05~~03/01/~~2020~~2025

CSBA NOTE: Article 1, Section 3 of the California Constitution grants any person the right to access information concerning meetings and writings of state and local government bodies, officials, and agencies as long as the constitutional rights of privacy and due process are protected. Courts broadly interpret rules or laws granting access and narrowly interpret those denying access; thus, the burden is on the district to demonstrate the need for restricting access to public records.

The following optional administrative regulation lists those records defined as public and, in contrast, those defined as exempt and/or confidential, to which there is no public access. ~~It is not intended to provide an all-inclusive list of records that may be defined as either public or confidential.~~

This administrative regulation is a non-exhaustive list of records that may be defined as either public or exempt and/or confidential. Other records which fall into these definitions may exist and may be identified in the future.

Definitions

CSBA NOTE: Pursuant to Government Code 7920.530, a "public record" includes any writing that relates to district business as defined below.

Emails and other electronic communications related in a substantive manner to district business are considered public records. Furthermore, in *City of San Jose v. Superior Court*, the California Supreme Court held that using a personal account or personal device to send, receive, or store communications regarding public business does not categorically exclude those records from disclosure upon request under the California Public Records Act (CPRA) (Government Code 7920.000 - 7930.215). The court noted that public agencies are required to disclose all applicable records that can be located "with reasonable effort," including those records contained on a public employee's or official's personal device or account. Such searches need not be extraordinarily extensive or intrusive. For further information, see CSBA's , "Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications~~.~~." Also see the accompanying Board policy, AR 3580 - District Records, BP 4040 – Employee Use of Technology, and BB 9012 - Board Member Electronic Communications.

Public records include any writing containing information relating to the conduct of the district's business prepared, owned, used, or retained by the district regardless of physical form or characteristics. (Government Code 7920.530)

Writing means any handwriting, typewriting, printing, photostating, photographing, photocopying, transmitting by electronic mail or facsimile, and every other means of recording upon any tangible thing any form of communication or representation, including letters, words, pictures, sounds, or

symbols or combinations thereof, and any record thereby created, regardless of the manner in which the record has been stored. (Government Code 7920.545)

Member of the public means any person, except a member, agent, officer, or employee of the district or a federal, state, or other local agency acting within the scope of such membership, agency, office, or employment. (Government Code 7920.515)

Public Records

CSBA NOTE: While not specifically enumerated in Government Code 7920.530, ~~items~~Items #1-~~14~~15 below are items which fall within the definition of "public records."

~~Public~~Unless otherwise exempt from disclosure, public records to which members of the public shall have access include, but are not limited to:

1. Proposed and approved district budgets and annual audits (Education Code 41020, 42103)

2. Statistical compilations

3. Reports and memoranda

4. Notices and bulletins

5. Minutes of public meetings (Education Code 35145)

6. Meeting agendas (Government Code 54957.5)

7. Official communications between the district and other government agencies

CSBA NOTE: District and school plans (e.g., local control and accountability plan, school plan for student achievement, comprehensive safety plan) must generally be accessible to the public. However, pursuant to Education Code 32281, the Governing Board may choose to prohibit disclosure of those portions of the comprehensive safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury at the school site. See BP 0450 - Comprehensive Safety Plan.

8. District and school plans, and the information and data relevant to the development and evaluation of such plans, unless otherwise prohibited by law

9. Initial proposals of exclusive employee representatives and of the district , once presented at a district Governing Board meeting (Government Code 3547)

CSBA NOTE: Government Code 7927.200 exempts from disclosure those records pertaining to pending litigation until the pending litigation or claim has been finally adjudicated or otherwise settled. However, the Attorney General opined in 71 Ops.Cal.Atty.Gen. 235 (1988) that certain

records predating the filing of ~~the~~a lawsuit are subject to disclosure. In *Fairley v. Superior Court*, a California Court of Appeal concurred and held that documents were exempted only if they were prepared for use in litigation. ~~(~~See ~~item~~Item #2 in ~~the section~~ ""Exempt and Confidential Public Records"", below~~.)~~ ~~The Board should~~. It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel ~~if it believes that any document~~with questions regarding disclosure of documents related to litigation ~~should not be disclosed~~.

10. Records pertaining to claims and litigation against the district which have been adjudicated or settled (Government Code 7927.200, 7927.205)

11. Statements of economic interests required by the Conflict of Interest Code (Government Code 81008)

CSBA NOTE: Generally, the names and salaries of public employees are subject to disclosure under the CPRA. In *Sacramento County Employees Retirement System v. Superior Court*, a California Court of Appeal held that the names and corresponding pension benefits of members of a county retirement system are subject to disclosure and are not considered "individual records of members" protected by Government Code 31532. However, in *International Federation of Professional and Technical Engineers v. The Superior Court of Alameda County*, the California Supreme Court recognized that, in some instances, the salaries of certain employees might be exempt from disclosure, depending on the facts and circumstances. ~~The Board should consult legal counsel if it believes that any document related to the names and salaries of public employees should not be disclosed.~~It is recommended that districts with questions about the disclosure of employee information consult CSBA's District and County Office of Education Legal Services or district legal counsel.

12. Documents containing names, salaries, and pension benefits of district employees

13. Employment contracts and settlement agreements (Government Code 53262)

14. Instructional materials including, but not limited to, textbooks (Education Code 49091.10)

CSBA NOTE: Pursuant to Government Code 7928.801, any executed contract for the purchase of goods or services by the district, including the price and terms of payment, is a public record subject to disclosure under the CPRA. It is recommended that districts with questions about contracting with entities for goods or services outside of California, or pursuant to federal law, consult CSBA's District and County Office of Education Legal Services or district legal counsel.

15. Executed contracts for the purchase of goods or services, even if the contract contains provisions specifying that the contract is confidential or a proprietary record of the vendor (Government Code 7928.801)

Access to public records of the district shall be granted to ~~Governing~~ Board members on the same basis as any other member of the public. When Board members are authorized to access public records in the administration of their duties, the Superintendent or designee shall not discriminate

among any of the Board members as to which record, or portion of the record, will be made available, or when it will be made available. (Government Code 7921.305, 7921.310)

~~CSBA NOTE: Government Code 7922.200 specifies that the CPRA does not require a district to disclose a social security number and states the Legislature's intent that districts will redact social security numbers from any records being disclosed to the public. In addition, Government Code 7928.300 prohibits disclosure of an employee's personal cell phone number and birth date.~~

Exempt and Confidential Public Records

Records exempt from disclosure under the California Public Records Act (CPRA) include, but are not limited to:

~~**Confidential Public Records**~~

~~CSBA NOTE: Education Code 234.7 prohibits the collection of information or documents regarding the citizenship or immigration status of students or their family members. If the district becomes aware of the citizenship or immigration status of any student, it is prohibited from disclosing that information to U.S. Immigration and Customs Enforcement (ICE), as such disclosure is not among the limited exceptions specified in law for which student records may be released without parental consent or a lawful judicial order. An ICE "administrative warrant" is not a court order that would allow a district to disclose student records without parent/guardian consent. See BP/AR 5125 - Student Records, BP/AR 5145.13 - Response to Immigration Enforcement, and the Office of the Attorney General's publication Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues.~~

~~In addition, pursuant to Government Code 8310.3, districts are prohibited from collecting or disclosing to federal government authorities any personal information regarding an individual's religious beliefs, practices, or affiliation for the purpose of compiling a list, registry, or database of individuals based on religious affiliation, national origin, or ethnicity.~~

~~Unless otherwise authorized or required by law, information regarding an individual's citizenship or immigration status or religious beliefs, practices, or affiliation shall not be disclosed to federal government authorities. (Education Code 234.7; Government Code 8310.3)~~

~~Records to which the members of the public shall not have access include, but are not limited to:~~

1. Preliminary drafts, notes, and interagency or intradistrict memoranda that are not retained by the district in the ordinary course of business, provided that the public interest in withholding these records clearly outweighs the public interest in disclosure (Government Code 7927.500)

2. Records specifically generated in connection with or prepared for use in litigation to which the district is a party or to respond to claims made against the district pursuant to the Tort Claims Act, until the litigation or claim has been finally adjudicated or otherwise settled, or beyond, if the records are protected by some other provision of law (Government Code 7927.200, 7927.205)

CSBA NOTE: The Safe at Home address confidentiality program has been in existence pursuant to Government Code 6205-6210 and 6215-6216 to protect victims of domestic

violence, sexual assault, stalking, human trafficking, and elder or dependent adult abuse, and members of their households, as well as district employees who face threats of violence, or violence or harassment from the public because of the employee's work for the district. This type of protection has been extended to district employees and Board members who face threats of violence, or violence or harassment from the public because of the employee's work for the district, and, pursuant to Government Code 6205-6210, to victims of child abduction and members of their households. Government Code 6207 provides that, when creating a public record, the district may not include actual residences of students, parents/guardians, or employees when a substitute address is designated through the Safe at Home program. Districts are required to accept the program participation card issued by the Secretary of State and to substitute a post office box as the participant's address.

3. Personnel records, medical records, or similar materials, the disclosure of which would constitute an unwarranted invasion of personal privacy (Government Code 7927.700)

   The home addresses, home telephone numbers, personal cell phone numbers, or birth date of employees ~~may~~shall only be disclosed as follows: (Government Code 7928.300)

   a. To an agent or a family member of the employee

   b. To an officer or employee of a state agency or another school district or county office of education when necessary for the performance of official duties

   c. To an employee organization pursuant to regulations and decisions of the Public Employment Relations Board, except that the home address and any telephone number for an employee who performs law enforcement-related functions, or the birth date of any employee, shall not be disclosed

   d. Upon written request of any employee, the district shall not disclose the employee's home address, home telephone number, personal cell phone number, personal email address, or birth date, and the district shall remove the home address, home telephone number, and personal cell phone number from any mailing list of the district except a list used exclusively to contact the employee~~.~~

   e. To an agent or employee of a health benefit plan providing health services or administering claims for health services to district employees and their enrolled dependents, for the purpose of providing the health services or administering claims for employees and their enrolled dependents

CSBA NOTE: Pursuant to Government Code 7928.205, as amended by AB 1785 (Ch. 551, Statutes of 2024), the district is prohibited from publicly posting online the information specified below of any elected or appointed official, such as a Board member, without first obtaining the written permission of that individual.

4. The home address, telephone number, or both the name and assessor parcel number associated with the home address of any elected or appointed official posted by the district online without first obtaining the written permission of that individual (Government Code 7928.205)

~~4.~~ 5. Student records, except directory information and other records to the extent permitted by law and district policy (Education Code 49073, 49076; 20 USC 1232g; 34 CFR 99.1-99.8)

~~5.~~ 6. Test questions, scoring keys, and other examination data except as provided by law (Government Code 7929.605)

~~6.~~ 7. Without affecting the law of eminent domain, the contents of real estate appraisals or engineering or feasibility estimates and evaluations made for or by the district relative to the acquisition of property, or to prospective public supply and construction contracts, until all of the property has been acquired or all of the contract agreement obtained (Government Code 7928.705)

~~7.~~ 8. Information required from any taxpayer in connection with the collection of local taxes that is received in confidence and the disclosure of the information to other persons would result in an unfair competitive disadvantage to the person supplying the information (Government Code 7925.000)

~~8.~~ 9. Library circulation and patron use records of a borrower or patron including, but not limited to, name, address, telephone number, email address, borrowing information, or use of library information resources, except when disclosure is to persons acting within the scope of their duties in the administration of the library; to persons authorized in writing, by the individual to whom the records pertain, to inspect the records; or by court order (Government Code 7927.100, 7927.105)

CSBA NOTE: The following exemption protects attorney-client privileged communications and attorney work product, as well as other work product prepared for use in pending litigation or claims. Pursuant to the Rules of Professional Conduct of the State Bar of California, when an attorney has been hired to represent the district as a whole, this privilege may only be waived by the Board.

In *Los Angeles County Board of Supervisors v. Superior Court*, the California Supreme Court held that invoices for the services of district counsel, or portions of those invoices, may be privileged and therefore exempt from disclosure. ~~The Board should consult~~ It is recommended that districts with ~~legal counsel to determine what~~questions about disclosable records ~~to disclose~~ in response to a CPRA request for ~~such~~legal invoices consult CSBA's District and County Office of Education Legal Services or district legal counsel.

~~9.~~ 10. Records for which the disclosure is exempted or prohibited pursuant to state or federal law, including, but not limited to, provisions of the Evidence Code relating to privilege (Government Code 7927.705)

~~10.~~ 11. Documents prepared by or for the district to assess its vulnerability to terrorist attack or other criminal acts intended to disrupt district operations and that are for distribution or consideration in closed session (Government Code 7929.200)

CSBA NOTE: Item #12 is related to the information technology security of the district. Government Code 11549.3, authorizes districts, at district expense, to request the Military

Department, in consultation with the California Cybersecurity Integration Center, to perform an independent security assessment of the district or individual district school. During the process of conducting an independent security assessment pursuant to Government Code 11549.3, information and records concerning the independent security assessment are confidential and are not disclosable.

12. Information security record if disclosure of that record would reveal vulnerabilities to, or otherwise increase the potential for an attack on, an information technology system of the district (Government Code 7929.210)

~~11.~~ 13. Recall petitions, petitions for special elections to fill Board vacancies, or petitions for the reorganization of the school district (Government Code 7924.110)

~~12.~~ 14. Minutes of Board meetings held in closed session (Government Code 54957.2)

~~13.~~ 15. Computer software developed by the district (Government Code 7922.585)

~~14. Information security records, the disclosure of which would reveal vulnerabilities to, or otherwise increase potential for an attack on, the district's information technology system (Government Code 7929.210)~~

~~15.~~ 16. Records that contain individually identifiable health information, including records that may be exempt pursuant to physician-patient privilege, the Confidentiality of Medical Information Act, and the Health Insurance Portability and Accountability Act (Government Code 7926.400, 7930.000-7930.215)

~~16.~~ 17. Any other records listed as exempt from public disclosure in the ~~California Public Records Act~~CPRA or other statutes

CSBA NOTE: Item #~~17~~18 below reflects an exemption often referred to as the "catch-all" or "public interest" exemption pursuant to Government Code 7922.000. This exemption allows a district to withhold a record based on analysis of the specific facts of the situation and in light of the competing public interests. This exemption also includes the "deliberative process privilege" which is designed to protect a district's decision-making process in order to encourage candid discussions within the district. It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel ~~should be consulted to determine~~when determining whether a request for a record falls under this exemption.

~~17.~~ 18. Any other records for which the district can demonstrate that, based on the particular facts of the case, the public interest served by not disclosing the record clearly outweighs the public interest served by disclosure of the record (Government Code 7922.000)

When disclosing to a member of the public any record that contains personal information, including, but not limited to, an employee's home address, home telephone number, social security number, personal cell phone number, or birth date, the Superintendent or designee shall ensure that such personal information is redacted from that record. (Government Code 7922.200, 7928.300)

CSBA NOTE: Education Code 234.7 prohibits the collection of information or documents regarding the citizenship or immigration status of students or their family members. If the district becomes aware of the citizenship or immigration status of any student, it is prohibited from disclosing that information, as such disclosure is not among the limited exceptions specified in law for which student records may be released without parent/guardian consent or a lawful judicial subpoena/warrant. See BP/AR 5125 - Student Records and BP/AR 5145.13 - Response to Immigration Enforcement.

Additionally, pursuant to Government Code 8310.3, districts are prohibited from collecting or disclosing to federal government authorities any personal information regarding an individual's religious beliefs, practices, or affiliation for the purpose of compiling a list, registry, or database of individuals based on religious affiliation, national origin, or ethnicity.

Unless otherwise authorized or required by law, information regarding an individual's citizenship or immigration status or religious beliefs, practices, or affiliation shall not be disclosed. (Education Code 234.7; Government Code 8310.3)

Inspection of Records ~~and~~, Requests for Copies, and Recovery of Costs

~~CSBA NOTE: Court decisions have held that a public record request may be made orally, by phone, or in writing, including by email, fax, or hand delivery. The district may ask, but not require, that the person put an oral request in writing.~~ CSBA NOTE: In *Los Angeles Times v. Alameda Corridor Transportation Authority*, a California Court of Appeal held that the CPRA does not require written requests and therefore a public record request may be made orally, by phone, or in writing, including by email, fax, or hand delivery. The district may ask, but not require, that the person put an oral request in writing.

Any person may request a copy or inspection of any district record that is not exempt from disclosure. (Government Code 7922.530)

Within 10 days of receiving any request to inspect or copy a district record, the Superintendent or designee shall determine whether the request seeks release of a disclosable public record in the district's possession. The Superintendent or designee shall promptly inform the person making the request of the determination and the reasons for the decision. (Government Code 7922.535)

In unusual circumstances, the Superintendent or designee may extend the 10-day limit for up to 14 days by providing written notice to the requester setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include the following, but only to the extent reasonably necessary to properly process the request: (Government Code 7922.535)

1. The need to search for and collect the requested records from field facilities or other establishments that are separate from the office processing the request

2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records which are demanded in a single request

3. The need for consultation, which shall be conducted with all practicable speed, with another agency (e.g., a state agency or city) having a substantial interest in the determination of the

request or among two or more components of the district (e.g., two different school sites) with substantial interest in the request

4. In the case of electronic records, the need to compile data, write programming language or a computer program, or construct a computer report to extract data

CSBA NOTE: In an effort to balance the right of the public to access public records in a timely manner while affording districts adequate opportunity to satisfy information requests during a state of emergency proclaimed pursuant to the California Emergency Services Act (Government Code 8550-8669.7), Government Code 7922.535, as amended by SB 1034 (Ch. 161, Statutes of 2024), includes, in the definition of "unusual circumstances," the need to search for, collect, and examine records due to the state of emergency.

5. The need to search for, collect, and appropriately examine records during a state of emergency proclaimed by the Governor pursuant to the California Emergency Services Act in the jurisdiction where the district is located when the state of emergency currently affects, due to the state of emergency, the district's ability to timely respond to staffing shortages or closure of facilities where the requested records are located (Government Code 8567)

If the Superintendent or designee determines that the request seeks disclosable public records, the determination shall state the estimated date and time when the records will be made available. (Government Code 7922.535)

Public records shall be open to inspection at all times during district office hours. ~~Any~~If a portion of the requested record(s) is exempt from disclosure, any non-exempt, reasonably segregable portion of ~~a~~the record shall be made available for inspection ~~by any person requesting the record~~ after deletion of the portions ~~that are~~ exempted by law. (Government Code 7922.525)

CSBA NOTE: Government Code 7922.530 states that copies of records must be provided "promptly." The term "promptly" is not defined in law, but Government Code 7922.500 also states that a district may not delay or obstruct the inspection or copying of records. Thus, if the records are held in a manner that allows for prompt disclosure, the records generally should not be withheld because of the 10-day response period or the 14-day extension detailed above.

Upon request for a copy that reasonably describes an identifiable, non-exempt record, an exact copy shall be promptly provided unless it is impracticable to do so. (Government Code 7922.530)

If only a portion of the identified record is exempt from disclosure, the record's exempt material shall be redacted prior to disclosure.

CSBA NOTE: The following optional paragraph is for use by districts that charge for copies. See the accompanying Board policy.

Government Code 7922.530 permits, but does not require, the district to charge a person requesting a physical copy of a record a fee covering the direct costs of duplication; however, no fee may be charged to a person who wishes to inspect but not copy a record. In *North County Parents Organization for Children with Special Needs v. Department of Education*, the court determined that direct costs include only the cost of running the copy machine and possibly the expense of the person operating it. Examples of costs that do not fit this definition include costs associated with searching, reviewing, or redacting the record; assisting the requester in formulating the request;

responding to the request; or employee time to sit with the requester during inspection of the record.

Pursuant to Government Code 7922.530, members of the public who request to inspect a disclosable record of the district have the right to use their own equipment on district premises, without being charged any fees or costs, to photograph, copy, or reproduce the record in a manner that does not require the equipment to make physical contact with the record.

Additionally, Government Code 7922.575 allows recovery of direct costs when the district would be required to produce a copy of an electronic record and the record is one that is produced only at otherwise regularly scheduled intervals or requires data compilation, extraction, or programming to produce the record. In *National Lawyers Guild, San Francisco Bay Area Chapter v. City of Hayward*, the California Supreme Court clarified that the term "data extraction" does not include the process of redacting exempt material from otherwise disclosable electronic records and that a public agency may not recover costs for the compilation or redaction of video footage.

Due to the complex nature of cost recovery standards under the CPRA it is recommended that districts with questions regarding the permissibility of fees consult CSBA's District and County Office of Education Legal Services or district legal counsel.

The Superintendent or designee shall charge an amount for copies that reflects the direct costs of duplication~~.~~ in accordance with law. Written requests to waive the fee shall be submitted to the Superintendent or designee.

~~CSBA NOTE: Pursuant to Government Code 7922.530, members of the public have the right to use their own equipment on district premises to copy a disclosable record, without being charged any fees or costs. The record must be reproduced in a manner as specified below.~~

Without charging any fees or costs, the Superintendent or designee shall allow members of the public to use their own equipment on district premises to photograph or otherwise copy or reproduce a disclosable record as long as the means of copy or reproduction: (Government Code 7922.530)

1. Do not require the equipment to make physical contact with the record

2. Will not result in damage to the record

3. Will not result in unauthorized access to the district's computer systems or secured networks by using software, equipment, or any other technology capable of accessing, altering, or compromising the district's electronic records

~~CSBA NOTE: Government Code 7922.530 authorizes the district to impose reasonable limits on the use of personal equipment by members of the public to copy disclosable records, as specified below.~~

The Superintendent or designee may impose any reasonable limit on the use of personal equipment to photograph, copy, or reproduce a disclosable record that is necessary to protect the safety of the records, or to prevent the copying of records from being an unreasonable burden to the orderly function of the district and its employees. The Superintendent or designee may also impose any limit that is necessary to maintain the integrity of, or ensure the long-term preservation of, historic

or high-value records. (Government Code 7922.530)

In addition to maintaining public records for public inspection during district office hours, the district may comply with public records requests by posting any public record on the district's ~~web site~~website and, in response to a public records request, directing the member of the public to the location on the ~~web site~~website where the record can be found. However, if the member of the public is unable to access or reproduce the record from the ~~web site~~website, the district shall promptly provide an exact copy of the public record upon payment of duplication fees, if applicable, unless it is impracticable to provide an exact copy. (Government Code 7922.545)

If any person requests that a public record be provided in an electronic format, the district shall make that record available in any electronic format in which it holds the information. The district shall provide a copy of the electronic record in the format requested as long as the requested format is one that has been used by the district to create copies for its own use or for use by other agencies. (Government Code 7922.570)

The cost of duplicating an electronic record shall be limited to the direct cost of producing a copy of the record in electronic format. However, the requester shall bear the cost of producing the copy of the electronic record, including the cost to construct the record and the cost of programming and computer services necessary to produce the copy, under the following circumstances: (Government Code 7922.575)

1. The electronic record is one that is produced only at otherwise regularly scheduled intervals~~.~~

2. The request would require data compilation, extraction, or programming to produce the record~~.~~

Assistance in Identifying Requested Records

CSBA NOTE: Government Code 7922.600 requires the district to assist a person requesting to inspect or obtain a copy of a public record as specified below. Pursuant to Government Code 7922.605, this assistance is not required if the district grants the request and the records are made available or if the request is denied on the grounds that the records are confidential as specified in Government Code 7920.505.

If the Superintendent or designee denies a request for disclosable records, the requester shall be assisted in making a focused and effective request that reasonably describes an identifiable record. To the extent reasonable under the circumstances, the Superintendent or designee shall do all of the following: (Government Code 7922.600)

1. Assist in identifying records and information responsive to the request or the purpose of the request, if specified

   If, after making a reasonable effort to elicit additional clarifying information from the requester to help identify the record, the Superintendent or designee is still unable to identify the information, this requirement shall be deemed satisfied.

2. Describe the information technology and physical location in which the records exist

3. Provide suggestions for overcoming any practical basis for denying access to the records or information sought

Provisions of the ~~Public Records Act~~CPRA shall not be construed so as to delay or obstruct the inspection or copying of public records. Any notification denying a request for public records shall state the name and title of each person responsible for the denial. (Government Code 7922.500, 7922.540)

Policy Reference UPDATE Service
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Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 430-438	Individual student records
CA Constitution Article 1, Section 3	Right of access to governmental information
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 35145	Public meetings
Ed. Code 35170	Authority to secure copyrights
Ed. Code 35250	Duty to keep certain records and reports
Ed. Code 35266	Cybersecurity
Ed. Code 41020	Requirement for annual audit
Ed. Code 42103	Budget notification
Ed. Code 44031	Personnel file contents and inspection
Ed. Code 44839	Medical certificates; periodic medical examination
Ed. Code 49060-49079	Student records
Ed. Code 49091.10	Parental review of curriculum and instruction
Gov. Code 11549.3	Office of Information Security
Gov. Code 3547	Proposals relating to representation
Gov. Code 53262	Employment contracts
Gov. Code 54957.2	Minute book record of closed sessions
Gov. Code 54957.5	Agendas and other writings distributed for discussion or consideration

Gov. Code 6205-6210	Address confidentiality; victims of domestic violence, sexual assault, stalking, human trafficking, child abduction, and elder and dependent adult abuse
Gov. Code 6215-6216	Address confidentiality; reproductive health care providers, employees, volunteers, patients, and other individuals who face threats or violence
Gov. Code 7920.000-7930.215	California Public Records Act
Gov. Code 81008	Political Reform Act, public records; inspection and reproduction
Gov. Code 8310.3	California Religious Freedom Act
Gov. Code 8550-8669.7	California Emergency Services Act
Gov. Code 8586.5	Office of Emergency Services; California Cybersecurity Information Center

Federal	**Description**
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
34 CFR 99.1-99.8	Family Educational Rights and Privacy

Management Resources	**Description**
Attorney General Opinion	64 Ops.Cal.Atty.Gen. 186 (1981)
Attorney General Opinion	71 Ops.Cal.Atty.Gen. 235 (1988)
CA Office of the Attorney General Publication	Promoting a Safe & Secure Learning Environment for All: Guidance & Model Policies to Assist CA K-12 Schools in Responding to Immigration Issues, ~~April~~ ~~2018~~December 2024
CA Office of the Attorney General Publication	California Department of Justice Guidelines for Access to Public Records, ~~October~~ ~~2017~~January 2023 (https://oag.ca.gov/system/files/media/pra-guidelines.pdf)
CA Office of the Attorney General Publication	Summary of the California Public Records Act, August 2004 (https://oag.ca.gov/sites/all/files/agweb/pdfs/publications/summary_public_records_act.pdf)
Court Decision	National Lawyers Guild, San Francisco Bay Area Chapter v. City of Hayward (2020) 9 Cal.5th 488
Court Decision	Sacramento County Employees' Retirement System v. Superior Court (2011) 195 Cal. App. 4th 440
Court Decision	Fairley v. Superior Court (1998) 66 Cal.App. 4th 1414
Court Decision	International Federation of Professional and Technical Engineers v. The Superior Court of Alameda County (2007) 42 Cal.4th 319
Court Decision	Kleitman v. Superior Court (1999) 74 Cal.App. 4th 324

Court Decision	Los Angeles County Board of Supervisors v. Superior Court (2016) 2 Cal.5th 282
Court Decision	Los Angeles Times v. Alameda Corridor Transportation Authority (2001) 88 Cal.App.4th 1381
Court Decision	North County Parents Organization for Children with Special Needs v. Department of Education (1994) 23 Cal.App. 4th 144
Court Decision	City of San Jose v. Superior Court (2017) 2 Cal.5th 608
CSBA Publication	Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications, March 2017 (https://www.csba.org/-/media/CSBA/Files/Advocacy/ELA/2017-03_LegalAlert_PRA_ElectronicDevices.ashx?la=en&rev=7f24e74fc2474138940357bc5efe1377)
League of California Cities Publication	The People's Business: A Guide to the California Public Records Act, rev. ~~April 2017~~September 2022 (https://www.calcities.org/docs/default-source/city-attorneys/the-people's-business.pdf?sfvrsn=f827f33f_3)
Website	CSBA District and County Office of Education Legal Services
Website	League of California Cities
Website	State Bar of California
Website	California Office of the Attorney General
Website	CSBA
Website	California Office of Emergency Services (https://www.caloes.ca.gov/)

Cross References

Code	Description
0400	Comprehensive Plans
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0440	District Technology Plan
0440	District Technology Plan
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan

0460	Local Control And Accountability Plan
1100	Communication With The Public
1112	Media Relations
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4-E(1)	Williams Uniform Complaint Procedures
1312.4-E(2)	Williams Uniform Complaint Procedures
2121	Superintendent's Contract
3100	Budget
3100	Budget
3230	Federal Grant Funds
3230	Federal Grant Funds
3311	Bids
3311	Bids
3312	Contracts
3320	Claims And Actions Against The District
3320	Claims And Actions Against The District
3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
3514.2	Integrated Pest Management
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3543	Transportation Safety And Emergencies

3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3551	Food Service Operations/Cafeteria Fund
3551	Food Service Operations/Cafeteria Fund
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
3580	District Records
3580	District Records
4040	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4112.6	Personnel Files
4113.5	Working Remotely
4117.5	Termination Agreements
4119.23	Unauthorized Release Of Confidential/Privileged Information
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42-E(1)	Exposure Control Plan For Bloodborne Pathogens
4140	Bargaining Units
4141	Collective Bargaining Agreement
4143.1	Public Notice - Personnel Negotiations
4143.1	Public Notice - Personnel Negotiations
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4212.6	Personnel Files
4213.5	Working Remotely
4217.5	Termination Agreements
4219.23	Unauthorized Release Of Confidential/Privileged Information

4219.42	Exposure Control Plan For Bloodborne Pathogens
4219.42	Exposure Control Plan For Bloodborne Pathogens
4219.42-E(1)	Exposure Control Plan For Bloodborne Pathogens
4240	Bargaining Units
4241	Collective Bargaining Agreement
4243.1	Public Notice - Personnel Negotiations
4243.1	Public Notice - Personnel Negotiations
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4312.1	Contracts
4312.5	Criminal Record Check
4312.5-E(1)	Criminal Record Check
4312.6	Personnel Files
4313.5	Working Remotely
4317.5	Termination Agreements
4319.23	Unauthorized Release Of Confidential/Privileged Information
4319.42	Exposure Control Plan For Bloodborne Pathogens
4319.42	Exposure Control Plan For Bloodborne Pathogens
4319.42-E(1)	Exposure Control Plan For Bloodborne Pathogens
4340	Bargaining Units
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
5125.3	Challenging Student Records
5141.6	School Health Services

5141.6	School Health Services
5145.13	Response To Immigration Enforcement
5145.13	Response To Immigration Enforcement
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6143	Courses Of Study
6143	Courses Of Study
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6163.1	Library Media Centers
7110	Facilities Master Plan
7214	General Obligation Bonds
7214	General Obligation Bonds
9010	Public Statements
9011	Disclosure Of Confidential/Privileged Information
9012	Board Member Electronic Communications
9124	Attorney
9200	Limits Of Board Member Authority
9223	Filling Vacancies
9270	Conflict Of Interest
9270-E(1)	Conflict Of Interest
9310	Board Policies
9320	Meetings And Notices
9321	Closed Session
9321-E(1)	Closed Session

9321-E(2)	Closed Session
9322	Agenda/Meeting Materials
9324	Minutes And Recordings

Policy 3311: Bids

Status: ADOPTED

Original Adopted Date: 08/01/2013 **| Last Revised Date:** ~~12~~03/01/~~2016~~2025 **| Last Reviewed Date:** ~~09~~03/01/~~2023~~2025

CSBA NOTE: Pursuant to Government Code 54202, districts are **mandated** to establish bidding procedures governing the purchase of equipment and supplies; this policy and the accompanying administrative regulation reflects the competitive bidding procedures applicable to these purchases.

Additionally, Public Contract Code 20111~~,~~ requires public contracts for the lease or purchase of equipment, materials, supplies, or services or for "public projects," as defined, ~~are required~~ to be competitively bid when they involve expenditure of specified amounts.

An alternative procedure for public works projects is provided pursuant to the Uniform Public Construction Cost Accounting Act (UPCCAA) (Public Contract Code 22000-22045); for more information regarding UPCCAA see BP/AR 3311.1 - Uniform Public Construction Cost Accounting Procedures. Also see AR 3311.2 - Lease-Leaseback Contracts, AR 3311.3 - Design-Build Contracts, and AR 3311.4 - Procurement of Technological Equipment for procedures applicable to those contracts.

Due to the complexities of the bid process, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel as appropriate.

The Governing Board is committed to promoting public accountability and ensuring prudent use of public funds. When leasing, purchasing, or contracting for equipment, materials, supplies, or services for the district, including when contracting for public projects involving district facilities, the Board shall explore lawful opportunities to obtain the greatest possible value for its expenditure of public funds. When required by law, or if the Board determines that it is in the best interest of the district, such contracts shall be made using competitive bidding.

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading legal requirements for competitive bidding. (Public Contract Code 20116)

CSBA NOTE: Requirements for competitive bidding, including notice and advertising, are specified in Public Contract Code 20110-20118.4. ~~See~~See "Instructions and Procedures for Advertised Bids," in the accompanying administrative regulation.

The Superintendent or designee shall establish comprehensive bidding procedures for the district in accordance with ~~law.~~Government Code 54202, and that meet the requirements for bidding

procedures specified in law. The procedures shall include a process for advertising bids, instructions and timelines for submitting and opening bids, and other relevant requirements.

CSBA NOTE: Pursuant to Public Contract Code 20111.5, the district is permitted, but not required, to establish prequalification procedures for any contract for which bids are legally required; see "Prequalification Procedure" in the accompanying administrative regulation. However, pursuant to Public Contract Code 20111.6, a district with average daily attendance of 2,500 or greater is required to prequalify all general contractors and electrical, mechanical, and plumbing subcontractors for public projects of $1 ~~million~~,000,000 or more, ~~if~~when the project uses state general funds, School Facilities Program funds (Education Code 17070.10-17079.30~~)~~), or ~~other~~uses or is reimbursed from future state school bonds ~~are used~~. A model prequalification questionnaire is available on the Department of Industrial ~~Relations~~Relations' website.

For award of contracts which, by law or Board policy, require prequalification, the procedures shall identify a uniform system for rating bidders on the basis of a completed questionnaire and financial statements.

CSBA NOTE: ~~Districts should be careful in crafting~~It is recommended that districts carefully craft bid specifications, as a misleading specification that results in a lower bid than might have been made may make the district liable for the extra work done or expenses incurred by the contractor. In *Los Angeles Unified School District v. Great American Insurance Co.*, the California Supreme Court held in favor of a contractor who was misled by the district's nondisclosure of material information that would have affected the contractor's bid.

When calling for bids, the Superintendent or designee shall ensure that the bid specifications clearly describe in appropriate detail the quality, delivery, ~~and~~ service required, and include all information of which the district knows, or has in its possession, that is relevant to the work to be performed or that may impact the cost of performing the work.

Award of Contract

CSBA NOTE: Pursuant to Public Contract Code 20111, a contract required to be put out to bid must be awarded to the lowest responsible bidder. As defined in Public Contract Code 1103, a "responsible bidder" is one who has demonstrated the attribute of trustworthiness and possesses the quality, fitness, capacity, and experience to satisfactorily perform the proposed work.

However, a bid may be awarded ~~to~~ other than to only the lowest responsible bidder when conditions specified in law exist.

Additionally, pursuant to Public Contract Code 6102, ~~as added by SB 34 (Ch. 297, Statutes of 2022), a contract executed on or after January 1, 2023, including a contract negotiated prior to January 1, 2023,~~a contract is voidable if entered into in violation of a state or federal crime relating to bribery of a public official, including, but not limited to, a violation of Penal Code 68 or 86.

~~Except as authorized by law, contracts~~Contracts shall be let to the lowest responsible bidder who shall give such security as the Board requires, or else all bids shall be rejected. (Public Contract Code 20111)

However, the Board may let contracts to other than only the lowest responsible bidder in the following circumstances:

1. When the contract is for the procurement and/or maintenance of electronic data processing systems and supporting software, in which case the Board may contract with any one of the three lowest responsible bidders (Public Contract Code 20118.1)

2. When the contract is for any transportation service which involves an expenditure of more than $10,000 and which will be made with any person or corporation other than a common carrier, municipally owned transit system, or a parent/guardian of a student who is to be transported, in which case the Board may contract with other than the lowest bidder (Education Code 39802)

~~CSBA NOTE: Pursuant to Public Contract Code 20118, districts may be exempt from the bidding requirements and may "piggyback" onto the bid of any public corporation or agency for specific items when the Governing Board determines it is in the best interest of the district. See the accompanying administrative regulation for a list of those items that may be leased or purchased using this procedure.~~CSBA NOTE: Pursuant to Public Contract Code 2000-2002, a district is permitted to establish bidding requirements that facilitate the participation of minority, women, disabled veteran, and small business enterprises in contracts. Though minorities and women are included in Public Contract Code 2000, Article 1, Section 31(a) of the California Constitution prohibits the granting of preferences based on race, sex, color, ethnicity, or national origin in state employment and contracting. It is recommended that the district consult CSBA's District and County Office of Education Legal Services or district legal counsel with questions about the granting of preferences to any such business.

3. When the contract is one for which the Board has established goals and requirements relating to participation of disabled veteran or small business enterprises in accordance with Public Contract Code 2000-2002, in which case the Board may contract with the lowest responsible bidder who submits a responsive bid and complies or makes a good faith effort to comply with the goals and requirements (Public Contract Code 2000-2002)

4. When procuring a lease-leaseback contract, in which case the Board shall award the contract based on objective criteria for determining the best combination of price and qualifications in accordance with Education Code 17400 and 17406

CSBA NOTE: Districts may, in accordance with Education Code 17250.25, utilize the design-build method of construction delivery. The repeal of Education Code 17250.55, pursuant to SB 956 (Ch. 177, Statutes of 2024), has the effect of indefinitely extending the authorization for districts to use such method of construction delivery, which otherwise would have become inoperative January 1, 2025. Pursuant to Education Code 17250.15, "design-build" means a project delivery process in which both the design and construction of a project are procured from a single entity.

5. When procuring a design-build contract for a public works project in excess of $1,000,000 in accordance with Education Code 17250.20, in which case the Board may award the contract to either the low bid or the best value to the district, taking into consideration, at a minimum, price, technical design and construction expertise, and life-cycle costs (Education Code 17250.20, 17250.25)

CSBA NOTE: Pursuant to Education Code 17250.60-17250.69, the district may, until January 1, 2029, utilize alternative design-build contracts for public works projects in excess of $5,000,000. Pursuant to Education Code 17250.60, "alternative design-build" means a project delivery process in which both the design and construction of a project are procured from a single design-build entity based on its proposed design cost, general conditions, overhead, and profit as a component of the project price.

A contract for an alternative design-build project must be awarded to either the low bidder or the best value, and is subject to further negotiation and amendment pursuant to Education Code 17250.65. Alternative design-build subcontracts are subject to an open book evaluation by the district and the district sets the price based on this open book evaluation. The alternative design-build contract may be subject to further negotiation or amendment, and if the district and the design-build entity are unable to reach an agreement, the district may terminate the contract. A district that utilizes the alternative design-build procurement method is required to submit, by January 1, 2028, a report to the Legislature, as specified in Education Code 17250.67. See AR 3311.3 - Design-Build Contracts for more information specific to design-build and alternative design-build projects.

6. When procuring an alternative design-build contract for a public works project in excess of $5,000,000 in accordance with Education Code 17250.62, in which case the Board may award the contract to either the low bid or the best value, taking into consideration, at a minimum, design cost, general conditions, overhead, and profit as a component of the project price; technical design and construction expertise; and life-cycle costs (Education Code 17250.61, 17250.62)

Protests by Bidders

CSBA NOTE: The law does not specify a procedure for handling protests by bidders. The following optional section provides one such procedure and should be modified to reflect district practice.

If the bidder believes that the award is not in compliance with law, Board policy, administrative regulation, or the bid specification, the bidder may protest the award. A protest must be filed in writing with the Superintendent or designee within five working days after receipt of notification of the contract award and shall include all documents supporting or justifying the protest. A bidder's failure to file the protested documents in a timely manner shall constitute a waiver of the right to protest the award of the contract.

The Superintendent or designee shall review the documents submitted with the bidder's claims and render a decision in writing within 30 working days. The Superintendent or designee may also convene a meeting with the bidder in order to attempt to resolve the problem.

CSBA NOTE: The following paragraph provides a process for appealing a bid award to the Governing Board. Although the law does not specify the notice to be given in this circumstance, it is recommended that the district give notice to the bidder at least three business days before the Board meeting where the appeal will be heard, which is reflected below, and may be modified to reflect district practice.

The bidder may appeal the Superintendent or designee's decision to the Board. The Superintendent or designee shall provide notice to the bidder of the date and time for Board consideration of the protest at least three business days before the Board meeting. The Board's decision shall be final.

Bids Not Required

CSBA NOTE: Pursuant to Public Contract Code 20118, districts may be exempt from the bidding requirements and may "piggyback" onto the bid of any public corporation or agency for specific items when the Board determines it is in the best interest of the district.

The Attorney General opined, in 89 Ops.Cal.Atty.Gen. 1, 2006, that a district may not rely on the piggyback exception to contract for the acquisition and installation of factory-built modular building components (i.e., roofs and walls) for installation on a permanent foundation. This opinion does not clearly address whether the piggyback exception applies to typical portable or relocatable single-classroom buildings, that lack a permanent foundation. However, in 2022 the State Allocation Board (SAB) notified districts that permanent modular school facilities must be competitively bid and districts that use piggyback contracts for permanent modular facilities are ineligible for state funding from SAB administered programs. It is recommended that districts considering using the piggyback process for modular facilities which are relocatable, portable, or temporary consult CSBA's District and County Office of Education Legal Services or district legal counsel.

When the Board has determined that it is in the best interest of the district, the district may piggyback onto the contract of another public agency or corporation to lease or purchase any personal property ~~to the extent authorized by law.~~, including the lease of data-processing equipment or the purchase of materials, supplies, equipment, automotive vehicles, tractors, and other personal property for the district in the manner that the other public corporation or agency is authorized to make the leases or purchases from a vendor. (Public Contract Code 20118) Alternatively, if the public corporation or agency has an existing contract with a vendor for the lease or purchase of personal property, the district may authorize the lease or purchase of personal property directly from the vendor and make payments under the same terms that are available to the public corporation or agency under the contract. (Public Contract Code 20118)

CSBA NOTE: The following optional paragraph reflects the authority granted to public agencies pursuant to Government Code 4217.10-4217.18 to enter into energy service contracts without competitive bidding when the agency's governing body determines that the contract is in the best interest of the agency based on the "cost-benefit" analysis specified in Government Code 4217.12.

Without advertising for bids, the Board may enter into an energy service contract and any related facility ground lease, when it determines that the terms of the contract and lease are in the best interest of the district and meet the cost effectiveness requirements specified in Government Code 4217.12. The Board's determination shall be made at a regularly scheduled public hearing of which

notice is given to the public at least two weeks in advance and shall be based on a cost and saving comparison finding specified in Government Code 4217.12. (Government Code 4217.12)

CSBA NOTE: Pursuant to Public Contract Code 20113, a district may award contracts without competitive bidding in emergency situations, as specified below. In *Marshall v. Pasadena Unified School District*, a court held that the definition of "emergency" in Public Contract Code 1102 is applicable. Public Contract Code 1102 defines "emergency" as a sudden, unexpected occurrence that poses a clear and imminent danger, requiring immediate action to prevent or mitigate the loss or impairment of life, health, property, or essential public services.

In an emergency when any repairs, alterations, work, or improvement to any school facility is necessary to permit the continuance of existing school classes or to avoid danger to life or property, the Board may, by unanimous vote and with the approval of the County Superintendent of Schools, contract for labor and materials or supplies without advertising for or inviting bids or may authorize the use of day labor or force account for the emergency purpose. (Public Contract Code 1102, 20113)

Policy Reference UPDATE Service
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Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Bus. Code 7056	General engineering contractor
Bus. Code 7057	General building contractor
Code of Civil Procedure 446	Verification of pleadings
Ed. Code 17070.10-17079.30	Leroy F. Greene School Facilities Act
Ed. Code 17250.10-17250.~~55~~52	Design-build contracts
Ed. Code 17250.60-17250.69	Alternative design-build contracts
Ed. Code 17400	Leasing Property
Ed. Code 17406	Lease-leaseback contract
Ed. Code 17595	Purchase of supplies through Department of General Services
Ed. Code 17602	Purchase of surplus property from federal agencies
Ed. Code 38083	Purchase of perishable foodstuffs and seasonal commodities
Ed. Code 38110-38120	Apparatus and supplies
Ed. Code 39802	Transportation services

Gov. Code 4217.10-4217.18	Energy conservation contracts
Gov. Code 4330-4334	California made materials
Gov. Code 53060	Special services and advice
Gov. Code 54201-54205	Purchase of supplies and equipment by local agencies
Gov. Code 7920.530	~~Definition of public~~Public record; definition
Pub. Cont. Code 1102	~~Definition of emergency~~Emergency; definition
Pub. Cont. Code 1103	~~Definition; responsible~~Responsible bidder; definition
Pub. Cont. Code 12200	~~Definitions, recycled~~Recycled goods, materials and supplies; definition
Pub. Cont. Code 2000-2002	Responsive bidders
Pub. Cont. Code 20101-20103.7	Public construction projects; requirements for bidding
Pub. Cont. Code 20103.8	Award of contracts
Pub. Cont. Code 20110-20118.4	Local Agency Public Construction Act; school districts
Pub. Cont. Code 20189	Bidder's security; earthquake relief
Pub. Cont. Code 22000-22045	Uniform Public Construction Cost Accounting Act
Pub. Cont. Code 22152	Recycled product procurement
Pub. Cont. Code 3000-3010	Roofing projects
Pub. Cont. Code 3400	Bid specifications
Pub. Cont. Code 3410	U.S. produce and processed foods
Pub. Cont. Code 4113	Prime contractor; subcontractor
Pub. Cont. Code 6102	Bribery of public official; voidable contract
Pub. Cont. Code 6610	Bid visits
CA Constitution, Article 2, Section 31(a)	Prohibition of discrimination in operation of public education

Management Resources	**Description**
Attorney General Opinion	89 Ops.Cal.Atty.Gen. 1 (2006)
CA Department of General Services Publication	Office of Public School Construction, Piggyback Contracts
CA Department of General Services Publication	Office of Public School Construction Notification to School Districts Regarding Use of Piggyback Contracts for SAB-Administered Programs, July 2022
CA Department of Industrial Relations Publication	Model Prequalification Questionnaire

Court Decision	City of Inglewood-Los Angeles County Civic Center Authority v. Superior Court (1972) 7 Cal.3d 861
Court Decision	Great West Contractors Inc. v. Irvine Unified School District (2010) 187 Cal.App.4th 1425
Court Decision	Konica Business Machines v. Regents of the University of California (1988) 206 Cal.App.3d 449
Court Decision	Los Angeles Unified School District v. Great American Insurance Co. (2010) 49 Cal.4th 739
Court Decision	Marshall v. Pasadena Unified School District (2004) 119 Cal.App.4th 1241
Website	CSBA District and County Office of Education Legal Services
Website	California Department of General Services
Website	CSBA
Website	California Department of Education
Website	California Association of School Business Officials

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1340	Access To District Records
1340	Access To District Records
3000	Concepts And Roles
3230	Federal Grant Funds
3230	Federal Grant Funds
3270	Sale And Disposal Of Books, Equipment And Supplies
3270	Sale And Disposal Of Books, Equipment And Supplies
3300	Expenditures And Purchases
3311.1	Uniform Public Construction Cost Accounting Procedures

3311.1	Uniform Public Construction Cost Accounting Procedures
3311.2	Lease-Leaseback Contracts
3311.3	Design-Build Contracts
3311.4	Procurement Of Technological Equipment
3312	Contracts
3314	Payment For Goods And Services
3314	Payment For Goods And Services
3510	Green School Operations
3511	Energy And Water Management
3511	Energy And Water Management
3511.1	Integrated Waste Management
3511.1	Integrated Waste Management
3512	Equipment
3512-E(1)	Equipment
3517	Facilities Inspection
3517-E(1)	Facilities Inspection
3540	Transportation
3551	Food Service Operations/Cafeteria Fund
3551	Food Service Operations/Cafeteria Fund
3580	District Records
3580	District Records
3600	Consultants
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
6161.11	Supplementary Instructional Materials
6163.1	Library Media Centers
7000	Concepts And Roles
7140	Architectural And Engineering Services

7140	Architectural And Engineering Services
9270	Conflict Of Interest
9270-E(1)	Conflict Of Interest
9320	Meetings And Notices
9323.2	Actions By The Board
9323.2-E(1)	Actions By The Board

Regulation 3311: Bids

Status: ADOPTED

Original Adopted Date: 10/01/2015 **| Last Revised Date:** ~~09~~03/01/~~2023~~2025 **| Last Reviewed Date:** ~~09~~03/01/~~2023~~2025

CSBA NOTE: Pursuant to Government Code 54202, districts are **mandated** to establish bidding procedures governing the purchase of equipment and supplies. The following administrative regulation and accompanying Board policy reflects the competitive bidding procedures applicable to these purchases, as well as contracts pursuant to Public Contract Code 20111 for certain services, public works projects, and repairs and maintenance, when the contract exceeds the amount specified in law.

An alternative procedure for public works projects is provided pursuant to the Uniform Public Construction Cost Accounting Act (UPCCAA) (Public Contract Code 22000-22045~~), which allows public projects~~). Pursuant to Public Contract Code 22032, as amended by AB 2192 (Ch. 953, Statutes of ~~$60~~2024), projects of $75,000 or less ~~to~~may be performed by district employees and public projects of $~~200~~220,000 or less ~~to~~may be ~~awarded through an~~contracted using a more informal bidding process. ~~See~~For more information regarding UPCCAA, see BP/AR 3311.1 - Uniform Public Construction Cost Accounting Procedures. Districts that have adopted the UPCCAA procedures should modify the following regulation to delete or revise conflicting provisions related to contracts for public works. Also see AR 3311.2 - Lease-Leaseback Contracts, AR 3311.3 - Design-Build Contracts, and AR 3311.4 - Procurement of Technological Equipment for procedures applicable to those contracts.

Advertised/Competitive Bids

The district shall advertise for any of the following: (Public Contract Code 20111)

1. A public project contract that involves an expenditure of $15,000 or more, including a contract for construction, reconstruction, erection, alteration, renovation, improvement, painting, repainting, demolition, or repair work involving a district owned, leased, or operated facility

CSBA NOTE: For the contracts specified in Item #2a-c below, Public Contract Code 20111 requires the Superintendent of Public Instruction (SPI) to annually establish a bid limit that reflects U.S. Department of Commerce data. The following paragraph allows the amount to escalate automatically once the SPI has made the annual determination. For ~~2023~~2025, the bid limit is $~~109,300~~114,800.

2. A contract that exceeds the amount specified in law, as annually adjusted by the Superintendent of Public Instruction, for any of the following:

a. The purchase of equipment, materials, or supplies to be furnished, sold, or leased to the district

b. Services, not including construction services or special services and advice in accounting, financial, legal, or administrative matters

c. Repairs that are not a public project, including maintenance

Maintenance means routine, recurring, and usual work for preserving, protecting, and keeping a district facility operating in a safe, efficient, and continually usable condition for the intended purpose for which it was designed, improved, constructed, altered, or repaired. Maintenance includes, but is not limited to, carpentry, electrical, plumbing, glazing, and other craft work designed to preserve the facility, as well as repairs, cleaning, and other operations on machinery and other permanently attached equipment. Maintenance also includes landscape maintenance, including mowing, watering, trimming, pruning, planting, replacement of plants, and servicing of irrigation and sprinkler systems. Maintenance does not include painting, repainting, or decorating, other than ~~touchup, or among other types of work,~~minor repainting; janitorial or custodial services; and protection provided by security forces. (Public Contract Code 20115, 22002)

Instructions and Procedures for Advertised Bids

The Superintendent or designee shall call for bids by placing a notice at least once a week for two weeks in a local newspaper of general circulation published in the district, or if no such newspaper exists, then in some newspaper of general circulation that is circulated in the county. ~~The~~Additionally, the Superintendent or designee ~~also~~ may post the notice on the district's website or through an electronic portal. The notice shall state the work to be done or materials or supplies to be furnished and the time and place and website where bids will be opened. (Public Contract Code 20112)

The notice shall contain the time, date, and location of any mandatory prebid conference, site visit, or meeting and details regarding when and where project documents, including the final plan and specifications, are available. Any such mandatory visit or meeting shall occur not less than five calendar days after the publication of the initial notice. (Public Contract Code 6610)

CSBA NOTE: Pursuant to Public Contract Code 2600 all bid documents and construction contracts, when applicable, must contain a notice that the project is subject to the skilled and trained workforce requirements specified in Public Contract Code 2600-2603. Skilled and trained workforce requirements are required for lease-leaseback projects, design-build, and alternative design-build projects. Skilled and trained workforce is optional for all other construction delivery methods. See AR 3311.2 Lease-Leaseback Contracts and AR 3311.3 -- Design-Build Contracts for specific bidding requirements.

~~The notice shall contain the time, date, and location of any mandatory prebid conference, site visit, or meeting and details regarding when and where project documents, including the final plan and specifications, are available.~~ For lease-leaseback, design-build, and alternative design-

build projects, the notice shall additionally specify that the project is subject to skilled and trained workforce requirements. (Education Code 17250.25, 17250.62, 17407.5; Public Contract Code 2600, 6610)

Bid instructions and specifications shall include the following requirements and information:

1. All bidders shall certify in writing the minimum, if not exact, percentage of post-consumer materials in products, materials, goods, or supplies offered or sold~~.~~ (Public Contract Code 22152)

2. All bids for construction work shall be presented under sealed cover~~.~~ (Public Contract Code 20111)

   The district may accept a bid that has been submitted electronically or on paper. (Public Contract Code 20111, 20112)

   The bid shall be accompanied by a form of bidder's security, including either cash, a cashier's check payable to the district, a certified check made payable to the district, or a bidder's bond executed by an admitted surety insurer and made payable to the district. The security of unsuccessful bidders shall be returned in a reasonable period of time, but in no event later than 60 days after the bid is awarded. (Public Contract Code 20111, 20112)

3. When a standardized proposal form is provided by the district, bids not presented on the standard form shall be disregarded~~.~~ (Public Contract Code 20111.5)

4. Bids shall not be accepted after the advertised bid opening time, regardless of whether the bids are actually opened at that time~~.~~ (Public Contract Code 20112)

5. When two or more identical lowest or highest bids are received, the Governing Board may determine by lot which bid shall be accepted~~.~~ (Public Contract Code 20117)

CSBA NOTE: Public Contract Code 20103.8 specifies that, in those cases when the bid includes items that may be added to or deducted from the scope of the work in the contract, the bid solicitation must specify the method to be used to determine the lowest bid, as detailed below. ~~Districts should~~It is recommended that districts consult ~~with~~ CSBA's District and County Office of Education Legal Services or district legal counsel, as appropriate, ~~if they have~~with questions regarding the applicability of this law.

6. If the district requires that the bid ~~include~~includes prices for items that may be added to or deducted from the scope of work in the contract, the bid solicitation shall specify which one of the following methods will be used to determine the lowest bid~~.~~ (Public Contract Code 20103.8)

In the absence of such a specification, only the method provided in Item #6a below shall be used. (Public Contract Code 20103.8)

a. The lowest bid shall be the lowest total of the bid prices on the base contract without consideration of the prices on the additive or deductive items.

b. The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items that were specifically identified in the bid solicitation as being used for the purpose of determining the lowest bid price.

c. The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items that, when taken in order from a specifically identified list of those items in the solicitation, and added to or subtracted from the base contract, are less than or equal to a funding amount publicly disclosed by the district before the first bid is opened. (Public Contract Code 20103.8)

The lowest bid shall be determined in a manner that prevents any information that would identify any of the bidders or proposed subcontractors or suppliers from being revealed to the district before the ranking of all bidders from lowest to highest has been determined. (Public Contract Code 20103.8)

CSBA NOTE: For a bid to be successful, it must conform to bid specifications (i.e., it must be "responsive") and the bidder must be determined to be able to perform the work (i.e., the bidder must be "responsible" as defined in Public Contract Code 1103). There is no right to a due process hearing when the district has merely found the bid to be nonresponsive. However, the district must be careful in makingIt is recommended that districts provide clear and comprehensive bid specifications to bidders and that a determination on the "nonresponsiveness" of a bid be based only on anything other than the documents submitted. To avoid any confusion, the district should provide clear and comprehensive bid specifications to bidders.

When rejecting the lowest responsive bid on the basis that the bidder is nonresponsible, the district mustis required to inform the bidder of the evidence used when making the determination and afford the bidder a hearing with the right to present evidence that the bidder is responsible.

7. In determining the lowest bid, the district shall consider only responsive bids that conform to bid specifications and are submitted by responsible bidders who have demonstrated trustworthiness, quality, fitness, capacity, and experience to satisfactorily perform the public works contract.

a. When a bid is determined to be nonresponsive, the Superintendent or designee shall notify the bidder and give the bidder an opportunity to respond to the determination.

b. When the lowest bidder is determined to be nonresponsible, the Superintendent or designee shall notify the bidder of the right to present evidence of the bidder's responsibility at a hearing before the Board~~.~~

8. After being opened, all submitted bids become public records pursuant to Government Code 7920.530 and shall be made available for public review pursuant to law, Board policy, and administrative regulation~~.~~

Prequalification Procedure

CSBA NOTE: The following section is optional. Pursuant to Public Contract Code 20111.6, a district with average daily attendance (ADA) of 2,500 or greater is required to prequalify all general contractors and electrical, mechanical, and plumbing subcontractors for any public project of $1,000,000 or more, when the project uses ~~or is reimbursed from~~state general funds, School Facilities Program funds (Education Code 17070.10-17079.30~~)~~), or uses or ~~other~~is reimbursed from future state school bonds. A model prequalification questionnaire is available on the Department of Industrial ~~Relations~~Relations' website.

Additionally, pursuant to Public Contract Code 20111.5, districts are permitted, but not required, to establish prequalification procedures for other contracts which, by law, require competitive bidding.

When required by law or the Board, the Superintendent or designee shall establish a uniform system for rating bidders on the basis of completed questionnaires and financial statements in order to determine the size of contracts on which each bidder is qualified to bid. For this purpose, the Superintendent or designee shall furnish prospective bidders a standardized prequalification questionnaire and financial record which, when completed, shall indicate a bidder's statement of financial ability and experience in performing public works. The bidder's information shall be verified under oath in the manner in which civil law pleadings are verified. The questionnaires and financial statements shall not be public records and shall not be open to public inspection. (Code of Civil Procedure 446; Public Contract Code 20111.5, 20111.6)

When any public project involves an expenditure of $1,000,000 or more and is funded or reimbursed wholly or partly by state general funds, the School Facilities Program funds, or other future state school bond, the district shall prequalify prospective bidders either quarterly or annually. The prequalification shall be valid for one year and the following requirements shall apply: (Public Contract Code 20111.6)

1. Prospective bidders, including, but not limited to, prime, general engineering, and general building contractors and electrical, mechanical, and plumbing subcontractors, as defined in Public Contract Code 4113 or Business and Professions Code 7056 or 7057, as applicable, shall submit a standardized questionnaire and financial statement 10 or more business days, as determined by the district, before the date fixed for the public opening of sealed bids~~.~~

2. Prospective bidders shall be prequalified by the district five or more business days, as determined by the district, before the date fixed for the public opening of sealed bids~~.~~

If the project includes electrical, mechanical, or plumbing components that will be performed by electrical, mechanical, or plumbing contractors, the Superintendent or designee shall make available to all bidders a list of prequalified general contractors and electrical, mechanical, and plumbing subcontractors five or more business days, as determined by the district, before the date fixed for the public opening of sealed bids. (Public Contract Code 20111.6)

For all other contracts requiring competitive bidding, the district may establish a procedure for prequalifying bidders on a quarterly basis and may authorize that prequalification be considered valid for up to one calendar year following the date of the initial prequalification. Prospective bidders for such contracts shall submit the questionnaire and financial statement at least five days before the date fixed for public opening of sealed bids and shall be prequalified by the district at least one day before the fixed bid-opening date. (Public Contract Code 20111.5)

Award of Contract

The district shall award each contract to the lowest responsible bidder, except in the following circumstances:

1. When the contract is for the procurement and/or maintenance of electronic data processing systems and supporting software, in which case the Board may contract with any one of the three lowest responsible bidders (Public Contract Code 20118.1)

2. When the contract is for any transportation service which involves an expenditure of more than $10,000 and which will be made with any person or corporation other than a common carrier, municipally owned transit system, or a parent/guardian of a student who is to be transported, in which case the Board may contract with other than the lowest bidder (Education Code 39802)

CSBA NOTE: Pursuant to Public Contract Code 2000-2002, a district is permitted to establish bidding requirements that facilitate the participation of minority, women, disabled veteran, and small business enterprises in contracts. Though minorities and women are included in Public Contract Code 2000, Article 1, Section 31(a) of the California Constitution prohibits the granting of preferences based on race, sex, color, ethnicity, or national origin in state employment and contracting. The district should consult with CSBA's District and County Office of Education Legal Services or district legal counsel if there is any question about the granting of preferences to any such business.

3. When the contract is one for which the Board has established goals and requirements relating to participation of disabled veteran or small business enterprises in accordance with Public Contract Code 2000-2002, in which case the Board may contract with the lowest responsible bidder who submits a responsive bid and complies or makes a good faith effort to comply with the goals and requirements (Public Contract Code 2000-2002)

4. When procuring a lease-leaseback contract, in which case the Board shall award the contract based on objective criteria for determining the best combination of price and qualifications in accordance with Education Code 17400 and 17406

CSBA NOTE: Until January 1, 2025, districts may, in accordance with Education Code 17250.25, utilize the design-build method of construction delivery. Pursuant to Education Code 17250.15, design-build means a project delivery process in which both the design and construction of a project are procured from a single entity.

5. When procuring a design-build contract for a public works project in excess of $1,000,000 in accordance with Education Code 17250.20, in which case the Board may award the contract to either the low bid or the best value to the district, taking into consideration, at a minimum, price, technical design and construction expertise, and life-cycle costs (Education Code 17250.20, 17250.25)

CSBA NOTE: Pursuant to Education Code 17250.60-17250.69, as added by AB 185 (Ch. 571, Statutes of 2022), the district may, until January 1, 2029, utilize alternative design-build contracts for public works projects in excess of $5,000,000. Pursuant to Education Code 17250.60, alternative design-build means a project delivery process in which both the design and construction of a project are procured from a single design-build entity based on its proposed design cost, general conditions, overhead, and profit as a component of the project price.

A contract for an alternative design-build project must be awarded to either the low bidder or the best value, and is subject to further negotiation and amendment pursuant to Education Code 17250.65. Alternative design-build subcontracts are subject to an open book evaluation by the district and the district sets the price based on this open book evaluation. The alternative design-build contract may be subject to further negotiation or amendment and if the district and the design-build entity are unable to reach an agreement, the district may terminate the contract. A district that utilizes the alternative design-build procurement method is required to submit, by January 1, 2028, a report to the Legislature, as specified in Education Code 17250.67. See AR 3311.3 - Design-Build Contracts for more information specific to design-build and alternative design-build projects.

6. When procuring an alternative design-build contract for a public works project in excess of $5,000,000 in accordance with Education Code 17250.62, in which case the Board may award the contract to either the low bid or the best value, taking into consideration, at a minimum design cost, general conditions, overhead, and profit as a component of the project price; technical design and construction expertise; and life-cycle costs (Education Code 17250.61, 17250.62)

Protests by Bidders

CSBA NOTE: The law does not specify a procedure for handling protests by bidders. The following optional section provides one such procedure and should be modified to reflect district practice.

If the bidder believes that the award is not in compliance with law, Board policy, or the bid specification, the bidder may protest the award. A protest must be filed in writing with the Superintendent or designee within five working days after receipt of notification of the contract

award and shall include all documents supporting or justifying the protest. A bidder's failure to file the protested documents in a timely manner shall constitute a waiver of the right to protest the award of the contract.

The Superintendent or designee shall review the documents submitted with the bidder's claims and render a decision in writing within 30 working days. The Superintendent or designee may also convene a meeting with the bidder in order to attempt to resolve the problem.

CSBA NOTE: The following paragraph provides a process for appealing a bid award to the Board. Although the law does not specify the notice to be given in this circumstance, CSBA recommends at least three business days which may be modified to reflect district practice.

The bidder may appeal the Superintendent or designee's decision to the Board. The Superintendent or designee shall provide notice to the bidder of the date and time for Board consideration of the protest at least three business days before the Board meeting. The Board's decision shall be final.

Limitation on Use of Sole Sourcing

CSBA NOTE: "Sole sourcing" is the practice by which one brand name product is specified, although comparable, competitive products are available. Public Contract Code 3400 allows sole sourcing in limited circumstances and requires that the specification of the designated product be followed by the words "or equal," so that bidders for such a contract are able to base their bids on the use of other products of equal functionality that may result in cost savings for the district. The following section is optional.

In any contract for the construction, alteration, or repair of school facilities, the Superintendent or designee shall ensure that the bid specification: (Public Contract Code 3002, 3400)

1. Does not directly or indirectly limit bidding to any one specific concern

2. Does not call for a designated material, product, thing, or service by a specific brand or trade name, unless the specification is followed by the words "or equal," so that bidders may furnish any equal material, product, thing, or service

   In any such case, the bid specification shall provide a time period, before and/or after the award of the contract, for the contractor to submit data substantiating the request for substituting the designated material, product, thing, or service. If no such time period is specified, the contractor may submit the data within 35 days after the award of the contract.

CSBA NOTE: The following optional paragraph is for use by districts with ADA of more than 2,500. For the repair or replacement of the roof of a public facility, a material must meet the requirements specified below to be considered "equal" pursuant to Public Contract Code 3000-3010.

When the bid is for a roof project, a material, product, thing, or service is considered "equal" to that designated if it is equal in quality, durability, design, and appearance; will perform the intended function equally well; and conforms substantially to the detailed requirements in the bid specification. (Public Contract Code 3002)

However, the Superintendent or designee may designate a specific material, product, thing, or service by brand or trade name, also known as sole sourcing, if the Board has made a finding, described in the invitation for bids or request for proposals (RFP), that a particular material, product, thing, or service is designated for any of the following purposes: (Public Contract Code 3400)

1. To conduct a field test or experiment to determine its suitability for future use
2. To match others in use on a particular public improvement that has been completed or is in the course of completion
3. To obtain a necessary item that is only available from one source
4. To respond to the Board's declaration of an emergency, ~~as~~so long as the declaration has been approved by four-fifths of the Board when issuing the invitation for bid or RFP

Bids Not Required

~~CSBA NOTE: The following paragraph lists those items that may be purchased through a "piggybacked" bid; see the accompanying Board policy. Many districts have used the piggyback procedure to purchase portable and relocatable buildings. The Attorney General has opined in 89 Ops.Cal.Atty.Gen. 1, 2006 that a district may not rely on the piggyback exception to contract for the acquisition and installation of factory-built modular building components (i.e., roofs and walls) for installation on a permanent foundation. This opinion does not apply to typical portable or relocatable single-classroom buildings, because they lack a permanent foundation and building mobility. Additionally, in 2022 the State Allocation Board (SAB) notified districts that modular school facilities must be competitively bid and districts that use piggyback contracts for modular facilities are ineligible for state funding from SAB administered programs. Districts considering using the piggyback process for relocatables, portables, modulars, and the like should consult CSBA's District and County Office of Education Legal Services or district legal counsel.~~CSBA NOTE: Districts may be exempt from certain bidding requirements; see "Bids Not Required" in the accompanying Board policy. The following optional paragraphs are additional instances that do not require competitive bidding.

~~Without advertising for bids and upon a determination that it is in the best interest of the district, the Board may "piggyback" by authorizing another public corporation or agency, by contract, lease, requisition, or purchase order, to lease data-processing equipment or to purchase materials, supplies, equipment, automotive vehicles, tractors, and other personal property for the district in the manner that the other public corporation or agency is authorized to make the leases or purchases from a vendor. Alternatively, if the public corporation or agency has an existing contract with a vendor for the lease or purchase of personal property, the district may authorize the lease or purchase of personal property directly from the vendor and make payments under the same terms~~

~~that are available to the public corporation or agency under the contract. (Public Contract Code 20118)~~

~~CSBA NOTE: The following optional paragraph reflects the authority granted to public agencies pursuant to Government Code 4217.10-4217.18 to enter into energy service contracts without competitive bidding when the agency's governing body determines that the contract is in the best interest of the agency based on the "cost-benefit" analysis specified in Government Code 4217.12.~~

~~Without advertising for bids, the Board may enter into an energy service contract and any related facility ground lease, when it determines that the terms of the contract and lease are in the best interest of the district and meet the cost effectiveness requirements specified in Government Code 4217.12. The Board's determination shall be made at a regularly scheduled public hearing of which notice is given to the public at least two weeks in advance and shall be based on a cost and saving comparison finding specified in Government Code 4217.12. (Government Code 4217.12)~~

~~Supplementary~~Without taking estimates or advertising for bids, supplementary textbooks, library books, educational films, audiovisual materials, test materials, workbooks, instructional computer software packages, or periodicals may be purchased in any amount ~~without taking estimates or advertising for bids.~~. (Public Contract Code 20118.3)

Perishable foodstuffs and seasonal commodities needed in the operations of cafeterias may be purchased through bid or on the open market. (Education Code 38083)

Bids shall not be required for day labor under circumstances specified in Public Contract Code 20114. Day labor shall include the use of maintenance personnel employed on a permanent or temporary basis. (Public Contract Code 20114~~)~~

~~CSBA NOTE: Pursuant to Public Contract Code 20113, a district may award contracts without competitive bidding in emergency situations, as specified below. In Marshall v. Pasadena Unified School District, a court held that the definition of "emergency" in Public Contract Code 1102 is applicable. Public Contract Code 1102 defines "emergency" as a "sudden, unexpected occurrence that poses a clear and imminent danger, requiring immediate action to prevent or mitigate the loss or impairment of life, health, property, or essential public services."~~

~~In an emergency when any repairs, alterations, work, or improvement to any school facility is necessary to permit the continuance of existing school classes or to avoid danger to life or property, the Board may, by unanimous vote and with the approval of the County Superintendent of Schools, contract for labor and materials or supplies without advertising for or inviting bids or may authorize the use of day labor or force account for the emergency purpose. (Public Contract Code 1102, 20113)~~

The district may purchase any surplus property from the federal government or any of its agencies in any quantity needed for the operation of its schools without taking estimates or advertising for bids. (Education Code 17602)

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State	Description
Bus. Code 7056	General engineering contractor
Bus. Code 7057	General building contractor
Code of Civil Procedure 446	Verification of pleadings
Ed. Code 17070.10-17079.30	Leroy F. Greene School Facilities Act
Ed. Code 17250.10-17250.~~55~~52	Design-build contracts
Ed. Code 17250.60-17250.69	Alternative design-build contracts
Ed. Code 17400	Leasing Property
Ed. Code 17406	Lease-leaseback contract
Ed. Code 17595	Purchase of supplies through Department of General Services
Ed. Code 17602	Purchase of surplus property from federal agencies
Ed. Code 38083	Purchase of perishable foodstuffs and seasonal commodities
Ed. Code 38110-38120	Apparatus and supplies
Ed. Code 39802	Transportation services
Gov. Code 4217.10-4217.18	Energy conservation contracts
Gov. Code 4330-4334	California made materials
Gov. Code 53060	Special services and advice
Gov. Code 54201-54205	Purchase of supplies and equipment by local agencies
Gov. Code 7920.530	~~Definition of public~~Public record; definition
Pub. Cont. Code 1102	~~Definition of emergency~~Emergency; definition
Pub. Cont. Code 1103	~~Definition;~~ ~~responsible~~Responsible bidder; definition
Pub. Cont. Code 12200	~~Definitions,~~ ~~recycled~~Recycled goods, materials and supplies; definition
Pub. Cont. Code 2000-2002	Responsive bidders
Pub. Cont. Code 20101-20103.7	Public construction projects; requirements for bidding
Pub. Cont. Code 20103.8	Award of contracts

Pub. Cont. Code 20110-20118.4	Local Agency Public Construction Act; school districts
Pub. Cont. Code 20189	Bidder's security; earthquake relief
Pub. Cont. Code 22000-22045	Uniform Public Construction Cost Accounting Act
Pub. Cont. Code 22152	Recycled product procurement
Pub. Cont. Code 3000-3010	Roofing projects
Pub. Cont. Code 3400	Bid specifications
Pub. Cont. Code 3410	U.S. produce and processed foods
Pub. Cont. Code 4113	Prime contractor; subcontractor
Pub. Cont. Code 6102	Bribery of public official; voidable contract
Pub. Cont. Code 6610	Bid visits
CA Constitution, Article 2, Section 31(a)	Prohibition of discrimination in operation of public education

Management Resources	**Description**
Attorney General Opinion	89 Ops.Cal.Atty.Gen. 1 (2006)
CA Department of General Services Publication	Office of Public School Construction, Piggyback Contracts
CA Department of General Services Publication	Office of Public School Construction Notification to School Districts Regarding Use of Piggyback Contracts for SAB-Administered Programs, July 2022
CA Department of Industrial Relations Publication	Model Prequalification Questionnaire
Court Decision	City of Inglewood-Los Angeles County Civic Center Authority v. Superior Court (1972) 7 Cal.3d 861
Court Decision	Great West Contractors Inc. v. Irvine Unified School District (2010) 187 Cal.App.4th 1425
Court Decision	Konica Business Machines v. Regents of the University of California (1988) 206 Cal.App.3d 449
Court Decision	Los Angeles Unified School District v. Great American Insurance Co. (2010) 49 Cal.4th 739
Court Decision	Marshall v. Pasadena Unified School District (2004) 119 Cal.App.4th 1241
Website	CSBA District and County Office of Education Legal Services
Website	California Department of General Services
Website	CSBA

Website	California Department of Education
Website	California Association of School Business Officials

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1340	Access To District Records
1340	Access To District Records
3000	Concepts And Roles
3230	Federal Grant Funds
3230	Federal Grant Funds
3270	Sale And Disposal Of Books, Equipment And Supplies
3270	Sale And Disposal Of Books, Equipment And Supplies
3300	Expenditures And Purchases
3311.1	Uniform Public Construction Cost Accounting Procedures
3311.1	Uniform Public Construction Cost Accounting Procedures
3311.2	Lease-Leaseback Contracts
3311.3	Design-Build Contracts
3311.4	Procurement Of Technological Equipment
3312	Contracts
3314	Payment For Goods And Services
3314	Payment For Goods And Services
3510	Green School Operations
3511	Energy And Water Management
3511	Energy And Water Management
3511.1	Integrated Waste Management
3511.1	Integrated Waste Management

3512	Equipment
3512-E(1)	Equipment
3517	Facilities Inspection
3517-E(1)	Facilities Inspection
3540	Transportation
3551	Food Service Operations/Cafeteria Fund
3551	Food Service Operations/Cafeteria Fund
3580	District Records
3580	District Records
3600	Consultants
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
6161.11	Supplementary Instructional Materials
6163.1	Library Media Centers
7000	Concepts And Roles
7140	Architectural And Engineering Services
7140	Architectural And Engineering Services
9270	Conflict Of Interest
9270-E(1)	Conflict Of Interest
9320	Meetings And Notices
9323.2	Actions By The Board
9323.2-E(1)	Actions By The Board

Policy 3311.1: Uniform Public Construction Cost Accounting Procedures

Status: ADOPTED

Original Adopted Date: 12/01/2016 **| Last Revised Date:** 03/01/2025 **| Last Reviewed Date:** ~~09~~03/01/~~2023~~2025

CSBA NOTE: The following optional policy is for use by districts that elect to use an alternative procedure for awarding contracts for public works projects pursuant to the Uniform Public Construction Cost Accounting Act (UPCCAA) (Public Contract Code 22000-22045), which establishes a higher bid limit and a more informal bidding process for certain projects. See BP/AR 3311 - Bids for traditional bidding procedures pursuant to Public Contract Code 20110-20118.4.

Pursuant to Public Contract Code 22032, ~~projects~~as amended by AB 2192 (Ch. 953, Statutes of ~~$60~~2024), projects of $75,000 or less may be performed by the district's own work force, projects of $~~200~~220,000 or less may ~~use~~be contracted using a more informal bidding procedure as specified, and projects over $~~200~~220,000 ~~require~~are required to be let to contract by formal bidding procedures. See the accompanying administrative regulation for related requirements.

In order to participate in ~~the~~ UPCCAA, Public Contract Code 22030 requires the Governing Board to adopt a resolution electing to use ~~the~~ UPCCAA for district contracting and to notify the State Controller of that action. In the event of a conflict with any other provision of law relative to bidding procedures, ~~the~~ UPCCAA ~~shall apply~~applies for any district that has adopted a resolution and so notified the Controller. According to the California Uniform Construction Cost Accounting Commission's, "Frequently Asked Questions," available on its website, once the Board has adopted such a resolution, it can only withdraw from ~~the~~ UPCCAA by adopting a resolution of the election to withdraw and filing that resolution with the State Controller.

In awarding contracts for public works projects involving district facilities, the Governing Board desires to obtain the best value to the district and ensure the qualifications of contractors to complete the project in a satisfactory manner. The Board has, by resolution, adopted the procedures set forth in the Uniform Public Construction Cost Accounting Act (UPCCAA) pursuant to Public Contract Code 22030-22045, including the informal bidding procedures when allowed by law.

CSBA NOTE: The following paragraph may be revised to reflect district practice. In circumstances where the informal bidding procedure is authorized, Public Contract Code 22034 allows the Board to delegate the authority to award contracts to an appropriate district administrator. Additionally, Public Contract Code 22039 authorizes the Board to delegate the authority to adopt plans, specifications, and working details for projects subject to formal bidding procedures.

The Board delegates to the Superintendent or designee the responsibilities to award any contract eligible for informal bidding procedures and to develop plans, specifications, and working details for all public projects requiring formal bidding procedures.

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading legal requirements for competitive bidding. (Public Contract Code 22033)

If after the first invitation of bids pursuant to informal or formal bidding procedures under UPCCAA all bids are rejected, the Board may, by passage of a resolution by four-fifths vote, declare the project can be performed more economically by the employees of the district. (Public Contract Code 22038)

CSBA NOTE: In electing to be subject to ~~the~~ UPCCAA, the district ~~thereby~~ agrees to follow the cost accounting procedures set forth in the, "Cost Accounting Policies and Procedures Manual of the California Uniform Construction Cost Accounting Commission," pursuant to Public Contract Code 22017 and 22019. According to the Commission's, "Frequently Asked Questions," available on ~~the Commission's~~its website, districts may use the statewide Standardized Account Code Structure to comply with tracking requirements.

Projects awarded through ~~the~~ UPCCAA shall be subject to the cost accounting procedures established by the California Uniform Construction Cost Accounting Commission. (Public Contract Code 22030)

Emergency Actions

CSBA NOTE: Pursuant to Public Contract Code 22035 ~~allows the~~, a district ~~to~~may, in accordance with Public Contract Code 22050, replace or repair a school facility without going through the UPCCAA process in cases of emergency ~~in accordance with Public Contract Code 22050~~. Public Contract Code 1102 defines "emergency" as a "sudden, unexpected occurrence that poses a clear and imminent danger, requiring immediate action to prevent or mitigate the loss or impairment of life, health, property, or essential public services."

When formal bids are required by law, but an emergency necessitates immediate repair or replacements, the Board may, upon a four-fifths vote of the Board, proceed to replace or repair a facility without adopting plans, specifications, strain sheets, or working details, or giving notice for bids to let contracts. The work may be done by day labor under the direction of the Board and/or contractor. The emergency action shall subsequently be reviewed by the Board in accordance with Public Contract Code 22050 and shall be terminated at the earliest possible date that conditions warrant, so that the remainder of the emergency action may be completed by giving notice for bids to let contracts. (Public Contract Code 1102, 22035, 22050)

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State	Description

Pub. Cont. Code 1102	Definition of emergency
Pub. Cont. Code 20110-20118.4	Local Agency Public Construction Act; school districts
~~Pub. Cont. Code 22000-22020~~	~~California Uniform Construction Cost Accounting Commission~~
Pub. Cont. Code 22000-22045	Uniform Public Construction Cost Accounting Act
Pub. Cont. Code 22050	Emergency contracting procedures

Management Resources	**Description**
CA Uniform Construction Cost Accounting Comm. Pub.	Cost Accounting Policies and Procedures Manual, 2021
CA Uniform Construction Cost Accounting Comm. Pub.	Frequently Asked Questions, September 2022
Website	CSBA District and County Office of Education Legal Services
Website	California Uniform Construction Cost Accounting Commission
Website	CSBA
Website	California Association of School Business Officials

Cross References

Code	**Description**
3311	Bids
3311	Bids
3312	Contracts
7000	Concepts And Roles
7110	Facilities Master Plan
9323.2	Actions By The Board
9323.2-E(1)	Actions By The Board

Regulation 3311.1: Uniform Public Construction Cost Accounting Procedures

Status: ADOPTED

Original Adopted Date: 12/01/2016 | **Last Revised Date:** ~~12~~03/01/~~2018~~2025 | **Last Reviewed Date:** ~~09~~03/01/~~2023~~2025

CSBA NOTE: The following administrative regulation is for use when the Governing Board has adopted a resolution to use the alternative procedures of the Uniform Public Construction Cost Accounting Act (UPCCAA) (Public Contract Code 22000-22045) for awarding public works projects; see the accompanying Board policy.

According to the California Uniform Construction Cost Accounting Commission's, "Frequently Asked Questions," available on its website, a district participating in ~~the~~ UPCCAA is subject to other requirements of the Public Contract Code in areas where ~~the~~ UPCCAA is silent. See BP/AR 3311 - Bids for traditional bidding procedures pursuant to Public Contract Code 20110-20118.4.

~~Public Contract Code 22032 establishes the following requirements based on the amount of the public project. Pursuant to Public Contract Code 22020, the Commission reviews these monetary limits every five years and recommends to the State Controller whether they need to be adjusted. The State Controller is required to notify all participating public agencies of any adjustment to these limits prior to the effective date.~~
Pursuant to Public Contract Code 22002, as amended by AB 2192 (Ch. 953, Statutes of 2024), the definition of "public project" was expanded to include "installation," which is reflected in the following definition.

Public project, in regard to the Uniform Public Construction Cost Accounting Act (UPCCAA), means any of the following: (Public Contract Code 22002)

1. Construction, reconstruction, erection, installation, alteration, renovation, improvement, demolition, and repair work involving any district-owned, leased, or operated facility
2. Painting or repainting of any district-owned, leased, or operated facility

CSBA NOTE: Public Contract Code 22032, as amended by AB 2192, establishes the following requirements based on the amount of the public project. Pursuant to Public Contract Code 22020, the Commission reviews these monetary limits every five years and recommends to the State Controller whether they need to be adjusted. The following represents the increase to bid limit threshold effective January 1, 2025. The State Controller is required to notify all participating public agencies of any adjustment to these limits prior to the effective date.

Procedures for awarding contracts for public works projects shall be determined on the basis of the amount of the project, as follows:

1. Public projects of $~~60~~75,000 or less may be performed by district employees by force account, negotiated contract, or purchase order~~.~~ (Public Contract Code 22032)

CSBA NOTE: Public Contract Code 22034, as amended by AB 2192, requires any public agency participating in UPCCAA to adopt an informal bidding ordinance, with specified components, to govern the selection of contractors to perform public projects of $~~200~~220,000 or less, as described in Item #2 below. The Commission's, "Frequently Asked Questions," advise that districts and other agencies that cannot legally adopt ordinances discuss compliance with legal counsel.

The district may revise Item #2a to reflect the method(s) of notification of contractors used by the district.

2. Contracts for public projects of $~~200~~220,000 or less may be awarded through the following informal procedures: (Public Contract Code 22032, 22034, 22038)

   a. The Superintendent or designee shall prepare a notice inviting informal bids, which describes the project in general terms, explains how to obtain further information about the project, and states the time and place for the submission of bids~~.~~

      This notice shall be disseminated by mail, fax, or email to either or both of the following:

      i. All contractors on a list of qualified contractors maintained by the district for the category of work being bid, unless the product or service is proprietary, at least 10 calendar days before bids are due

      ii. All construction trade journals identified pursuant to Public Contract Code 22036

   b. The district shall review the informal bids that were submitted and award the contract~~, except that:~~ as follows:

      i. The contract shall be awarded to the lowest responsible bidder

         If two or more bids are the same and the lowest, the district may accept the one it chooses.

      ~~i.~~ ii. If all bids received through the informal process are in excess of $~~200~~220,000, the contract may be awarded to the lowest responsible bidder, provided that the Governing Board adopts a resolution with a four-fifths vote to award the contract at $~~212,500~~235,000 or less and the Board determines the district's cost estimate is reasonable~~.~~

      iii. At its discretion, the district may reject all bids presented and declare that the project can be more economically performed by district employees, provided

that the district notifies an apparent low bidder, in writing, of the district's intention to reject the bid

Such notice shall be mailed at least two business days prior to the hearing at which the district intends to reject the bid.

iv. If no bids are received through the informal bid procedure, the project may be performed by district employees by force account or negotiated contract~~.~~

3. Public projects of more than $~~200~~220,000 shall, except as otherwise provided by law, be subject to formal bidding procedures, as follows: (Public Contract Code 22032, 22037, 22038)

CSBA NOTE: Pursuant to Public Contract Code 22037, if there is no newspaper of general circulation published in the jurisdiction of the district, the district ~~must~~is required to post the bid notice in three locations as described below. Public Contract Code 22037 requires that these locations be identified in the agency's ordinance or regulation. Item #3a(1) may be revised to include such locations.

a. ~~Notice~~ The Superintendent or designee shall prepare a notice inviting formal bids ~~shall state~~, which states the time and place for receiving and opening sealed bids and distinctly describe the project~~.~~

~~a.~~ The notice shall be disseminated in both of the following ways:

i. Through publication in a newspaper of general circulation in the district's jurisdiction or, if there is no such newspaper, then by posting the notice in at least three places designated by the district as places for posting its notices~~.~~

Such notice shall be published at least 14 calendar days before the date that bids will be opened.

ii. By mail and electronically, if available, by either fax or email, to all construction trade journals identified pursuant to Public Contract Code 22036~~.~~

Such notice shall be sent at least 15 calendar days before the date that bids will be opened.

~~i.~~ In addition to the notice required above, the district may give such other notice as it deems proper.

b. The district shall review the formal bids that were submitted and award the contract as follows:

i. The contract shall be awarded to the lowest responsible bidder.

If two or more bids are the same and the lowest, the district may accept the one it chooses.

ii. At its discretion, the district may reject all bids presented and declare that the project can be more economically performed by district employees, provided that the district notifies an apparent low bidder, in writing, of the district's intention to reject the bid.

Such notice shall be mailed at least two business days prior to the hearing at which the district intends to reject the bid.

iii. If no bids are received through the formal bid procedure, the project may be performed by district employees by force account or negotiated contract.

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State	Description
Pub. Cont. Code 1102	Definition of emergency
Pub. Cont. Code 20110-20118.4	Local Agency Public Construction Act; school districts
~~Pub. Cont. Code 22000-22020~~	~~California Uniform Construction Cost Accounting Commission~~
Pub. Cont. Code 22000-22045	Uniform Public Construction Cost Accounting Act
Pub. Cont. Code 22050	Emergency contracting procedures

Management Resources	Description
CA Uniform Construction Cost Accounting Comm. Pub.	Cost Accounting Policies and Procedures Manual, 2021
CA Uniform Construction Cost Accounting Comm. Pub.	Frequently Asked Questions, September 2022
Website	CSBA District and County Office of Education Legal Services
Website	California Uniform Construction Cost Accounting Commission
Website	CSBA
Website	California Association of School Business Officials

Cross References

Code	Description
3311	Bids
3311	Bids
3312	Contracts
7000	Concepts And Roles
7110	Facilities Master Plan
9323.2	Actions By The Board
9323.2-E(1)	Actions By The Board

Policy 3312: Contracts

Status: ADOPTED

Original Adopted Date: 11/01/2003 **| Last Revised Date:** ~~09~~03/01/~~2023~~2025 **| Last Reviewed Date:** ~~09~~03/01/~~2023~~2025

~~CSBA NOTE:~~ CSBA NOTE: The following policy is **mandated** for districts that enter into a contract that (1) grants exclusive or nonexclusive sales or advertising for carbonated beverages, non-nutritious beverages, or non-nutritious foods, pursuant to Education Code 35182.5, or (2) is for digital storage, management, or retrieval of student records, or digital educational software that authorizes a third-party provider of digital educational software to access, store, and use student records, pursuant to Education Code 49073.1.

Several statutes authorize the Governing Board to contract for services, equipment, materials, and supplies on behalf of the district. Such statutes include, but are not limited to, Education Code 17596, which allows a broad range of services to be performed under a "continuing contract" and Education Code 45103.5, which authorizes a contract for management consulting services relating to food service.

Some contracts are subject to certain specific legal requirements which, if not complied with, may render the contract void or unenforceable. For instance, when contracting for the purchase of equipment, materials, or supplies in excess of the current bid limit ($~~109,300~~114,800 for ~~2023~~2025), the district ~~must~~is required to seek competitive bids, pursuant to Public Contract Code 20111. ~~See sections below titled~~Additionally, pursuant to Labor Code 1771.8, as added by SB 1303 (Ch. 991, Statutes of 2024), when contracting with a private labor compliance entity on a public works project, the private labor compliance entity is required to disclose a potential conflict of interest. See "Contracts for Non-nutritious Foods or Beverages," "Contracts for Electronic Products and Services," "Contracts for Digital Storage and Maintenance of Student Records," and "Contracts for Personal Services~~"~~," below, for specific requirements and/or restrictions related to ~~those~~such contracts. See AR 3311.3 - Design-Build Contracts for information about design-build contracts for public works projects in excess of $1,000,000 and for alternative design-build projects in excess of $5,000,000. ~~The~~It is recommended that the district ~~should~~ consult CSBA's District and County Office of Education Legal Services or district legal counsel when questions arise about legal requirements for specific ~~kinds of contract.~~contracts.

The Governing Board recognizes its responsibility to enter into contracts on behalf of the district for the acquisition of equipment, supplies, services, and other resources necessary for the achievement of district goals. In exercising this authority to enter into a contract, the Board shall ensure that the district's ~~interest is~~interests are protected~~,~~ and that the terms of the contract conform to any applicable legal standards, including ~~the~~, but not limited to, bidding requirements in Public Contract Code 20111.

CSBA NOTE: When entering into a contract, a ~~school~~ district is required to comply with California's conflict of interest laws, including, but not limited to, Government Code 1090 (financial interest in a contract), Government Code 87100-87500 (Political Reform Act), and Government Code 84308~~, as amended by SB 1439 (Ch. 848, Statutes of 2022), related to~~ (conflict of interest from campaign contributions~~.~~). The violation of any of these laws could result in cancelation of the contract and, in certain cases, the Board members and/or district officials implicated could be subject to civil and criminal penalties. For example, pursuant to Government Code 84308, as amended~~,~~ SB 1243 (Ch. 1017, Statutes of 2024), Board members are prohibited from participating in decisions involving parties who have provided campaign contributions of more than $~~250~~500 in the prior 12 months. Additionally, pursuant to Public Contract Code 6102, ~~as added by SB 34 (Ch. 297, Statutes of 2022),~~ a contract ~~executed on or after January 1, 2023, including a contract negotiated prior to January 1, 2023,~~ is voidable if entered into in violation of a state or federal crime relating to bribery of a public official, including, but not limited to, a violation of Penal Code 68 or 86.

Additionally, Government Code 1097.6 clarifies that an independent contractor is not considered to be an "officer" and thereby not subject to the restrictions of Government Code 1090 when the district enters into a contract with an independent contractor to perform one phase of a project and later seeks to enter into a subsequent contract with that same independent contractor for another phase of the same project if the independent contractor's duties and services related to the initial contract did not include engaging in or advising on public contracting on behalf of the district.

For more information related to the policy on conflict of interest, see BB 9270 - Conflict of Interest.

~~In addition,~~ Board members and district employees involved in the making of contracts on behalf of the district shall comply with applicable law and the district's conflict of interest policy, as specified in Board Bylaw 9270 - Conflict of Interest.

~~CSBA NOTE: The following optional paragraph may be revised to specify any desired limits to this delegation of authority.~~CSBA NOTE: The following optional paragraph may be revised to specify any desired limits to the delegation of authority to enter into contracts on behalf of the district. Pursuant to Education Code 35161, the Board may delegate any of its, or the district's, powers or duties authorized by law to an officer or employee of the district. However, the Board retains ultimate responsibility over the performance of such powers and duties. Additionally, pursuant to Education Code 17604 and 17605, the Board may adopt a rule delegating to any officer or employee the authority to purchase supplies, materials, apparatus, equipment, and services. The Board's rule is required to describe the limits of the delegation by prescribing time, money, and subject matter limits. The amount delegated may not be in excess of the amounts specified in Public Contract Code 20111, with any expenditures over those amounts required to be competitively bid. See BP 3300 – Expenditures and Purchases for language delegating the purchasing authority and setting the maximum limit.

The Board may, by a majority vote, delegate to the Superintendent or designee the authority to enter into contracts on behalf of the district. To be valid or to constitute an enforceable obligation

against the district, all such contracts must be approved and/or ratified by the Board. (Education Code 17604, 17605, 35161)

~~CSBA NOTE: The following optional paragraph reflects the requirements of Education Code 35182.5 which are applicable to contracts for exclusive or nonexclusive advertising and sale of carbonated beverages or non-nutritious foods or beverages. Though not required for all contracts, such requirements help to minimize public waste and ensure transparency in public contracting and should be adopted by the Board for other contracts. See "Contracts for Non-nutritious Foods or Beverages" below.~~

~~Every contract entered into on behalf of the district shall be made available for public inspection, except when the law prohibits disclosure.~~

CSBA NOTE: Pursuant to Government Code 7928.801, any executed contract for the purchase of goods or services by the district, including the price and terms of payment, is a public record subject to disclosure under the California Public Records Act. Because other state and/or federal law may also be applicable when contracting for goods or services outside of California or pursuant to federal law, it is recommended that districts with questions about such contracts consult CSBA's District and County Office of Education Legal Services or district legal counsel.

Unless otherwise exempt from disclosure under state or federal law, executed contracts for the purchase of goods or services, even if the contract contains provisions specifying that the contract is confidential or a proprietary record of the vendor, are public records to which members of the public shall have access. (Government Code 7928.801)

No contract shall prohibit a district employee from disparaging the goods or services of any contracting party. (Education Code 35182.5)

~~Contracts for Non-nutritious Foods or Beverages~~

CSBA NOTE: Pursuant to Labor Code 1771.8, as added by SB 1303, if the district utilizes a private labor compliance entity, that entity is required to submit a signed declaration under penalty of perjury verifying that it has no conflicts of interest. Pursuant to Labor Code 1771.8, as added by SB 1303, a violation of the conflict of interest provisions by a private labor compliance entity would void a contract between the parties and subject the private labor compliance entity to specified civil fines and fees. Because Labor Code 1771.8 does not apply to the Los Angeles Unified School District (LAUSD), LAUSD should delete the following four paragraphs.

If the district utilizes a private labor compliance entity, the Superintendent or designee shall verify that the entity does not have a conflict of interest. (Labor Code 1771.8)

A *private labor compliance entity* is a third-party company hired by a district to perform labor compliance and enforcement activities on public works projects on the district's behalf. (Labor Code 1771.8)

A *conflict of interest* is a situation in which a private labor compliance entity performs labor compliance work under contract for both the district and a contractor who is bidding a public works project for the district. (Labor Code 1771.8)

If the district's private labor compliance entity seeks to respond to an alleged conflict of interest, the Superintendent or designee shall confer with the entity and/or the contractor regarding the applicable contracts and relevant public works law. (Labor Code 1771.8)

Contracts for Non-Nutritious Foods or Beverages

CSBA NOTE: Foods and beverages that do not meet nutritional standards specified in law may not be sold in schools except under limited circumstances; see BP/AR 3554 - Other Food Sales~~.~~ for more information regarding food sales outside the district's food service program. Schools that do not participate in the National School Lunch or Breakfast program are required to comply with the nutritional standards in Education Code 49431-49431.7 ~~and~~, 5 CCR 15500-15501, and 15575-15578, from one-half hour before the school day to one-half hour after it. Schools that participate in the National School Lunch or Breakfast program ~~must~~are required to comply with the stricter of the nutritional standards in ~~7 CFR 210.11 and 220.12 and~~ Education Code 49431-49431.7, 7 CFR 210.11, and 220.12, between midnight before and one-half hour after the end of the school day.

The district shall not enter into or renew a contract for the sale of foods or beverages that do not meet applicable nutritional standards specified in Education Code 49431-49431.7, 5 CCR 15500-15501 or 15575-15578, or 7 CFR 210.11 or 220.12, unless the contract specifies that such sale will occur off campus or outside the time restriction specified in ~~the~~ applicable law.

CSBA NOTE: Pursuant to Education Code 35182.5, the district may not enter into a contract that grants exclusive or nonexclusive sales or advertising for carbonated beverages, non-nutritious beverages, or non-nutritious foods unless the Board holds a public hearing and, as **mandated**, adopts ~~a~~ policy that ensures that internal controls are in place to protect the integrity of public funds, that the funds raised will benefit public education, and that the contracts are entered into on a competitive basis.

Before the district enters into or renews a contract that grants exclusive or nonexclusive advertising or sale of carbonated beverages, non-nutritious beverages, or non-nutritious foods as defined in law, the Board shall ensure that the district has sufficient internal controls in place to protect the integrity of public funds and to ensure that funds raised as a result of the contract benefit public education. (Education Code 35182.5)

CSBA NOTE: Education Code 35182.5 does not define the term "internal controls." Items #1-2 below are based on suggested "internal controls" as recommended by the ~~California Association of School Business Officials (CASBO~~Fiscal Crisis Management Assistance Team (FCMAT) and should be modified to reflect the specific internal controls developed by the district.

The Superintendent or designee shall develop the district's internal control procedures to protect the integrity of public funds. Such internal controls may include, but are not ~~be~~ limited to, the following:

1. Procedures that produce accurate and reliable financial statements and, at the same time, safeguard the assets, financial resources, and integrity of every employee responsible for handling money or property.

   Control systems shall be systematically evaluated and revised to keep pace with the changing responsibilities of management.

2. Procedures to ensure that district personnel do not handle cash or product at the school site.

   The contract shall specify that the vendor stock the machines and shall provide cash accounting, along with a check, for district proceeds directly to the control office.

CSBA NOTE: Optional Items #1-4 below are not required by law, but present additional factors for the Board to consider to help ensure that the funds raised benefit public education in accordance with Education Code 35182.5. The following list should be modified to reflect district practice.

To ensure that funds raised by the contract benefit district schools and students:

1. The Superintendent or designee may invite parents/guardians, students, staff, and interested community members to make recommendations regarding the contract, including recommendations as to how the funds will be spent in a manner that benefits public education.

2. Prior to ratifying the contract, the Board shall designate the specific programs and activities that will be funded by the proceeds of the contract and consider how the contract reflects the district's vision and goals.

3. The contract shall specify that the contractor report, on a quarterly basis, to the Superintendent or designee the number of food items or beverages sold within the district and the amount of money raised by the sales.

   The Superintendent or designee shall report these amounts to the Board on a regular basis.

4. The Superintendent or designee shall ensure that the contract does not limit the ability of student and parent organizations to plan and operate fundraising activities.

CSBA NOTE: Education Code 35182.5 **mandates** the Board to adopt policy to ensure that the contract is entered into on a competitive basis pursuant to Public Contract Code 20111 or through the issuance of a Request for Proposal. Public Contract Code 20111 requires districts to seek

competitive bids through advertisements for contracts or services exceeding an amount specified in law. For a detailed procedure for the bidding of contracts, see AR 3311 - Bids.

Any contract for the sale or advertisement of non-nutritious foods or carbonated or non-nutritious beverages shall be entered into on a competitive bid basis pursuant to Public Contract Code 20111 or through the issuance of a Request for Proposal. (Education Code 35182.5)

CSBA NOTE: Pursuant to Education Code 35182.5, the public hearing required before the district may enter into or renew a contract for non-nutritious foods or carbonated or non-nutritious beverages may be met through an annual public hearing to review and discuss existing and potential contracts for the sale of foods and beverages on campuses, as provided in Option 1 below. Option 2 is available for districts that prefer to hold a public hearing for the making or renewal of each contract involving non-nutritious foods or beverages.

OPTION 1: (Annual public hearing to review and discuss existing and potential contracts)

The Board shall hold an annual public hearing to review and discuss all existing and potential contracts for the sale of foods and beverages on campus, including those sold as full meals or through competitive sales, fundraisers, or vending machines. The Board shall hold a public meeting for any contract not discussed at the annual public hearing. (Education Code 35182.5)

OPTION 1 ENDS HERE

OPTION 2: (Public hearing for the making or renewal of each contract)

The Board shall not enter into or renew any contract that grants exclusive or nonexclusive advertising or sale of carbonated beverages, non-nutritious beverages, on non-nutritious foods until parents/guardians, students, and members of the public have had an opportunity to comment on the contract at a public hearing held during a regularly scheduled Board meeting. The Board shall clearly, and in a manner recognizable to the general public, identify in the agenda the contract to be discussed at the meeting. (Education Code 35182.5)

OPTION 2 ENDS HERE

CSBA NOTE: The following paragraph is applicable to both Options 1 and 2.

The public hearing shall include, but not be limited to, a discussion of the nutritional value of foods and beverages sold within the district; the availability of fresh fruit, vegetables, and grains in school meals and snacks, including locally grown and organic produce; the amount of fat, sugar, and additives in the foods and beverages discussed; and barriers to student participation in school breakfast and lunch programs. (Education Code 35182.5)

The contract shall be a public record and shall be accessible to the public ~~and~~. The district may not include a confidentiality clause that would prevent the district or a district school from making any part of the contract public~~.~~ and may not enforce any such clause included by a contracting party. (Education Code 35182.5; Government Code 7928.801)

Contracts for Electronic Products or Services

CSBA NOTE: Education Code 35182.5 prohibits districts or schools from entering into contracts for electronic products or services that require dissemination of advertising to students, unless the following conditions are satisfied. This section should be modified to reflect any additional requirements included by the ~~district~~Board.

The Board shall not enter into a contract for electronic products or services that requires the dissemination of advertising to students, unless the Board: (Education Code 35182.5)

1. Enters into the contract at a noticed~~,~~ public hearing of the Board~~.~~

2. Makes a finding that the electronic product or service is or would be an integral component of the education of students~~.~~

3. Makes a finding that the district cannot afford to provide the electronic product or service unless it contracts to permit dissemination of advertising to students~~.~~

4. As part of the district's normal, ongoing communication to parents/guardians, provides written notice that the advertising will be used in the classroom or other learning ~~center.~~centers

5. Offers parents/guardians the opportunity to request in writing that ~~their child~~the student not be exposed to the program that contains the advertising~~.~~

   A request shall be honored for the school year in which it is submitted, or longer if specified, but may be withdrawn by the parents/guardians at any time.

Contracts for Digital Storage and Maintenance of Student Records

CSBA NOTE: Pursuant to Education Code 49073.1, the Board is **mandated** to adopt ~~a~~ policy when the district chooses to enter into a contract with a third party to provide services specified in the following section.

The district may enter into or renew a contract with a third party for the purpose of providing services, including cloud-based services, for the digital storage, management, and retrieval of student records and/or to provide digital educational software that authorizes a third-party provider of digital educational software to access, store, and use student records. For these purposes, student records include any information maintained by the district that is directly related to a student and any information acquired directly from the student through the use of instructional software or applications assigned to the student by a teacher or other district employee, and do not include de-identified information. (Education Code 49073.1)

Any such contract shall contain all of the following: (Education Code 49073.1)

1. A statement that student records continue to be the property of and under the control of the district

2. If applicable, a description of the means by which students may retain possession and control of their own student-generated content, as defined in Education Code 49073.1, including options by which a student may transfer student-generated content to a personal account

3. A prohibition against the third party using any information in the student record for any purpose other than those required or specifically permitted by the contract

4. A description of the procedures by which a parent/guardian or a student age 18 years or older may review personally identifiable information in the student's records and correct erroneous information

5. A description of the actions the third party will take, including the designation and training of responsible individuals, to ensure the security and confidentiality of student records

6. A description of the procedures for notifying the affected parent/guardian, or the affected student if age 18 years or older, in the event of an unauthorized disclosure of the student's records

7. A certification that a student's records shall not be retained or available to the third party upon completion of the terms of the contract and a description of how that certification will be enforced, except that these requirements shall not apply to student-generated content if the student chooses to establish or maintain an account with the third party for the purpose of storing that content

8. A description of how the district and the third party will jointly ensure compliance with the federal Family Educational Rights and Privacy Act, 20 USC 1232g

9. A prohibition against the third party using personally identifiable information in student records to engage in targeted advertising

Contracts for Personal Services

CSBA NOTE: The following optional paragraph is applicable when the district chooses to contract for personal services that are currently or customarily performed by its classified employees. Pursuant to Education Code 45103.1, such a contract may be entered into or renewed by the district in order to achieve cost savings, but only if the contract (1) is awarded through a publicized, competitive bidding process~~;~~, (2) does not result in displacement of district employees (layoff, demotion, involuntary transfer to a new classification, ~~etc.);~~involuntary transfer to a new location requiring a change of residence, or time base reductions), and (3) meets other specified conditions.

In order to achieve cost savings, the district may enter into or renew a contract for any personal service that is currently or customarily performed by classified employees~~,~~ if the contract does not displace ~~school~~ district employees and meets other conditions specified in Education Code 45103.1. To enter into or renew such a contract, the Board shall ensure that the district meets the ~~numerous~~ conditions specified in Education Code 45103.1.

CSBA NOTE: Education Code 45103.1 ~~also~~ permits personal service contracts that do not meet the conditions specified in the above paragraph ~~above~~ ~~in~~so long as the circumstances ~~as~~ listed below exist.

In addition, the district may enter into or renew any contract for personal service without meeting the conditions described above, if any of the following conditions ~~exists~~exist: (Education Code 45103.1)

1. The contract is for new district functions and the Legislature has specifically mandated or authorized the performance of the work by independent contractors

2. The services contracted are not available within the district, cannot be performed satisfactorily by district employees, or are of such a highly specialized or technical nature that the necessary expert knowledge, experience, and ability are not available through the district

3. The services are incidental to a contract for the purchase or lease of real or personal property, including, but not be limited to, agreements to service or maintain office equipment or computers that are leased or rented

4. The district's policy, administrative, or legal goals and purposes cannot be accomplished through the utilization of persons selected pursuant to the regular or ordinary district hiring process

5. The nature of the work is such that the criteria for emergency appointments, as defined in Education Code 45103.1, apply

6. The contractor will provide equipment, materials, facilities, or support services that could not feasibly be provided by the district in the location where the services are to be performed

7. The services are of such an urgent, temporary, or occasional nature that the delay that would result from using the district's regular or ordinary hiring process would frustrate their very purpose

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Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 15500	Food sales in elementary schools
5 CCR 15501	Food sales in high schools and junior high schools
5 CCR 15575-15578	Requirements for foods and beverages outside the federal meals program
Ed. Code 14505	Provisions required in contracts for audits
Ed. Code 17250.10-17250.55	Design-build contracts
Ed. Code 17595-17606	Contracts
Ed. Code 200-270	Prohibition of discrimination
Ed. Code 35161	Governing boards; powers and duties
Ed. Code 35182.5	Contracts for advertising
Ed. Code 45103.1	Personal services contracts
Ed. Code 45103.5	Contracts for management consulting services; restrictions
Ed. Code 49073.1	Contract requirements for digital storage, maintenance and retrieval of student records
Ed. Code 49431-49431.7	Nutritional standards
Gov. Code 1090	Prohibition of financial interest in contracts by specified officers
Gov. Code 1097.6	Independent contractors
Gov. Code 12990	Nondiscrimination and compliance employment programs
Gov. Code 53260	Contract provision re maximum cash settlement
Gov. Code 53262	Employment contracts
Gov. Code 7928.801	Public Records Act; contracts for goods and services
Gov. Code 84308	Campaign ~~Disclosure~~disclosure
Lab. Code 1771.8	Private labor compliance entity; potential conflict of interest
Lab. Code 1775	Penalties for violations
Lab. Code 1810-1813	Working hours
Pub. Cont. Code 20104.50	Timely progress payments

Pub. Cont. Code 20111	Contracts over $50,000; contracts for construction; award to lowest responsible bidder
Pub. Cont. Code 22300	Performance retentions
Pub. Cont. Code 4100-4114	Subletting and subcontracting fair practices
Pub. Cont. Code 6102	Awarding of contracts
Pub. Cont. Code 7104	Contracts for excavations; discovery of hazardous waste
Pub. Cont. Code 7106	Noncollusion affidavit

Federal	**Description**
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
7 CFR 210.1-210.33	National School Lunch Program
7 CFR 220.1-220.21	National School Breakfast Program

Management Resources	**Description**
CSBA Publication	Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, April 2006
Website	CSBA District and County Office of Education Legal Services
Website	CSBA
Website	California Association of School Business Officials
Website	Financial Crisis & Management Assistance Team

Cross References

Code	**Description**
0100	Philosophy
0200	Goals For The School District
0440	District Technology Plan
0440	District Technology Plan
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1230	School-Connected Organizations
1230	School-Connected Organizations
1321	Solicitation Of Funds From And By Students

1321	Solicitation Of Funds From And By Students
1325	Advertising And Promotion
1340	Access To District Records
1340	Access To District Records
1700	Relations Between Private Industry And The Schools
2121	Superintendent's Contract
3000	Concepts And Roles
3100	Budget
3100	Budget
3230	Federal Grant Funds
3230	Federal Grant Funds
3290	Gifts, Grants And Bequests
3300	Expenditures And Purchases
3311	Bids
3311	Bids
3311.1	Uniform Public Construction Cost Accounting Procedures
3311.1	Uniform Public Construction Cost Accounting Procedures
3311.2	Lease-Leaseback Contracts
3311.3	Design-Build Contracts
3311.4	Procurement Of Technological Equipment
3314	Payment For Goods And Services
3314	Payment For Goods And Services
3400	Management Of District Assets/Accounts
3400	Management Of District Assets/Accounts
3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
3470	Debt Issuance And Management
3511.1	Integrated Waste Management
3511.1	Integrated Waste Management

3540	Transportation
3551	Food Service Operations/Cafeteria Fund
3551	Food Service Operations/Cafeteria Fund
3554	Other Food Sales
3554	Other Food Sales
3555	Nutrition Program Compliance
3555-E(1)	Nutrition Program Compliance
3600	Consultants
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4112.23	Special Education Staff
4112.4	Health Examinations
4132	Publication Or Creation Of Materials
4200	Classified Personnel
4200	Classified Personnel
4212.4	Health Examinations
4232	Publication Or Creation Of Materials
4312.1	Contracts
4312.4	Health Examinations
4332	Publication Or Creation Of Materials
5030	Student Wellness
5125	Student Records
5125	Student Records
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5148	Child Care And Development
5148	Child Care And Development
6162.6	Use Of Copyrighted Materials
6162.6	Use Of Copyrighted Materials

7140	Architectural And Engineering Services
7140	Architectural And Engineering Services
9000	Role Of The Board
9124	Attorney
9320	Meetings And Notices
9322	Agenda/Meeting Materials
9323	Meeting Conduct

Policy 3516.5: Emergency Schedules

Status: ADOPTED

Original Adopted Date: 12/01/1992 **| Last Revised Date:** ~~09~~03/01/~~2021~~2025 **| Last Reviewed Date:** ~~09~~03/01/~~2021~~2025

In order to provide for the safety of students and staff, the Governing Board authorizes the Superintendent or designee to close a school site, change the regular school day schedule, or take any necessary action when hazardous environmental, health, or weather conditions, or other emergencies, warrant.

CSBA NOTE: Pursuant to Education Code 41422 and 46392, a district may apply to the Superintendent of Public Instruction to obtain apportionment credit for days and minutes lost due to emergency closure and material decreases in attendance due to emergency events such as a fire, flood, impassable roads, epidemic, earthquake, imminence of a major safety hazard, strike involving transportation services to students provided by a nonschool entity, ~~or~~ other "extraordinary condition"~~"~~, or, as amended by SB 1429 (Ch. 477, Statutes of 2024), snowstorms, so that it may receive full average daily attendance apportionment.

When an emergency condition causes a school closure, reduction in attendance, or change in schedule pursuant to Education Code 41422 or 46392, thereby preventing the district from complying with the minimum number of instructional days or minutes required by law, the Superintendent or designee shall complete and submit to the Superintendent of Public Instruction (SPI) the necessary forms and/or affidavits for obtaining approval of apportionment credit for the days of the closure, reduction in attendance, or change in schedule. The Superintendent or designee shall submit other relevant district records as may be required.

CSBA NOTE: Education Code 46393, as ~~added~~amended by ~~AB 130~~SB 153 (Ch. ~~44~~38, Statutes of ~~2021~~2024) and AB 176 (Ch. 998, Statutes of 2024), requires districts submitting affidavits regarding emergency events occurring after September 1, 2021 but before July 1, 2026, to certify that the district has a plan for offering independent study to impacted students within 10 instructional days of the first day of a school closure or material decrease in attendance. For events occurring on or after July 1, 2026, Education Code 46393, as amended by SB 153 and AB 176, requires districts to certify that the district's comprehensive safety plan includes an instructional continuity plan, and that the district offered student engagement and instruction consistent with the instructional continuity plan, or certify that it did not do so due to extenuating circumstances.

For school closures or material decreases in attendance due to emergency events ~~occurring after~~that occur between September ~~1~~2, 2021 and June 30, 2026, the Superintendent or designee shall ~~develop~~certify in the affidavit submitted to the SPI that the district has a plan for offering independent study within 10 instructional days of the school closure to any student impacted by the emergency condition. The plan shall ~~also~~ address the establishment, within a reasonable time, of independent study master agreements as specified in ~~BP~~Board Policy 6158 - Independent Study~~.~~

~~The plan shall,~~ and require reopening in person as soon as possible once allowable under the direction from the city or county health officer. ~~The~~ (Education Code 46393)

For school closures or material decreases in attendance due to emergency events occurring on or after July 1, 2026, the Superintendent or designee shall certify ~~that the district has a plan for independent study in~~ in the affidavit submitted to the SPI ~~pursuant to Education Code 46392.~~ that the district's comprehensive safety plan includes an instructional continuity plan, and that the district offered student engagement and instruction consistent with the instructional continuity plan, or that it did not do so due to extenuating circumstances. (Education Code 46393)

CSBA NOTE: Vehicle Code 34501.6 mandates the Governing Board of any district that provides student transportation to adopt procedures that limit the home-to-school operation of school buses when atmospheric conditions reduce visibility to 200 feet or less; see AR 3543 - Transportation Safety and Emergencies for language implementing this mandate. The following optional paragraph may be revised to reflect district practice.

The Superintendent or designee shall establish a system for informing students and parents/guardians ~~when~~ with timely notice in advance of any changes to the school day, a school closure, or if school buses are not operating as scheduled~~, the school day schedule is changed, or the school is closed.~~ . The district's notification system shall include, but is not limited to, notifying local television, streaming services, and/or radio stations~~,~~; posting on district ~~web site~~website(s~~),~~) and/or social media account(s); sending email and text messages~~,~~; and/or making telephone calls.

CSBA NOTE: Pursuant to Public Utilities Code 2874, as amended by AB 2905 (Ch. 316, Statutes of 2024), when a district or school uses an automatic dialing-announcing device, the person making calls and operating the device is required, prior to operating the device, to personally make an unrecorded, natural voice announcement to those being called which (1) states the nature of the call and the name, address, and telephone number of the district or school, (2) inquires whether the person called consents to hear the prerecorded message of the person calling, and (3) informs the person if the prerecorded message uses an artificial voice. Districts and schools are required to disconnect the device from the telephone line upon the termination of the call.]

When the district makes any notification to students and/or parents/guardians utilizing an automatic dialing-announcing device, the device shall be operated by a person who shall follow all procedures required by law prior to operating the device, and disconnect the device from the telephone line upon the termination of the call. (Public Utilities Code 2874)

Whenever the school day schedule changes after students have arrived at school, the Superintendent or designee shall ensure that students are supervised in accordance with the procedures specified in ~~the district's emergency and disaster preparedness plan.~~

Board Policy/Administrative Regulation 3516 – Emergencies and Disaster Preparedness Plan.

The following paragraph is for districts that provide a means for students to make up lost instructional time due to an emergency and may be revised to reflect district practice. Pursuant to Education Code 46211, as added by SB 153, a district may, beginning July 1, 2025, implement attendance recovery programs for students in grades transitional kindergarten-12 to make up lost

instructional time and offset absences due to emergency events, for up to 10 days of attendance in a school year or the number of absences a student accrued in that school year, whichever is less. A student's participation in an attendance recovery program may not be compulsory or punitive. Attendance recovery programs may be operated before or after school, on weekends, or during intersessional periods. However, Education Code 46210, as added by SB 153, expresses legislative intent that access to instruction as part of a regular instructional program is the preferred method of student learning and that the availability of attendance recovery should not discourage districts that regularly experience school closures from maintaining school calendars of greater than 180 days to maximize instruction in the regular instructional program. For more information regarding attendance recovery programs, see BP/AR 5113.1 – Chronic Absence and Truancy.

The Superintendent or designee may provide a means to make up lost instructional time later during the year. ~~Students and parents/guardians shall receive timely notice in advance of any resulting changes in the school calendar or school day schedule.~~

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Policy Reference Disclaimer:
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State	Description
Ed. Code 41420	Apportionment withholding; schools not maintained for 175 days
Ed. Code 41422	Schools not maintained for 175 days
Ed. Code 46010	Total days of attendance
Ed. Code 46100-46208	Attendance; maximum credit; minimum day
Ed. Code 46210-46211	Attendance Recovery Programs
Ed. Code 46390	Calculation of ADA in emergency
Ed. Code 46391	Lost or destroyed ADA records
Ed. Code 46392	Emergencies
Ed. Code 46393	Certification of plan for independent study; instructional continuity plan
Public Utilities Code 2874	Automatic dialing-announcing devices
Veh. Code 34501.6	School buses; reduced visibility
Management Resources	**Description**

~~CA DOE~~California Department of Education Correspondence	90-01 Average Daily Attendance Credit During Periods of Emergency, February 10, 2005
California Department of Education Publication	Frequently Asked Questions - Form J-13A
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1112	Media Relations
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
2210	Administrative Discretion Regarding Board Policy
3511	Energy And Water Management
3511	Energy And Water Management
3514	Environmental Safety
3514	Environmental Safety
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3516.2	Bomb Threats
3542	School Bus Drivers
3543	Transportation Safety And Emergencies
3580	District Records
3580	District Records
4113.5	Working Remotely
4157	Employee Safety
4157	Employee Safety
4213.5	Working Remotely

4257	Employee Safety
4257	Employee Safety
4313.5	Working Remotely
4357	Employee Safety
4357	Employee Safety
5113.1	Chronic Absence and Truancy
5142	Safety
5142	Safety
~~5148.2~~	~~Before/After School Programs~~
~~5148.2~~	~~Before/After School Programs~~
6111	School Calendar
6112	School Day
6112	School Day
6158	Independent Study
6158	Independent Study

Policy 3580: District Records

Status: ADOPTED

Original Adopted Date: 11/01/2009 **| Last Revised Date:** ~~12~~03/01/~~2024~~2025 **| Last Reviewed Date:** ~~12~~03/01/~~2024~~2025

CSBA NOTE: The following optional policy and accompanying administrative regulation address the classification and retention of district records pursuant to 5 CCR 16020-16027 and may be ~~modified~~revised to reflect district practice. For more information about personnel records, including the contents and retention of such records pursuant to 5 CCR 16023, see AR 4112.6/4212.6/4312.6 - Personnel Files. For additional requirements pertaining to student records, including the contents and retention of such records pursuant to Education Code 49069.7, 5 CCR 430-~~433~~438, and the Family Educational Rights and Privacy Act (20 USC 1232g and 34 CFR 99.1-99.8), see BP/AR 5125 - Student Records. For requirements pertaining to public access to certain records in accordance with the California Public Records Act (CPRA) (Government Code 7920.000 - 7930.~~170~~215), see BP/AR 1340 - Access to District Records and BB 9012 - Board Member Electronic Communications.

The Governing Board recognizes the importance of securing and retaining district documents. The Superintendent or designee shall ensure that district records are developed, maintained, and disposed of in accordance with law, Board policy, and administrative regulation.

CSBA NOTE: 5 CCR 16020 defines a "record" as any ~~paper or~~ document which the district is required by law to ~~maintain~~prepare or retain or which the district prepares or ~~maintains~~retains as necessary to the discharge of official duty. 5 CCR 16022 requires the Superintendent or designee to annually review and classify these records in order to determine the length of time for which they must be retained. Depending on their content, electronic communications such as email, voicemail, and text messages may also be considered "records" and thus are subject to the same classification and retention schedule as paper documents.

Code of Civil Procedure 1985.8 (the California Electronic Discovery Act) and Code of Civil Procedure 2031.010 ~~make~~describe the procedural rules requiring the disclosure of documents to the opposing party in litigation applicable to electronically stored information. These state ~~rules~~statutes are similar to federal Rules of Civil Procedure that apply to actions in federal courts and which also include provisions related to electronically stored information. In general, the rules require parties in litigation to identify and disclose potentially relevant electronic information and, upon notification by district legal counsel of pending or anticipated litigation, halt the routine destruction of paper or electronic records (e.g., suspend automatic monthly erasure of back-up tapes) that could be potentially relevant (a "litigation hold").

It is important that districts have an efficient and consistent system in place for discarding those documents, including email, that are not considered "records." Such a system may help reduce storage costs and prevent unnecessary disclosure. For example, Government Code 7927.500 exempts from disclosure "preliminary drafts" not retained by the district. The purpose of this exemption is to allow a measure of confidentiality for pending district action. However, if preliminary drafts are not regularly discarded, then they may be considered a "record" that has

been retained by the district and thus subject to disclosure under the ~~Public Records Act~~CPRA.

The following optional paragraph, which may be revised to reflect district practice, directs the Superintendent or designee to create a document management system which includes a process for the storage and destruction of electronic materials. Each district will need to do an analysis of the type of system needed based on the size of the district, number of school sites, number of employees, and the type, practice, and capability of the district's information technology system. It is recommended that districts with questions about records retention requirements consult CSBA's District and County Office of Education Legal Services or district legal counsel.

The Superintendent or designee shall consult with district legal counsel, site administrators, district information technology staff, personnel department staff, and others as necessary to develop a secure document management system that provides for the storage, retrieval, archiving, and destruction of district documents, including electronically stored information such as email. This document management system shall be designed to comply with state and federal laws regarding security of records, record retention and destruction, response to "litigation hold" discovery requests, and the recovery of records in the event of a disaster or emergency.

CSBA NOTE: Pursuant to Government Code 8586.5, the California Cybersecurity Integration Center (CSIC) serves as the central organizing hub of the state government's cybersecurity preparedness and response activities. Government Code 8586.5 requires CSIC to coordinate cyber intelligence and information sharing with specified public and private entities, and, as amended by AB 1023 (Ch. 555, Statutes of 2023), requires such sharing of information, including cyber threat information, with school districts. Government Code 11549.3 authorizes districts, at district expense, to request the Military Department, in consultation with CSIC, to perform an independent security assessment of the district or individual district school. Districts are encouraged to consult with the California Office of Emergency Services and utilize resources such as the State Threat Assessment System and Regional Fusion Centers to help assess potential threats.

Additionally, in an effort to enhance cybersecurity across K-12 schools, the U.S. Department of Education and the Cybersecurity and Infrastructure Security Agency launched the Government Coordinating Council for the Education Facilities Subsector in 2024. Districts who meet the federal universal service discounts for Internet access (E-rate discounts) eligibility requirements may be eligible for funding to purchase cybersecurity services and equipment through the Federal Communications Commission's Schools and Libraries Cybersecurity Pilot Program. The State Educational Technology Directors Association's 2023 guidance, "Small Districts, Big Hurdles: Cybersecurity Support for Small, Rural, and Under-resourced Districts," provides additional information regarding the use of leadership development, partnership building, vulnerability assessment, and staff training to enhance cybersecurity readiness.

The Superintendent or designee shall ensure the confidentiality of records as required by law and shall establish regulations to safeguard data against damage, loss, or theft~~.~~, including damage, loss, or theft which may be caused by cybersecurity breaches.

The Superintendent or designee shall ensure that employees receive information about the district's document management system, including retention and confidentiality requirements and an employee's obligations in the event of a litigation hold ~~established on the advice of legal counsel.~~or California Public Records Act request established on the advice of legal counsel. Additionally, the Superintendent or designee shall ensure that employees receive information and training about cybersecurity, including ways to protect district records from breaches to the district's digital infrastructure.

CSBA NOTE: Pursuant to Civil Code 1798.29, districts are required to disclose any breach of security of any records that contain personal information, as defined. The required formatting and

contents of the notification are detailed in Civil Code 1798.29. A district may maintain its own notification procedure as part of an information security policy provided that the notification is consistent with the requirements in Civil Code 1798.29 regarding timing of the notification.

Additionally, pursuant to Education Code 35266, districts that experience a cyberattack, as defined, which impacts more than 500 students or personnel, are required to report such cyberattack to CSIC.

If the district discovers or is notified that a breach ~~of~~in the security of district records ~~containing unencrypted~~ has resulted in the release of personal information ~~has occurred~~, the Superintendent or designee shall notify every individual whose personal information was, or is reasonably believed to have been, acquired by an unauthorized person~~.~~ , if that information was either unencrypted or encrypted under the circumstances specified in Civil Code 1798.29. "Personal information" includes, but is not limited to, a social security number, driver's license or identification card number, medical information, health insurance information, or an account number in combination with an access code or password that would permit access to a financial account. (Civil Code 1798.29)

The Superintendent or designee shall provide the notice in a timely manner either in writing or electronically, unless otherwise provided in law. The notice shall include the material specified in Civil Code 1798.29, be formatted as required, and be distributed in a timely manner, consistent with the legitimate needs of law enforcement to conduct an uncompromised investigation or any measures necessary to determine the scope of the breach and restore reasonable integrity of the data system. (Civil Code 1798.29)

~~**Safe at Home Program**~~

If the district experiences a cyberattack that impacts more than 500 students or personnel, the Superintendent or designee shall report the cyberattack to the California Cybersecurity Integration Center. (Education Code 35266)

Safe at Home Program

CSBA NOTE: The ~~Secretary of State's~~ Safe at Home address confidentiality program ~~creates a confidential address~~ has been in existence pursuant to Government Code 6205-6210 and ~~mail-forwarding program for~~ 6215-6216 to protect victims of domestic violence, ~~stalking, or~~ sexual assault~~.~~, stalking, human trafficking, and elder or dependent adult abuse, and members of their households, as well as district employees who face threats of violence, or violence or harassment from the public because of the employee's work for the district. This type of protection has been extended to district employees and Governing Board members who face threats of violence, or violence or harassment from the public because of the employee's work for the district, and, pursuant to Government Code 6205-6210, as amended by AB 243 (Ch. 642, Statutes of 2023), to victims of child abduction and members of their households. Government Code 6207 provides that, when creating a public record, the district ~~must~~may not include actual residences of students, parents/guardians, or employees when a substitute address is designated through the Safe at Home program. ~~Districts are required to accept the program participation card issued by the Secretary of State and to substitute a post office box as the participant's address.~~

District public records shall not include the actual addresses of students, parents/guardians, or employees when a substitute address is designated by the Secretary of State pursuant to the Safe at Home program. (Government Code 6206, 6207)

CSBA NOTE: According to the Secretary of State, a participant's confidential, actual address may only be used to establish student enrollment eligibility and for school emergency purposes. Pursuant to Government Code 6207, a participant's confidential, actual address is not a public record and should not be made available to anyone under any circumstances. ~~See also~~For more information regarding establishing district residency when a student or parent/guardian is participating in the Safe at Home/Confidential Address Program, see AR 5111.1 - District Residency.

When a substitute address card is provided pursuant to this program, the confidential, actual address may be used only to establish district residency requirements for enrollment and for school emergency purposes.

Records containing a participant's confidential address information shall be kept in a confidential location and not shared with the public.

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State	Description
5 CCR 16020-16022	Records; general provisions
5 CCR 16023-16027	District records; retention and destruction
5 CCR 430-438	~~Individual student records; definition~~Individual student records
~~5 CCR 432~~	~~Student records~~
Civ. Code 1798.29	District records; breach of security
Code of Civil Procedure 1985.8	Electronic Discovery Act
Code of Civil Procedure 2031.010-2031.060	Civil Discovery Act; scope of discovery demand
Code of Civil Procedure 2031.210-2031.320	Civil Discovery Act; response to inspection demand
Ed. Code 35145	Public meetings
Ed. Code 35163	Official actions, minutes and journal
Ed. Code 35252-35255	Records and reports
Ed. Code 35266	Cybersecurity

Ed. Code 44031	Personnel file contents and inspection
Ed. Code 49065	Reasonable charge for transcripts
Ed. Code 49069.7	Absolute right to access
Gov. Code 11549.3	Office of Information Security
Gov. Code 12946	Fair Employment and Housing Act: discrimination prohibited
Gov. Code 6205-6210	Confidentiality of addresses for victims of domestic violence, sexual assault, stalking, ~~or~~human trafficking, child abduction, and elder or dependent adult abuse
Gov. Code 6215-6216	Address confidentiality; reproductive health care providers, employees, volunteers, patients, and other individuals who face threats or violence
Gov. Code 7920.000-7930.~~170~~215	California Public Records Act
Gov. Code 8586.5	Office of Emergency Services; California Cybersecurity Information Center
Pen. Code 11170	Retention of child abuse reports

Federal	**Description**
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
34 CFR 99.1-99.8	Family Educational Rights and Privacy Act

Management Resources	**Description**
California Secretary of State Publication	Records Management Handbook (https://www.sos.ca.gov/archives/records-management-and-appraisal/records-management-handbook)
State Educational Technology Directors Association Publication	Small Districts, Big Hurdles: Cybersecurity Support for Small, Rural, and Under-resourced School Districts, October 2023 (https://drive.google.com/file/d/1xFzytKS6gtFAiKstP_H3ES_Tpm9OF8l8/view?usp=sharing)
Website	CSBA District and County Office of Education Legal Services
Website	California Secretary of State
Website	California Office of Emergency Services (https://www.caloes.ca.gov/)
Website	Cybersecurity and Infrastructure Security Agency, Government Coordinating Councils (https://www.cisa.gov/resources-tools/groups/government-coordinating-councils)
Website	Federal Communications Commission, Schools and Libraries Cybersecurity Pilot Program (https://www.fcc.gov/cybersecurity-pilot-program)
Website	Safe at Home; Schools (https://www.sos.ca.gov/registries/safe-

home/schools#:~:text=Back%20to%20Top-,Verifying%20Enrollment,(916)%20653%2D1769)

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4112.2	Certification
4112.42	Drug And Alcohol Testing For School Bus Drivers
4112.42	Drug And Alcohol Testing For School Bus Drivers
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4112.6	Personnel Files
4112.9	Employee Notifications
4112.9-E(1)	Employee Notifications
4113	Assignment
4113	Assignment

4113.5	Working Remotely
4119.12	Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures
4119.12-E(1)	Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures
4119.21	Professional Standards
4119.21-E(1)	Professional Standards
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42-E(1)	Exposure Control Plan For Bloodborne Pathogens
4131	Staff Development
4151	Employee Compensation
4211.2	Legal Status Requirement
4211.2	Legal Status Requirement
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.42	Drug And Alcohol Testing For School Bus Drivers
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4219.42-E(1)	Exposure Control Plan For Bloodborne Pathogens
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4251	Employee Compensation
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6171	Title I Programs
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~~6174~~	~~Education For English Learners~~
~~6174~~	~~Education For English Learners~~
7214	General Obligation Bonds
7214	General Obligation Bonds

9011	Disclosure Of Confidential/Privileged Information
9012	Board Member Electronic Communications
9324	Minutes And Recordings

Regulation 3580: District Records

Status: ADOPTED

Original Adopted Date: 11/01/2009 **| Last Revised Date:** ~~12~~03/01/~~2024~~2025 **| Last Reviewed Date**~~12~~03/01/~~2024~~2025

CSBA NOTE: The following optional administrative regulation reflects classification and retention requirements for district records~~.~~ and may be revised to reflect district practice. For more information about personnel records, including the contents and retention of such records pursuant to 5 CCR 16023, see AR 4112.6/4212.6/4312.6 - Personnel Files. For additional requirements pertaining to student records, including the contents and retention of such records pursuant to Education Code 49069.7, 5 CCR 430-~~433~~438, and the Family Educational Rights and Privacy Act (20 USC 1232g and 34 CFR 99.1-99.8), see BP/AR 5125 - Student Records. For requirements pertaining to public access to certain records in accordance with the California Public Records Act (CPRA) (Government Code 7920.000 - 7930.~~170~~215), see BP/AR 1340 - Access to District Records and BB 9012 - Board Member Electronic Communications.

Classification of Records

CSBA NOTE: Pursuant to 5 CCR 16020, only those documents which the district is required to prepare or retain or that are prepared or retained as part of the discharge of official duty are considered as "records" that must be classified and retained. In addition, under the CPRA (Government Code ~~6250-6270~~7920.000 - 7930.215), a "public record" is defined as any writing relating to the conduct of district business that is prepared, owned, used, or retained by the district; see BP/AR 1340 - Access to District Records. ~~Documents~~Pursuant to Government Code 7920.545, emails and other electronic communications related in a substantive manner to district business are considered public records. However, documents and other writings that are not prepared or used by the district in the conduct of district business are generally not considered to be "records" and thus are not subject to the requirements of this regulation.

Records means all records, maps, books, papers, and documents of a school district required by law to be prepared or retained as necessary or convenient to the discharge of official duty. (5 CCR 16020)

Before January 1, the Superintendent or designee shall review the prior year's records and shall classify them as either a Class 1 (Permanent), Class 2 (Optional), or Class 3 (Disposable) record. (5 CCR 16022)

Records of a continuing nature ~~(~~, such as documents that are active and useful for administrative, legal, fiscal, or other purposes over a period of years~~)~~, shall not be classified until such usefulness has ceased. (5 CCR 16022)

~~An~~Any historical inventory of equipment shall be a continuing record and shall not be classified until the inventory is superseded or until the equipment is removed from district ownership. (5 CCR 16022)

A student's cumulative record, if not transferred, is a continuing record until the student ceases to

be enrolled in the district. (5 CCR 16022)

When an electronic or photographed copy of a Class 1 (Permanent) record has been made, the copy may be classified as Class 1 (Permanent) and the original classified as either Class 2 (Optional) or Class 3 (Disposable). However, no original record that is basic to any required audit may be destroyed prior to the second July 1st succeeding the completion of the audit. (Education Code 35254; 5 CCR 16022)

Class 1 - Permanent Records

The original of each of the following records, or one exact copy of it when the original is required by law to be filed with another agency, is a Class 1 (Permanent) record and shall be retained indefinitely unless microfilmed in accordance with 5 CCR 16022: (5 CCR 16023)

1. Annual Reports
    a. Official budget
    b. Financial reports of all funds, including cafeteria and student body funds
    c. Audit of all funds
    d. Average daily attendance, including Period 1 and Period 2 reports
    e. Other major annual reports, including:
        i. Those containing information relating to property, activities, financial condition, or transactions
        ii. Those declared by Governing Board minutes to be permanent
2. Official Actions
    a. Minutes of the Board or Board committees, including the text of rules, regulations, policies, or resolutions not set forth verbatim in the minutes, but included by reference only
    b. The call for and the result of any elections called, conducted, or canvassed by the Board
    c. Records transmitted by another agency pertaining to its action with respect to district reorganization
3. Personnel Records

    Class 1 (Permanent) records include all detailed records relating to employment; assignment; amounts and dates of service rendered; termination or dismissal of an employee in any position; sick leave record; rate of compensation, salaries, or wages paid; and deductions or withholdings made and the person or agency to whom such amounts were paid.

    In lieu of the detailed records, a complete proven summary payroll record for each employee containing the same data may be classified as a Class 1 (Permanent) record and the detailed records may then be classified as Class 3 (Disposable) records.

Information of a derogatory nature as defined in Education Code 44031 shall be retained as a Class 1 (Permanent) record only when the time for filing a grievance has passed or the document has been sustained by the grievance process.

4. Student Records

   The records of enrollment and scholarship for each student required by 5 CCR 432 and all records pertaining to any accident or injury involving a minor for which a claim for damages had been filed as required by law shall be classified as Class 1 (Permanent) records.

   These include any related policy of liability insurance, except that these records cease to be Class 1 (Permanent) records one year after the claim has been settled or the statute of limitations has expired.

5. Property Records

   Class 1 (Permanent) records include all detailed records relating to land, buildings, and equipment.

   In lieu of detailed records, a complete property ledger may be classified as a Class 1 (Permanent) record. The detailed records may then be classified as Class 3 (Disposable) records if the property ledger includes all fixed assets; an equipment inventory; and, for each piece of property, the date of acquisition, name of previous owner, a legal description, amount paid, and comparable data if the unit is disposed of.

Class 2 - Optional Records

Any records considered temporarily worth keeping, but which are not Class 1 records, may be classified as Class 2 (Optional) records and shall be retained until reclassified as Class 3 (Disposable) records. If, by agreement of the Board and Superintendent or designee, classification of the prior year records has not been made before January 1 as specified in 5 CCR 16022, all records of the prior year may be classified as Class 2 (Optional) records pending further review and classification within one year. (5 CCR 16024)

Class 3 - Disposable Records

All records not classified as Class 1 (Permanent) or as Class 2 (Optional) records shall be classified as Class 3 (Disposable) records. These include, but are not limited to, detailed records basic to audit, including those relating to attendance, average daily attendance, or business or financial transactions; detailed records used in preparing another report; teachers' registers if all information required by 5 CCR 432 is retained in other records or if the General Records pages are removed from the register and classified as Class 1 (Permanent) records; and periodic reports, including daily, weekly, and monthly reports, bulletins, and instructions. (5 CCR 16025)

All Class 3 (Disposable) records shall be destroyed during the third school year after the school year in which the records originated. In addition, Class 3 (Disposable) records shall not be destroyed until after the third school year following the completion of any legally required audit or the retention period required by any agency other than the State of California, whichever is later. A continuing record shall not be destroyed until the fourth year after it has been classified as a Class 3 (Disposable) record. (5 CCR 16026, 16027)

Electronically Stored Information

CSBA NOTE: In the conduct of official district business, many records and informational materials are generated and maintained in electronic format, making it necessary for districts to design a system for easily saving and retrieving such information when needed. The following optional section contains suggestions for the handling of such electronically stored information and may be revised to reflect district practice.

In *City of San Jose v. Superior Court*, the California Supreme Court held that a public official's or employee's electronic communications regarding public business, even if transmitted on the official's or employee's personal account or device, are public records and are not categorically excluded from disclosure upon request under the CPRA. The court noted that the CPRA requires public agencies to use "reasonable effort" to locate existing records in response to a public records request, ~~but that such~~including those records contained on a public official's or employee's personal device regardless of whether they were transmitted through district servers. Such searches need not be ~~extraordinary~~extraordinarily extensive or intrusive. The following paragraph reflects the court's suggestion for ensuring that district-related communications transmitted through a public employee's or official's personal device or account can be retrieved without violating the employee's or official's privacy rights. For further information, see CSBA's , "Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications~~.~~ ." Also see AR 3580 - District Records, BP 4040 – Employee Use of Technology, and BB 9012 - Board Member Electronic Communications.

All electronically stored information related to the conduct of district business, including information created, saved, sent, or received on a district employee's or Board member's personal account or device, shall be saved as an electronic file to a district-provided account or device and retained in accordance with the section "Classification of Records" above. Such information includes, but is not limited to, email, text messages, ~~instant~~ messages sent via apps, computer files, and other electronic communications related to district business. ~~In addition, when appropriate, the information may~~All records, including electronic documents, should be ~~printed~~organized and ~~physically~~ filed for easy retrieval based on information contained in ~~a way that allows it to be easily retrieved when needed.~~, and the purpose of, the record.

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. Districts have the authority to monitor the use of district-owned property and equipment, including those provided to employees to enable them to perform their duties efficiently, such as computers, cell phones, and other electronic communication devices. In such situations, an employee's expectation of privacy as it relates to the equipment is limited and the district may monitor it for appropriate use. See BP/E 4040 – Employee Use of Technology.

Employees shall be required to regularly purge their email accounts and district-issued computers, cell phones, and other communication devices of personal electronically stored information and other information unrelated to district business. The Superintendent or designee may check for appropriate use of any district-owned equipment at any time.

Any person to whom a district-owned computer, cell phone, or other electronic communication device is provided shall be notified about the district's electronic information management system and, as necessary, provided training on the effective use of the device.

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Policy 4151: Employee Compensation

Status: ADOPTED

Original Adopted Date: 02/01/1997 **| Last Revised Date:** ~~09~~03/01/~~2023~~2025 **| Last Reviewed Date:** ~~09~~03/01/~~2023~~2025

CSBA NOTE: Districts that include provisions related to employee compensation in their collective bargaining agreements should modify or delete the following optional policy accordingly.

In order to recruit and retain employees committed to the district's goals for student learning, the Governing Board recognizes the importance of offering a competitive compensation package ~~which~~that includes salaries and health and welfare benefits.

CSBA NOTE: Education Code 45023 and 45162 require the Governing Board to adopt salary schedules for certificated and classified employees, respectively. For districts operating under a merit system, Education Code 45268 specifies that the personnel commission will recommend a salary schedule for classified employees to the Board for approval and that the Board may not amend the schedule without first giving the commission ~~an~~a reasonable opportunity to respond to the amendments.

The Board shall adopt separate salary schedules for certificated, classified, and supervisory and administrative personnel~~. These schedules shall~~ that comply with law and applicable collective bargaining agreements ~~and shall be printed and made available for review at the district office.~~. (Education Code 45022, ~~45023,~~ 45160, 45162, 45268)

Each certificated employee, except an employee in an administrative or supervisory position, shall be classified on the salary schedule on the basis of uniform allowance for education level and years of experience, unless the Board and employee organization negotiate and mutually agree to a salary schedule based on different criteria. Certificated employees shall not be placed in different classifications on the schedule, nor paid different salaries, solely on the basis of the grade levels at which they teach. (Education Code 45028)

Salary schedules for staff who are not a part of a bargaining unit shall be determined by the Board at the recommendation of the Superintendent or designee.

The salary schedules adopted by the Board shall be printed and made available for review at the district office. (Education Code 45023)

CSBA NOTE: Pursuant to Education Code 42238.016, as added by AB 938 (Ch. 345, Statutes of 2024), districts are required, beginning January 31, 2026, to annually complete the Salary and Benefit Schedule for Bargaining Units (Form J-90), for classified and certificated staff assigned to a district school site and report the Form J-90 to the California Department of Education.

Additionally, by January 31, 2026, and annually thereafter, the Superintendent or designee shall complete the Salary and Benefit Schedule for Bargaining Units (Form J-90) for classified and

certificated staff assigned to a district school site and report the Form J-90 to the California Department of Education. (Education Code 42238.016)

CSBA NOTE: Pursuant to Education Code 45038, certificated employees may be paid once every two weeks, twice a month, or once every four weeks. ~~The~~Additionally, the Board may ~~also~~ choose to pay certificated employees, or one or more individual employees, in 10, 11, or 12 equal payments over the year~~.~~ instead of by the school month. Education Code 45039 provides that, if the Board arranges to pay certificated employees in 12 equal payments for the year, it may pay each monthly installment at the end of each calendar month, regardless of whether the employees are actually engaged in teaching during the month. Education Code 45165 addresses salary payments for classified employees who are employed 9-11 months per year.

~~Additionally~~In addition, pursuant to Education Code 45500, districts may participate in the Classified School Employee Summer Assistance Program whereby eligible classified employees may elect to have up to 10 percent of the employee's monthly salary withheld and paid out during the summer recess in either one or two payments.

Education Code 45048 and 45165 provide specific timelines for issuing salary payments depending on the frequency of payments. If payments are not made in a timely manner, the district is required to pay the employee interest on the unpaid amount.

The following paragraph may be revised to reflect the payroll schedule determined by the Board~~.~~ or as provided for in any applicable collective bargaining agreement.

~~The Board~~ Unless otherwise provided for in any applicable collective bargaining agreement, district employees shall ~~determine the~~be paid (*insert frequency*) and ~~schedule of salary~~ in _____ equal payments~~, including whether payments for employees who work less than 12 months per year will be made~~ over the ~~course of the school year or in equal installments over the calendar year.~~ year. However, if the district participates in the Classified School Employee Summer Assistance Program, eligible classified employees may elect to have up to 10 percent of the employee's monthly salary withheld and paid out during the summer recess in either one or two payments. (Education Code 45038, 45039, 45048, 45165, 45500)

~~CSBA NOTE: According to Office of Management and Budget Memorandum M-20-17, during extraordinary circumstances, such as a pandemic, which interrupt district operations, employees paid with federal grant funds can continue to be paid out of federal grant funds as long as other similarly situated employees paid with nonfederal funds are continuing to get compensated. The following optional paragraph establishes such emergency contingencies so that the Board may continue to provide employee compensation during such times.~~

~~In extraordinary circumstances or emergency situations, the Board may determine to continue to compensate employees during periods of extended closure or disruption of normal district operations when permitted by law and consistent with collective bargaining agreements and memoranda of understanding.~~

CSBA NOTE: Pursuant to 29 CFR 516.4, districts are required to post a notice of the minimum wage provisions of the Fair Labor Standards Act (FLSA) (29 USC 201-219) in a conspicuous place at

all work sites. The poster that must be used by state and local governments is available on the website of the U.S. Department of Labor's Wage and Hour Division.

The Superintendent or designee shall post a notice explaining the Fair Labor Standards Act's wage and hour provisions in a conspicuous place at each work site. (29 CFR 516.4)

Overtime Compensation

CSBA NOTE: Pursuant to the FLSA (29 CFR 553.20) and Education Code 45128, districts are required to pay employees who are not specifically exempted by law, including classified employees in both merit and non-merit system districts, ~~must receive~~ overtime pay or compensatory time off at a rate not less than one and one-half times their regular rate of pay for hours worked in excess of eight hours in any one day and/or in excess of 40 hours per calendar week. However, if the Board has established a work day of less than eight hours but at least seven hours, and a work week of less than 40 hours but at least 35 hours, all time worked in excess of the established work schedule must be deemed overtime.

Pursuant to Education Code 45130, districts are not required to pay overtime for any classified positions established by the Board, or by the personnel commission in a merit system district, as supervisory, administrative, or executive. In approving positions for exclusion from the overtime provisions, the Board or personnel commission must certify in writing that the duties, flexibility of hours, salary, benefit structure, and authority of the positions are of such a nature that they should be set apart from those positions which are subject to the overtime provisions; see BP/AR 4300 - Administrative and Supervisory Personnel. However, Education Code 45130 ~~requires~~provides that, if a classified employee in an exempt position is required to work on a holiday designated in law or by the Board, the employee ~~must~~is required to be paid the regular pay for that day plus compensation or compensatory time off at a rate not less than the employee's normal rate of pay~~.~~

~~Overtime pay requirements are also~~; see BP/AR 6115 – Ceremonies and Observances for more information regarding holidays designated in law or by the Board.

Additionally, overtime pay requirements are not applicable to school administrators or teachers in elementary or secondary schools under specific exemptions in 29 USC 213 and 29 CFR 541.303. Pursuant to 29 CFR 541.303 and 541.600, teachers do not need to meet the salary level requirement to be exempt from overtime rules. 29 CFR 541.204 provides that, to be exempt from overtime rules, administrators must either meet the salary level requirement or be compensated on a salary basis that is at least equal to the entrance salary for teachers in the administrator's school.

Labor Code provisions are not applicable to school districts unless specifically provided for in law. For example, in *Johnson v. Arvin-Edison Water Storage District*, the appellate court held in part that Labor Code 510, which provides for overtime compensation including that an employee who works in excess of 12 hours in one day or eight hours on the seventh consecutive day of a workweek is entitled to twice the regular rate of pay, does not apply to public agencies, including school districts.

Due to the complex interactions between federal law and state law, as well as between different state law provisions and classes of employees, it is recommended that districts consult CSBA's

District and County Office of Education Legal Services or district legal counsel regarding employee overtime compensation, as necessary.

District employees shall be paid an overtime rate of not less than one and one-half times their regular rate of pay for any hours worked in excess of eight hours in one day and/or 40 hours in one work week~~, or twice their regular rate of pay for any hours worked in excess of 12 hours in one day or eight hours on the seventh consecutive day of work.~~. However, teachers, school administrators, and other employees in positions established by the Board as executive, administrative, or professional shall be exempt from overtime rules. (Education Code 45128, 45130; 29 USC 213; 29 CFR 541.~~0~~ 204, 541.~~710~~303, 541.600 , 553.27, 553.32)

If the district requires a classified employee in an exempt position to work on a holiday designated in law or by the Board, the employee shall be paid the regular pay for that day plus compensation or compensatory time off at a rate not less than the employee's normal rate of pay. (Education Code 45130)

CSBA NOTE: The following optional paragraph is for use by districts that allow employees to take compensatory time off in lieu of overtime compensation as authorized by 29 USC 207 and 29 CFR 553.20-553.25. Time off in lieu of overtime compensation is allowed only if provided for in a collective bargaining agreement or other agreement and must be provided at the rate of at least one and one-half hours for each hour of overtime work.

Pursuant to 29 CFR 553.21, an employee must be allowed to use earned compensatory time within a "reasonable period" after making the request. 29 CFR 553.25 provides that a "reasonable period" is determined on a case-by-case basis by considering customary work practices such as the normal work schedule, anticipated peak workloads based on past experience, emergency requirements for staff and services, and the availability of qualified substitute staff. Education Code 45129 provides that the compensatory time off must be used within 12 calendar months.

When authorized in a collective bargaining agreement or other agreement between the district and employees, an employee may take compensatory time off in lieu of overtime compensation, provided the employee has not accrued compensatory time in excess of the limits specified in 29 USC 207. An employee who has requested the use of compensatory time shall be allowed to use such time within 12 calendar months ~~after making the request~~following the month the overtime was worked if the use of the compensatory time does not unduly disrupt district operations. (Education Code 45129; 29 USC 207; 29 CFR 553.20-553.25)

For each nonexempt employee, the Superintendent or designee shall maintain records on the employee's wages, hours, and other information specified in 29 CFR 516.5-516.6.

Wage Overpayment

CSBA NOTE: Education Code 44042.5~~, as added by AB 185 (Ch. 571, Statutes of 2022) and amended by SB 114 (Ch. 48, Statutes of 2023),~~ requires districts to follow the process specified below when a wage overpayment is made to a district employee. If the provisions of this section are in conflict with a collective bargaining agreement or a memorandum of understanding that was in effect on July 31, 2022, such agreements shall be controlling until the expiration or renewal of such

agreements. ~~The~~It is recommended that the district ~~should~~ consult CSBA's District and County Office of Education Legal Services or district legal counsel when questions arise about legal requirements for specific wage overpayments.

If, following the determination of an overpayment, the employee disputes the existence or amount of the overpayment, the district ~~shall~~is required to first initiate legal action and obtain a court order or binding arbitration decision validating the overpayment amount. Binding arbitration may only apply to such overpayment disputes if a memorandum of understanding between the district and exclusive representative sets forth procedures for adjudicating such wage overpayment disputes that meet the minimum requirements set forth in Education Code 44042.5.

If the district determines an employee has been overpaid, the district shall notify the employee in writing of the overpayment, afford the employee an opportunity to respond before commencing any recoupment actions, and inform the employee of the employee's rights to dispute the existence or amount of the claimed overpayment. If the employee agrees there was an overpayment in the claimed amount, reimbursement shall be made to the district through one of the methods described in Education Code 44042.5, as mutually agreed upon by the employee and the district. (Education Code 44042.5)

If a mutual agreement on a method of reimbursement is not reached, within 30 days of the employee verifying the overpayment amount, the district shall recoup the overpayment through payroll deductions in accordance with Education Code 44042.5.

If the employee does not respond or disputes the existence or amount of the district's claimed overpayment, the district ~~shall, with board approval, initiate a legal action to~~may only recover the overpayment~~.~~ after pursuing appropriate legal action. (Education Code 44042.5)

If the employee separates from the district before the overpayment is fully repaid, the district shall withhold the remaining balance due from any money owed to the employee upon separation, provided that the state minimum wage is still paid to the employee as required by Education Code 44042.5. The Superintendent or designee may consult with legal counsel to calculate the amount to withhold.

If an outstanding overpayment balance still remains, the district ~~shall, with Board approval,~~may exercise any legal means to recover the remaining amount owed by the employee. (Education Code 44042.5)

Legal action to recover any overpayment under this policy shall be initiated within three years from the date of the overpayment, which for leave credits is the date that the employee receives compensation in exchange for leave erroneously credited to the employee. (Education Code 44042.5)

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Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
8 CCR 11040	Wages and hours; definitions of administrative, executive, and professional employees
Ed. Code 42238.016	Salary and Benefit Schedule for the Bargaining Units (Form J–90
Ed. Code 44042.5	Wage overpayment
Ed. Code 45022-45061.5	Salaries for certificated employees
Ed. Code 45023	Availability of salary schedule
Ed. Code 45028	Salary schedule and exceptions
Ed. Code 45127-45133.5	Classified employees; work week; overtime provisions
Ed. Code 45160-45169	Salaries for classified employees
Ed. Code 45268	Salary schedule for classified service in merit system districts
Ed. Code 45500	Classified School Employee Summer Assistance Program
Gov. Code 3540-3549.3	Meeting and negotiating
Gov. Code 3543.2	Scope of representation
Gov. Code 3543.7	Duty to meet and negotiate in good faith
Lab. Code 226	Employee access to payroll records
Lab. Code 232	Disclosure of wages
Lab. Code 510	Overtime Compensation

Federal	Description
26 CFR 1.409A-1	Definitions and covered plans
26 USC 409A	Deferred compensation plans
29 CFR 516.4	Notice of minimum wage and overtime provisions
29 CFR 516.5-516.6	Records
29 CFR 541.0-541.710	Exemptions for executive, administrative, and professional employees
29 CFR 553.1-553.51	Fair Labor Standards Act; applicability to public agencies
29 USC 201-219	Fair Labor Standards Act
29 USC 203	Definitions
29 USC 207	Fair Labor Standards Act

29 USC 213	Exemptions from minimum wage and overtime requirements

Management Resources	Description
Court Decision	Flores v. City of San Gabriel (9th Cir., 2016) 824 F.3d 890
~~Office of Management and Budget Publication~~	~~Administrative Relief for Recipients and Applicants of Federal Financial Assistance Directly Impacted by COVID-19 due to Loss of Operations, Memo M-20-17, March 19, 2020~~
Court Decision	Johnson v. Arvin-Edison Water Storage District (2009) 174 Cal.App.4th 729
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Labor, Wage and Hour Division
Website	Internal Revenue Service
Website	School Services of California, Inc.
Website	CSBA
Website	California Department of Education (https://www.cde.ca.gov/)

Cross References

Code	Description
3100	Budget
3100	Budget
3400	Management Of District Assets/Accounts
3400	Management Of District Assets/Accounts
3580	District Records
3580	District Records
4000	Concepts And Roles
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4112.6	Personnel Files
4113.5	Working Remotely
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4140	Bargaining Units
4141	Collective Bargaining Agreement

4143	Negotiations/Consultation
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4212	Appointment And Conditions Of Employment
4212.6	Personnel Files
4213.5	Working Remotely
4240	Bargaining Units
4241	Collective Bargaining Agreement
4243	Negotiations/Consultation
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4312.1	Contracts
4312.6	Personnel Files
4313.5	Working Remotely
4340	Bargaining Units
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits
6115	Ceremonies and Observances

Policy 4158: Employee Security

Status: ADOPTED

Original Adopted Date: 07/01/2001 **| Last Revised Date:** ~~06~~03/01/~~2021~~2025 **| Last Reviewed Date:** ~~06~~03/01/~~2021~~2025

CSBA NOTE: Pursuant to Government Code 3543.2, safety conditions in employment are a mandatory subject of collective bargaining. The following Board policy and accompanying administrative regulation may be revised to reflect district practice and the terms of the district's collective bargaining agreements.

The Governing Board desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any person who threatens the safety of others at any district facility may be removed by the Superintendent or designee in accordance with ~~AR~~Administrative Regulation 3515.2 - Disruptions.

CSBA NOTE: Code of Civil Procedure 527.8 ~~allows the district~~ authorizes districts to seek a temporary restraining order ~~and injunction~~(TRO) on behalf of ~~an employee against any other individual~~employees who ~~has~~have been subjected ~~the employee~~ to harassment, unlawful violence, or a credible threat of violence in the workplace. ~~In City~~A collective bargaining representative may also seek a TRO on behalf of ~~San Jose v. William Garbett, a California Court of Appeal held~~a district employee if the collective bargaining representative serves that ~~a court's issuance of~~ employee in employment or labor matters at the employee's workplace. Before filing a ~~temporary restraining order and injunction against~~petition for a ~~person~~TRO, the district or collective bargaining representative is required to provide the employee who ~~had verbally threatened~~suffered unlawful violence or a ~~city official was~~credible threat of violence an opportunity to decline to be named in the TRO. If such a denial occurs, the district or collective bargaining representative is not ~~a violation of that person's right to free speech and right of access to~~ prohibited from seeking a ~~public place.~~
TRO on behalf of other employees at the workplace, and, if appropriate, other employees at other workplaces in the district.

Pursuant to Penal Code 18150 and 18170, a gun violence restraining order prohibiting a person from owning, having custody or control of, purchasing, possessing, or receiving a firearm or ammunition may be petitioned by that person's employer, a coworker who has had substantial and regular interactions with the person for at least one year and has the employer's approval, or an employee or teacher of a secondary school that the person has attended in the past six months if the employee or teacher has obtained the approval or a school administrator or designee.

Any employee against whom harassment, violence, or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace. Such measures may include seeking a temporary restraining order (TRO)

on behalf of the employee pursuant to Code of Civil Procedure 527.8 and/or a gun violence restraining order pursuant to Penal Code 18150 and 18170.

Additionally, a collective bargaining representative may seek a TRO on behalf of a district employee against whom harassment, violence, or credible threat of violence has been directed in the workplace, if the collective bargaining representative serves that employee in employment or labor matters at the employee's workplace. (Code of Civil Procedure 527.8)

Upon request by an employee who is a victim of domestic violence, sexual assault, or stalking, the Superintendent or designee shall provide reasonable accommodations in accordance with ~~Labor~~Government Code ~~230-230.1~~12945.8 and the accompanying administrative regulation to protect the employee's safety while at work.

CSBA NOTE: Pursuant to Education Code 48904 and 48905, an employee who is injured or whose property is damaged by willful misconduct of a district student under the conditions described below may request that the district pursue legal action against the student or the student's parent/guardian. ~~See~~For more information regarding recovery for damages when an employee is injured or whose property is damaged by the willful misconduct of a district student, see BP 3515.4 - Recovery for Property Loss or Damage and AR 5125.2 - Withholding Grades, Diploma or Transcripts. ~~The~~It is recommended that the district ~~should~~ consult CSBA's District and County Office of Education Legal Services or district legal counsel when considering whether to pursue legal action.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or the student's parent/guardian to recover damages for injury to the employee's person or property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of the employee's duties. (Education Code 48904, 48905)

CSBA NOTE: Pursuant to Education Code 32289.6, as added by AB 1858 (Ch. 530, Statutes of 2024), on or before June 15, 2025, the California Department of Education is required to curate and post on its website best practices pertaining to school shooter or other armed assailant drills, with which districts are encouraged to comply.

Additionally, the 2024, "Executive Order on Combating Emerging Firearms Threats and Improving School-Based Active-Shooter Drills," 89 Fed. Reg. 80345, establishes an interagency Emerging Firearms Threats Task Force and requires the Secretary of Education and the Secretary of Homeland Security to release guidance related to school-based active-shooter drills for schools.

The Superintendent or designee shall provide staff development in crisis prevention and intervention techniques, which may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

In accordance with law, the Superintendent or designee shall inform teachers, administrators, and/or counselors of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

The Superintendent or designee may make available at appropriate locations, including, but not

limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

Use of Pepper Spray

CSBA NOTE: The following section is optional and may be revised to reflect district practice. Penal Code 22810 authorizes adults, with certain exceptions, to carry an approved tear gas weapon such as pepper spray for purposes of self-defense. Penal Code 626.9 and 626.10, which prohibit the possession of weapons on school grounds, do not prohibit the possession of pepper spray on school grounds. Thus, the Governing Board may determine whether to allow or disallow, with certain exceptions, the possession of pepper spray on school property or at school activities. See the accompanying administrative regulation for related procedures. It is recommended that districts allowing employees to carry pepper spray consult CSBA's District and County Office of Education Legal Services or district counsel regarding potential liability related to an employee's possession of pepper spray and revise the corresponding regulation accordingly.

Employees shall not carry or possess pepper spray on school property or at school activities, except when authorized by the Superintendent or designee for self-defense purposes. When allowed, an employee may only possess pepper spray in accordance with Board policy, administrative ~~regulations~~regulation, and Penal Code 22810. Any employee authorized to carry or possess pepper spray on school property who is negligent or careless in the possession or handling of pepper spray is acting outside of the scope of employment and shall be subject to appropriate disciplinary measures.

Reporting of Injurious Objects

CSBA NOTE: The following ~~optional~~ section ~~specifies actions to be taken in the event an employee becomes aware of any person who is in possession of an injurious object, and~~ is consistent with the actions described in AR 5131.7 - Weapons and Dangerous Instruments related to student possession.

Pursuant to Education Code 49334, a school employee who initially notifies law enforcement regarding a student or adult who is in possession of an injurious object while on school grounds or under the authority of school personnel cannot be subject to any civil or administrative proceeding, including disciplinary action, for violation of any district policy or procedure related to the notification of a law enforcement agency. Education Code 49334 requires such an employee to conform with district procedures after exercising the option to notify a law enforcement agency.

Employees shall take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on ~~school grounds~~district property or at a ~~school-~~district related or school-sponsored activity. Employees shall exercise their best judgment as to the potential danger involved and ~~shall~~ do one of the following:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal or supervisor, who shall take appropriate action
3. Immediately call 911 and the principal or supervisor

When informing the principal about the possession or seizure of a weapon or dangerous device, an employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

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State	Description
Civ. Code 51.7	Freedom from violence or intimidation
Code of Civil Procedure 527.8	Workplace violence safety
Ed. Code 32210-32212	Willful disturbance; public schools or meetings
Ed. Code 32225-32226	Communications devices in classrooms
Ed. Code 32282	School safety plans
Ed. Code 32289.6	Best practices pertaining to school shooter drills
Ed. Code 35208	Liability insurance
Ed. Code 35213	Reimbursement for loss or damage of personal property
Ed. Code 44014	Report of assault by ~~pupil~~student against school employee
Ed. Code 44807	Teachers' duty concerning conduct of students
Ed. Code 48201	Transfer student's record for acts that resulted in suspension or expulsion
Ed. Code 48900-48926	Suspension and expulsion
Ed. Code 49079	Notification to teacher; student who has engaged in acts ~~re:~~ regarding grounds for suspension or expulsion
Ed. Code 49330-49335	Injurious objects
Gov. Code 12926	Definitions
Gov. Code 12945.8	Employee accommodations for domestic violence, sexual assault, stalking, and other qualifying acts of violence
Gov. Code 3543.2	Scope of representation
Gov. Code 995-996.4	Defense of public employees
~~Lab. Code 230-230.2~~	~~Leaves for victims of domestic violence, sexual assault or specified felonies~~
Pen. Code 18150	Gun violence restraining orders

Pen. Code 18170	Gun violence restraining order issued after notice and hearing
Pen. Code 22810	Purchase, possession, and use of tear gas
Pen. Code 240-246.3	Assault and battery
Pen. Code 241.3	Assault against school bus drivers
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Pen. Code 245.5	Assault with deadly weapon against school employee including board member
Pen. Code 290	Registration of sex offenders
Pen. Code 601	Trespass by person making credible threat
Pen. Code 626-626.11	Weapons on school grounds and other school crimes
Pen. Code 646.9	Stalking
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Federal	Description
Executive Order 14127	Combating Emerging Firearms Threats and Improving School-Based Active Shooter Drills, September 2024 (https://www.federalregister.gov/documents/2024/10/02/2024-22938/combating-emerging-firearms-threats-and-improving-school-based-active-shooter-drills)

Management Resources	Description
Court Decision	City of San Jose v. William Garbett (2010) 190 Cal. App. 4th 526
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Safe Schools
Website	CSBA

Cross References

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5125	Student Records
5125.2	Withholding Grades, Diploma Or Transcripts
5131.4	Student Disturbances
5131.4	Student Disturbances

5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5141	Health Care And Emergencies
5141	Health Care And Emergencies
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)

Regulation 4158: Employee Security

Status: ADOPTED

Original Adopted Date: 11/01/2000 **| Last Revised Date:** ~~06~~03/01/~~2021~~2025 **| Last Reviewed Date:** ~~06~~03/01/~~2021~~2025

CSBA NOTE: In order to help ensure the safety of students and staff, Education Code 32282 requires schools to include in their comprehensive safety plans procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school. For more information regarding comprehensive safety plans, see BP/AR 0450 – Comprehensive Safety Plan.

An employee may use reasonable and necessary force for self-defense or defense of another person, to quell a disturbance threatening physical injury to others or damage to property, or to obtain possession of weapons or other dangerous objects within the control of a student. (Education Code 44807, 49001)

CSBA NOTE: Pursuant to Education Code 44014, it is the duty of an employee and the employee's immediate supervisor to report to law enforcement any attack, assault, or physical threat made against the employee by a student. Compliance with district procedures related to reporting incidents, as specified in the paragraph below, does not exempt an employee or supervisor from the duty to make a report to law enforcement. Failure to report such an attack, assault, or physical threat is an infraction punishable by a fine. It is also an infraction for a Governing Board member or employee to prevent the filing of the report or to impose any sanction against an employee for doing so.

Although the law only requires employees to report attacks, assaults, or physical threats made by students, the district may revise the following paragraph to require employees to report any attack, assault, or physical threat made against them by any other individual on school grounds.

The following paragraph relates to the reporting by an employee of an attack, assault, or physical threat, as well as any action taken in response, and should be modified to reflect district practice and to ensure consistency with the district's comprehensive safety plan.

An employee shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against the employee by a student or by any other individual in relation to the performance of the employee's duties, and any action the employee took in response. ~~Reports of an attack, assault, or threat shall be forwarded immediately to the Superintendent or designee.~~

~~CSBA NOTE: Pursuant to Education Code 44014, it is the duty of an employee and the employee's immediate supervisor to report to law enforcement any attack, assault, or physical threat made against the employee by a student. Compliance with district procedures related to reporting incidents, as specified in the paragraph above, does not exempt an employee or supervisor from the duty to make a report to law enforcement. Failure to report such an attack, assault, or physical threat is an infraction punishable by a fine. It is also an infraction for a Governing Board member or employee to prevent the filing of the report or to impose any sanction against an employee for doing so.~~

~~Although the law only requires employees to report attacks, assaults, or threats made by students, the district may revise the following paragraph to require employees to report any attack, assault, or threat made against them by any other individual on school grounds.~~

~~In addition~~Additionally, the employee and the principal or other immediate supervisor shall promptly report to local law enforcement authorities an attack, assault, or physical threat made against the employee by a student. Reports of an attack, assault, or physical threat shall be forwarded immediately to the Superintendent or designee. (Education Code 44014)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:

1. Acts That Are Grounds for Suspension or Expulsion

CSBA NOTE: Education Code 49079 requires the district to inform teachers of students who have committed specified acts that constitute grounds for suspension or expulsion. ~~School district~~ District officers or employees who knowingly fail to provide this information are guilty of a misdemeanor punishable by a fine and/or imprisonment.

a. The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in ~~AR~~Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process~~.~~ (Education Code 49079)

_____This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

CSBA NOTE: Education Code 48201 requires districts to request records of a transferring student regarding acts that resulted in the student's suspension or expulsion from the previous school, as specified below; see AR 5125 - Student Records. Once the record is received, the Superintendent or designee ~~must~~is required to inform the student's teacher(s) of the acts as specified below.

b. Upon receiving a transfer student's record regarding acts committed by the student that resulted in suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended from school or expelled from the former district and of the act that resulted in the suspension or expulsion~~.~~ (Education Code 48201)

c. Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher~~.~~ (Education Code 48201, 49079)

2. Offenses Reported to the District by a Court

CSBA NOTE: Welfare and Institutions Code 827 requires a court, within seven days, to provide written notification to the Superintendent when a minor student has been found by the court to have committed a felony or misdemeanor involving specified offenses. Upon receiving such notification, the Superintendent ~~must~~is required to notify certain counselors, teachers, and administrators, as described in ~~item~~Item #2.

~~In addition~~Additionally, Welfare and Institutions Code 828.1 specifies that a ~~school~~ district police or security department may provide written notification to the Superintendent when a minor student has been found by a court to have illegally used, sold, or possessed a controlled substance or committed specified crimes involving serious acts of violence. In such cases, the information may be transmitted to a teacher, counselor, or administrator with direct supervisorial or disciplinary responsibility over the student, and such information ~~must~~is required to be received in confidence for the limited purpose for which it was provided. Districts that maintain their own police or security department may expand the following item to authorize the department to notify the Superintendent of such offenses.

a. When informed by a court that a minor student has been found by the court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall expeditiously notify the school principal~~.~~ or designee (Welfare and Institutions Code 827)

b. The principal or designee shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal or designee thinks may need the information in order to work with the student appropriately, to avoid being needlessly vulnerable, or to protect others from vulnerability~~.~~ (Welfare and Institutions Code 827)

c. Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff~~.~~ (Welfare and Institutions Code 827)

The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

d. When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district~~.~~ (Welfare and Institutions Code 827)

If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

e. Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. Intentional violation of the confidentiality provisions of Welfare and Institutions Code 827 is a misdemeanor punishable by a fine.

In order to maintain confidentiality when providing information about student offenses to a counselor or teacher, the principal or designee shall send the staff member a written notification that a student has committed an offense that requires review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall initial the notification and shall also initial the student's file when reviewing it in the school office.

Accommodations for Victims of Domestic Violence, Sexual Assault, or Stalking, or Other Qualifying Acts of Violence

CSBA NOTE: Pursuant to LaborGovernment Code 230,12945.8, as added by AB 2499 (Ch. 967, Statutes of 2024), the district is required to provide reasonable accommodations at work, upon request, to an employee who is a victim, or whose family member is a victim, of domestic violence, sexual assault, or stalking. , and other qualifying acts of violence.

The district is not required to provide reasonable accommodations to an employee who has not disclosed the employee's status, or family member's status, as a victim of domestic violence, sexual assault, or stalking, or other qualifying acts of violence specified in Government Code 12945.8, nor to undertake an action that constitutes an undue hardship, as defined by Government Code 12926.

In addition, LaborGovernment Code 230 and 230.1 allow12945.8, as added by AB 2499, authorizes, subject to any applicable collective bargaining agreement, employees who are victims of domestic violence, sexual assault, or stalking, or other qualifying acts of violence, including employees who are victims of a crime that caused physical injury, or mental injury with a threat of physical injury, and employees whose immediate family member is deceased as the direct result of a crime, to use available leave, including vacation, personal leave, paid sick leave, or compensatory time off, for the purposes of (1) obtaining or attempting to obtain relief (e.g., a temporary restraining order, restraining order, or injunctive relief) to protect the health, safety, or welfare of the employee or the employee's child; or family of the employee, (2) seeking, obtaining, or assisting a family member to seek or obtain, medical attention for or to recover from injuries caused by the crime or abuse;a qualifying act of violence, (3) seeking, obtaining, or assisting a family member to seek or obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency; as a result of a qualifying act of violence, (4) seeking, obtaining, or assisting a family member to seek or obtain psychological counseling or mental health services related to an experience of crime or abuse; and/ora qualifying act of violence, (5) participating in safety planning andor taking other actions to increase safety from future crime or abusequalifying acts of violence, (6) relocating or engaging in the process of securing a new residence due to the qualifying act of violence, including, securing temporary or permanent relocation. As amended by AB 2992 (Ch. 224, Statutes of 2020), Labor Code 230 and 230.1 expand these provisions to include employeeshousing or enrolling children in a new school or child care, (7) providing care to a family

member who ~~are victims of a crime that~~is recovering from injuries caused ~~physical injury, or mental injury with a threat of physical injury, and employees whose immediate family member is deceased as the direct result of a crime.~~ ~~See~~by a qualifying act of violence, (8) seeking, obtaining, or assisting a family member to seek or obtain civil or criminal legal services in relation to the qualifying act of violence, (9) preparing for, participating in, or attending any civil, administrative, or criminal legal proceeding related to the qualifying act of violence, or (10) seeking, obtaining, or providing child care or care to a care-dependent adult if the child care or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

For more information regarding leaves, see BP/AR 4161/4261/4361 – Leaves, AR 4161.1/4361.1 – Personal Illness/Injury Leave, 4261.1 – Personal Illness/Injury Leave, AR 4161.2/4261.2/4361.2 - Personal Leaves, and AR 4161.8/4261.8/4361.8 – Family Care and Medical Leave.

When requested by an employee who is a victim of domestic violence, sexual assault, ~~or~~ stalking, or other qualifying acts of violence, the district shall provide the employee reasonable accommodations which may include the implementation of safety measures, including~~:~~ (~~Labor Code 230~~, but not limited to: (Government Code 12945.8)

1. A transfer, reassignment, or modified schedule

2. A changed work telephone or work station, including the permission to carry a telephone at work

3. An installed lock

4. Assistance in documenting domestic violence, sexual assault, stalking, or other ~~crime~~qualifying act of violence that occurs in the workplace

5. Referral to a victim assistance organization

6. Another safety procedure or adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other ~~crime~~qualifying act of violence

The Superintendent or designee shall engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations that do not pose an undue hardship on the district. In determining whether an accommodation is reasonable, the Superintendent or designee shall consider any exigent circumstance or danger facing the employee~~.~~ (~~Labor Code 230~~ or their family member. (Government Code 12945.8)

Upon the request of the Superintendent or designee, an employee requesting a reasonable accommodation shall provide a written statement, signed by the employee or an individual acting on the employee's behalf, certifying that the accommodation is for an authorized purpose. The Superintendent or designee may also request that the employee provide certification of the employee's status as a victim of domestic violence, sexual assault, ~~or~~ stalking~~.~~ , or other qualifying act of violence. Such certification may include: (~~Labor~~Government Code ~~230~~12945.8)

1. A police report indicating that the employee, or a family member of the employee, was a victim

2. A court order protecting or separating the employee, or family member of the employee, from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court

3. Documentation from a licensed medical professional or health care provider, domestic violence or sexual assault counselor, victim advocate, or counselor that the employee, or family member of the employee, was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse

4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including, but not limited to, a written statement signed by the employee or by an individual acting on the employee's behalf

Any verbal or written statement, police or court record, or other documentation identifying an employee, or a family member of the employee, as a victim shall be confidential and shall not be disclosed by the district except as required by federal or state law or as necessary to protect the employee's safety in the workplace. The employee shall be notified before any authorized disclosure. (~~Labor~~Government Code ~~230~~12945.8)

Every six months after the date of the certification, the Superintendent or designee may request recertification of the employee's status as a victim of domestic violence, sexual assault, ~~or~~ stalking, other specified offense, or ongoing circumstances related to the crime or abuse. The employee shall notify the Superintendent or designee if, due to changing circumstances, the employee needs a new accommodation or no longer needs an accommodation. ~~(Labor Code 230)~~

~~The district shall not~~If a new accommodation is needed, the Superintendent or designee shall follow the procedures described above when making the initial determination regarding effective reasonable accommodations. (Government Code 12945.8)

The district shall not discharge or retaliate against an employee because of the employee's status as a victim of crime or abuse or for requesting a reasonable accommodation, regardless of whether the request was granted. (~~Labor~~Government Code ~~230~~12945.8)

Use of Pepper Spray

CSBA NOTE: The following optional section may be revised to reflect district practice. See the accompanying Board policy for further information and the Board's determination to allow or disallow, with certain exceptions, the possession of pepper spray on school property or at school activities. It is recommended that districts allowing employees to carry pepper spray consult CSBA's District and County Office of Education Legal Services or district counsel regarding potential liability related to an employee's possession of pepper spray.

The Superintendent or designee shall notify employees of the district's policy prohibiting the possession of pepper spray on school property or at school-related activities without prior approval of the Superintendent or designee. Employees wishing to carry pepper spray shall submit to the Superintendent or designee a written request setting forth the need ~~for the~~ to carry or possess

pepper spray and for how long the need is anticipated to last. The Superintendent or designee shall notify the employee in writing as to whether the request was approved or denied.

When approving an employee's request, the Superintendent or designee shall inform the employee of the following conditions:

1. The pepper spray shall be used only in self-defense pursuant to Penal Code 22810~~.~~

2. An employee who uses pepper spray other than in self-defense shall be subject to disciplinary action by the district and, in accordance with law, a fine and/or imprisonment~~.~~

3. The pepper spray must be stored in a secure place and not be accessible to students or other individuals~~.~~ ~~Negligent storage of the pepper spray may subject the employee to disciplinary action.~~

   Negligent storage or use of the pepper spray may subject the employee to disciplinary action.

Policy Reference UPDATE Service
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Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Civ. Code 51.7	Freedom from violence or intimidation
Code of Civil Procedure 527.8	Workplace violence safety
Ed. Code 32210-32212	Willful disturbance; public schools or meetings
Ed. Code 32225-32226	Communications devices in classrooms
Ed. Code 32282	School safety plans
Ed. Code 32289.6	Best practices pertaining to school shooter drills
Ed. Code 35208	Liability insurance
Ed. Code 35213	Reimbursement for loss or damage of personal property
Ed. Code 44014	Report of assault by ~~pupil~~student against school employee
Ed. Code 44807	Teachers' duty concerning conduct of students
Ed. Code 48201	Transfer student's record for acts that resulted in suspension or expulsion
Ed. Code 48900-48926	Suspension and expulsion

Ed. Code 49079	Notification to teacher; student who has engaged in acts ~~re:~~ regarding grounds for suspension or expulsion
Ed. Code 49330-49335	Injurious objects
Gov. Code 12926	Definitions
Gov. Code 12945.8	Employee accommodations for domestic violence, sexual assault, stalking, and other qualifying acts of violence
Gov. Code 3543.2	Scope of representation
Gov. Code 995-996.4	Defense of public employees
~~Lab. Code 230-230.2~~	~~Leaves for victims of domestic violence, sexual assault or specified felonies~~
Pen. Code 18150	Gun violence restraining orders
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5141	Health Care And Emergencies
5141	Health Care And Emergencies
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)

Policy 4251: Employee Compensation

Status: ADOPTED

Original Adopted Date: 02/01/1997 **| Last Revised Date:** ~~09~~03/01/~~2023~~2025 **| Last Reviewed Date:** ~~09~~03/01/~~2023~~2025

CSBA NOTE: Districts that include provisions related to employee compensation in their collective bargaining agreements should modify or delete the following optional policy accordingly.

In order to recruit and retain employees committed to the district's goals for student learning, the Governing Board recognizes the importance of offering a competitive compensation package ~~which~~that includes salaries and health and welfare benefits.

CSBA NOTE: Education Code 45023 and 45162 require the Governing Board to adopt salary schedules for certificated and classified employees, respectively. For districts operating under a merit system, Education Code 45268 specifies that the personnel commission will recommend a salary schedule for classified employees to the Board for approval and that the Board may not amend the schedule without first giving the commission ~~an~~a reasonable opportunity to respond to the amendments.

The Board shall adopt separate salary schedules for certificated, classified, and supervisory and administrative personnel~~. These schedules shall~~ that comply with law and applicable collective bargaining agreements ~~and shall be printed and made available for review at the district office.~~. (Education Code 45022, ~~45023,~~ 45160, 45162, 45268)

Each certificated employee, except an employee in an administrative or supervisory position, shall be classified on the salary schedule on the basis of uniform allowance for education level and years of experience, unless the Board and employee organization negotiate and mutually agree to a salary schedule based on different criteria. Certificated employees shall not be placed in different classifications on the schedule, nor paid different salaries, solely on the basis of the grade levels at which they teach. (Education Code 45028)

Salary schedules for staff who are not a part of a bargaining unit shall be determined by the Board at the recommendation of the Superintendent or designee.

The salary schedules adopted by the Board shall be printed and made available for review at the district office. (Education Code 45023)

CSBA NOTE: Pursuant to Education Code 42238.016, as added by AB 938 (Ch. 345, Statutes of 2024), districts are required, beginning January 31, 2026, to annually complete the Salary and Benefit Schedule for Bargaining Units (Form J-90), for classified and certificated staff assigned to a district school site and report the Form J-90 to the California Department of Education.

Additionally, by January 31, 2026, and annually thereafter, the Superintendent or designee shall complete the Salary and Benefit Schedule for Bargaining Units (Form J-90) for classified and

certificated staff assigned to a district school site and report the Form J-90 to the California Department of Education. (Education Code 42238.016)

CSBA NOTE: Pursuant to Education Code 45038, certificated employees may be paid once every two weeks, twice a month, or once every four weeks. ~~The~~Additionally, the Board may ~~also~~ choose to pay certificated employees, or one or more individual employees, in 10, 11, or 12 equal payments over the year~~.~~ instead of by the school month. Education Code 45039 provides that, if the Board arranges to pay certificated employees in 12 equal payments for the year, it may pay each monthly installment at the end of each calendar month, regardless of whether the employees are actually engaged in teaching during the month. Education Code 45165 addresses salary payments for classified employees who are employed 9-11 months per year.

~~Additionally~~In addition, pursuant to Education Code 45500, districts may participate in the Classified School Employee Summer Assistance Program whereby eligible classified employees may elect to have up to 10 percent of the employee's monthly salary withheld and paid out during the summer recess in either one or two payments.

Education Code 45048 and 45165 provide specific timelines for issuing salary payments depending on the frequency of payments. If payments are not made in a timely manner, the district is required to pay the employee interest on the unpaid amount.

The following paragraph may be revised to reflect the payroll schedule determined by the Board~~.~~ or as provided for in any applicable collective bargaining agreement.

~~The Board~~ Unless otherwise provided for in any applicable collective bargaining agreement, district employees shall ~~determine the~~be paid (*insert frequency*) and ~~schedule of salary~~ in _____ equal payments~~, including whether payments for employees who work less than 12 months per year will be made~~ over the ~~course of the school year or in equal installments over the calendar year.~~ year. However, if the district participates in the Classified School Employee Summer Assistance Program, eligible classified employees may elect to have up to 10 percent of the employee's monthly salary withheld and paid out during the summer recess in either one or two payments. (Education Code 45038, 45039, 45048, 45165, 45500)

~~CSBA NOTE: According to Office of Management and Budget Memorandum M-20-17, during extraordinary circumstances, such as a pandemic, which interrupt district operations, employees paid with federal grant funds can continue to be paid out of federal grant funds as long as other similarly situated employees paid with nonfederal funds are continuing to get compensated. The following optional paragraph establishes such emergency contingencies so that the Board may continue to provide employee compensation during such times.~~

~~In extraordinary circumstances or emergency situations, the Board may determine to continue to compensate employees during periods of extended closure or disruption of normal district operations when permitted by law and consistent with collective bargaining agreements and memoranda of understanding.~~

CSBA NOTE: Pursuant to 29 CFR 516.4, districts are required to post a notice of the minimum wage provisions of the Fair Labor Standards Act (FLSA) (29 USC 201-219) in a conspicuous place at

all work sites. The poster that must be used by state and local governments is available on the website of the U.S. Department of Labor's Wage and Hour Division.

The Superintendent or designee shall post a notice explaining the Fair Labor Standards Act's wage and hour provisions in a conspicuous place at each work site. (29 CFR 516.4)

Overtime Compensation

CSBA NOTE: Pursuant to the FLSA (29 CFR 553.20) and Education Code 45128, districts are required to pay employees who are not specifically exempted by law, including classified employees in both merit and non-merit system districts, ~~must receive~~ overtime pay or compensatory time off at a rate not less than one and one-half times their regular rate of pay for hours worked in excess of eight hours in any one day and/or in excess of 40 hours per calendar week. However, if the Board has established a work day of less than eight hours but at least seven hours, and a work week of less than 40 hours but at least 35 hours, all time worked in excess of the established work schedule must be deemed overtime.

Pursuant to Education Code 45130, districts are not required to pay overtime for any classified positions established by the Board, or by the personnel commission in a merit system district, as supervisory, administrative, or executive. In approving positions for exclusion from the overtime provisions, the Board or personnel commission must certify in writing that the duties, flexibility of hours, salary, benefit structure, and authority of the positions are of such a nature that they should be set apart from those positions which are subject to the overtime provisions; see BP/AR 4300 - Administrative and Supervisory Personnel. However, Education Code 45130 ~~requires~~provides that, if a classified employee in an exempt position is required to work on a holiday designated in law or by the Board, the employee ~~must~~is required to be paid the regular pay for that day plus compensation or compensatory time off at a rate not less than the employee's normal rate of pay~~.~~

~~Overtime pay requirements are also~~; see BP/AR 6115 – Ceremonies and Observances for more information regarding holidays designated in law or by the Board.

Additionally, overtime pay requirements are not applicable to school administrators or teachers in elementary or secondary schools under specific exemptions in 29 USC 213 and 29 CFR 541.303. Pursuant to 29 CFR 541.303 and 541.600, teachers do not need to meet the salary level requirement to be exempt from overtime rules. 29 CFR 541.204 provides that, to be exempt from overtime rules, administrators must either meet the salary level requirement or be compensated on a salary basis that is at least equal to the entrance salary for teachers in the administrator's school.

Labor Code provisions are not applicable to school districts unless specifically provided for in law. For example, in *Johnson v. Arvin-Edison Water Storage District*, the appellate court held in part that Labor Code 510, which provides for overtime compensation including that an employee who works in excess of 12 hours in one day or eight hours on the seventh consecutive day of a workweek is entitled to twice the regular rate of pay, does not apply to public agencies, including school districts.

Due to the complex interactions between federal law and state law, as well as between different state law provisions and classes of employees, it is recommended that districts consult CSBA's

District and County Office of Education Legal Services or district legal counsel regarding employee overtime compensation, as necessary.

District employees shall be paid an overtime rate of not less than one and one-half times their regular rate of pay for any hours worked in excess of eight hours in one day and/or 40 hours in one work week~~, or twice their regular rate of pay for any hours worked in excess of 12 hours in one day or eight hours on the seventh consecutive day of work.~~. However, teachers, school administrators, and other employees in positions established by the Board as executive, administrative, or professional shall be exempt from overtime rules. (Education Code 45128, 45130; 29 USC 213; 29 CFR 541.~~0~~ 204, 541.~~710~~303, 541.600 , 553.27, 553.32)

If the district requires a classified employee in an exempt position to work on a holiday designated in law or by the Board, the employee shall be paid the regular pay for that day plus compensation or compensatory time off at a rate not less than the employee's normal rate of pay. (Education Code 45130)

CSBA NOTE: The following optional paragraph is for use by districts that allow employees to take compensatory time off in lieu of overtime compensation as authorized by 29 USC 207 and 29 CFR 553.20-553.25. Time off in lieu of overtime compensation is allowed only if provided for in a collective bargaining agreement or other agreement and must be provided at the rate of at least one and one-half hours for each hour of overtime work.

Pursuant to 29 CFR 553.21, an employee must be allowed to use earned compensatory time within a "reasonable period" after making the request. 29 CFR 553.25 provides that a "reasonable period" is determined on a case-by-case basis by considering customary work practices such as the normal work schedule, anticipated peak workloads based on past experience, emergency requirements for staff and services, and the availability of qualified substitute staff. Education Code 45129 provides that the compensatory time off must be used within 12 calendar months.

When authorized in a collective bargaining agreement or other agreement between the district and employees, an employee may take compensatory time off in lieu of overtime compensation, provided the employee has not accrued compensatory time in excess of the limits specified in 29 USC 207. An employee who has requested the use of compensatory time shall be allowed to use such time within 12 calendar months ~~after making the request~~following the month the overtime was worked if the use of the compensatory time does not unduly disrupt district operations. (Education Code 45129; 29 USC 207; 29 CFR 553.20-553.25)

For each nonexempt employee, the Superintendent or designee shall maintain records on the employee's wages, hours, and other information specified in 29 CFR 516.5-516.6.

Wage Overpayment

CSBA NOTE: Education Code 44042.5~~, as added by AB 185 (Ch. 571, Statutes of 2022) and amended by SB 114 (Ch. 48, Statutes of 2023),~~ requires districts to follow the process specified below when a wage overpayment is made to a district employee. If the provisions of this section are in conflict with a collective bargaining agreement or a memorandum of understanding that was in effect on July 31, 2022, such agreements shall be controlling until the expiration or renewal of such

agreements. ~~The~~It is recommended that the district ~~should~~ consult CSBA's District and County Office of Education Legal Services or district legal counsel when questions arise about legal requirements for specific wage overpayments.

If, following the determination of an overpayment, the employee disputes the existence or amount of the overpayment, the district ~~shall~~is required to first initiate legal action and obtain a court order or binding arbitration decision validating the overpayment amount. Binding arbitration may only apply to such overpayment disputes if a memorandum of understanding between the district and exclusive representative sets forth procedures for adjudicating such wage overpayment disputes that meet the minimum requirements set forth in Education Code 44042.5.

If the district determines an employee has been overpaid, the district shall notify the employee in writing of the overpayment, afford the employee an opportunity to respond before commencing any recoupment actions, and inform the employee of the employee's rights to dispute the existence or amount of the claimed overpayment. If the employee agrees there was an overpayment in the claimed amount, reimbursement shall be made to the district through one of the methods described in Education Code 44042.5, as mutually agreed upon by the employee and the district. (Education Code 44042.5)

If a mutual agreement on a method of reimbursement is not reached, within 30 days of the employee verifying the overpayment amount, the district shall recoup the overpayment through payroll deductions in accordance with Education Code 44042.5.

If the employee does not respond or disputes the existence or amount of the district's claimed overpayment, the district ~~shall, with board approval, initiate a legal action to~~may only recover the overpayment~~.~~ after pursuing appropriate legal action. (Education Code 44042.5)

If the employee separates from the district before the overpayment is fully repaid, the district shall withhold the remaining balance due from any money owed to the employee upon separation, provided that the state minimum wage is still paid to the employee as required by Education Code 44042.5. The Superintendent or designee may consult with legal counsel to calculate the amount to withhold.

If an outstanding overpayment balance still remains, the district ~~shall, with Board approval,~~may exercise any legal means to recover the remaining amount owed by the employee. (Education Code 44042.5)

Legal action to recover any overpayment under this policy shall be initiated within three years from the date of the overpayment, which for leave credits is the date that the employee receives compensation in exchange for leave erroneously credited to the employee. (Education Code 44042.5)

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Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
8 CCR 11040	Wages and hours; definitions of administrative, executive, and professional employees
Ed. Code 42238.016	Salary and Benefit Schedule for the Bargaining Units (Form J–90
Ed. Code 44042.5	Wage overpayment
Ed. Code 45022-45061.5	Salaries for certificated employees
Ed. Code 45023	Availability of salary schedule
Ed. Code 45028	Salary schedule and exceptions
Ed. Code 45127-45133.5	Classified employees; work week; overtime provisions
Ed. Code 45160-45169	Salaries for classified employees
Ed. Code 45268	Salary schedule for classified service in merit system districts
Ed. Code 45500	Classified School Employee Summer Assistance Program
Gov. Code 3540-3549.3	Meeting and negotiating
Gov. Code 3543.2	Scope of representation
Gov. Code 3543.7	Duty to meet and negotiate in good faith
Lab. Code 226	Employee access to payroll records
Lab. Code 232	Disclosure of wages
Lab. Code 510	Overtime Compensation

Federal	Description
26 CFR 1.409A-1	Definitions and covered plans
26 USC 409A	Deferred compensation plans
29 CFR 516.4	Notice of minimum wage and overtime provisions
29 CFR 516.5-516.6	Records
29 CFR 541.0-541.710	Exemptions for executive, administrative, and professional employees
29 CFR 553.1-553.51	Fair Labor Standards Act; applicability to public agencies
29 USC 201-219	Fair Labor Standards Act
29 USC 203	Definitions
29 USC 207	Fair Labor Standards Act

29 USC 213	Exemptions from minimum wage and overtime requirements

Management Resources	Description
Court Decision	Flores v. City of San Gabriel (9th Cir., 2016) 824 F.3d 890
~~Office of Management and Budget Publication~~	~~Administrative Relief for Recipients and Applicants of Federal Financial Assistance Directly Impacted by COVID-19 due to Loss of Operations, Memo M-20-17, March 19, 2020~~
Court Decision	Johnson v. Arvin-Edison Water Storage District (2009) 174 Cal.App.4th 729
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Labor, Wage and Hour Division
Website	Internal Revenue Service
Website	School Services of California, Inc.
Website	CSBA
Website	California Department of Education (https://www.cde.ca.gov/)

Cross References

Code	Description
3100	Budget
3100	Budget
3400	Management Of District Assets/Accounts
3400	Management Of District Assets/Accounts
3580	District Records
3580	District Records
4000	Concepts And Roles
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4112.6	Personnel Files
4113.5	Working Remotely
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4140	Bargaining Units
4141	Collective Bargaining Agreement

4143	Negotiations/Consultation
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4212	Appointment And Conditions Of Employment
4212.6	Personnel Files
4213.5	Working Remotely
4240	Bargaining Units
4241	Collective Bargaining Agreement
4243	Negotiations/Consultation
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4312.1	Contracts
4312.6	Personnel Files
4313.5	Working Remotely
4340	Bargaining Units
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits
6115	Ceremonies and Observances

Policy 4258: Employee Security

Status: ADOPTED

Original Adopted Date: 07/01/2001 **| Last Revised Date:** ~~06~~03/01/~~2021~~2025 **| Last Reviewed Date:** ~~06~~03/01/~~2021~~2025

CSBA NOTE: Pursuant to Government Code 3543.2, safety conditions in employment are a mandatory subject of collective bargaining. The following Board policy and accompanying administrative regulation may be revised to reflect district practice and the terms of the district's collective bargaining agreements.

The Governing Board desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any person who threatens the safety of others at any district facility may be removed by the Superintendent or designee in accordance with ~~AR~~Administrative Regulation 3515.2 - Disruptions.

CSBA NOTE: Code of Civil Procedure 527.8 ~~allows the district~~ authorizes districts to seek a temporary restraining order ~~and injunction~~(TRO) on behalf of ~~an employee against any other individual~~employees who ~~has~~have been subjected ~~the employee~~ to harassment, unlawful violence, or a credible threat of violence in the workplace. ~~In City~~A collective bargaining representative may also seek a TRO on behalf of ~~San Jose v. William Garbett, a California Court of Appeal held~~a district employee if the collective bargaining representative serves that ~~a court's issuance of~~ employee in employment or labor matters at the employee's workplace. Before filing a ~~temporary restraining order and injunction against~~petition for a ~~person~~TRO, the district or collective bargaining representative is required to provide the employee who ~~had verbally threatened~~suffered unlawful violence or a ~~city official was~~credible threat of violence an opportunity to decline to be named in the TRO. If such a denial occurs, the district or collective bargaining representative is not ~~a violation of that person's right to free speech and right of access to~~ prohibited from seeking a ~~public place.~~
TRO on behalf of other employees at the workplace, and, if appropriate, other employees at other workplaces in the district.

Pursuant to Penal Code 18150 and 18170, a gun violence restraining order prohibiting a person from owning, having custody or control of, purchasing, possessing, or receiving a firearm or ammunition may be petitioned by that person's employer, a coworker who has had substantial and regular interactions with the person for at least one year and has the employer's approval, or an employee or teacher of a secondary school that the person has attended in the past six months if the employee or teacher has obtained the approval or a school administrator or designee.

Any employee against whom harassment, violence, or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace. Such measures may include seeking a temporary restraining order (TRO)

on behalf of the employee pursuant to Code of Civil Procedure 527.8 and/or a gun violence restraining order pursuant to Penal Code 18150 and 18170.

Additionally, a collective bargaining representative may seek a TRO on behalf of a district employee against whom harassment, violence, or credible threat of violence has been directed in the workplace, if the collective bargaining representative serves that employee in employment or labor matters at the employee's workplace. (Code of Civil Procedure 527.8)

Upon request by an employee who is a victim of domestic violence, sexual assault, or stalking, the Superintendent or designee shall provide reasonable accommodations in accordance with ~~Labor~~Government Code ~~230-230.1~~12945.8 and the accompanying administrative regulation to protect the employee's safety while at work.

CSBA NOTE: Pursuant to Education Code 48904 and 48905, an employee who is injured or whose property is damaged by willful misconduct of a district student under the conditions described below may request that the district pursue legal action against the student or the student's parent/guardian. ~~See~~For more information regarding recovery for damages when an employee is injured or whose property is damaged by the willful misconduct of a district student, see BP 3515.4 - Recovery for Property Loss or Damage and AR 5125.2 - Withholding Grades, Diploma or Transcripts. ~~The~~It is recommended that the district ~~should~~ consult CSBA's District and County Office of Education Legal Services or district legal counsel when considering whether to pursue legal action.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or the student's parent/guardian to recover damages for injury to the employee's person or property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of the employee's duties. (Education Code 48904, 48905)

CSBA NOTE: Pursuant to Education Code 32289.6, as added by AB 1858 (Ch. 530, Statutes of 2024), on or before June 15, 2025, the California Department of Education is required to curate and post on its website best practices pertaining to school shooter or other armed assailant drills, with which districts are encouraged to comply.

Additionally, the 2024, "Executive Order on Combating Emerging Firearms Threats and Improving School-Based Active-Shooter Drills," 89 Fed. Reg. 80345, establishes an interagency Emerging Firearms Threats Task Force and requires the Secretary of Education and the Secretary of Homeland Security to release guidance related to school-based active-shooter drills for schools.

The Superintendent or designee shall provide staff development in crisis prevention and intervention techniques, which may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

In accordance with law, the Superintendent or designee shall inform teachers, administrators, and/or counselors of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

The Superintendent or designee may make available at appropriate locations, including, but not

limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

Use of Pepper Spray

CSBA NOTE: The following section is optional and may be revised to reflect district practice. Penal Code 22810 authorizes adults, with certain exceptions, to carry an approved tear gas weapon such as pepper spray for purposes of self-defense. Penal Code 626.9 and 626.10, which prohibit the possession of weapons on school grounds, do not prohibit the possession of pepper spray on school grounds. Thus, the Governing Board may determine whether to allow or disallow, with certain exceptions, the possession of pepper spray on school property or at school activities. See the accompanying administrative regulation for related procedures. It is recommended that districts allowing employees to carry pepper spray consult CSBA's District and County Office of Education Legal Services or district counsel regarding potential liability related to an employee's possession of pepper spray and revise the corresponding regulation accordingly.

Employees shall not carry or possess pepper spray on school property or at school activities, except when authorized by the Superintendent or designee for self-defense purposes. When allowed, an employee may only possess pepper spray in accordance with Board policy, administrative ~~regulations~~regulation, and Penal Code 22810. Any employee authorized to carry or possess pepper spray on school property who is negligent or careless in the possession or handling of pepper spray is acting outside of the scope of employment and shall be subject to appropriate disciplinary measures.

Reporting of Injurious Objects

CSBA NOTE: The following ~~optional~~ section ~~specifies actions to be taken in the event an employee becomes aware of any person who is in possession of an injurious object, and~~ is consistent with the actions described in AR 5131.7 - Weapons and Dangerous Instruments related to student possession.

Pursuant to Education Code 49334, a school employee who initially notifies law enforcement regarding a student or adult who is in possession of an injurious object while on school grounds or under the authority of school personnel cannot be subject to any civil or administrative proceeding, including disciplinary action, for violation of any district policy or procedure related to the notification of a law enforcement agency. Education Code 49334 requires such an employee to conform with district procedures after exercising the option to notify a law enforcement agency.

Employees shall take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on ~~school grounds~~district property or at a ~~school-~~district related or school-sponsored activity. Employees shall exercise their best judgment as to the potential danger involved and ~~shall~~ do one of the following:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal or supervisor, who shall take appropriate action
3. Immediately call 911 and the principal or supervisor

When informing the principal about the possession or seizure of a weapon or dangerous device, an employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

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State	Description
Civ. Code 51.7	Freedom from violence or intimidation
Code of Civil Procedure 527.8	Workplace violence safety
Ed. Code 32210-32212	Willful disturbance; public schools or meetings
Ed. Code 32225-32226	Communications devices in classrooms
Ed. Code 32282	School safety plans
Ed. Code 32289.6	Best practices pertaining to school shooter drills
Ed. Code 35208	Liability insurance
Ed. Code 35213	Reimbursement for loss or damage of personal property
Ed. Code 44014	Report of assault by ~~pupil~~student against school employee
Ed. Code 44807	Teachers' duty concerning conduct of students
Ed. Code 48201	Transfer student's record for acts that resulted in suspension or expulsion
Ed. Code 48900-48926	Suspension and expulsion
Ed. Code 49079	Notification to teacher; student who has engaged in acts ~~re:~~ regarding grounds for suspension or expulsion
Ed. Code 49330-49335	Injurious objects
Gov. Code 12926	Definitions
Gov. Code 12945.8	Employee accommodations for domestic violence, sexual assault, stalking, and other qualifying acts of violence
Gov. Code 3543.2	Scope of representation
Gov. Code 995-996.4	Defense of public employees
~~Lab. Code 230-230.2~~	~~Leaves for victims of domestic violence, sexual assault or specified felonies~~
Pen. Code 18150	Gun violence restraining orders

Pen. Code 18170	Gun violence restraining order issued after notice and hearing
Pen. Code 22810	Purchase, possession, and use of tear gas
Pen. Code 240-246.3	Assault and battery
Pen. Code 241.3	Assault against school bus drivers
Pen. Code 241.6	Assault on school employee including board member
Pen. Code 243.3	Battery against school bus drivers
Pen. Code 243.6	Battery against school employee including board members
Pen. Code 245.5	Assault with deadly weapon against school employee including board member
Pen. Code 290	Registration of sex offenders
Pen. Code 601	Trespass by person making credible threat
Pen. Code 626-626.11	Weapons on school grounds and other school crimes
Pen. Code 646.9	Stalking
Pen. Code 71	Threatening public officers and employees and school officials
W&I Code 827	Limited exception to juvenile court record
W&I Code 828.1	District police or security department; disclosure of juvenile records

Federal	Description
Executive Order 14127	Combating Emerging Firearms Threats and Improving School-Based Active Shooter Drills, September 2024 (https://www.federalregister.gov/documents/2024/10/02/2024-22938/combating-emerging-firearms-threats-and-improving-school-based-active-shooter-drills)

Management Resources	Description
Court Decision	City of San Jose v. William Garbett (2010) 190 Cal. App. 4th 526
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Safe Schools
Website	CSBA

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1313	Civility

3320	Claims And Actions Against The District
3320	Claims And Actions Against The District
3515	Campus Security
3515	Campus Security
3515.2	Disruptions
3515.2	Disruptions
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3515.7	Firearms On School Grounds
3530	Risk Management/Insurance
3530	Risk Management/Insurance
4112.9	Employee Notifications
4112.9-E(1)	Employee Notifications
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.21	Professional Standards
4119.21-E(1)	Professional Standards
4131	Staff Development
4140	Bargaining Units
4156.3	Employee Property Reimbursement
4157	Employee Safety
4157	Employee Safety
4161	Leaves
4161.1	Personal Illness/Injury Leave
4161.2	Personal Leaves
4161.8	Family Care and Medical Leave
4212.9	Employee Notifications
4212.9-E(1)	Employee Notifications

4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4219.21	Professional Standards
4219.21-E(1)	Professional Standards
4231	Staff Development
4240	Bargaining Units
4256.3	Employee Property Reimbursement
4257	Employee Safety
4257	Employee Safety
4261	Leaves
4261.1	Personal Illness/Injury Leave
4261.2	Personal Leaves
4261.8	Family Care and Medical Leave
4312.9	Employee Notifications
4312.9-E(1)	Employee Notifications
4319.21	Professional Standards
4319.21-E(1)	Professional Standards
4331	Staff Development
4340	Bargaining Units
4356.3	Employee Property Reimbursement
4357	Employee Safety
4357	Employee Safety
4361	Leaves
4361.1	Personal Illness/Injury Leave
4361.2	Personal Leaves
4361.8	Family Care and Medical Leave
5125	Student Records
5125	Student Records
5125.2	Withholding Grades, Diploma Or Transcripts
5131.4	Student Disturbances
5131.4	Student Disturbances

5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5141	Health Care And Emergencies
5141	Health Care And Emergencies
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)

Regulation 4258: Employee Security

Status: ADOPTED

Original Adopted Date: 11/01/2000 **| Last Revised Date:** ~~06~~03/01/~~2021~~2025 **| Last Reviewed Date:** ~~06~~03/01/~~2021~~2025

CSBA NOTE: In order to help ensure the safety of students and staff, Education Code 32282 requires schools to include in their comprehensive safety plans procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school. For more information regarding comprehensive safety plans, see BP/AR 0450 – Comprehensive Safety Plan.

An employee may use reasonable and necessary force for self-defense or defense of another person, to quell a disturbance threatening physical injury to others or damage to property, or to obtain possession of weapons or other dangerous objects within the control of a student. (Education Code 44807, 49001)

CSBA NOTE: Pursuant to Education Code 44014, it is the duty of an employee and the employee's immediate supervisor to report to law enforcement any attack, assault, or physical threat made against the employee by a student. Compliance with district procedures related to reporting incidents, as specified in the paragraph below, does not exempt an employee or supervisor from the duty to make a report to law enforcement. Failure to report such an attack, assault, or physical threat is an infraction punishable by a fine. It is also an infraction for a Governing Board member or employee to prevent the filing of the report or to impose any sanction against an employee for doing so.

Although the law only requires employees to report attacks, assaults, or physical threats made by students, the district may revise the following paragraph to require employees to report any attack, assault, or physical threat made against them by any other individual on school grounds.

The following paragraph relates to the reporting by an employee of an attack, assault, or physical threat, as well as any action taken in response, and should be modified to reflect district practice and to ensure consistency with the district's comprehensive safety plan.

An employee shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against the employee by a student or by any other individual in relation to the performance of the employee's duties, and any action the employee took in response. ~~Reports of an attack, assault, or threat shall be forwarded immediately to the Superintendent or designee.~~

~~CSBA NOTE: Pursuant to Education Code 44014, it is the duty of an employee and the employee's immediate supervisor to report to law enforcement any attack, assault, or physical threat made against the employee by a student. Compliance with district procedures related to reporting incidents, as specified in the paragraph above, does not exempt an employee or supervisor from the duty to make a report to law enforcement. Failure to report such an attack, assault, or physical threat is an infraction punishable by a fine. It is also an infraction for a Governing Board member or employee to prevent the filing of the report or to impose any sanction against an employee for doing so.~~

~~Although the law only requires employees to report attacks, assaults, or threats made by students, the district may revise the following paragraph to require employees to report any attack, assault, or threat made against them by any other individual on school grounds.~~

~~In addition~~Additionally, the employee and the principal or other immediate supervisor shall promptly report to local law enforcement authorities an attack, assault, or physical threat made against the employee by a student. Reports of an attack, assault, or physical threat shall be forwarded immediately to the Superintendent or designee. (Education Code 44014)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:

1. Acts That Are Grounds for Suspension or Expulsion

CSBA NOTE: Education Code 49079 requires the district to inform teachers of students who have committed specified acts that constitute grounds for suspension or expulsion. ~~School district~~ District officers or employees who knowingly fail to provide this information are guilty of a misdemeanor punishable by a fine and/or imprisonment.

a. The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in ~~AR~~Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process~~.~~ (Education Code 49079)

_____This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

CSBA NOTE: Education Code 48201 requires districts to request records of a transferring student regarding acts that resulted in the student's suspension or expulsion from the previous school, as specified below; see AR 5125 - Student Records. Once the record is received, the Superintendent or designee ~~must~~is required to inform the student's teacher(s) of the acts as specified below.

b. Upon receiving a transfer student's record regarding acts committed by the student that resulted in suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended from school or expelled from the former district and of the act that resulted in the suspension or expulsion~~.~~ (Education Code 48201)

c. Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher~~.~~ (Education Code 48201, 49079)

2. Offenses Reported to the District by a Court

CSBA NOTE: Welfare and Institutions Code 827 requires a court, within seven days, to provide written notification to the Superintendent when a minor student has been found by the court to have committed a felony or misdemeanor involving specified offenses. Upon receiving such notification, the Superintendent ~~must~~is required to notify certain counselors, teachers, and administrators, as described in ~~item~~Item #2.

~~In addition~~Additionally, Welfare and Institutions Code 828.1 specifies that a ~~school~~ district police or security department may provide written notification to the Superintendent when a minor student has been found by a court to have illegally used, sold, or possessed a controlled substance or committed specified crimes involving serious acts of violence. In such cases, the information may be transmitted to a teacher, counselor, or administrator with direct supervisorial or disciplinary responsibility over the student, and such information ~~must~~is required to be received in confidence for the limited purpose for which it was provided. Districts that maintain their own police or security department may expand the following item to authorize the department to notify the Superintendent of such offenses.

a. When informed by a court that a minor student has been found by the court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall expeditiously notify the school principal~~.~~ or designee (Welfare and Institutions Code 827)

b. The principal or designee shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal or designee thinks may need the information in order to work with the student appropriately, to avoid being needlessly vulnerable, or to protect others from vulnerability~~.~~ (Welfare and Institutions Code 827)

c. Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff~~.~~ (Welfare and Institutions Code 827)

The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

d. When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district~~.~~ (Welfare and Institutions Code 827)

If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

e. Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. Intentional violation of the confidentiality provisions of Welfare and Institutions Code 827 is a misdemeanor punishable by a fine.

In order to maintain confidentiality when providing information about student offenses to a counselor or teacher, the principal or designee shall send the staff member a written notification that a student has committed an offense that requires review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall initial the notification and shall also initial the student's file when reviewing it in the school office.

Accommodations for Victims of Domestic Violence, Sexual Assault, or Stalking, or Other Qualifying Acts of Violence

CSBA NOTE: Pursuant to LaborGovernment Code 230,12945.8, as added by AB 2499 (Ch. 967, Statutes of 2024), the district is required to provide reasonable accommodations at work, upon request, to an employee who is a victim, or whose family member is a victim, of domestic violence, sexual assault, or stalking. , and other qualifying acts of violence.

The district is not required to provide reasonable accommodations to an employee who has not disclosed the employee's status, or family member's status, as a victim of domestic violence, sexual assault, or stalking, or other qualifying acts of violence specified in Government Code 12945.8, nor to undertake an action that constitutes an undue hardship, as defined by Government Code 12926.

In addition, LaborGovernment Code 230 and 230.1 allow12945.8, as added by AB 2499, authorizes, subject to any applicable collective bargaining agreement, employees who are victims of domestic violence, sexual assault, or stalking, or other qualifying acts of violence, including employees who are victims of a crime that caused physical injury, or mental injury with a threat of physical injury, and employees whose immediate family member is deceased as the direct result of a crime, to use available leave, including vacation, personal leave, paid sick leave, or compensatory time off, for the purposes of (1) obtaining or attempting to obtain relief (e.g., a temporary restraining order, restraining order, or injunctive relief) to protect the health, safety, or welfare of the employee or the employee's child; or family of the employee, (2) seeking, obtaining, or assisting a family member to seek or obtain, medical attention for or to recover from injuries caused by the crime or abuse;a qualifying act of violence, (3) seeking, obtaining, or assisting a family member to seek or obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency; as a result of a qualifying act of violence, (4) seeking, obtaining, or assisting a family member to seek or obtain psychological counseling or mental health services related to an experience of crime or abuse; and/ora qualifying act of violence, (5) participating in safety planning andor taking other actions to increase safety from future crime or abusequalifying acts of violence, (6) relocating or engaging in the process of securing a new residence due to the qualifying act of violence, including, securing temporary or permanent relocation. As amended by AB 2992 (Ch. 224, Statutes of 2020), Labor Code 230 and 230.1 expand these provisions to include employeeshousing or enrolling children in a new school or child care, (7) providing care to a family

member who ~~are victims of a crime that~~is recovering from injuries caused ~~physical injury, or mental injury with a threat of physical injury, and employees whose immediate family member is deceased as the direct result of a crime.~~ ~~See~~by a qualifying act of violence, (8) seeking, obtaining, or assisting a family member to seek or obtain civil or criminal legal services in relation to the qualifying act of violence, (9) preparing for, participating in, or attending any civil, administrative, or criminal legal proceeding related to the qualifying act of violence, or (10) seeking, obtaining, or providing child care or care to a care-dependent adult if the child care or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

For more information regarding leaves, see BP/AR 4161/4261/4361 – Leaves, AR 4161.1/4361.1 – Personal Illness/Injury Leave, 4261.1 – Personal Illness/Injury Leave, AR 4161.2/4261.2/4361.2 - Personal Leaves, and AR 4161.8/4261.8/4361.8 – Family Care and Medical Leave.

When requested by an employee who is a victim of domestic violence, sexual assault, ~~or~~ stalking, or other qualifying acts of violence, the district shall provide the employee reasonable accommodations which may include the implementation of safety measures, including~~:~~ (~~Labor Code 230~~, but not limited to: (Government Code 12945.8)

1. A transfer, reassignment, or modified schedule

2. A changed work telephone or work station, including the permission to carry a telephone at work

3. An installed lock

4. Assistance in documenting domestic violence, sexual assault, stalking, or other ~~crime~~qualifying act of violence that occurs in the workplace

5. Referral to a victim assistance organization

6. Another safety procedure or adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other ~~crime~~qualifying act of violence

The Superintendent or designee shall engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations that do not pose an undue hardship on the district. In determining whether an accommodation is reasonable, the Superintendent or designee shall consider any exigent circumstance or danger facing the employee~~.~~ (~~Labor Code 230~~ or their family member. (Government Code 12945.8)

Upon the request of the Superintendent or designee, an employee requesting a reasonable accommodation shall provide a written statement, signed by the employee or an individual acting on the employee's behalf, certifying that the accommodation is for an authorized purpose. The Superintendent or designee may also request that the employee provide certification of the employee's status as a victim of domestic violence, sexual assault, ~~or~~ stalking~~.~~ , or other qualifying act of violence. Such certification may include: (~~Labor~~Government Code ~~230~~12945.8)

1. A police report indicating that the employee, or a family member of the employee, was a victim

2. A court order protecting or separating the employee, or family member of the employee, from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court

3. Documentation from a licensed medical professional or health care provider, domestic violence or sexual assault counselor, victim advocate, or counselor that the employee, or family member of the employee, was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse

4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including, but not limited to, a written statement signed by the employee or by an individual acting on the employee's behalf

Any verbal or written statement, police or court record, or other documentation identifying an employee, or a family member of the employee, as a victim shall be confidential and shall not be disclosed by the district except as required by federal or state law or as necessary to protect the employee's safety in the workplace. The employee shall be notified before any authorized disclosure. (~~Labor~~Government Code ~~230~~12945.8)

Every six months after the date of the certification, the Superintendent or designee may request recertification of the employee's status as a victim of domestic violence, sexual assault, ~~or~~ stalking, other specified offense, or ongoing circumstances related to the crime or abuse. The employee shall notify the Superintendent or designee if, due to changing circumstances, the employee needs a new accommodation or no longer needs an accommodation. ~~(Labor Code 230)~~

~~The district shall not~~If a new accommodation is needed, the Superintendent or designee shall follow the procedures described above when making the initial determination regarding effective reasonable accommodations. (Government Code 12945.8)

The district shall not discharge or retaliate against an employee because of the employee's status as a victim of crime or abuse or for requesting a reasonable accommodation, regardless of whether the request was granted. (~~Labor~~Government Code ~~230~~12945.8)

Use of Pepper Spray

CSBA NOTE: The following optional section may be revised to reflect district practice. See the accompanying Board policy for further information and the Board's determination to allow or disallow, with certain exceptions, the possession of pepper spray on school property or at school activities. It is recommended that districts allowing employees to carry pepper spray consult CSBA's District and County Office of Education Legal Services or district counsel regarding potential liability related to an employee's possession of pepper spray.

The Superintendent or designee shall notify employees of the district's policy prohibiting the possession of pepper spray on school property or at school-related activities without prior approval of the Superintendent or designee. Employees wishing to carry pepper spray shall submit to the Superintendent or designee a written request setting forth the need ~~for the~~ to carry or possess

pepper spray and for how long the need is anticipated to last. The Superintendent or designee shall notify the employee in writing as to whether the request was approved or denied.

When approving an employee's request, the Superintendent or designee shall inform the employee of the following conditions:

1. The pepper spray shall be used only in self-defense pursuant to Penal Code 22810~~.~~

2. An employee who uses pepper spray other than in self-defense shall be subject to disciplinary action by the district and, in accordance with law, a fine and/or imprisonment~~.~~

3. The pepper spray must be stored in a secure place and not be accessible to students or other individuals~~.~~ ~~Negligent storage of the pepper spray may subject the employee to disciplinary action.~~

   Negligent storage or use of the pepper spray may subject the employee to disciplinary action.

Policy Reference UPDATE Service
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Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Civ. Code 51.7	Freedom from violence or intimidation
Code of Civil Procedure 527.8	Workplace violence safety
Ed. Code 32210-32212	Willful disturbance; public schools or meetings
Ed. Code 32225-32226	Communications devices in classrooms
Ed. Code 32282	School safety plans
Ed. Code 32289.6	Best practices pertaining to school shooter drills
Ed. Code 35208	Liability insurance
Ed. Code 35213	Reimbursement for loss or damage of personal property
Ed. Code 44014	Report of assault by ~~pupil~~student against school employee
Ed. Code 44807	Teachers' duty concerning conduct of students
Ed. Code 48201	Transfer student's record for acts that resulted in suspension or expulsion
Ed. Code 48900-48926	Suspension and expulsion

Ed. Code 49079	Notification to teacher; student who has engaged in acts ~~re:~~ regarding grounds for suspension or expulsion
Ed. Code 49330-49335	Injurious objects
Gov. Code 12926	Definitions
Gov. Code 12945.8	Employee accommodations for domestic violence, sexual assault, stalking, and other qualifying acts of violence
Gov. Code 3543.2	Scope of representation
Gov. Code 995-996.4	Defense of public employees
~~Lab. Code 230-230.2~~	~~Leaves for victims of domestic violence, sexual assault or specified felonies~~
Pen. Code 18150	Gun violence restraining orders
Pen. Code 18170	Gun violence restraining order issued after notice and hearing
Pen. Code 22810	Purchase, possession, and use of tear gas
Pen. Code 240-246.3	Assault and battery
Pen. Code 241.3	Assault against school bus drivers
Pen. Code 241.6	Assault on school employee including board member
Pen. Code 243.3	Battery against school bus drivers
Pen. Code 243.6	Battery against school employee including board members
Pen. Code 245.5	Assault with deadly weapon against school employee including board member
Pen. Code 290	Registration of sex offenders
Pen. Code 601	Trespass by person making credible threat
Pen. Code 626-626.11	Weapons on school grounds and other school crimes
Pen. Code 646.9	Stalking
Pen. Code 71	Threatening public officers and employees and school officials
W&I Code 827	Limited exception to juvenile court record
W&I Code 828.1	District police or security department; disclosure of juvenile records

Federal	**Description**
Executive Order 14127	Combating Emerging Firearms Threats and Improving School-Based Active Shooter Drills, September 2024 (https://www.federalregister.gov/documents/2024/10/02/2024-22938/combating-emerging-firearms-threats-and-improving-school-based-active-shooter-drills)

Management Resources	**Description**

Court Decision	City of San Jose v. William Garbett (2010) 190 Cal. App. 4th 526
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Safe Schools
Website	CSBA

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1313	Civility
3320	Claims And Actions Against The District
3320	Claims And Actions Against The District
3515	Campus Security
3515	Campus Security
3515.2	Disruptions
3515.2	Disruptions
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3515.7	Firearms On School Grounds
3530	Risk Management/Insurance
3530	Risk Management/Insurance
4112.9	Employee Notifications
4112.9-E(1)	Employee Notifications
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.21	Professional Standards
4119.21-E(1)	Professional Standards
4131	Staff Development

4140	Bargaining Units
4156.3	Employee Property Reimbursement
4157	Employee Safety
4157	Employee Safety
4161	Leaves
4161.1	Personal Illness/Injury Leave
4161.2	Personal Leaves
4161.8	Family Care and Medical Leave
4212.9	Employee Notifications
4212.9-E(1)	Employee Notifications
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4219.21	Professional Standards
4219.21-E(1)	Professional Standards
4231	Staff Development
4240	Bargaining Units
4256.3	Employee Property Reimbursement
4257	Employee Safety
4257	Employee Safety
4261	Leaves
4261.1	Personal Illness/Injury Leave
4261.2	Personal Leaves
4261.8	Family Care and Medical Leave
4312.9	Employee Notifications
4312.9-E(1)	Employee Notifications
4319.21	Professional Standards
4319.21-E(1)	Professional Standards
4331	Staff Development
4340	Bargaining Units
4356.3	Employee Property Reimbursement
4357	Employee Safety

4357	Employee Safety
4361	Leaves
4361.1	Personal Illness/Injury Leave
4361.2	Personal Leaves
4361.8	Family Care and Medical Leave
5125	Student Records
5125	Student Records
5125.2	Withholding Grades, Diploma Or Transcripts
5131.4	Student Disturbances
5131.4	Student Disturbances
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5141	Health Care And Emergencies
5141	Health Care And Emergencies
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)

Policy 4351: Employee Compensation

Status: ADOPTED

Original Adopted Date: 02/01/1997 **| Last Revised Date:** ~~09~~03/01/~~2023~~2025 **| Last Reviewed Date:** ~~09~~03/01/~~2023~~2025

CSBA NOTE: Districts that include provisions related to employee compensation in their collective bargaining agreements should modify or delete the following optional policy accordingly.

In order to recruit and retain employees committed to the district's goals for student learning, the Governing Board recognizes the importance of offering a competitive compensation package ~~which~~that includes salaries and health and welfare benefits.

CSBA NOTE: Education Code 45023 and 45162 require the Governing Board to adopt salary schedules for certificated and classified employees, respectively. For districts operating under a merit system, Education Code 45268 specifies that the personnel commission will recommend a salary schedule for classified employees to the Board for approval and that the Board may not amend the schedule without first giving the commission ~~an~~a reasonable opportunity to respond to the amendments.

The Board shall adopt separate salary schedules for certificated, classified, and supervisory and administrative personnel~~. These schedules shall~~ that comply with law and applicable collective bargaining agreements ~~and shall be printed and made available for review at the district office.~~. (Education Code 45022, ~~45023,~~ 45160, 45162, 45268)

Each certificated employee, except an employee in an administrative or supervisory position, shall be classified on the salary schedule on the basis of uniform allowance for education level and years of experience, unless the Board and employee organization negotiate and mutually agree to a salary schedule based on different criteria. Certificated employees shall not be placed in different classifications on the schedule, nor paid different salaries, solely on the basis of the grade levels at which they teach. (Education Code 45028)

Salary schedules for staff who are not a part of a bargaining unit shall be determined by the Board at the recommendation of the Superintendent or designee.

The salary schedules adopted by the Board shall be printed and made available for review at the district office. (Education Code 45023)

CSBA NOTE: Pursuant to Education Code 42238.016, as added by AB 938 (Ch. 345, Statutes of 2024), districts are required, beginning January 31, 2026, to annually complete the Salary and Benefit Schedule for Bargaining Units (Form J-90), for classified and certificated staff assigned to a district school site and report the Form J-90 to the California Department of Education.

Additionally, by January 31, 2026, and annually thereafter, the Superintendent or designee shall complete the Salary and Benefit Schedule for Bargaining Units (Form J-90) for classified and

certificated staff assigned to a district school site and report the Form J-90 to the California Department of Education. (Education Code 42238.016)

CSBA NOTE: Pursuant to Education Code 45038, certificated employees may be paid once every two weeks, twice a month, or once every four weeks. ~~The~~Additionally, the Board may ~~also~~ choose to pay certificated employees, or one or more individual employees, in 10, 11, or 12 equal payments over the year~~.~~ instead of by the school month. Education Code 45039 provides that, if the Board arranges to pay certificated employees in 12 equal payments for the year, it may pay each monthly installment at the end of each calendar month, regardless of whether the employees are actually engaged in teaching during the month. Education Code 45165 addresses salary payments for classified employees who are employed 9-11 months per year.

~~Additionally~~In addition, pursuant to Education Code 45500, districts may participate in the Classified School Employee Summer Assistance Program whereby eligible classified employees may elect to have up to 10 percent of the employee's monthly salary withheld and paid out during the summer recess in either one or two payments.

Education Code 45048 and 45165 provide specific timelines for issuing salary payments depending on the frequency of payments. If payments are not made in a timely manner, the district is required to pay the employee interest on the unpaid amount.

The following paragraph may be revised to reflect the payroll schedule determined by the Board~~.~~ or as provided for in any applicable collective bargaining agreement.

~~The Board~~ Unless otherwise provided for in any applicable collective bargaining agreement, district employees shall ~~determine the~~be paid (*insert frequency*) and ~~schedule of salary~~ in _____ equal payments~~, including whether payments for employees who work less than 12 months per year will be made~~ over the ~~course of the school year or in equal installments over the calendar year.~~ year. However, if the district participates in the Classified School Employee Summer Assistance Program, eligible classified employees may elect to have up to 10 percent of the employee's monthly salary withheld and paid out during the summer recess in either one or two payments. (Education Code 45038, 45039, 45048, 45165, 45500)

~~CSBA NOTE: According to Office of Management and Budget Memorandum M-20-17, during extraordinary circumstances, such as a pandemic, which interrupt district operations, employees paid with federal grant funds can continue to be paid out of federal grant funds as long as other similarly situated employees paid with nonfederal funds are continuing to get compensated. The following optional paragraph establishes such emergency contingencies so that the Board may continue to provide employee compensation during such times.~~

~~In extraordinary circumstances or emergency situations, the Board may determine to continue to compensate employees during periods of extended closure or disruption of normal district operations when permitted by law and consistent with collective bargaining agreements and memoranda of understanding.~~

CSBA NOTE: Pursuant to 29 CFR 516.4, districts are required to post a notice of the minimum wage provisions of the Fair Labor Standards Act (FLSA) (29 USC 201-219) in a conspicuous place at

all work sites. The poster that must be used by state and local governments is available on the website of the U.S. Department of Labor's Wage and Hour Division.

The Superintendent or designee shall post a notice explaining the Fair Labor Standards Act's wage and hour provisions in a conspicuous place at each work site. (29 CFR 516.4)

Overtime Compensation

CSBA NOTE: Pursuant to the FLSA (29 CFR 553.20) and Education Code 45128, districts are required to pay employees who are not specifically exempted by law, including classified employees in both merit and non-merit system districts, ~~must receive~~ overtime pay or compensatory time off at a rate not less than one and one-half times their regular rate of pay for hours worked in excess of eight hours in any one day and/or in excess of 40 hours per calendar week. However, if the Board has established a work day of less than eight hours but at least seven hours, and a work week of less than 40 hours but at least 35 hours, all time worked in excess of the established work schedule must be deemed overtime.

Pursuant to Education Code 45130, districts are not required to pay overtime for any classified positions established by the Board, or by the personnel commission in a merit system district, as supervisory, administrative, or executive. In approving positions for exclusion from the overtime provisions, the Board or personnel commission must certify in writing that the duties, flexibility of hours, salary, benefit structure, and authority of the positions are of such a nature that they should be set apart from those positions which are subject to the overtime provisions; see BP/AR 4300 - Administrative and Supervisory Personnel. However, Education Code 45130 ~~requires~~provides that, if a classified employee in an exempt position is required to work on a holiday designated in law or by the Board, the employee ~~must~~is required to be paid the regular pay for that day plus compensation or compensatory time off at a rate not less than the employee's normal rate of pay~~.~~

~~Overtime pay requirements are also~~; see BP/AR 6115 – Ceremonies and Observances for more information regarding holidays designated in law or by the Board.

Additionally, overtime pay requirements are not applicable to school administrators or teachers in elementary or secondary schools under specific exemptions in 29 USC 213 and 29 CFR 541.303. Pursuant to 29 CFR 541.303 and 541.600, teachers do not need to meet the salary level requirement to be exempt from overtime rules. 29 CFR 541.204 provides that, to be exempt from overtime rules, administrators must either meet the salary level requirement or be compensated on a salary basis that is at least equal to the entrance salary for teachers in the administrator's school.

Labor Code provisions are not applicable to school districts unless specifically provided for in law. For example, in *Johnson v. Arvin-Edison Water Storage District*, the appellate court held in part that Labor Code 510, which provides for overtime compensation including that an employee who works in excess of 12 hours in one day or eight hours on the seventh consecutive day of a workweek is entitled to twice the regular rate of pay, does not apply to public agencies, including school districts.

Due to the complex interactions between federal law and state law, as well as between different state law provisions and classes of employees, it is recommended that districts consult CSBA's

District and County Office of Education Legal Services or district legal counsel regarding employee overtime compensation, as necessary.

District employees shall be paid an overtime rate of not less than one and one-half times their regular rate of pay for any hours worked in excess of eight hours in one day and/or 40 hours in one work week~~, or twice their regular rate of pay for any hours worked in excess of 12 hours in one day or eight hours on the seventh consecutive day of work.~~. However, teachers, school administrators, and other employees in positions established by the Board as executive, administrative, or professional shall be exempt from overtime rules. (Education Code 45128, 45130; 29 USC 213; 29 CFR 541.~~0~~204, 541.~~710~~303, 541.600 , 553.27, 553.32)

If the district requires a classified employee in an exempt position to work on a holiday designated in law or by the Board, the employee shall be paid the regular pay for that day plus compensation or compensatory time off at a rate not less than the employee's normal rate of pay. (Education Code 45130)

CSBA NOTE: The following optional paragraph is for use by districts that allow employees to take compensatory time off in lieu of overtime compensation as authorized by 29 USC 207 and 29 CFR 553.20-553.25. Time off in lieu of overtime compensation is allowed only if provided for in a collective bargaining agreement or other agreement and must be provided at the rate of at least one and one-half hours for each hour of overtime work.

Pursuant to 29 CFR 553.21, an employee must be allowed to use earned compensatory time within a "reasonable period" after making the request. 29 CFR 553.25 provides that a "reasonable period" is determined on a case-by-case basis by considering customary work practices such as the normal work schedule, anticipated peak workloads based on past experience, emergency requirements for staff and services, and the availability of qualified substitute staff. Education Code 45129 provides that the compensatory time off must be used within 12 calendar months.

When authorized in a collective bargaining agreement or other agreement between the district and employees, an employee may take compensatory time off in lieu of overtime compensation, provided the employee has not accrued compensatory time in excess of the limits specified in 29 USC 207. An employee who has requested the use of compensatory time shall be allowed to use such time within 12 calendar months ~~after making the request~~following the month the overtime was worked if the use of the compensatory time does not unduly disrupt district operations. (Education Code 45129; 29 USC 207; 29 CFR 553.20-553.25)

For each nonexempt employee, the Superintendent or designee shall maintain records on the employee's wages, hours, and other information specified in 29 CFR 516.5-516.6.

Wage Overpayment

CSBA NOTE: Education Code 44042.5~~, as added by AB 185 (Ch. 571, Statutes of 2022) and amended by SB 114 (Ch. 48, Statutes of 2023),~~ requires districts to follow the process specified below when a wage overpayment is made to a district employee. If the provisions of this section are in conflict with a collective bargaining agreement or a memorandum of understanding that was in effect on July 31, 2022, such agreements shall be controlling until the expiration or renewal of such

agreements. ~~The~~It is recommended that the district ~~should~~ consult CSBA's District and County Office of Education Legal Services or district legal counsel when questions arise about legal requirements for specific wage overpayments.

If, following the determination of an overpayment, the employee disputes the existence or amount of the overpayment, the district ~~shall~~is required to first initiate legal action and obtain a court order or binding arbitration decision validating the overpayment amount. Binding arbitration may only apply to such overpayment disputes if a memorandum of understanding between the district and exclusive representative sets forth procedures for adjudicating such wage overpayment disputes that meet the minimum requirements set forth in Education Code 44042.5.

If the district determines an employee has been overpaid, the district shall notify the employee in writing of the overpayment, afford the employee an opportunity to respond before commencing any recoupment actions, and inform the employee of the employee's rights to dispute the existence or amount of the claimed overpayment. If the employee agrees there was an overpayment in the claimed amount, reimbursement shall be made to the district through one of the methods described in Education Code 44042.5, as mutually agreed upon by the employee and the district. (Education Code 44042.5)

If a mutual agreement on a method of reimbursement is not reached, within 30 days of the employee verifying the overpayment amount, the district shall recoup the overpayment through payroll deductions in accordance with Education Code 44042.5.

If the employee does not respond or disputes the existence or amount of the district's claimed overpayment, the district ~~shall, with board approval, initiate a legal action to~~may only recover the overpayment~~.~~ after pursuing appropriate legal action. (Education Code 44042.5)

If the employee separates from the district before the overpayment is fully repaid, the district shall withhold the remaining balance due from any money owed to the employee upon separation, provided that the state minimum wage is still paid to the employee as required by Education Code 44042.5. The Superintendent or designee may consult with legal counsel to calculate the amount to withhold.

If an outstanding overpayment balance still remains, the district ~~shall, with Board approval,~~may exercise any legal means to recover the remaining amount owed by the employee. (Education Code 44042.5)

Legal action to recover any overpayment under this policy shall be initiated within three years from the date of the overpayment, which for leave credits is the date that the employee receives compensation in exchange for leave erroneously credited to the employee. (Education Code 44042.5)

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Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
8 CCR 11040	Wages and hours; definitions of administrative, executive, and professional employees
Ed. Code 42238.016	Salary and Benefit Schedule for the Bargaining Units (Form J–90
Ed. Code 44042.5	Wage overpayment
Ed. Code 45022-45061.5	Salaries for certificated employees
Ed. Code 45023	Availability of salary schedule
Ed. Code 45028	Salary schedule and exceptions
Ed. Code 45127-45133.5	Classified employees; work week; overtime provisions
Ed. Code 45160-45169	Salaries for classified employees
Ed. Code 45268	Salary schedule for classified service in merit system districts
Ed. Code 45500	Classified School Employee Summer Assistance Program
Gov. Code 3540-3549.3	Meeting and negotiating
Gov. Code 3543.2	Scope of representation
Gov. Code 3543.7	Duty to meet and negotiate in good faith
Lab. Code 226	Employee access to payroll records
Lab. Code 232	Disclosure of wages
Lab. Code 510	Overtime Compensation

Federal	Description
26 CFR 1.409A-1	Definitions and covered plans
26 USC 409A	Deferred compensation plans
29 CFR 516.4	Notice of minimum wage and overtime provisions
29 CFR 516.5-516.6	Records
29 CFR 541.0-541.710	Exemptions for executive, administrative, and professional employees
29 CFR 553.1-553.51	Fair Labor Standards Act; applicability to public agencies
29 USC 201-219	Fair Labor Standards Act
29 USC 203	Definitions
29 USC 207	Fair Labor Standards Act

29 USC 213	Exemptions from minimum wage and overtime requirements

Management Resources	Description
Court Decision	Flores v. City of San Gabriel (9th Cir., 2016) 824 F.3d 890
~~Office of Management and Budget Publication~~	~~Administrative Relief for Recipients and Applicants of Federal Financial Assistance Directly Impacted by COVID-19 due to Loss of Operations, Memo M-20-17, March 19, 2020~~
Court Decision	Johnson v. Arvin-Edison Water Storage District (2009) 174 Cal.App.4th 729
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Labor, Wage and Hour Division
Website	Internal Revenue Service
Website	School Services of California, Inc.
Website	CSBA
Website	California Department of Education (https://www.cde.ca.gov/)

Cross References

Code	Description
3100	Budget
3100	Budget
3400	Management Of District Assets/Accounts
3400	Management Of District Assets/Accounts
3580	District Records
3580	District Records
4000	Concepts And Roles
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4112.6	Personnel Files
4113.5	Working Remotely
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4140	Bargaining Units
4141	Collective Bargaining Agreement

4143	Negotiations/Consultation
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4212	Appointment And Conditions Of Employment
4212.6	Personnel Files
4213.5	Working Remotely
4240	Bargaining Units
4241	Collective Bargaining Agreement
4243	Negotiations/Consultation
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4312.1	Contracts
4312.6	Personnel Files
4313.5	Working Remotely
4340	Bargaining Units
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits
6115	Ceremonies and Observances

Policy 4358: Employee Security

Status: ADOPTED

Original Adopted Date: 07/01/2001 **| Last Revised Date:** ~~06~~03/01/~~2021~~2025 **| Last Reviewed Date:** ~~06~~03/01/~~2021~~2025

CSBA NOTE: Pursuant to Government Code 3543.2, safety conditions in employment are a mandatory subject of collective bargaining. The following Board policy and accompanying administrative regulation may be revised to reflect district practice and the terms of the district's collective bargaining agreements.

The Governing Board desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any person who threatens the safety of others at any district facility may be removed by the Superintendent or designee in accordance with ~~AR~~Administrative Regulation 3515.2 - Disruptions.

CSBA NOTE: Code of Civil Procedure 527.8 ~~allows the district~~ authorizes districts to seek a temporary restraining order ~~and injunction~~(TRO) on behalf of ~~an employee against any other individual~~employees who ~~has~~have been subjected ~~the employee~~ to harassment, unlawful violence, or a credible threat of violence in the workplace. ~~In City~~A collective bargaining representative may also seek a TRO on behalf of ~~San Jose v. William Garbett, a California Court of Appeal held~~a district employee if the collective bargaining representative serves that ~~a court's issuance of~~ employee in employment or labor matters at the employee's workplace. Before filing a ~~temporary restraining order and injunction against~~petition for a ~~person~~TRO, the district or collective bargaining representative is required to provide the employee who ~~had verbally threatened~~suffered unlawful violence or a ~~city official was~~credible threat of violence an opportunity to decline to be named in the TRO. If such a denial occurs, the district or collective bargaining representative is not ~~a violation of that person's right to free speech and right of access to~~ prohibited from seeking a ~~public place.~~
TRO on behalf of other employees at the workplace, and, if appropriate, other employees at other workplaces in the district.

Pursuant to Penal Code 18150 and 18170, a gun violence restraining order prohibiting a person from owning, having custody or control of, purchasing, possessing, or receiving a firearm or ammunition may be petitioned by that person's employer, a coworker who has had substantial and regular interactions with the person for at least one year and has the employer's approval, or an employee or teacher of a secondary school that the person has attended in the past six months if the employee or teacher has obtained the approval or a school administrator or designee.

Any employee against whom harassment, violence, or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace. Such measures may include seeking a temporary restraining order (TRO)

on behalf of the employee pursuant to Code of Civil Procedure 527.8 and/or a gun violence restraining order pursuant to Penal Code 18150 and 18170.

Additionally, a collective bargaining representative may seek a TRO on behalf of a district employee against whom harassment, violence, or credible threat of violence has been directed in the workplace, if the collective bargaining representative serves that employee in employment or labor matters at the employee's workplace. (Code of Civil Procedure 527.8)

Upon request by an employee who is a victim of domestic violence, sexual assault, or stalking, the Superintendent or designee shall provide reasonable accommodations in accordance with ~~Labor~~Government Code ~~230-230.1~~12945.8 and the accompanying administrative regulation to protect the employee's safety while at work.

CSBA NOTE: Pursuant to Education Code 48904 and 48905, an employee who is injured or whose property is damaged by willful misconduct of a district student under the conditions described below may request that the district pursue legal action against the student or the student's parent/guardian. ~~See~~For more information regarding recovery for damages when an employee is injured or whose property is damaged by the willful misconduct of a district student, see BP 3515.4 - Recovery for Property Loss or Damage and AR 5125.2 - Withholding Grades, Diploma or Transcripts. ~~The~~It is recommended that the district ~~should~~ consult CSBA's District and County Office of Education Legal Services or district legal counsel when considering whether to pursue legal action.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or the student's parent/guardian to recover damages for injury to the employee's person or property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of the employee's duties. (Education Code 48904, 48905)

CSBA NOTE: Pursuant to Education Code 32289.6, as added by AB 1858 (Ch. 530, Statutes of 2024), on or before June 15, 2025, the California Department of Education is required to curate and post on its website best practices pertaining to school shooter or other armed assailant drills, with which districts are encouraged to comply.

Additionally, the 2024, "Executive Order on Combating Emerging Firearms Threats and Improving School-Based Active-Shooter Drills," 89 Fed. Reg. 80345, establishes an interagency Emerging Firearms Threats Task Force and requires the Secretary of Education and the Secretary of Homeland Security to release guidance related to school-based active-shooter drills for schools.

The Superintendent or designee shall provide staff development in crisis prevention and intervention techniques, which may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

In accordance with law, the Superintendent or designee shall inform teachers, administrators, and/or counselors of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

The Superintendent or designee may make available at appropriate locations, including, but not

limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

Use of Pepper Spray

CSBA NOTE: The following section is optional and may be revised to reflect district practice. Penal Code 22810 authorizes adults, with certain exceptions, to carry an approved tear gas weapon such as pepper spray for purposes of self-defense. Penal Code 626.9 and 626.10, which prohibit the possession of weapons on school grounds, do not prohibit the possession of pepper spray on school grounds. Thus, the Governing Board may determine whether to allow or disallow, with certain exceptions, the possession of pepper spray on school property or at school activities. See the accompanying administrative regulation for related procedures. It is recommended that districts allowing employees to carry pepper spray consult CSBA's District and County Office of Education Legal Services or district counsel regarding potential liability related to an employee's possession of pepper spray and revise the corresponding regulation accordingly.

Employees shall not carry or possess pepper spray on school property or at school activities, except when authorized by the Superintendent or designee for self-defense purposes. When allowed, an employee may only possess pepper spray in accordance with Board policy, administrative ~~regulations~~regulation, and Penal Code 22810. Any employee authorized to carry or possess pepper spray on school property who is negligent or careless in the possession or handling of pepper spray is acting outside of the scope of employment and shall be subject to appropriate disciplinary measures.

Reporting of Injurious Objects

CSBA NOTE: The following ~~optional~~ section ~~specifies actions to be taken in the event an employee becomes aware of any person who is in possession of an injurious object, and~~ is consistent with the actions described in AR 5131.7 - Weapons and Dangerous Instruments related to student possession.

Pursuant to Education Code 49334, a school employee who initially notifies law enforcement regarding a student or adult who is in possession of an injurious object while on school grounds or under the authority of school personnel cannot be subject to any civil or administrative proceeding, including disciplinary action, for violation of any district policy or procedure related to the notification of a law enforcement agency. Education Code 49334 requires such an employee to conform with district procedures after exercising the option to notify a law enforcement agency.

Employees shall take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on ~~school grounds~~district property or at a ~~school-~~district related or school-sponsored activity. Employees shall exercise their best judgment as to the potential danger involved and ~~shall~~ do one of the following:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal or supervisor, who shall take appropriate action
3. Immediately call 911 and the principal or supervisor

When informing the principal about the possession or seizure of a weapon or dangerous device, an employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

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State	Description
Civ. Code 51.7	Freedom from violence or intimidation
Code of Civil Procedure 527.8	Workplace violence safety
Ed. Code 32210-32212	Willful disturbance; public schools or meetings
Ed. Code 32225-32226	Communications devices in classrooms
Ed. Code 32282	School safety plans
Ed. Code 32289.6	Best practices pertaining to school shooter drills
Ed. Code 35208	Liability insurance
Ed. Code 35213	Reimbursement for loss or damage of personal property
Ed. Code 44014	Report of assault by ~~pupil~~student against school employee
Ed. Code 44807	Teachers' duty concerning conduct of students
Ed. Code 48201	Transfer student's record for acts that resulted in suspension or expulsion
Ed. Code 48900-48926	Suspension and expulsion
Ed. Code 49079	Notification to teacher; student who has engaged in acts ~~re:~~ regarding grounds for suspension or expulsion
Ed. Code 49330-49335	Injurious objects
Gov. Code 12926	Definitions
Gov. Code 12945.8	Employee accommodations for domestic violence, sexual assault, stalking, and other qualifying acts of violence
Gov. Code 3543.2	Scope of representation
Gov. Code 995-996.4	Defense of public employees
~~Lab. Code 230-230.2~~	~~Leaves for victims of domestic violence, sexual assault or specified felonies~~
Pen. Code 18150	Gun violence restraining orders

Pen. Code 18170	Gun violence restraining order issued after notice and hearing
Pen. Code 22810	Purchase, possession, and use of tear gas
Pen. Code 240-246.3	Assault and battery
Pen. Code 241.3	Assault against school bus drivers
Pen. Code 241.6	Assault on school employee including board member
Pen. Code 243.3	Battery against school bus drivers
Pen. Code 243.6	Battery against school employee including board members
Pen. Code 245.5	Assault with deadly weapon against school employee including board member
Pen. Code 290	Registration of sex offenders
Pen. Code 601	Trespass by person making credible threat
Pen. Code 626-626.11	Weapons on school grounds and other school crimes
Pen. Code 646.9	Stalking
Pen. Code 71	Threatening public officers and employees and school officials
W&I Code 827	Limited exception to juvenile court record
W&I Code 828.1	District police or security department; disclosure of juvenile records

Federal	Description
Executive Order 14127	Combating Emerging Firearms Threats and Improving School-Based Active Shooter Drills, September 2024 (https://www.federalregister.gov/documents/2024/10/02/2024-22938/combating-emerging-firearms-threats-and-improving-school-based-active-shooter-drills)

Management Resources	Description
Court Decision	City of San Jose v. William Garbett (2010) 190 Cal. App. 4th 526
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Safe Schools
Website	CSBA

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1313	Civility

3320	Claims And Actions Against The District
3320	Claims And Actions Against The District
3515	Campus Security
3515	Campus Security
3515.2	Disruptions
3515.2	Disruptions
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3515.7	Firearms On School Grounds
3530	Risk Management/Insurance
3530	Risk Management/Insurance
4112.9	Employee Notifications
4112.9-E(1)	Employee Notifications
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.21	Professional Standards
4119.21-E(1)	Professional Standards
4131	Staff Development
4140	Bargaining Units
4156.3	Employee Property Reimbursement
4157	Employee Safety
4157	Employee Safety
4161	Leaves
4161.1	Personal Illness/Injury Leave
4161.2	Personal Leaves
4161.8	Family Care and Medical Leave
4212.9	Employee Notifications
4212.9-E(1)	Employee Notifications

4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4219.21	Professional Standards
4219.21-E(1)	Professional Standards
4231	Staff Development
4240	Bargaining Units
4256.3	Employee Property Reimbursement
4257	Employee Safety
4257	Employee Safety
4261	Leaves
4261.1	Personal Illness/Injury Leave
4261.2	Personal Leaves
4261.8	Family Care and Medical Leave
4312.9	Employee Notifications
4312.9-E(1)	Employee Notifications
4319.21	Professional Standards
4319.21-E(1)	Professional Standards
4331	Staff Development
4340	Bargaining Units
4356.3	Employee Property Reimbursement
4357	Employee Safety
4357	Employee Safety
4361	Leaves
4361.1	Personal Illness/Injury Leave
4361.2	Personal Leaves
4361.8	Family Care and Medical Leave
5125	Student Records
5125	Student Records
5125.2	Withholding Grades, Diploma Or Transcripts
5131.4	Student Disturbances
5131.4	Student Disturbances

5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5141	Health Care And Emergencies
5141	Health Care And Emergencies
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)

Regulation 4358: Employee Security

Status: ADOPTED

Original Adopted Date: 11/01/2000 **| Last Revised Date:** ~~06~~03/01/~~2021~~2025 **| Last Reviewed Date:** ~~06~~03/01/~~2021~~2025

CSBA NOTE: In order to help ensure the safety of students and staff, Education Code 32282 requires schools to include in their comprehensive safety plans procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school. For more information regarding comprehensive safety plans, see BP/AR 0450 – Comprehensive Safety Plan.

An employee may use reasonable and necessary force for self-defense or defense of another person, to quell a disturbance threatening physical injury to others or damage to property, or to obtain possession of weapons or other dangerous objects within the control of a student. (Education Code 44807, 49001)

CSBA NOTE: Pursuant to Education Code 44014, it is the duty of an employee and the employee's immediate supervisor to report to law enforcement any attack, assault, or physical threat made against the employee by a student. Compliance with district procedures related to reporting incidents, as specified in the paragraph below, does not exempt an employee or supervisor from the duty to make a report to law enforcement. Failure to report such an attack, assault, or physical threat is an infraction punishable by a fine. It is also an infraction for a Governing Board member or employee to prevent the filing of the report or to impose any sanction against an employee for doing so.

Although the law only requires employees to report attacks, assaults, or physical threats made by students, the district may revise the following paragraph to require employees to report any attack, assault, or physical threat made against them by any other individual on school grounds.

The following paragraph relates to the reporting by an employee of an attack, assault, or physical threat, as well as any action taken in response, and should be modified to reflect district practice and to ensure consistency with the district's comprehensive safety plan.

An employee shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against the employee by a student or by any other individual in relation to the performance of the employee's duties, and any action the employee took in response. ~~Reports of an attack, assault, or threat shall be forwarded immediately to the Superintendent or designee.~~

~~CSBA NOTE: Pursuant to Education Code 44014, it is the duty of an employee and the employee's immediate supervisor to report to law enforcement any attack, assault, or physical threat made against the employee by a student. Compliance with district procedures related to reporting incidents, as specified in the paragraph above, does not exempt an employee or supervisor from the duty to make a report to law enforcement. Failure to report such an attack, assault, or physical threat is an infraction punishable by a fine. It is also an infraction for a Governing Board member or employee to prevent the filing of the report or to impose any sanction against an employee for doing so.~~

~~Although the law only requires employees to report attacks, assaults, or threats made by students, the district may revise the following paragraph to require employees to report any attack, assault, or threat made against them by any other individual on school grounds.~~

~~In addition~~Additionally, the employee and the principal or other immediate supervisor shall promptly report to local law enforcement authorities an attack, assault, or physical threat made against the employee by a student. Reports of an attack, assault, or physical threat shall be forwarded immediately to the Superintendent or designee. (Education Code 44014)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:

1. Acts That Are Grounds for Suspension or Expulsion

CSBA NOTE: Education Code 49079 requires the district to inform teachers of students who have committed specified acts that constitute grounds for suspension or expulsion. ~~School district~~ District officers or employees who knowingly fail to provide this information are guilty of a misdemeanor punishable by a fine and/or imprisonment.

a. The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in ~~AR~~Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process~~.~~ (Education Code 49079)

_____This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

CSBA NOTE: Education Code 48201 requires districts to request records of a transferring student regarding acts that resulted in the student's suspension or expulsion from the previous school, as specified below; see AR 5125 - Student Records. Once the record is received, the Superintendent or designee ~~must~~is required to inform the student's teacher(s) of the acts as specified below.

b. Upon receiving a transfer student's record regarding acts committed by the student that resulted in suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended from school or expelled from the former district and of the act that resulted in the suspension or expulsion~~.~~ (Education Code 48201)

c. Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher~~.~~ (Education Code 48201, 49079)

2. Offenses Reported to the District by a Court

CSBA NOTE: Welfare and Institutions Code 827 requires a court, within seven days, to provide written notification to the Superintendent when a minor student has been found by the court to have committed a felony or misdemeanor involving specified offenses. Upon receiving such notification, the Superintendent ~~must~~is required to notify certain counselors, teachers, and administrators, as described in ~~item~~Item #2.

~~In addition~~Additionally, Welfare and Institutions Code 828.1 specifies that a ~~school~~ district police or security department may provide written notification to the Superintendent when a minor student has been found by a court to have illegally used, sold, or possessed a controlled substance or committed specified crimes involving serious acts of violence. In such cases, the information may be transmitted to a teacher, counselor, or administrator with direct supervisorial or disciplinary responsibility over the student, and such information ~~must~~is required to be received in confidence for the limited purpose for which it was provided. Districts that maintain their own police or security department may expand the following item to authorize the department to notify the Superintendent of such offenses.

a. When informed by a court that a minor student has been found by the court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall expeditiously notify the school principal~~.~~ or designee (Welfare and Institutions Code 827)

b. The principal or designee shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal or designee thinks may need the information in order to work with the student appropriately, to avoid being needlessly vulnerable, or to protect others from vulnerability~~.~~ (Welfare and Institutions Code 827)

c. Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff~~.~~ (Welfare and Institutions Code 827)

The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

d. When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district~~.~~ (Welfare and Institutions Code 827)

If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

e. Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. Intentional violation of the confidentiality provisions of Welfare and Institutions Code 827 is a misdemeanor punishable by a fine.

In order to maintain confidentiality when providing information about student offenses to a counselor or teacher, the principal or designee shall send the staff member a written notification that a student has committed an offense that requires review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall initial the notification and shall also initial the student's file when reviewing it in the school office.

Accommodations for Victims of Domestic Violence, Sexual Assault, or Stalking, or Other Qualifying Acts of Violence

CSBA NOTE: Pursuant to LaborGovernment Code 230,12945.8, as added by AB 2499 (Ch. 967, Statutes of 2024), the district is required to provide reasonable accommodations at work, upon request, to an employee who is a victim, or whose family member is a victim, of domestic violence, sexual assault, or stalking. , and other qualifying acts of violence.

The district is not required to provide reasonable accommodations to an employee who has not disclosed the employee's status, or family member's status, as a victim of domestic violence, sexual assault, or stalking, or other qualifying acts of violence specified in Government Code 12945.8, nor to undertake an action that constitutes an undue hardship, as defined by Government Code 12926.

In addition, LaborGovernment Code 230 and 230.1 allow12945.8, as added by AB 2499, authorizes, subject to any applicable collective bargaining agreement, employees who are victims of domestic violence, sexual assault, or stalking, or other qualifying acts of violence, including employees who are victims of a crime that caused physical injury, or mental injury with a threat of physical injury, and employees whose immediate family member is deceased as the direct result of a crime, to use available leave, including vacation, personal leave, paid sick leave, or compensatory time off, for the purposes of (1) obtaining or attempting to obtain relief (e.g., a temporary restraining order, restraining order, or injunctive relief) to protect the health, safety, or welfare of the employee or the employee's child; or family of the employee, (2) seeking, obtaining, or assisting a family member to seek or obtain, medical attention for or to recover from injuries caused by the crime or abuse;a qualifying act of violence, (3) seeking, obtaining, or assisting a family member to seek or obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency; as a result of a qualifying act of violence, (4) seeking, obtaining, or assisting a family member to seek or obtain psychological counseling or mental health services related to an experience of crime or abuse; and/ora qualifying act of violence, (5) participating in safety planning andor taking other actions to increase safety from future crime or abusequalifying acts of violence, (6) relocating or engaging in the process of securing a new residence due to the qualifying act of violence, including, securing temporary or permanent relocation. As amended by AB 2992 (Ch. 224, Statutes of 2020), Labor Code 230 and 230.1 expand these provisions to include employeeshousing or enrolling children in a new school or child care, (7) providing care to a family

member who ~~are victims of a crime that~~is recovering from injuries caused ~~physical injury, or mental injury with a threat of physical injury, and employees whose immediate family member is deceased as the direct result of a crime. See~~by a qualifying act of violence, (8) seeking, obtaining, or assisting a family member to seek or obtain civil or criminal legal services in relation to the qualifying act of violence, (9) preparing for, participating in, or attending any civil, administrative, or criminal legal proceeding related to the qualifying act of violence, or (10) seeking, obtaining, or providing child care or care to a care-dependent adult if the child care or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

For more information regarding leaves, see BP/AR 4161/4261/4361 – Leaves, AR 4161.1/4361.1 – Personal Illness/Injury Leave, 4261.1 – Personal Illness/Injury Leave, AR 4161.2/4261.2/4361.2 - Personal Leaves, and AR 4161.8/4261.8/4361.8 – Family Care and Medical Leave.

When requested by an employee who is a victim of domestic violence, sexual assault, ~~or~~ stalking, or other qualifying acts of violence, the district shall provide the employee reasonable accommodations which may include the implementation of safety measures, including~~:~~ (~~Labor Code 230~~, but not limited to: (Government Code 12945.8)

1. A transfer, reassignment, or modified schedule

2. A changed work telephone or work station, including the permission to carry a telephone at work

3. An installed lock

4. Assistance in documenting domestic violence, sexual assault, stalking, or other ~~crime~~qualifying act of violence that occurs in the workplace

5. Referral to a victim assistance organization

6. Another safety procedure or adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other ~~crime~~qualifying act of violence

The Superintendent or designee shall engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations that do not pose an undue hardship on the district. In determining whether an accommodation is reasonable, the Superintendent or designee shall consider any exigent circumstance or danger facing the employee~~.~~ (~~Labor Code 230~~ or their family member. (Government Code 12945.8)

Upon the request of the Superintendent or designee, an employee requesting a reasonable accommodation shall provide a written statement, signed by the employee or an individual acting on the employee's behalf, certifying that the accommodation is for an authorized purpose. The Superintendent or designee may also request that the employee provide certification of the employee's status as a victim of domestic violence, sexual assault, ~~or~~ stalking~~.~~ , or other qualifying act of violence. Such certification may include: (~~Labor~~Government Code ~~230~~12945.8)

1. A police report indicating that the employee, or a family member of the employee, was a victim

2. A court order protecting or separating the employee, or family member of the employee, from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court

3. Documentation from a licensed medical professional or health care provider, domestic violence or sexual assault counselor, victim advocate, or counselor that the employee, or family member of the employee, was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse

4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including, but not limited to, a written statement signed by the employee or by an individual acting on the employee's behalf

Any verbal or written statement, police or court record, or other documentation identifying an employee, or a family member of the employee, as a victim shall be confidential and shall not be disclosed by the district except as required by federal or state law or as necessary to protect the employee's safety in the workplace. The employee shall be notified before any authorized disclosure. (~~Labor~~Government Code ~~230~~12945.8)

Every six months after the date of the certification, the Superintendent or designee may request recertification of the employee's status as a victim of domestic violence, sexual assault, ~~or~~ stalking, other specified offense, or ongoing circumstances related to the crime or abuse. The employee shall notify the Superintendent or designee if, due to changing circumstances, the employee needs a new accommodation or no longer needs an accommodation. ~~(Labor Code 230)~~

~~The district shall not~~If a new accommodation is needed, the Superintendent or designee shall follow the procedures described above when making the initial determination regarding effective reasonable accommodations. (Government Code 12945.8)

The district shall not discharge or retaliate against an employee because of the employee's status as a victim of crime or abuse or for requesting a reasonable accommodation, regardless of whether the request was granted. (~~Labor~~Government Code ~~230~~12945.8)

Use of Pepper Spray

CSBA NOTE: The following optional section may be revised to reflect district practice. See the accompanying Board policy for further information and the Board's determination to allow or disallow, with certain exceptions, the possession of pepper spray on school property or at school activities. It is recommended that districts allowing employees to carry pepper spray consult CSBA's District and County Office of Education Legal Services or district counsel regarding potential liability related to an employee's possession of pepper spray.

The Superintendent or designee shall notify employees of the district's policy prohibiting the possession of pepper spray on school property or at school-related activities without prior approval of the Superintendent or designee. Employees wishing to carry pepper spray shall submit to the Superintendent or designee a written request setting forth the need ~~for the~~ to carry or possess

pepper spray and for how long the need is anticipated to last. The Superintendent or designee shall notify the employee in writing as to whether the request was approved or denied.

When approving an employee's request, the Superintendent or designee shall inform the employee of the following conditions:

1. The pepper spray shall be used only in self-defense pursuant to Penal Code 22810~~.~~

2. An employee who uses pepper spray other than in self-defense shall be subject to disciplinary action by the district and, in accordance with law, a fine and/or imprisonment~~.~~

3. The pepper spray must be stored in a secure place and not be accessible to students or other individuals~~.~~ ~~Negligent storage of the pepper spray may subject the employee to disciplinary action.~~

   Negligent storage or use of the pepper spray may subject the employee to disciplinary action.

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Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Civ. Code 51.7	Freedom from violence or intimidation
Code of Civil Procedure 527.8	Workplace violence safety
Ed. Code 32210-32212	Willful disturbance; public schools or meetings
Ed. Code 32225-32226	Communications devices in classrooms
Ed. Code 32282	School safety plans
Ed. Code 32289.6	Best practices pertaining to school shooter drills
Ed. Code 35208	Liability insurance
Ed. Code 35213	Reimbursement for loss or damage of personal property
Ed. Code 44014	Report of assault by ~~pupil~~student against school employee
Ed. Code 44807	Teachers' duty concerning conduct of students
Ed. Code 48201	Transfer student's record for acts that resulted in suspension or expulsion
Ed. Code 48900-48926	Suspension and expulsion

Ed. Code 49079	Notification to teacher; student who has engaged in acts ~~re:~~ regarding grounds for suspension or expulsion
Ed. Code 49330-49335	Injurious objects
Gov. Code 12926	Definitions
Gov. Code 12945.8	Employee accommodations for domestic violence, sexual assault, stalking, and other qualifying acts of violence
Gov. Code 3543.2	Scope of representation
Gov. Code 995-996.4	Defense of public employees
~~Lab. Code 230-230.2~~	~~Leaves for victims of domestic violence, sexual assault or specified felonies~~
Pen. Code 18150	Gun violence restraining orders
Pen. Code 18170	Gun violence restraining order issued after notice and hearing
Pen. Code 22810	Purchase, possession, and use of tear gas
Pen. Code 240-246.3	Assault and battery
Pen. Code 241.3	Assault against school bus drivers
Pen. Code 241.6	Assault on school employee including board member
Pen. Code 243.3	Battery against school bus drivers
Pen. Code 243.6	Battery against school employee including board members
Pen. Code 245.5	Assault with deadly weapon against school employee including board member
Pen. Code 290	Registration of sex offenders
Pen. Code 601	Trespass by person making credible threat
Pen. Code 626-626.11	Weapons on school grounds and other school crimes
Pen. Code 646.9	Stalking
Pen. Code 71	Threatening public officers and employees and school officials
W&I Code 827	Limited exception to juvenile court record
W&I Code 828.1	District police or security department; disclosure of juvenile records

Federal	**Description**
Executive Order 14127	Combating Emerging Firearms Threats and Improving School-Based Active Shooter Drills, September 2024 (https://www.federalregister.gov/documents/2024/10/02/2024-22938/combating-emerging-firearms-threats-and-improving-school-based-active-shooter-drills)

Management Resources	**Description**

Court Decision	City of San Jose v. William Garbett (2010) 190 Cal. App. 4th 526
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Safe Schools
Website	CSBA

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1313	Civility
3320	Claims And Actions Against The District
3320	Claims And Actions Against The District
3515	Campus Security
3515	Campus Security
3515.2	Disruptions
3515.2	Disruptions
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3515.7	Firearms On School Grounds
3530	Risk Management/Insurance
3530	Risk Management/Insurance
4112.9	Employee Notifications
4112.9-E(1)	Employee Notifications
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.21	Professional Standards
4119.21-E(1)	Professional Standards
4131	Staff Development

4140	Bargaining Units
4156.3	Employee Property Reimbursement
4157	Employee Safety
4157	Employee Safety
4161	Leaves
4161.1	Personal Illness/Injury Leave
4161.2	Personal Leaves
4161.8	Family Care and Medical Leave
4212.9	Employee Notifications
4212.9-E(1)	Employee Notifications
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4219.21	Professional Standards
4219.21-E(1)	Professional Standards
4231	Staff Development
4240	Bargaining Units
4256.3	Employee Property Reimbursement
4257	Employee Safety
4257	Employee Safety
4261	Leaves
4261.1	Personal Illness/Injury Leave
4261.2	Personal Leaves
4261.8	Family Care and Medical Leave
4312.9	Employee Notifications
4312.9-E(1)	Employee Notifications
4319.21	Professional Standards
4319.21-E(1)	Professional Standards
4331	Staff Development
4340	Bargaining Units
4356.3	Employee Property Reimbursement
4357	Employee Safety

4357	Employee Safety
4361	Leaves
4361.1	Personal Illness/Injury Leave
4361.2	Personal Leaves
4361.8	Family Care and Medical Leave
5125	Student Records
5125	Student Records
5125.2	Withholding Grades, Diploma Or Transcripts
5131.4	Student Disturbances
5131.4	Student Disturbances
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5141	Health Care And Emergencies
5141	Health Care And Emergencies
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)

Policy 5125: Student Records

Status: ADOPTED

Original Adopted Date: 03/01/2009 | **Last Revised Date:** ~~05~~03/01/~~2018~~2025 | **Last Reviewed Date:** ~~05~~03/01/~~2018~~2025

~~CSBA NOTE: Student records are governed by both federal and state law (Family Educational Rights and Privacy Act (FERPA) pursuant to Education Code 49069, 5 CCR 430-433, 20 USC 1232g, and 34 CFR 99.1-99.8).~~CSBA NOTE: The following **mandated** policy and accompanying administrative regulation address student records, which are governed by both federal and state law, including the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g, 34 CFR 99.1-99.8), the Protection of Pupil Rights Amendment (PPRA) (20 USC 1232h), the Children's Online Privacy Protection Act (COPPA) (15 USC 6501-6506, 16 CFR 312), Education Code 49069.7 and 49073.1, K-12 Pupil Online Personal Information Protection Act (Business and Professions Code 22584), Early Learning Personal Information Protection Act (Business and Professions Code 22586), and 5 CCR 430-438. For information regarding public access to certain records in accordance with the California Public Records Act (CPRA) (Government Code 7920.000 - 7930.215), see BP/AR 1340 - Access to District Records and BB 9012 - Board Member Electronic Communications. For information regarding retention of records, see BP/AR 3580 - District Records and AR 4112.6/4212.6/4312.6 - Personnel Files.

Pursuant to 5 CCR 431, districts are **mandated** to establish policies and procedures to implement state law and regulations regarding student records, including policies and procedures which (1) enumerate and describe the student records collected and maintained by the district, (2) ensure security of the records, and (3) guarantee access to authorized persons within five days of a request. Education Code 49069.7 **mandates** procedures related to parental review of student records. See the accompanying administrative regulation for additional language implementing these mandates.

~~The privacy of online information of students in prekindergarten through grade 12 is addressed in Business and Professions Code 22580-22587, which prohibit an operator of a web site, online service or application, or mobile application from knowingly using, disclosing, or compiling the personal information of a minor for the purpose of marketing or advertising specified types of products or services; allowing a third party to use, disclose, or compile such information; or selling or disclosing specified student information or knowingly using such student information to engage in targeted advertising to students or parents/guardians or to amass a profile about a preK-12 student. Covered student information includes any personally identifiable information or materials created or provided by a student, parent/guardian, or district employee (e.g., name, contact information, educational record, discipline records, test results, health records, socioeconomic information). Pursuant to Business and Professions Code 22584 and 22586, an operator must delete data under the control of the school or district upon the request of the school or district.~~ Pursuant to Education Code 234.7, districts were **mandated** to adopt policies with language that is

equivalent to the model policy language developed by the California Attorney General in, "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues," first published in April 2018 ("2018 Guidance"), by June 1, 2018. The Attorney General updated the 2018 Guidance in December 2024 ("2024 Guidance") and has stated that districts "should" adopt or update their policies based on the 2024 Guidance by May 1, 2025. The 2024 Guidance is available on the Office of the Attorney General's website and includes model policy language regarding student records.

The Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. The Superintendent or designee shall establish administrative regulations governing the identification, collection, retention, disclosure, and security of student records. These regulations shall ensure the rights of authorized persons to have timely access to student records while maintaining the confidentiality of student records ~~consistent~~in accordance with state and federal law.

The Superintendent or designee shall designate a certificated employee to serve as custodian of records with responsibility for student records at the district level. At each school, the principal or a certificated employee shall be designated as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR 431)

~~CSBA NOTE: Pursuant to Education Code 234.7, as added by AB 699 (Ch. 493, Statutes of 2017), districts are mandated to adopt policy consistent with a model policy developed by the California Attorney General, which includes the following statement. See the Office of the Attorney General publication Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues.~~

CSBA NOTE: The privacy of online information of students in prekindergarten (preK) through grade 12 is addressed in Privacy Rights for California Minors in the Digital World (Business and Professions Code 22580-22582), the K-12 Pupil Online Personal Information and Protection Act (Business and Professions Code 22584-22585), and the Early Learning Personal Information Protection Act (Business and Professions Code 22586-22587), which prohibit an operator of a website, online service or application, or mobile application from knowingly using, disclosing, or compiling the personal information of a minor for the purpose of marketing or advertising specified types of products or services; allowing a third party to use, disclose, or compile such information; or selling or disclosing specified student information or knowingly using such student information to engage in targeted advertising to students or parents/guardians or to amass a profile about a preK-12 student. Covered student information includes any personally identifiable information or materials created or provided by a student, parent/guardian, or district employee (e.g., name, contact information, educational record, discipline records, test results, health records, and socioeconomic information). Pursuant to Business and Professions Code 22584 and 22586, an operator is required to delete data under the control of the school or district upon the request of the school or district. However, Business and Professions Code 22584, as amended by AB 801 (Ch.

935, Statutes of 2024), does not require the deletion of student records held by a national assessment provider when the records only include standardized test results.

Additionally, pursuant to Business and Professions Code 22584 and 22586, as amended by AB 801, an operator is required to delete a student's covered information that is not subject to the California Consumer Privacy Act which is under the operator's control, as specified below. Business and Professions Code 22584 and 22586, as amended by AB 801, do not require the deletion of mandatory permanent student records or any official records or files directly related to a student and maintained by the operator, school, or district.]

If student records containing covered information which is not subject to the California Consumer Privacy Act are under the control of the operator of a website, online service or application, or mobile application, and the student's parent/guardian or the student, if 18 years of age or older, requests deletion of such records, the Superintendent or designee shall provide documentation to the operator that the student has not been enrolled in the district for at least 60 days. (Business and Professions Code 22584)

All appropriate personnel shall receive training regarding district policies and procedures for gathering and handling sensitive student information, including which information should not be solicited.

CSBA NOTE: Pursuant to Education Code 49076.7, a district is prohibited from soliciting or collecting social security numbers or the last four digits of social security numbers of students or their parents/guardians, unless otherwise required to do so by state or federal law. One such exception is the collection of the last four digits of the social security number for the purpose of establishing eligibility for a federal benefit program.

The district shall not collect or solicit social security numbers or the last four digits of social security numbers of students or their parents/guardians, unless otherwise required to do so by state or federal law. (Education Code 49076.7)

CSBA NOTE: Education Code 234.7~~, as added by AB 699 (Ch. 493, Statutes of 2017),~~ prohibits the collection of information or documents regarding the citizenship or immigration status of students or their family members, as provided below. If the district becomes aware of the citizenship or immigration status of any student, it is prohibited from disclosing that information ~~to U.S. Immigration and Customs Enforcement~~, as such disclosure is not among the limited exceptions specified in law for which student records may be released without parental consent or a lawful judicial order.

~~Pursuant to Education Code 234.7, districts are mandated to adopt the~~ The following two paragraphs ~~consistent with the~~ are equivalent to model policy ~~developed by the California Attorney General~~language from the 2024 Guidance.

No information or documents regarding the citizenship or immigration status of students or their family members shall be collected, except as required by state or federal law or as required to administer a state or federally supported educational program. ~~The~~In accordance with Board Policy 5145.13 – Response to Immigrant Enforcement, the Superintendent or designee shall not disclose

student records to a person, agency, or organization for immigration enforcement purposes without parental consent, a court order, or a judicial subpoena/warrant. If a district employee receives such a request, ~~he/she~~the employee shall ~~immediately report the request~~respond in accordance with Board Policy 5145.13 – Response to ~~the Superintendent~~Immigrant Enforcement. The Superintendent shall report the request to the Board in a timely manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

~~CSBA NOTE: The following paragraph reflects a requirement of Government Code 8310.3, as added by SB 31 (Ch. 826, Statutes of 2017).~~

~~The Superintendent or designee~~The district or any district employee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, ~~nor shall he/she~~or disclose student information to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. ~~Such~~This prohibition does not apply to information ~~may only be compiled or exchanged with other local, state, or federal agencies if the information~~that is aggregated and is not personally identifiable. (Government Code 8310.3)

CSBA NOTE: Pursuant to Family Code 6323.5, districts are required to develop protocols to comply with a court's restraining order that prohibits a party from accessing records and information pertaining to the education, daycare, health care, recreational activities, or employment of a minor child of the parties, which may include prohibiting access to a parent/guardian who would otherwise be entitled to the records. The protocols must, at a minimum, (1) designate an appropriate employee(s) who is responsible for receiving protective order(s), (2) establish a means of ensuring that the restrained party is not able to access the prohibited records or information, and (3) implement a procedure for submitting a copy of the restraining order including confirmation of when and to whom it was submitted. It is recommended that districts with questions about complying with these procedures consult CSBA's District and County Office of Education Legal Services or district legal counsel.

The Superintendent or designee shall develop protocols to comply with a court's restraining order that prohibits a party from accessing specified records and information pertaining to a student. (Family Code 6323.5)

Student Records from Social Media

CSBA NOTE: The following section is optional and may be revised to reflect district practice. Pursuant to Education Code 49073.6, any district considering a program to gather information from students' social media activity, as defined, must first notify students and parents/guardians and provide an opportunity for public comment. The notification may be provided as part of the annual parental notification required pursuant to Education Code 48980. If such a program is then adopted, the district must comply with program requirements reflected in the section "Student Records from Social Media" in the accompanying administrative regulation.

~~The~~It is recommended that the district ~~should~~ consult CSBA's District and County Office of

Education Legal Services or district legal counsel before gathering any other online information that does not meet the definition of social media in Education Code 49073.6.

The Superintendent or designee may gather and maintain information from the social media of any district student, provided that the district first notifies students and parents/guardians about the proposed program, offers an opportunity for public comment at a regularly scheduled Board meeting, and gathers only information that directly pertains to school safety or student safety. (Education Code 49073.6)

~~Contract for Digital Storage,~~ ~~Management~~Retention, Disclosure, and ~~Retrieval~~Security of Student Records

CSBA NOTE: The use of artificial intelligence (AI) may pose risks to keeping student records private and secure. CSBA's, "Understanding Artificial Intelligence in K-12 Education: What Governance Teams Should Know," cautions districts to consider whether information about students shared with or stored in an AI-enabled system is subject to federal or state privacy laws and whether interactions between students and AI systems may create records that are required to be protected by law, such as when a chatbot or automated tutor generates written guidance to a student.

The Superintendent or designee shall ensure the confidentiality of student records as required by law and shall establish processes and procedures to safeguard data against damage, loss, or theft, including damage, loss, or theft, which may be caused by the use of technology, including artificial intelligence and breaches to the district's digital infrastructure, in the retention or disclosure of student records. Additionally, in accordance with Board Policy 5145.13 – Response to Immigration Enforcement, all district staff shall avoid the disclosure of information that may indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by law.

The Superintendent or designee shall ensure that employees receive information and training about cybersecurity, including ways to protect student records from breaches to the district's digital infrastructure.

If the district experiences a cyberattack that impacts more than 500 students or personnel, the Superintendent or designee shall report the cyberattack to the California Cybersecurity Integration Center. (Education Code 35266)

CSBA NOTE: Education Code 49073.1 authorizes districts to enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or for software designed for this purpose. A district that chooses to enter into such a contract is **mandated** to adopt policy allowing such contracts and must ensure that the contract includes all the provisions specified in Education Code 49073.1. Also see BP 3312 - Contracts.

The Superintendent or designee may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws.

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State	Description
5 CCR 16020-16027	Destruction of records of school districts
5 CCR 430-438	Individual student records
Bus. and Prof. Code 22580-22582	Privacy rights for California minors in the digital world
Bus. and Prof. Code 22584-22585	~~Student~~K-12 Pupil Online Personal Information Protection Act
Bus. and Prof. Code 22586-22587	Early Learning Personal Information Protection Act
Code of Civil Procedure 1985.3	Subpoena duces tecum
Ed. Code 17604	Delegation of powers to agents
Ed. Code 220.3	Prohibition for employee or contractor to disclose information related to student's sexual orientation, gender identity, or gender expression
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 35266	Reporting of cyberattacks
Ed. Code 48201	Transfer student's record for acts that resulted in suspension or expulsion
Ed. Code 48853.5	Foster youth; placement, immunizations
Ed. Code 48902	Notification of law enforcement of specified violations
Ed. Code 48904-48904.3	Withholding grades, diplomas, or transcripts
Ed. Code 48918	Rules governing expulsion procedures
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 49060-49079	Student records
Ed. Code 49091.14	Parental review of curriculum
Ed. Code 51745	Independent study
Ed. Code 56041.5	Rights of students with disabilities
Ed. Code 56050	Surrogate parents

Ed. Code 56055	Foster parents
Ed. Code 60900-60901	California Longitudinal Pupil Achievement Data System
Ed. Code 69432.9	Cal Grant program; notification of grade point average
Ed. Code 69475	Conditional repeal of Cal Grant program
Fam. Code 3025	Access to records by noncustodial parents
Fam. Code 6323.5	Ex parte orders
Fam. Code 6552	Caregiver's authorization affidavit
Gov. Code 7920.000-7930.215	California Public Records Act
H&S Code 120440	Immunizations; disclosure of information
Pen. Code 245	Assault with deadly weapon
W&I Code 16010	Health and education records of a minor
W&I Code 681	Truancy petitions
W&I Code 701	Juvenile court law

Federal	**Description**
15 USC 6501-6506	Children's Online Privacy Protection Act
16 CFR Part 312	Children's Online Privacy Protection Rule
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1232h	~~Privacy rights~~Protection of Pupil Rights Amendment
26 USC 152	Definition of dependent child
34 CFR 300.501	Opportunity to examine records for parents of student with disability
34 CFR 99.1-99.~~67~~8	Family Educational Rights and Privacy
42 USC 11434a	McKinney-Vento Homeless Assistance Act; definitions

Management Resources	**Description**
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, ~~April 2018~~December 2024
~~CSBA Publication~~	~~Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017~~
CSBA Publication	Understanding Artificial Intelligence in K-12 Education: What Governance Teams Should Know, September 2023 (https://www.csba.org/-

	/media/CSBA/Files/GovernanceResources/PolicyNews_Briefs/Technology/AI-Brief-REPD_09-2023.ashx)
Federal Register	Final Rule and Analysis of Comments and Changes, Family Educational Rights and Privacy, December 9, 2008, Vol. 73, No. 237, pages 74806-74855
~~National School Boards Association Publication~~	~~Data in the Cloud: A Legal and Policy Guide for School Boards on Student Data Privacy in the Cloud Computing Era, April 2014~~
U.S. Department of Education Publication	A Parent Guide to the Family Educational Rights and Privacy Act (FERPA), July 2021 (https://studentprivacy.ed.gov/resources/parent-guide-family-educational-rights-and-privacy-act-ferpa)
U.S. Department of Education Publication	An Eligible Student Guide to the Family Educational Rights and Privacy Act (FERPA), March 2023 (https://studentprivacy.ed.gov/resources/eligible-student-guide-family-educational-rights-and-privacy-act-ferpa)
U.S. Department of Education Publication	~~Joint~~ Family Educational Rights and Privacy Act, Guidance for School Officials on ~~the Application of FERPA and HIPAA to~~ Student Health Records, ~~November 2008~~April 2023 (https://studentprivacy.ed.gov/resources/family-educational-rights-and-privacy-act-guidance-school-officials-student-health)
~~U.S. Department of Education Publication~~	~~IDEA and FERPA Confidentiality Provisions, 2014~~
U.S. Department of Education Publication	School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA), February 2019 (https://studentprivacy.ed.gov/resources/school-resource-officers-school-law-enforcement-units-and-ferpa)
U.S. Department of Education Publication	~~Balancing Student Privacy and School Safety: A Guide to~~Joint Guidance on the Application of the Family Educational Rights and Privacy Act ~~for Elementary~~(FERPA) and the Health Insurance Portability and ~~Secondary Schools, Oct 2007~~Accountability Act of 1996 (HIPAA) to Student Health Records, rev. 2019 (https://studentprivacy.ed.gov/resources/joint-guidance-application-ferpa-and-hipaa-student-health-records)
U.S. Department of Education Publication	IDEA and FERPA Crosswalk: A side-by-side comparison of the privacy provisions under Parts B and C of the IDEA and FERPA, August 2022

	(https://studentprivacy.ed.gov/sites/default/files/resource_document/file/IDEA-FERPA%20Crosswalk_08242022.pdf)
Website	CSBA District and County Office of Education Legal Services
~~Website~~	~~National School Boards Association~~
Website	U.S. Department of Education, Protecting Student Privacy (https://studentprivacy.ed.gov/)
~~Website~~	~~U.S. Department of Education, Office of the Chief Privacy Officer~~
Website	California Department of Education
Website	California IT in Education, Student Data Privacy (https://www.cite.org/stuprivacy)
Website	California Office of the Attorney General (https://oag.ca.gov/)
Website	CSBA

Cross References

Code	Description
0440	District Technology Plan
0440	District Technology Plan
1100	Communication With The Public
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records

1400	Relations Between Other Governmental Agencies And The Schools
3250	Transportation Fees
3250	Transportation Fees
3260	Fees And Charges
3260	Fees And Charges
3290	Gifts, Grants And Bequests
3312	Contracts
3515	Campus Security
3515	Campus Security
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
3555	Nutrition Program Compliance
3555-E(1)	Nutrition Program Compliance
3580	District Records
3580	District Records
4040	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology
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Regulation 5125: Student Records

Status: ADOPTED

Original Adopted Date: 12/01/2014 **| Last Revised Date:** ~~12~~03/01/~~2021~~2025 **| Last Reviewed Date:** ~~12~~03/01/~~2021~~2025

CSBA NOTE: The following **mandated** administrative regulation and accompanying Board policy address student records, which are governed by both federal and state law, including the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g, 34 CFR 99.1-99.8), the Protection of Pupil Rights Amendment (PPRA) (20 USC 1232h), the Children's Online Privacy Protection Act (COPPA) (15 USC 6501-6506, 16 CFR 312), Education Code 49069.7 and 49073.1, K-12 Pupil Online Personal Information Protection Act (Business and Professions Code 22584), Early Learning Personal Information Protection Act (Business and Professions Code 22586), and 5 CCR 430-438. For information regarding public access to certain records in accordance with the California Public Records Act (CPRA) (Government Code 7920.000 - 7930.215), see BP/AR 1340 - Access to District Records and BB 9012 - Board Member Electronic Communications. For information regarding retention of records, see BP/AR 3580 - District Records and AR 4112.6/4212.6/4312.6 - Personnel Files.

Pursuant to 5 CCR 431, districts are **mandated** to establish policies and procedures to implement state law and regulations regarding student records, including policies and procedures which (1) enumerate and describe the student records collected and maintained by the district, (2) ensure security of the records, and (3) guarantee access to authorized persons within five days of a request. Education Code 49069.7 **mandates** procedures related to parental review of student records. The following administrative regulation includes language implementing these mandates.

Pursuant to Education Code 234.7, districts were **mandated** to adopt policies with language that is equivalent to the model policy language developed by the California Attorney General in "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues," first published in April 2018 ("2018 Guidance"), by June 1, 2018. The Attorney General updated the 2018 Guidance in December 2024 ("2024 Guidance") and has stated that districts "should" adopt or update their policies based on the 2024 Guidance by May 1, 2025. The 2024 Guidance is available on the Office of the Attorney General's website and includes model policy language regarding student records.

Definitions

Access means a personal inspection and review of a record or an accurate copy of a record, or receipt of an accurate copy of a record or an oral description or communication of a record, and a request to release a copy of any record. (Education Code 49061)

Adult student is a person who is or was enrolled in school and who is at least 18 years of age. (5 CCR 430)

Attendance includes, but is not limited to, attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunication

technologies for students who are not physically present in the classroom, and the period during which a person is working under a work-study program. (34 CFR 99.3)

~~CSBA NOTE: Guidance issued by the U.S. Department of Education (USDOE) and U.S. Department of Health and Human Services clarifies that a student's immunization and health record maintained by the district is a "student record" subject to the Family Educational Rights and Privacy Act (FERPA).~~

Contractor or consultant is anyone with a formal written agreement or contract with the district regarding the provision of services or functions outsourced by the district. Contractor or consultant shall not include a volunteer or other party. (Education Code 49076)

County placing agency means the county social service department or county probation department. (Education Code 49061)

Custodian of records is the employee responsible for the security of student records maintained by the district and for devising procedures for assuring that access to such records is limited to authorized persons. (5 CCR 433)

Disclosure means to permit access to, or the release, transfer, or other communication of, personally identifiable information contained in student records to any party, except the party that provided or created the record, by any means including oral, written, or electronic. (34 CFR 99.3)

CSBA NOTE: Education Code 49063 requires districts to include the criteria for defining "legitimate educational interest" and "school officials and employees" in their annual notification; see "Notification of Parents/Guardians", below.

Legitimate educational interest is an interest held by any school official, employee, contractor, or consultant whose official duties, responsibilities, or contractual obligations to the district, whether routine or as a result of special circumstances, require access to information contained in student records.

Mandatory interim student records are those records which the schools are directed to compile and maintain for specified periods of time and are then destroyed in accordance with state law, regulation, or administrative directive. (5 CCR 430)

Mandatory permanent student records are those records which are maintained in perpetuity and which schools have been directed to compile by state law, regulation, or administrative directive. (5 CCR 430)

Parent/guardian means a natural parent, an adopted parent, legal guardian, surrogate parent, or foster parent. (Education Code 49061, 56050, 56055)

Permitted student records are those records having clear importance only to the current educational process of the student. (5 CCR 430)

Personally identifiable information includes, but is not limited to: (34 CFR 99.3)

1. The student's name
2. The name of the student's parent/guardian or other family members

3. The address of the student or student's family

CSBA NOTE: Pursuant to 34 CFR 99.3, the definition of "personally identifiable information" includes a personal identifier such as a student's social security number. Education Code 49076.7 prohibits districts from collecting or soliciting social security numbers, or the last four digits of social security numbers, from students or their parents/guardians unless otherwise required to do so by state or federal law. If a social security number is collected under such circumstances, it must be classified as personally identifiable information and is subject to the restrictions related to access or de-identification of records specified in 34 CFR 99.30-99.39 and this administrative regulation.

4. A personal identifier, such as the student's social security number, student number, or biometric record (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting)

5. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name

6. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty

7. Information requested by a person who the district reasonably believes knows the identity of the student to whom the student record relates

CSBA NOTE: 34 CFR 99.31 defines "school officials and employees" for purposes of determining who may be given personally identifiable information from student records, as provided below. In 73 Fed. Reg. 74815 (2008), the U.S. Department of Education (USDOE) stated that local agencies are in the best position to determine the types of parties who may serve as school officials. Examples cited include school transportation officials (including bus drivers), school nurses, practicum and fieldwork students, unpaid interns, consultants, contractors, volunteers, and other outside parties providing institutional services and performing institutional functions, provided that each of the requirements in 34 CFR 99.31 has been met.

School officials and employees are officials or employees, including teachers, whose duties and responsibilities to the district, whether routine or as a result of special circumstances, require access to student records. (34 CFR 99.31)

Student means any individual who is or has been in attendance at the district and regarding whom the district maintains student records. (34 CFR 99.3)

CSBA NOTE: USDOE and the U.S. Department of Health and Human Services', "Joint Guidance on the Application of the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA) to Student Health Records," clarifies that a student's immunization and health record maintained by the district is a "student record" subject to FERPA.

Student records are any items of information (in handwriting, print, tape, film, computer, or other medium) gathered within or outside the district that are directly related to an identifiable student and maintained by the district, required to be maintained by an employee in the performance of the employee's duties, or maintained by a party acting for the district. Any information maintained for

the purpose of second-party review is considered a student record. Student records include the student's health record. (Education Code 49061, 49062; 5 CCR 430; 34 CFR 99.3)

Student records do not include: (Education Code 49061, 49062; 34 CFR 99.3)

1. Directory information

2. Informal notes compiled by a school officer or employee which remain in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a substitute employee

~~CSBA NOTE: USDOE guidance, Balancing Student Privacy and School Safety, clarifies that records created by the district's law enforcement unit, such as student images appearing on security videotapes, are not considered student records under FERPA as long as the records are created for a law enforcement purpose.~~

CSBA NOTE: USDOE guidance, "School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA)," clarifies that records created by the district's law enforcement unit, such as student images appearing on security videotapes, are not considered student records under FERPA as long as the records are created for a law enforcement purpose.

~~3. Records of the law enforcement unit of the district, subject to 34 CFR 99.8 (5 CCR 430)~~
3. Records of the law enforcement unit of the district, as specified in 34 CFR 99.8

4. Records created or received by the district after an individual is no longer a student and that are not directly related to the individual's attendance as a student

5. Grades on peer-graded papers before they are collected and recorded by a teacher

~~CSBA NOTE: Education Code 49063 requires districts to include the criteria for defining "legitimate educational interest" and "school officials and employees" in their annual notification; see section "Notification of Parents/Guardians" below.~~

~~CSBA NOTE: 34 CFR 99.31 defines "school officials and employees" for purposes of determining who may be given personally identifiable information from student records, as provided below. In 73 Fed. Reg. 74815 (2008), USDOE stated that local agencies are in the best position to determine the types of parties who may serve as school officials. Examples cited include school transportation officials (including bus drivers), school nurses, practicum and fieldwork students, unpaid interns, consultants, contractors, volunteers, and other outside parties providing institutional services and performing institutional functions, provided that each of the requirements in 34 CFR 99.31 has been met.~~

Persons Granted Absolute Access

In accordance with law, absolute access to any student records shall be granted to:

CSBA NOTE: Pursuant to Family Code 6323.5, districts are required to develop protocols to comply with a court's restraining order that prohibits a party from accessing records and information pertaining to the education, daycare, health care, recreational activities, or

employment of a minor child of the parties, which may include a parent/guardian who would otherwise be entitled to the records. For additional information see the accompanying Board policy.

1. Parents/guardians of students younger than age 18 years, including the parent who is not the student's custodial parent (Education Code 49069.7; Family Code 3025)

   However, the district shall not disclose student records to a party, including a parent/guardian, who is legally prohibited from accessing records and information of a student pursuant to a restraining order. (Family Code 6323.5)

2. An adult student, or a student under the age of 18 years who attends a postsecondary institution, in which case the student alone shall exercise rights related to the student's records and grant consent for the release of records (34 CFR 99.3, 99.5)

CSBA NOTE: Pursuant to Education Code 56041.5, all the rights accorded to the parent/guardian of a student with ~~disabilities~~exceptional needs, including the right to access student records, are transferred to the student at 18 years of age, except when the student has been declared incompetent under state law.

3. Parents/guardians of an adult student with ~~disabilities~~exceptional needs who is age 18 years or older and has been declared incompetent under state law (Education Code 56041.5)

Access for Limited Purpose/Legitimate Educational Interest

The following persons or agencies shall have access to those particular records that are relevant to their legitimate educational interest or other legally authorized purpose:

CSBA NOTE: Education Code 49076 and 34 CFR 99.31 require that access to relevant records be given to parents/guardians of a dependent child, defined by 26 USC 152 as one who lives with a parent/guardian for more than half the taxable year, meets the specified age requirements, has not provided more than half of one's own support during that year, and has not filed a joint tax return with a spouse.

1. Parents/guardians of a student 18 years of age or older who is a dependent child as defined in 26 USC 152 (Education Code 49076; 34 CFR 99.31)

2. Students who are age 16 or older or who have completed the 10th grade (Education Code 49076)

3. School officials and employees, consistent with the definition provided in ~~the section~~ "Definitions"," above (Education Code 49076; 34 CFR 99.31)

4. Members of a school attendance review board (SARB) appointed pursuant to Education Code 48321 who are authorized representatives of the district and any volunteer aide age 18 or older who has been investigated, selected, and trained by the SARB to provide follow-up services to a referred student (Education Code 49076)

5. Officials and employees of other public schools, school systems, or postsecondary institutions where the student intends or is directed to enroll, including local, county, or state correctional facilities where educational programs leading to high school graduation are provided, or where the student is already enrolled, as long as the disclosure is for

purposes related to the student's enrollment or transfer (Education Code 49076; 34 CFR 99.31)

CSBA NOTE: 34 CFR 99.34 requires the district to make a reasonable attempt to notify the parent/guardian or adult student when the district discloses certain information as described in the following paragraph. However, if the district includes a statement in its annual parental notification that the district may forward education records under such circumstances, it is not obligated to individually notify parents/guardians or adult students. The following optional paragraph may be deleted by districts that include such a statement in their annual parental notification. See ~~section below entitled~~ "Notification of Parents/Guardians~~."~~," below.

~~6.~~ Unless the annual parent/guardian notification issued pursuant to Education Code 48980 includes a statement that the district may disclose students' personally identifiable information to officials of another school, school system, or postsecondary institution where the student seeks or intends to enroll, the Superintendent or designee shall, when such a disclosure is made, make a reasonable attempt to notify the parent/guardian or adult student at the last known address, provide a copy of the record that is disclosed, and give the parent/guardian or adult student an opportunity for a hearing to challenge the record. (34 CFR 99.34)

CSBA NOTE: Item #6 ~~below~~ is for use by districts that maintain high schools. Education Code 69432.9 provides that all students in grade 12 will be considered Cal Grant applicants and will have their grade point average (GPA) submitted to the Student Aid Commission, unless they opt out or are permitted under Commission rules to submit test scores in lieu of the GPA. Education Code 69432.9 requires that the report be submitted on a standardized form provided by the Commission. Pursuant to Education Code 69432.92, the Commission may also require that districts submit verification of high school graduation or its equivalent for all students who graduated in the prior academic year, except for students who have opted out.

Education Code 69432.9 requires that parents/guardians be notified that their child's GPA will be forwarded, unless they opt out within the time period specified in the notice. This notification ~~could~~may be included in the annual parental notification issued pursuant to Education Code 48980.

Pursuant to Education Code 69475, portions of the existing Cal Grant Program will be conditionally repealed upon the Legislature's implementation of the Cal Grant Reform Act. AB 107 (Ch. 22, Statutes of 2024) announced the Legislature's intent to "phase in" the Cal Grant Reform Act beginning in 2025-26. As such, the existing Cal Grant Program remains in effect, but it is recommended that districts with questions about the Cal Grant Reform Act's effect on the existing Cal Grant Program consult CSBA's District and County Office of Education Legal Services or district legal counsel.

~~7.~~6. The Student Aid Commission, to provide the grade point average (GPA) of all district students in grade 12 and, when required, verification of high school graduation or its equivalent of all students who graduated in the prior academic year, for use in the Cal Grant postsecondary financial aid program.

However, such information shall not be submitted when students opt out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code 69432.9, 69432.92)

No later than January 1 each year, the Superintendent or designee shall notify each student in grade 11, and the student's parents/guardians if the student is under age 18 years, that the student's GPA will be forwarded to the Student Aid Commission by October 1, unless the student opts out within a period of time specified in the notice, which shall not be less than 30 days. (Education Code 69432.9)

Students' social security numbers shall not be included in the submitted information unless the Student Aid Commission deems it necessary to complete the financial aid application and the Superintendent or designee obtains permission from the student's parent/guardian, or from the adult student, to submit the social security number. (Education Code 69432.9)

CSBA NOTE: Item #7 is for use by districts that serve students in grades 9-12. Pursuant to Education Code 60900, as amended by SB 153 (Ch. 38, Statutes of 2024), districts are required to, on or before January 1, 2026, enter into a data sharing agreement with the California College Guidance Initiative (CCGI), and by June 30, 2026, submit data for students in grades 9-12, as specified. Pursuant to Education Code 60900 and 60900.5, as amended by SB 153, the California Department of Education (CDE) also shares specified data with CCGI. The district is required to include in the annual notification to parents/guardians the sharing of data with CCGI; see "Notification of Parents/Guardians," below.

7. The California College Guidance Initiative (CCGI) in accordance with a data sharing agreement pursuant to Education Code 60900, to provide data for use when planning for and applying to California public colleges and universities (Education Code 60900, 60900.5)

8. Federal, state, and local officials, as needed for an audit or evaluation of, or compliance with, a state or federally funded education program and in accordance with a written agreement developed pursuant to 34 CFR 99.35 (Education Code 49076; 34 CFR 99.3, 99.31, 99.35)

CSBA NOTE: Pursuant to Education Code 49076, county placing agencies authorized to assess the effectiveness of a state or federally funded program on behalf of federal, state, or local officials and agencies may be allowed access to student records. Education Code 49076 also authorizes districts, county offices of education, and county placing agencies to develop cooperative agreements to facilitate confidential access to and exchange of student information by email, facsimile, electronic format, or other secure means, provided the agreement complies with the requirements of 34 CFR 99.35.

9. Any county placing agency acting as an authorized representative of a state or local educational agency which is required to audit or evaluate a state or federally supported education program pursuant to ~~item #7~~Item #8 above (Education Code 49076)

10. Any person, agency, or organization authorized in compliance with a court order or lawfully issued subpoena (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

    Unless otherwise instructed by the court, the Superintendent or designee shall, prior to disclosing a record pursuant to a court order or subpoena, give the parent/guardian or adult student at least three days' notice of the name of the requesting agency and the specific record requested, if lawfully possible within the requirements of the judicial order. (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

11. Any district attorney who is participating in or conducting a truancy mediation program or participating in the presentation of evidence in a truancy petition (Education Code 49076)

12. A district attorney's office for consideration against a parent/guardian for failure to comply with compulsory education laws (Education Code 49076)

13. Any probation officer, district attorney, or counsel of record for a student who is a minor for the purposes of conducting a criminal investigation or an investigation in regards to declaring the minor a ward of the court or involving a violation of a condition of probation, subject to evidentiary rules specified in Welfare and Institutions Code 701 (Education Code 49076)

    When disclosing records for these purposes, the Superintendent or designee shall obtain written certification from the recipient of the records that the information will not be disclosed to another party without prior written consent of the student's parent/guardian or the holder of the student's educational rights, unless specifically authorized by state or federal law. (Education Code 49076)

14. Any judge or probation officer for the purpose of conducting a truancy mediation program for a student or for the purpose of presenting evidence in a truancy petition pursuant to Welfare and Institutions Code 681 (Education Code 49076)

    In such cases, the judge or probation officer shall certify in writing to the Superintendent or designee that the information will be used only for truancy purposes. Upon releasing student information to a judge or probation officer, the Superintendent or designee shall inform, or provide written notification to, the student's parent/guardian within 24 hours. (Education Code 49076)

15. A foster family agency with jurisdiction over a currently enrolled or former student; short-term residential treatment program staff responsible for the education or case management of a student; or a caregiver who has direct responsibility for the care of a student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, as defined (Education Code 49076)

    Such individuals shall have access to the student's current or most recent records of grades, transcripts, attendance, discipline, online communication on platforms established by schools for students and parents/guardians, and any individualized education program or Section 504 plan developed and maintained by the district. (Education Code 49069.3)

16. A student age 14 years or older who is ~~both a homeless student and~~ an unaccompanied minor experiencing homelessness as defined in 42 USC 11434a (Education Code 49076)

17. An individual who completes items #1-4 of the ~~caregiver's authorization affidavit~~Caregiver's Authorization Affidavit pursuant to Family Code 6552 and signs the affidavit for the purpose of enrolling a minor in school (Education Code 49076)

18. A caseworker or other representative of a state or local child welfare agency or tribal organization that has legal responsibility in accordance with state or tribal law for the care and protection of a student, provided that the individual is authorized by the agency or organization to receive the records and the information requested is directly related to providing assistance to address the student's educational needs (Education Code 49076; 20 USC ~~1232(g))~~1232g)

19. Appropriate law enforcement authorities, in circumstances where Education Code 48902 requires that the district provide special education and disciplinary records of a student with ~~disabilities~~exceptional needs who is suspended or expelled for committing an act violating Penal Code 245 (Education Code 48902, 49076)

    When disclosing such records, the Superintendent or designee shall obtain written certification by the recipient of the records as described in ~~item #12~~Item #13 above. (Education Code 49076)

20. Designated peace officers or law enforcement agencies in cases where the district is authorized by law to assist law enforcement in investigations of suspected criminal conduct or kidnapping and a written parental consent, lawfully issued subpoena, or court order is submitted to the district, or information is provided to it indicating that an emergency exists in which the student's information is necessary to protect the health or safety of the student or other individuals (Education Code 49076.5)

    In such cases, the Superintendent or designee shall provide information about the identity and location of the student as it relates to the transfer of that student's records to another public school district in California or any other state or to a California private school. (Education Code 49076.5)

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or organization that is permitted to receive such records.

Any person, agency, or organization granted access is prohibited from releasing information to another person, agency, or organization without written permission from the parent/guardian or adult student unless specifically allowed by state law or the federal Family Educational Rights and Privacy Act~~.~~ (FERPA). (Education Code 49076; 20 USC 1232g; 34 CFR 99.1-99.8)

In addition, the parent/guardian or adult student may provide written consent for access to be granted to persons, agencies, or organizations not afforded access rights by law. The written consent shall specify the records to be released and the party or parties to whom they may be released. (Education Code 49061, 49075)

Only a parent/guardian having legal custody of the student may consent to the release of records to others. Either parent/guardian may grant consent if both parents/guardians notify the district, in writing, that such an agreement has been made. (Education Code 49061)

Discretionary Access

At the discretion of the Superintendent or designee, information may be released from a student's records to the following:

1. Appropriate persons, including parents/guardians of a student, in connection with an emergency if the knowledge of the information is necessary to protect the health ~~and~~or safety of the student or other persons ~~are at stake~~ (Education Code 49076; 34 CFR 99.31, 99.32, 99.36)

    When releasing information to any such appropriate person, the Superintendent or designee shall record information about the threat to the health or safety of the student or any other person that formed the basis for the disclosure and the person(s) to whom the disclosure was made. (Education Code 49076; 34 CFR 99.32)

CSBA NOTE: The following optional paragraph may be revised to reflect district practice.

~~2.~~ Unless it would further endanger the health or safety of the student or other persons, the Superintendent or designee shall inform the parent/guardian or adult student within one week of the disclosure that the disclosure was made, of the articulable and significant threat to the health or safety of the student or other individuals that formed the basis for the disclosure, and of the parties to whom the disclosure was made.

~~3.~~ 2. Accrediting associations in order to carry out their accrediting functions (Education Code 49076; 34 CFR 99.31)

4. 3. Under the conditions specified in Education Code 49076 and 34 CFR 99.31, organizationsOrganizations conducting studies on behalf of educational institutions or agencies for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, provided that: (Education Code 49076; 34 CFR 99.31)

   a. The study is conducted in a manner that does not permit personal identification of students or parents/guardians by individuals other than representatives of the organization who have legitimate interests in the information.

   b. The information is destroyed when no longer needed for the purposes for which the study is conducted.

   c. The district enters into a written agreement with the organization that complies with 34 CFR 99.31.

5. 4. Officials and employees of private schools or school systems where the student is enrolled or intends to enroll, subject to the rights of parents/guardians as provided in Education Code 49068 and in compliance with 34 CFR 99.34 (Education Code 49076; 34 CFR 99.31, 99.34)

6. 5. Local health departments operating countywide or regional immunization information and reminder systems and the California Department of Public Health, unless the parent/guardian has requested that no disclosures of this type be made (Health and Safety Code 120440)

CSBA NOTE: Education Code 49076 includes "contractors" and "consultants," as defined in the section "Definitions" above, with a legitimate educational interest who have a formal written agreement or contract with the district, among the categories of individuals to whom a student's personally identifiable information may be disclosed under certain circumstances. Unlike 34 CFR 99.31, however, Education Code 49076 prohibits disclosure of such information to volunteers and other parties.

Pursuant to Education Code 49073.1, a district may enter into a contract with a third party to provide (1) services, including cloud-based services, for the digital storage, management, and retrieval of student records and/or (2) digital educational software that authorizes a third-party provider of digital educational software to access, store, and use student records as provided. When entering into a contract with a third party, it is recommended that districts utilize data sharing agreements to ensure contractors, consultants, and vendors comply with student data privacy laws. California IT in Education (CITE) has student data privacy resources, including a sample student data privacy agreement, available on its website. For more information on contracts for digital storage and maintenance of student records, see BP 3312 – Contracts.

7. 6. Contractors and consultants having a legitimate educational interest based on services or functions which have been outsourced to them through a formal written agreement or contract with the district, excluding volunteers or other parties (Education Code 49076)

CSBA NOTE: Items #7 and 8 below are for use by districts that maintain high schools.

~~8.~~ 7. Agencies or organizations in connection with the student's application for or receipt of financial aid, provided that information permitting the personal identification of a student or the student's parents/guardians for these purposes is disclosed only as may be necessary to determine the eligibility of the student for financial aid, determine the amount of financial aid, determine the conditions which will be imposed regarding the financial aid, or enforce the terms or conditions of the financial aid (Education Code 49076; 34 CFR 99.31)

~~9.~~ 8. County elections officials for the purpose of identifying students eligible to register to vote or offering such students an opportunity to register, subject to the limits set by 34 CFR 99.37 and under the condition that any information provided on this basis shall not be used for any other purpose or transferred to any other person or agency (Education Code 49076; 34 CFR 99.37)

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or organization that is permitted to receive such records.

Any person, agency, or organization granted access is prohibited from releasing information to another person, agency, or organization without written permission from the parent/guardian or adult student unless specifically allowed by state law or ~~the federal Family Educational Rights and Privacy Act.~~FERPA. (Education Code 49076; 20 USC 1232g; 34 CFR 99.1-99.8)

De-identification of Records

CSBA NOTE: 20 USC ~~1232(g))~~1232g and Education Code 49076 authorize the district to release student records for specified purposes ~~(e.g., to federal and state officials conducting program audits or to organizations conducting studies)~~ without parent/guardian consent after the removal of all "personally identifiable information"," as defined in ~~the section entitled~~ "Definitions" above, and provided that the district has made a reasonable determination that a student's identity will not be personally identifiable through single or multiple releases. Education Code 49074 further authorizes the district to provide de-identified statistical data to public or private agencies, postsecondary institutions, or educational research organizations when such actions would be "in the best educational interests of students."

34 CFR 99.31 lists objective standards under which districts may release information from de-identified records. These standards are applicable to both requests for individual, redacted records and requests for statistical information from multiple records.

When authorized by law for any program audit, educational research, or other purpose, the Superintendent or designee may release information from a student record without prior consent of the parent/guardian or adult student after the removal of all personally identifiable information. Prior to releasing such information, the Superintendent or designee shall make a reasonable determination that the student's identity is not personally identifiable, whether through single or multiple releases and taking into account other reasonably available information. (Education Code 49074, 49076; 20 USC 1232g; 34 CFR 99.31)

Process for Providing Access to Records

CSBA NOTE: Education Code 49069.7 **mandates** procedures for notifying parents/guardians of the location of student records if not centrally located. The following paragraph may be expanded to include notification procedures.

Student records shall be maintained in a central file at the school attended by the student or, when records are maintained at different locations, a notation shall be placed in the central file indicating where other records may be found. Parents/guardians and adult students shall be notified of the location of student records if not centrally located. (Education Code 49069.7; 5 CCR 433)

The custodian of records shall be responsible for the security of student records and shall ensure that access is limited to authorized persons. (5 CCR 433)

CSBA NOTE: 5 CCR 431 **mandates** districts to establish written procedures to ensure the security of student records~~.~~, including (1) guaranteeing access to authorized persons within five business days following the date of request, (2) assuring security of the records, and (3) enumerating and describing the student records collected and maintained by the district. The following three paragraphs reflect this mandate and should be modified to reflect any specific physical, technological, or administrative controls developed by the district. The types of student records collected and maintained by the district are enumerated and described in "Retention and Destruction of Student Records," below.

34 CFR 99.31 requires districts to use "reasonable methods" to (1) ensure that school officials, employees, and outside contractors obtain access to only those records, both paper and electronic, in which they have a legitimate educational interest and (2) identify and authenticate the identity of parents/guardians, students, school officials, and any other party to whom the district discloses personally identifiable information from education records. In addition, 34 CFR 99.31 specifies that a district ~~which~~that does not use physical or technological access controls ~~(e.g.,~~, such as a locked file cabinet or computer security limiting access~~)~~, must ensure that its administrative policy for controlling access is effective and remains in compliance with the "legitimate educational interest" requirement.

~~The Analysis to Comments and Changes~~In commentary accompanying the Final Rule (73 Fed. Reg. 237, page 74817~~)~~), USDOE suggests a balance of physical, technological, and administrative controls to prevent unauthorized access and to ensure that school officials do not have unrestricted access to the records of all students. The Analysis also clarifies that the reasonableness of the method depends, in part, on the potential harm involved. For example, high-risk records, such as social security numbers or other information that could be used for identity theft, should receive greater and more immediate protection.

In addition, as a condition of participation in an interagency data information system ~~(e.g.,~~, such as the California Longitudinal Pupil Achievement Data System (CALPADS), Education Code 49076 requires that the district develop security procedures or devices by which unauthorized personnel cannot access data in the system and procedures or devices to secure privileged or confidential data from unauthorized disclosure.

The custodian of records shall develop reasonable methods, including physical, technological, and administrative policy controls, to ensure that school officials and employees obtain access to only those student records in which they have legitimate educational interests. ~~(~~(Education Code 49076; 5 CCR 431; 34 CFR 99.31)

To inspect, review, or obtain copies of student records, authorized persons shall submit a request to the custodian of records. Prior to granting the request, the custodian of records shall authenticate

the individual's identity. For any individual granted access based on a legitimate educational interest, the request shall specify the interest involved.

~~CSBA NOTE: 34 CFR 99.30 specifies information that must be included in the parent/guardian consent form, as provided below. The provisions in the following two paragraphs are required pursuant to the California Attorney General's model policy developed pursuant to Education Code 234.7. See the Office of the Attorney General's publication Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues.~~CSBA NOTE: Education Code 49069.7 and 5 CCR 431 **mandate** that the district adopt procedures for granting parent/guardian requests to inspect, review, and obtain copies of records.

Within five business days following the date of request, the authorized person shall be granted access to inspect, review, and obtain copies of student records during regular school hours. (Education Code 49069.7; 5 CCR 431)

CSBA NOTE: 34 CFR 99.30 specifies information that is required be included in the parent/guardian consent form, as provided below.

When required by law, a student's parent/guardian or an adult student shall provide written, signed, and dated consent before the district discloses the student record. Such consent may be given through electronic means in those cases where it can be authenticated. The district's consent form shall specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made. Upon request by the parent/guardian or adult student, the district shall provide a copy of the records disclosed. (34 CFR 99.30)

If the parent/guardian or adult student refuses to provide written consent for the release of student information, the Superintendent or designee shall not release the information, unless it is otherwise subject to release based on a court order or a lawful subpoena.

CSBA NOTE: Education Code 49069 ~~and 5 CCR 431 mandate that the district adopt~~.7 **mandates** procedures for ~~granting parent/guardian requests~~the availability of qualified certificated personnel to ~~inspect, review, and obtain copies of~~ interpret records when requested. The following paragraph may be expanded to include specific procedures for persons to request and receive the assistance of certificated personnel.

~~CSBA NOTE: Education Code 49069 mandates procedures for the availability of qualified certificated personnel to interpret records when requested. The following paragraph may be expanded to include specific procedures for persons to request and receive the assistance of certificated personnel.~~

Qualified certificated personnel shall be available to interpret records when requested. (Education Code 49069.7)

The custodian of records or the Superintendent or designee shall prevent the alteration, damage, or loss of records during inspection. (5 CCR 435)

Access Log

A log shall be maintained for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record and the legitimate educational interest of the requester. (Education Code 49064)

In every instance of inspection by persons who do not have assigned educational responsibility, the custodian of records shall make an entry in the log indicating the record inspected, the name of the person granted access, the reason access was granted, and the time and circumstances of inspection. (5 CCR 435)

CSBA NOTE: The following optional paragraph may be revised to reflect district practice.

The custodian of records shall also make an entry in the log regarding any request for record(s) that was denied and the reason for the denial.

CSBA NOTE: Although Education Code 49064 does not require the district to record access by individuals specified in ~~items~~Items #1-5 below, the district may consider recording access by all individuals as part of the reasonable administrative controls required by 34 CFR 99.31; see ~~section above entitled~~ "Process for Providing Access to Records~~."~~," above.

The log shall include requests for access to records by:

1. Parents/guardians or adult students
2. Students who are 16 years of age or older or who have completed the 10th grade
3. Parties obtaining district-approved directory information
4. Parties who provide written parental consent, in which case the consent notice shall be filed with the record pursuant to Education Code 49075
5. School officials and employees who have a legitimate educational interest

CSBA NOTE: Pursuant to Education Code 234.7, any request for student information by a law enforcement agency for the purpose of enforcing immigration laws must be reported to the Superintendent and the Governing Board; see the accompanying Board policy. Therefore, it is recommended that the custodian of records make an entry in the log regarding any such requests, as provided in ~~item~~Item #6 below.

6. Law enforcement personnel seeking ~~to enforce~~ immigration ~~laws~~-related information

The log shall be open to inspection only by the parent/guardian, adult student, dependent adult student, custodian of records, and certain state or federal officials specified in Education Code 49064. (Education Code 49064; 5 CCR 432)

Duplication of Student Records

CSBA NOTE: Education Code 49069.7 **mandates** that the district adopt procedures for granting parent/guardian requests for copies of student records pursuant to Education Code 49065.

To provide copies of any student record, the district may charge a reasonable fee not to exceed the actual cost of providing the copies. No charge shall be made for providing up to two transcripts or up to two verifications of various records for any former student. No charge shall be made to locate or retrieve any student record. (Education Code 49065)

Changes to Student Records

Only a parent/guardian having legal custody of a student or a student who is 18 years of age or is attending an institution of postsecondary education may challenge the content of a record or offer a written response to a record. (Education Code 49061)

No addition or change shall be made to a student's record after high school graduation or permanent departure, other than routine updating, unless required by law or with prior consent of the parent/guardian or adult student. (Education Code 49070; 5 CCR 437)

CSBA NOTE: In CALPADS', "Update FLASH #158, Guidance for Changing a Student's Legal Name in CALPADS", ~~the California Department of Education~~," CDE states that a request to change a student's legal name must be supported by legal documentation such as a court record, birth certificate, or passport.

Pursuant to Education Code 220.3, as added by AB 1955 (Ch. 95, Statutes of 2024), a district is prohibited from requiring an employee or contractor to disclose any information related to a student's sexual orientation, gender identity, or gender expression, including changing student records, to any other person without the student's consent unless otherwise required by state or federal law.

Any request to change a student's legal name in the student's mandatory permanent student record shall be accompanied with appropriate documentation.

Any challenge to the content of a student's record shall be filed in accordance with Education Code 49070 and the process specified in ~~AR~~Administrative Regulation 5125.3 - Challenging Student Records. ~~(Education Code 49070)~~

Retention and Destruction of Student Records

All anecdotal information and assessment reports maintained as student records shall be dated and signed by the individual who originated the data. (5 CCR 431)

The following mandatory permanent student records shall be kept indefinitely: (5 CCR 432, 437)

1. Legal name of student
2. Date and place of birth and method of verifying birth date
3. Sex of student
4. Name and address of parent/guardian of minor student
    a. Address of minor student if different from the above
    b. Annual verification of parent/guardian's name and address and student's residence
5. Entrance and departure dates of each school year and for any summer session or other extra session

6. Subjects taken during each year, half-year, summer session, or quarter, and marks or credits given towards graduation

7. Verification of or exemption from required immunizations

8. Date of high school graduation or equivalent

Mandatory interim student records, unless forwarded to another district, shall be maintained subject to destruction during the third school year after the school year in which they originated, following a determination that their usefulness has ceased or the student has left the district. These records include: (Education Code 48918, 51747; 5 CCR 432, 437, 16027)

1. Expulsion orders and the causes therefor

2. A log identifying persons or organizations who request or receive information from the student record

3. Health information, including verification or waiver of the health screening for school entry

4. Information on participation in special education programs, including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge

5. Language training records

6. Progress slips/notices required by Education Code 49066 and 49067

7. Parental restrictions/stipulations regarding access to directory information

8. Parent/guardian or adult student rejoinders to challenged records and to disciplinary action

9. Parent/guardian authorization or prohibition of student participation in specific programs

10. Results of standardized tests administered within the past three years

11. Written findings resulting from an evaluation conducted after a specified number of missed assignments to determine whether it is in a student's best interest to remain in independent study

Permitted student records may be destroyed six months after the student completes or withdraws from the educational program and their usefulness ceases, including: (5 CCR 432, 437)

1. Objective counselor and/or teacher ratings

2. Standardized test results older than three years

3. Routine ~~disciplinary~~discipline data

4. Verified reports of relevant behavioral patterns

5. All disciplinary notices

6. Supplementary attendance records

Records shall be destroyed in a way that assures they will not be available to possible public inspection in the process of destruction. (5 CCR 437)

Transfer of Student Records

When a student transfers into this district from any other school district or a private school, the Superintendent or designee shall inform the student's parent/guardian of rights regarding student records, including a parent/guardian's right to review, challenge, and receive a copy of student records. (Education Code 49068; 5 CCR 438)

CSBA NOTE: Education Code 48201 requires districts to request records of a transferring student regarding acts that resulted in the student's suspension or expulsion from the previous school, as specified below. Once the record is received, the Superintendent or designee must inform the student's teachers of the acts; see AR 4158/4258/4358 - Employee Security.

When a student transfers into this district from another district, the Superintendent or designee shall request that the student's previous district provide any records, either maintained by that district in the ordinary course of business or received from a law enforcement agency, regarding acts committed by the transferring student that resulted in the student's suspension or expulsion. (Education Code 48201)

CSBA NOTE: Pursuant to Education Code 49068, a district is required to transfer a copy of a student's records to another school in which the student is enrolled or intends to enroll within 10 school days of receiving a request for the records. However, this is not applicable in circumstances where a more restrictive timeline is required. For example, a district is required to transfer the records of a student who is a foster youth to the new school within two business days, pursuant to Education Code 48853.5.

When a student transfers from this district to another school district or to a private school, the Superintendent or designee shall forward a copy of the student's mandatory permanent record within 10 school days of the district's receipt of the request for the student's records. The original record or a copy shall be retained permanently by this district. If the transfer is to another California public school, the student's entire mandatory interim record shall also be forwarded. If the transfer is out of state or to a private school, the mandatory interim record may be forwarded. Permitted student records may be forwarded to any other district or private school. (Education Code 48918, 49068; 5 CCR 438)

Upon receiving a request from a county placing agency to transfer a student in foster care out of a district school, the Superintendent or designee shall transfer the student's records to the next educational placement within two business days. (Education Code 49069.5)

Additionally, when a student in foster care is enrolling in a district school, the district's liaison for foster youth shall contact, within two business days of the student's request for enrollment, the school last attended by the student to obtain all academic and other records. (Education Code 48853.5)

All student records shall be updated before they are transferred. (5 CCR 438)

Student records shall not be withheld from the requesting district because of any charges or fees owed by the student or parent/guardian. (5 CCR 438)

If the district is withholding grades, diploma, or transcripts from the student because of damage or

loss of school property, this information shall be sent to the requesting district along with the student's records.

Notification of Parents/Guardians

Upon any student's initial enrollment, and at the beginning of each school year thereafter, the Superintendent or designee shall notify parents/guardians and eligible students, in writing, of their rights related to student records. If 15 percent or more of the students enrolled in the district speak a single primary language other than English, then the district shall provide these notices in that language. Otherwise, the district shall provide these notices in the student's home language insofar as practicable. The district shall effectively notify parents/guardians or eligible students with ~~disabilities.~~exceptional needs. (Education Code 48985, 49063; 5 CCR 431; 34 CFR 99.7)

The notice shall include: (Education Code 49063, 60900.5; 34 CFR 99.7, 99.34)

1. The types of student records kept by the district and the information contained therein
2. The title(s) of the official(s) responsible for maintaining each type of record
3. The location of the log identifying those who request information from the records
4. District criteria for defining school officials and employees and for determining legitimate educational interest
5. District policies for reviewing and expunging student records
6. The right to inspect and review student records and the procedures for doing so
7. The right to challenge and the procedures for challenging the content of a student record that the parent/guardian or student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights
8. The cost, if any, charged for duplicating copies of records
9. The categories of information defined as directory information pursuant to Education Code 49073
10. The right to consent to disclosures of personally identifiable information contained in the student's records except when disclosure without consent is authorized by law
11. Availability of the curriculum prospectus developed pursuant to Education Code 49091.14 containing the titles, descriptions, and instructional aims of every course offered by the school

CSBA NOTE: Item #12 is for districts that serve students in grades 9-12. Pursuant to Education Code 60900, as amended by SB 153, districts are required to annually notify parents/guardians that specified district data and data collected by CDE is shared with CCGI.

12. The sharing with CCGI of specified district data and data collected by the California Department of Education for the purposes of college admissions, academic placement, and eligibility for student financial aid (Education Code 60900)

~~12.~~ 13. Any other rights and requirements set forth in Education Code 49060-49085, and the right of parents/guardians to file a complaint with the U.S. Department of Education concerning an alleged failure by the district to comply with 20 USC 1232g

CSBA NOTE: Pursuant to 34 CFR 99.34, if the district's annual parental notification contains the information described in optional ~~item~~ ~~#13~~Item #14 below, the district does not need to attempt to individually notify a parent/guardian or adult student when the district discloses an education record to officials of another school, school system, or postsecondary institution ~~(~~; see ~~item~~Item #5 in the list of persons/agencies with legitimate educational interests in ~~the section entitled~~ "Access for Limited Purpose/Legitimate Educational Interest"~~,~~" above~~).~~.

~~13.~~ 14. A statement that the district forwards education records to other agencies or institutions that request the records and in which the student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment

CSBA NOTE: The following paragraph reflects ~~the Attorney General's~~ model policy language from the 2024 Guidance developed pursuant to Education Code 234.7.

In addition, the annual parental notification shall include a statement that a student's citizenship status, immigration status, place of birth, or any other information indicating national origin will not be released without parental consent or a court order.

Student Records from Social Media

CSBA NOTE: The following optional section is for use by districts that have adopted a program, pursuant to Education Code 49073.6, to gather or maintain any information obtained from students' social media activity that pertains directly to school safety or student safety. Districts that adopt such a program, as specified in the accompanying Board policy, must comply with the requirements described below. Districts that have not adopted such a program should delete the following section.

For the purpose of gathering and maintaining records of students' social media activity, the Superintendent or designee shall: (Education Code 49073.6)

1. Gather or maintain only information that pertains directly to school safety or student safety

2. Provide a student with access to any information that the district obtained from the student's social media activity and an opportunity to correct or delete such information

3. Destroy information gathered from social media and maintained in student records within one year after a student turns 18 years of age or within one year after the student is no longer enrolled in the district, whichever occurs first

4. Notify each parent/guardian that the student's information is being gathered from social media and that any information maintained in the student's records shall be destroyed as provided in ~~item~~Item #3 above~~.~~

   The notification shall also include, but is not limited to, an explanation of the process by which a student or the student's parent/guardian may access the student's records for examination of the information gathered or maintained and the process by which removal of the information may be requested or corrections to the information may be made. The notification may be provided as part of the annual parental notification required pursuant to

Education Code 48980.

5. If the district contracts with a third party to gather information on a student from social media, ensure that the contract:

   a. Prohibits the third party from using the information for purposes other than those specified in the contract or from selling or sharing the information with any person or entity other than the district, the student, or the student's parent/guardian

   b. Requires the third party to destroy the information immediately upon satisfying the terms of the contract, or when the district notifies the third party that the student has turned 18 years of age or is no longer enrolled in the district, whichever occurs first

Updating Name and/or Gender of Former Students

CSBA NOTE: Education Code 49062.5 requires a district to update a former student's records to reflect a change to the former student's name and/or gender, as specified below.

When a former student submits a state-issued driver's license, birth certificate, passport, social security card, court order, or other government-issued documentation demonstrating that the former student's legal name and/or gender has changed, the district shall update the former student's records to include the updated legal name and/or gender. Upon request by the former student, the district shall reissue any documents conferred upon the former student, including, but not limited to, a transcript, a high school diploma, a high school equivalency certificate, or other similar documents. (Education Code 49062.5)

If the former student's name or gender is changed and the requested records are reissued, a new document shall be added to the former student's file that includes all of the following information: (Education Code 49062.5)

1. The date of the request

2. The date the requested records were reissued to the former student

3. A list of the records that were requested by and reissued to the former student

4. The type of documentation, if any, provided by the former student to demonstrate a legal change to the student's name and/or gender

5. The name of the employee who completed the request

6. The current and former names and/or genders of the student

Any former student who submits a request to change the legal name and/or gender on the student's records but is unable to provide any government-issued documentation demonstrating the legal name or gender change, may request a name or gender change through the process described in Education Code 49070 and ~~AR~~Administrative Regulation 5125.3 - Challenging Student Records. (Education Code 49062.5)

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Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 16020-16027	Destruction of records of school districts
5 CCR 430-438	Individual student records
Bus. and Prof. Code 22580-22582	Privacy rights for California minors in the digital world
Bus. and Prof. Code 22584-22585	~~Student~~K-12 Pupil Online Personal Information Protection Act
Bus. and Prof. Code 22586-22587	Early Learning Personal Information Protection Act
Code of Civil Procedure 1985.3	Subpoena duces tecum
Ed. Code 17604	Delegation of powers to agents
Ed. Code 220.3	Prohibition for employee or contractor to disclose information related to student's sexual orientation, gender identity, or gender expression
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 35266	Reporting of cyberattacks
Ed. Code 48201	Transfer student's record for acts that resulted in suspension or expulsion
Ed. Code 48853.5	Foster youth; placement, immunizations
Ed. Code 48902	Notification of law enforcement of specified violations
Ed. Code 48904-48904.3	Withholding grades, diplomas, or transcripts
Ed. Code 48918	Rules governing expulsion procedures
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 49060-49079	Student records
Ed. Code 49091.14	Parental review of curriculum
Ed. Code 51745	Independent study
Ed. Code 56041.5	Rights of students with disabilities
Ed. Code 56050	Surrogate parents
Ed. Code 56055	Foster parents
Ed. Code 60900-60901	California Longitudinal Pupil Achievement Data System
Ed. Code 69432.9	Cal Grant program; notification of grade point average
Ed. Code 69475	Conditional repeal of Cal Grant program

Fam. Code 3025	Access to records by noncustodial parents
Fam. Code 6323.5	Ex parte orders
Fam. Code 6552	Caregiver's authorization affidavit
Gov. Code 7920.000-7930.215	California Public Records Act
H&S Code 120440	Immunizations; disclosure of information
Pen. Code 245	Assault with deadly weapon
W&I Code 16010	Health and education records of a minor
W&I Code 681	Truancy petitions
W&I Code 701	Juvenile court law

Federal	**Description**
15 USC 6501-6506	Children's Online Privacy Protection Act
16 CFR Part 312	Children's Online Privacy Protection Rule
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1232h	~~Privacy rights~~Protection of Pupil Rights Amendment
26 USC 152	Definition of dependent child
34 CFR 300.501	Opportunity to examine records for parents of student with disability
34 CFR 99.1-99.~~67~~8	Family Educational Rights and Privacy
42 USC 11434a	McKinney-Vento Homeless Assistance Act; definitions

Management Resources	**Description**
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, ~~April 2018~~December 2024
~~CSBA Publication~~	~~Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017~~
CSBA Publication	Understanding Artificial Intelligence in K-12 Education: What Governance Teams Should Know, September 2023 (https://www.csba.org/-/media/CSBA/Files/GovernanceResources/PolicyNews_Briefs/Technology/AI-Brief-REPD_09-2023.ashx)
Federal Register	Final Rule and Analysis of Comments and Changes, Family Educational Rights and Privacy, December 9, 2008, Vol. 73, No. 237, pages 74806-74855

~~National School Boards Association~~ Publication	~~Data in the Cloud: A Legal and Policy Guide for School Boards on Student Data Privacy in the Cloud Computing Era, April 2014~~
U.S. Department of Education Publication	A Parent Guide to the Family Educational Rights and Privacy Act (FERPA), July 2021 (https://studentprivacy.ed.gov/resources/parent-guide-family-educational-rights-and-privacy-act-ferpa)
U.S. Department of Education Publication	An Eligible Student Guide to the Family Educational Rights and Privacy Act (FERPA), March 2023 (https://studentprivacy.ed.gov/resources/eligible-student-guide-family-educational-rights-and-privacy-act-ferpa)
U.S. Department of Education Publication	~~Joint~~ Family Educational Rights and Privacy Act, Guidance for School Officials on ~~the Application of FERPA and HIPAA to~~ Student Health Records, ~~November 2008~~April 2023 (https://studentprivacy.ed.gov/resources/family-educational-rights-and-privacy-act-guidance-school-officials-student-health)
~~U.S. Department of Education Publication~~	~~IDEA and FERPA Confidentiality Provisions, 2014~~
U.S. Department of Education Publication	School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA), February 2019 (https://studentprivacy.ed.gov/resources/school-resource-officers-school-law-enforcement-units-and-ferpa)
U.S. Department of Education Publication	~~Balancing Student Privacy and School Safety: A Guide to~~Joint Guidance on the Application of the Family Educational Rights and Privacy Act ~~for Elementary~~(FERPA) and the Health Insurance Portability and ~~Secondary Schools, Oct 2007~~Accountability Act of 1996 (HIPAA) to Student Health Records, rev. 2019 (https://studentprivacy.ed.gov/resources/joint-guidance-application-ferpa-and-hipaa-student-health-records)
U.S. Department of Education Publication	IDEA and FERPA Crosswalk: A side-by-side comparison of the privacy provisions under Parts B and C of the IDEA and FERPA, August 2022 (https://studentprivacy.ed.gov/sites/default/files/resource_document/file/IDEA-FERPA%20Crosswalk_08242022.pdf)
Website	CSBA District and County Office of Education Legal Services
~~Website~~	~~National School Boards Association~~
Website	U.S. Department of Education, Protecting Student Privacy (https://studentprivacy.ed.gov/)

~~Website~~	~~U.S. Department of Education, Office of the Chief Privacy Officer~~
Website	California Department of Education
Website	California IT in Education, Student Data Privacy (https://www.cite.org/stuprivacy)
Website	California Office of the Attorney General (https://oag.ca.gov/)
Website	CSBA

Cross References

Code	Description
0440	District Technology Plan
0440	District Technology Plan
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1113-E(1)	District And School Websites
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9321-E(1)	Closed Session
9321-E(2)	Closed Session

Policy 5131: Conduct

Status: ADOPTED

Original Adopted Date: 03/01/2010 **| Last Revised Date:** ~~10~~03/01/~~2019~~2025 **| Last Reviewed Date:** ~~10~~03/01/~~2019~~2025

CSBA NOTE: The following optional policy may be revised to reflect district practice.

The Governing Board believes that all students have the right to be educated in a safe and positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

CSBA NOTE: The district may modify, delete, or add to the items below to reflect district practice. Also see AR 5144.1 - Suspension and Expulsion/Due Process for conduct that constitutes grounds for suspension or expulsion.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats

2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption to the school program

3. Conduct that disrupts the orderly classroom or school environment

4. Willful defiance of staff's authority

5. Damage to or theft of property belonging to students, staff, or the district

6. Obscene acts or use of profane, vulgar, or abusive language

7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited substances

CSBA NOTE: Penal Code 417.27 prohibits students from possessing laser pointers on school premises, unless the pointer is used for a valid instructional or other school-related purpose, as provided in ~~item~~Item #8 below. Penal Code 417.25 states that aiming or pointing a laser scope (i.e., a portable device capable of projecting a laser light on objects at a distance) at another person in a threatening manner, regardless of whether ~~or not~~ the laser scope is attached to a firearm, may be a misdemeanor if intended to cause a person fear of bodily harm.

8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose with prior permission of the principal or designee (Penal Code 417.27)

CSBA NOTE: Pursuant to Education Code 48901.5, the district may regulate the use of electronic signaling devices that operate through the transmission or receipt of radio waves~~.~~, such as paging and signaling equipment. However, student use of such devices may not be prohibited if essential for a student's health.

Additionally, pursuant to Education Code 48901.7, as ~~added~~amended by AB ~~272~~3216 (Ch. ~~42~~500, Statutes of ~~2019), authorizes~~2024), the Governing Board is required, by July 1, 2026, to develop in conjunction with students, parents/guardians, and district employees, adopt, and update every five years, a policy to limit or prohibit student use of smartphones while at a school site or ~~while~~ under the supervision and control of ~~an~~district employee(s). For more information regarding the limitation or prohibition of ~~the district, except under specified circumstances. See~~student use of smartphones and other mobile communication devices, see BP 5131.8 - Mobile Communication Devices.

9. Use of a ~~cell phone, smart watch, pager,~~smartphone or other mobile communication device ~~during instructional time or~~ in an unauthorized manner ~~in violation of district policy~~

10. Plagiarism or dishonesty on school work or tests

11. Wearing of any attire that violates district or school dress codes, including gang-related apparel

12. Tardiness or unexcused absence from school

13. Failure to remain on school premises in accordance with school rules

14. Other conduct prohibited by Education Code 48900-48915-48915

Employees are expected to enforce standards of conduct and~~,~~ when they observe or receive a report of a violation of these standards, to appropriately intervene, or seek assistance. As necessary, the employee shall refer the matter to a supervisor or the principal or designee.

CSBA NOTE: When school officials want to search a student or a student's belongings ~~(e.g.,~~ such as a backpack, purse, ~~cell phone or other mobile communication device,~~ or computer~~)~~, as part of an investigation of suspected student misconduct, the legality of the search will depend on whether the search is "reasonable~~"~~ ~~(New Jersey v. T.L.O);~~." For more information regarding the search of a student or a student's belongings, see BP/AR 5145.12 - Search and Seizure. The "reasonableness" of a search depends on (1) whether there is individualized suspicion that the search will turn up evidence of a student's violation of the law or school rules, and (2) whether the search is reasonably related to the objectives of the search and not excessively intrusive in light of the student's age, gender, and/or the nature of the infraction. Additionally, Penal Code 1546.1 prohibits warrantless searches of students' personal electronic devices such as mobile phones, except in narrowly defined circumstances. It is recommended that the district consult ~~with~~CSBA's District and County Office of Education Legal Services or district legal counsel ~~as appropriate.~~for questions related to the search of a student or the student's belongings.

When a school employee suspects that a search of a student or a student's belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with ~~BP/AR~~Board Policy and Administrative Regulation 5145.12 - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in an unauthorized manner, a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

CSBA NOTE: The following optional paragraph addresses students' off-campus conduct during nonschool hours. In general, ~~the~~ courts have upheld districts' discipline of students for off-campus conduct that posed a threat to the safety of other students, staff, or school property or presented a risk of substantial disruption of school activities, provided that the district was able to document the impact or disruption that the conduct had, or could be expected to have, on school activities. In addition, courts have analyzed the reasonableness of the district's policy and whether the disciplinary action taken by the district was in proportion to the student's misbehavior.

Pursuant to Education Code 48900, districts have the authority to suspend or expel students who engage in cyberbullying off campus, provided that the act meets the criteria specified in the definition of "bullying" in Education Code 48900 (i.e., a severe or pervasive physical or verbal act or conduct that has or can be reasonably predicted to have the effect of placing a reasonable student in fear of harm to the student's person or property, causing a substantially detrimental effect on the student's physical or mental health, causing substantial interference with the student's academic performance, or causing substantial interference with the student's ability to participate in or benefit from school services, activities, or privileges); see BP 5131.2 - Bullying.

In adopting policy related to off-campus conduct, it is recommended that districts ~~should~~ consult ~~with~~CSBA's District and County Office of Education Legal Services or district legal counsel to ensure that the policy does not violate students' First Amendment rights to freedom of speech or expression. ~~Also~~For more information regarding freedom of speech or expression, see BP 5145.2 - Freedom of Speech/Expression.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

Policy Reference UPDATE Service
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Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	**Description**
5 CCR 300-307	Duties of students
Civ. Code 1714.1	Liability of parent or guardian for act of willful misconduct by a minor
Ed. Code 200-270	Prohibition of discrimination
Ed. Code 32280-32289.5	School safety plans
Ed. Code 35181	Governing board authority to set policy on responsibilities of students
Ed. Code 35291-35291.5	Rules
Ed. Code 44807	Teachers' duty concerning conduct of students
Ed. Code 48900-48925	Suspension and expulsion
Ed. Code 51512	Prohibition against electronic listening or recording device in classroom without permission
Pen. Code 288.2	Harmful matter with intent to seduce
Pen. Code 313	Harmful matter
Pen. Code 417.25-417.27	Laser scope or laser pointer
Pen. Code 647	Use of camera or other instrument to invade person's privacy; misdemeanor
Pen. Code 653.2	Electronic communication devices; threats to safety
Veh. Code 23123-23124	Prohibitions against use of electronic devices while driving
Federal	**Description**

20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex

Management Resources	Description
California Department of Education Publication	Bullying at School, 2003
Court Decision	Lavine v. Blaine School District (2001, 9th Cir.) 257 F.3d 981
Court Decision	New Jersey v. T.L.O. (1985) 469 U.S. 325
Court Decision	Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503
Court Decision	Bethel School District No. 403 v. Fraser (1986) 478 U.S. 675
Court Decision	Emmett v. Kent School District No. 415 (2000) 92 F.Supp. 1088
Court Decision	J.C. v. Beverly Hills Unified School District (2010) 711 F.Supp.2d 1094
Court Decision	LaVine v. Blaine School District (2000, 9th Cir.) 257 F.3d 981
Court Decision	Mahanoy Area School District v. B.L. (2021) 141 S.Ct. 2038
CSBA Publication	Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007
CSBA Publication	Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010
CSBA Publication	Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Website	CSBA District and County Office of Education Legal Services
Website	National School Safety Center
Website	Center for Safe and Responsible Internet Use
Website	California Department of Education, Safe Schools
Website	CSBA
Website	U.S. Department of Education

Cross References

Code	Description
0440	District Technology Plan
0440	District Technology Plan

0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
1313	Civility
1330.1	Joint Use Agreements
3513.4	Drug And Alcohol Free Schools
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3516.2	Bomb Threats
4131	Staff Development
4219.21	Professional Standards
4219.21-E(1)	Professional Standards
4231	Staff Development
4319.21	Professional Standards
4319.21-E(1)	Professional Standards
5000	Concepts And Roles
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5112.5	Open/Closed Campus
5113	Absences And Excuses
5113	Absences And Excuses
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5113.11	Attendance Supervision
5113.12	District School Attendance Review Board
5113.12	District School Attendance Review Board
5127	Graduation Ceremonies And Activities
5131.1	Bus Conduct

5131.1	Bus Conduct
5131.2	Bullying
5131.2	Bullying
5131.4	Student Disturbances
5131.4	Student Disturbances
5131.41	Use Of Seclusion And Restraint
5131.5	Vandalism And Graffiti
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5131.62	Tobacco
5131.62	Tobacco
5131.63	Steroids
5131.63	Steroids
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5131.8	Mobile Communication Devices
5131.9	Academic Honesty
5132	Dress And Grooming
5132	Dress And Grooming
5136	Gangs
5136	Gangs
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5142	Safety
5142	Safety

5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5144.4	Required Parental Attendance
5144.4	Required Parental Attendance
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.2	Freedom Of Speech/Expression
5145.2	Freedom Of Speech/Expression
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.7	Sex Discrimination and Sex-Based Harassment
5145.7	Sex Discrimination and Sex-Based Harassment
5145.9	Hate-Motivated Behavior
6116	Classroom Interruptions
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6144	Controversial Issues
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6145.2	Athletic Competition
6145.2	Athletic Competition
6145.5	Student Organizations And Equal Access
6145.5	Student Organizations And Equal Access
6145.8	Assemblies And Special Events
6153	School-Sponsored Trips
6153	School-Sponsored Trips

6159.4	Behavioral Interventions For Special Education Students
6162.54	Test Integrity/Test Preparation
6163.4	Student Use Of Technology
6163.4-E(1)	Student Use Of Technology
6164.2	Guidance/Counseling Services
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6184	Continuation Education
6184	Continuation Education

Policy 5131.6: Alcohol And Other Drugs

Status: ADOPTED

Original Adopted Date: 02/01/1996 **| Last Revised Date:** ~~10~~03/01/~~2017~~2025 **| Last Reviewed Date:** ~~10~~03/01/~~2017~~2025

The Governing Board believes that the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. The Superintendent or designee shall develop comprehensive programs and activities to foster safe, healthy, and drug-free environments that support academic achievement.

CSBA NOTE: The ~~Every Student Succeeds Act (P.L. 114-95) amended 20 USC 7101-7122 to establish the~~ Student Support and Academic Enrichment Grants program~~, which~~ (20 USC 7101-7122) may be used for several specified purposes, including activities to improve school conditions for student learning. For participating districts, 20 USC 7118 requires parent/guardian involvement in program activities and encourages partnerships with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity. 20 USC 7116 ~~specifies stakeholder~~requires specified groups ~~that must~~to be consulted in the development of the grant application, including parents/guardians, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (e.g., law enforcement, juvenile court, child welfare agency, public housing agency), Indian tribes or tribal organizations, charter school leaders and staff, and others with relevant and demonstrated expertise in alcohol and drug prevention and intervention.

~~In addition~~Additionally, Education Code 51268 encourages districts to collaborate with county offices of education in the provision of education programs for alcohol and drug prevention and to coordinate program planning and implementation with health, social services, criminal justice, and other entities.

Pursuant to Education Code 49428.16, county offices of education are encouraged to establish a County Working Group on Fentanyl Education in Schools for the purposes of outreach, building awareness, and collaborating with local health agencies regarding fentanyl overdoses. Additionally, the California Department of Education is required to curate, and maintain on its website, informational materials containing awareness and safety advice, for staff, students, and parents/guardians, on how to prevent an opioid overdose, including any relevant information developed by a county working group and resource information on the provision of emergency naloxone hydrocholoride or other opioid antagonist.

The following paragraph may be revised to reflect district practice.

The district's alcohol and drug prevention and intervention programs shall be coordinated with other school and community-based services and programs and shall promote the involvement of parents/guardians. The Superintendent or designee may collaborate with the county office of

education, community-based organizations, health providers, law enforcement agencies, local child welfare agencies, postsecondary institutions, businesses, and other public and private entities in program planning, implementation, and evaluation.

CSBA NOTE: Items #1-4 below reflect some of the types of programs that may be funded through the Student Support and Academic Enrichment Grants ~~program pursuant to 20 USC 7118, as amended by P.L. 114-95,~~ and may be revised to reflect district practice.

Prevention and intervention programs and activities may include, but are not limited to: (20 USC 7118)

1. Evidence-based drug and violence prevention activities and programs that educate students against the use of alcohol, tobacco, cannabis, smokeless tobacco products, and electronic cigarettes

2. Professional development and training for school staff, specialized instructional support personnel, and interested community members on drug prevention, education, early identification, intervention mentoring, recovery support services, and, where appropriate, rehabilitation referral

3. School-based mental health services, including early identification of drug use and referrals to counseling services, and/or partnerships with public or private health care entities that have qualified mental and behavioral health professionals

4. Programs and activities that provide mentoring and school counseling to all students, including students who are at risk of drug use and abuse

Instruction and Notification

The district shall provide science-based preventative instruction, consistent with law, the accompanying administrative regulation, and Board Policy 5141.52 – Suicide Prevention, which has been proven effective in helping students avoid the use of alcohol and other drugs.

All instruction and related materials shall consistently state that unlawful use of alcohol or other drugs is prohibited. Instruction shall not include any message on responsible use of drugs or alcohol when such use is illegal. (Health and Safety Code 11999.2)

The district shall offer staff development activities for staff who implement the comprehensive drug and alcohol prevention and intervention program.

CSBA NOTE: Education Code 48985.5 requires districts, at the beginning of the first semester or quarter of the regular school year, to annually inform parents/guardians about the dangers associated with the use of synthetic drugs that are not prescribed by a physician, such as fentanyl, and, as amended by AB 2690 (Ch. 241, Statutes of 2024), about the risk of social media being used as a way to market and sell synthetic drugs. This notification may be provided as part of the parent/guardian notification pursuant to Education Code 48980. Additionally, pursuant to Education Code 48985.5, each district and school that maintains a website is required to post such information on its website.

The district shall annually inform parents/guardians at the beginning of the first semester or quarter of the regular school year about the dangers associated with the use of synthetic drugs that are not prescribed by a physician, such as fentanyl, the possibility that dangerous drugs can be found in counterfeit pills, and the risks of social media being used as a way to market and sell synthetic drugs. Additionally, the district, and each school that maintains its own website, shall post such information on its website. (Education Code 48985.5)

Intervention, Referral, and Student Assistance Programs

CSBA NOTE: Pursuant to 20 USC 7118, as amended by P.L. 114-95, programs which may be funded under the Student Support and Academic Enrichment Grants program include programs of counseling, mentoring, referral services, and other student assistance programs. The following section may be revised to reflect district practice.

In additionAdditionally, Education Code 215 **mandates** that any district serving students in grades 7-12 adopt a suicide prevention policy which contains measures and strategies for addressing the needs of high-risk groups, including, but not limited to, youthstudents with substance use disorders. See BP/AR 5141.52 - Suicide Prevention.

The Superintendent or designee shall inform school staff, students, and parents/guardians about early warning signs, which may indicate alcohol and other drug use, and about appropriate agencies offering intervention programs, counseling, referral, and other student assistance programs.

CSBA NOTE: Pursuant to Education Code 48900, as amended by AB 2711 (Ch. 840, Statutes of 2024), students who voluntarily disclose their use of a tobacco product, controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports may not be suspended solely for that disclosure.

The Board strongly encourages any student who is using alcohol or drugs to discuss the matter with his/herthe student's parent/guardian or with any staff member. Students who disclose their use of alcohol or other drugs when seeking help from an intervention or recovery program shall not be disciplined for such use., including that, in accordance with Education Code 48900, students who voluntarily disclose their use of a tobacco product, controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended.

Opioid Antagonists

CSBA NOTE: The following paragraph is for districts that serve students in middle school, junior high school, high school, or adult school and should be modified to reflect the students served by the district. Pursuant to Education Code 49414.6, as added by SB 997 (Ch. 872, Statutes of 2024), a district may not prohibit a student in middle school, junior high school, or high school, while on a school site or participating in school activities, from carrying fentanyl test strips or a federally approved opioid antagonist for the emergency treatment of persons suffering, or reasonably believed to be suffering, from an opioid overdose.

Students in middle school, junior high school, high school, or adult school, may carry fentanyl test strips or a federally approved opioid antagonist for the emergency treatment of persons suffering,

or reasonably believed to be suffering, from an opioid overdose, while on a school site or participating in a school activity. (Education Code 49414.6)

CSBA NOTE: The following paragraph is for districts that serve students 12 years of age or older and may be deleted by districts that do not serve such students. Pursuant to Education Code 49414.35, as added by AB 2998 (Ch. 974, Statutes of 2024), districts may not prohibit students 12 years of age or older, while on a school site or participating in school activities, from carrying or administering, for the purposes of providing emergency treatment to persons who are suffering, or reasonably believed to be suffering, from an opioid overdose, a naloxone hydrochloride nasal spray or any other opioid overdose reversal medication. Students who administer such an opioid antagonist may not be held liable in a civil action or be subject to criminal prosecution due their acts or omissions, and the district and employees of the district may not be subject to professional review, liable in a civil action, or subject to criminal prosecution for a student's acts in administering an opioid antagonist, unless an act or omission of the students, employee, or district constitutes gross negligence or willful or wanton misconduct.

Additionally, students 12 years of age or older, while on a school site or participating in school activities, may carry and administer a naloxone hydrochloride nasal spray or any other opioid overdose reversal medication that is federally approved for over-the counter nonprescription use for the purpose of providing emergency treatment to persons who are suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.35)

Enforcement~~/~~ and Discipline

~~Students~~Unless otherwise authorized by law, students shall not possess, use, or sell alcohol or other drugs and related paraphernalia on school grounds or at school-sponsored activities.

The Superintendent or designee shall clearly communicate to all students, staff, and parents/guardians the district's policies, regulations, and school rules related to the use of alcohol and other drugs.

CSBA NOTE: Pursuant to Education Code 48900, a student's unlawful possession, use, sale, or furnishing of alcohol or a controlled substance is a ground for suspension or expulsion; see AR 5144.1 - Suspension and Expulsion/Due Process. Education Code 48915 requires immediate suspension and mandates expulsion for any student who sells ~~drugs~~a controlled substance at school or while under school jurisdiction. In addition, Education Code 48902 requires districts to notify law enforcement of any acts which may involve the possession or sale of narcotics or a controlled substance. However, when suspension and expulsion are not mandated, districts should consider whether it is appropriate to use an alternative discipline that maintains safety and order on campus and corrects student misbehavior without unnecessarily excluding students from school or discouraging them from seeking assistance for substance abuse.

Any student found by the Board to be selling a controlled substance listed in Health and Safety Code 11053-11058 shall be ~~expelled~~recommended for expulsion in accordance with ~~BP/AR~~Board Policy/Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process. A student found to have committed another drug or alcohol offense, including possession or intoxication, shall be referred to appropriate behavioral interventions or student assistance programs, and may be subject

to discipline on a case-by-case basis.

CSBA NOTE: Pursuant to Education Code 49414.4, the district may, as part of a restorative justice framework and utilizing the Multi-Tiered System of Supports, use alternatives to a referral of a student to a law enforcement agency in response to an incident involving the student's misuse of an opioid.

The district may use alternatives to the referral of a student to a law enforcement agency in response to an incident involving the student's misuse of an opioid, to the extent any alternative utilized is not in conflict with any law requiring that referral. (Education Code 49414.4)

Program Evaluation

CSBA NOTE: Pursuant to 20 USC 7116, ~~as amended by P.L. 114-95,~~ an application for Student Support and Academic Enrichment Grants ~~must~~is required to include a description of how the district will periodically evaluate program effectiveness based on identified program objectives and outcomes. The following paragraph may be revised to reflect district practice.

The Board and Superintendent shall agree upon performance measures that will be used to monitor and determine the effectiveness of district programs in reducing drug and alcohol use. The Superintendent or designee shall periodically report to the Board on the effectiveness of district activities in achieving identified objectives and outcomes. (20 USC 7116)

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State	Description
Bus. Code 25608	Alcohol on school property; use in connection with instruction
Ed. Code 32282	School safety plans
Ed. Code 44049	Known or suspected alcohol or drug abuse by student
Ed. Code 44645	In-service training anabolic steroids
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 48900.5	Suspension, limitation on imposition; exception
Ed. Code 48901	Smoking or use of tobacco prohibited
Ed. Code 48901.5	Prohibition of electronic signaling devices

Ed. Code 48902	Notification of law enforcement authorities; civil or criminal immunity
Ed. Code 48909	Narcotics or other hallucinogenic drugs
Ed. Code 48915	Expulsion; particular circumstances
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985.5	Fentanyl and synthetic drugs danger notification
Ed. Code 49414.35	Opioid antagonist use by students
Ed. Code 49414.4	Alternatives to law enforcement referrals for opioid misuse
Ed. Code 49414.6	Opioid antagonist possession
Ed. Code 49428.16	County Working Group on Fentanyl Education in Schools
Ed. Code 49602	Counseling and confidentiality of student information
Ed. Code 51202	Instruction in personal and public health and safety
Ed. Code 51203	Instruction on alcohol, narcotics, and restricted dangerous drugs
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51220	Areas of study; grades 7 to 12
Ed. Code 51225.38	Health education; fentanyl instruction
Ed. Code 51260-51269	Drug education
Ed. Code 60041	Instructional materials
Ed. Code 60110-60115	Instructional materials on alcohol and drug education
H&S Code 11032	Narcotics, restricted dangerous drugs, and marijuana
H&S Code 11053-11059	Controlled substances; standards and schedules
H&S Code 11353.6	Juvenile Drug Trafficking and Schoolyard Act
H&S Code 11357	Unauthorized possession of marijuana; possession in school or on school grounds
H&S Code 11361.5	Destruction of arrest or conviction records
H&S Code 11372.7	Drug program fund; uses
H&S Code 11802	Joint school-community alcohol abuse primary education and prevention program
H&S Code 11999-11999.3	Alcohol and drug program funding; no unlawful use
H&S Code 124175-124200	Adolescent family life program

Pen. Code 13860-13864	Suppression of drug abuse in schools
Veh. Code 13202.5	Drug and alcohol related offenses by ~~person~~persons under age of 21, but aged 13 or over
W&I Code 828	Disclosure of information ~~re~~regarding minors
W&I Code 828.1	Disclosure of criminal records; protection of vulnerable staff ~~&~~and students

Federal	**Description**
20 USC 5812	National education goals
20 USC 7101-7122	Student Support and Academic Enrichment Grants

Management Resources	**Description**
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Alcohol, Tobacco and Other Drug Prevention
~~Website~~	~~U.S. Department of Education, Office of Safe and Healthy Students~~
Website	U.S. Department of Education, Student Support and Academic Enrichment Program (https://www.ed.gov/grants-and-programs/formula-grants/school-improvement/student-support-and-academic-enrichment-program)
Website	California Healthy Kids Resource Center

Cross References

Code	**Description**
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1325	Advertising And Promotion
1400	Relations Between Other Governmental Agencies And The Schools
3290	Gifts, Grants And Bequests
3513.4	Drug And Alcohol Free Schools
3515.3	District Police/Security Department
3515.3	District Police/Security Department

3515.31	School Resource Officers
4131	Staff Development
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
5030	Student Wellness
5131	Conduct
5131.61	Drug Testing
5131.62	Tobacco
5131.62	Tobacco
5131.63	Steroids
5131.63	Steroids
5137	Positive School Climate
5141	Health Care And Emergencies
5141	Health Care And Emergencies
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5141.6	School Health Services
5141.6	School Health Services
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.11	Questioning And Apprehension By Law Enforcement
5145.12	Search And Seizure
5145.12	Search And Seizure
5146	Married/Pregnant/Parenting Students
5147	Dropout Prevention

5148.2	Before/After School Programs
5148.2	Before/After School Programs
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6143	Courses Of Study
6143	Courses Of Study
6164.2	Guidance/Counseling Services
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6184	Continuation Education
6184	Continuation Education

Regulation 5131.6: Alcohol And Other Drugs

Status: ADOPTED

Original Adopted Date: 10/01/1994 **| Last Revised Date:** ~~07~~03/01/~~2004~~2025 **| Last Reviewed Date:** ~~07~~03/01/~~2004~~2025

Instruction

CSBA NOTE: Education Code 51203 **mandates** the Governing Board to adopt regulations specifying the grade(s) and course(s) in which drug education is given. The following paragraphs may be revised to specify Board-designated grades and courses.

The curriculum of all elementary and secondary schools shall include instruction on the effects upon the human body, as determined by science, of tobacco, alcohol, narcotics, dangerous drugs as defined in Health and Safety Code 11032, and other dangerous substances. Instruction shall be sequential in nature and suited to meet the needs of students at their respective grade level. (Education Code 51203, 51260)

CSBA NOTE: Pursuant to Education 51203, as amended by AB 2865 (Ch. 314, Statutes of 2024), instruction on the nature and effects of alcohol is required to include information about excessive alcohol use and the short- and long-term health risks of excessive alcohol use, which may include instruction about depression and anxiety.

Instruction on the nature and effects of alcohol shall include information about excessive alcohol use and the short- and long-term health risks of excessive alcohol use, including information about excessive drinking, the immediate effects of alcohol that increase the risks of harmful health conditions, and how excessive alcohol use can lead to the development of chronic diseases and other serious problems, including alcohol-related deaths and mental health problems. (Education Code 51203)

CSBA NOTE: Education Code 51260 provides that instruction on drug education "should" be conducted in conjunction with courses given on health to students in grades 1-6 and "shall" be conducted in conjunction with courses given on health to students in grades 7-12. Given this distinction, it is recommended that districts consult CSBA's District and County Office of Education or district counsel regarding drug education in grades 1-6.

In grades 1-6, instruction in drug education should be given in health courses required by Education Code 51210. (Education Code 51260)

In grades 7-12, instruction in drug education shall be conducted in health courses and in any other appropriate area of study required by Education Code 51220. (Education Code 51260)

Secondary school instruction shall also include a study of the effects of alcohol and other drugs

upon prenatal development. (Education Code 51203)

CSBA NOTE: The following paragraph is for districts that require students to complete a course in health education for graduation from high school. Pursuant to Education Code 51225.38, as added by AB 2429 (Ch. 67, Statutes of 2024), beginning with the 2026–27 school year, if a district has elected to require students to complete a course in health education for graduation from high school, such course is required to include instruction in the dangers associated with fentanyl use.

Additionally, beginning with the 2026–27 school year, courses in health education required for graduation from high school shall include instruction in the dangers associated with fentanyl use in accordance with Education Code 51225.38.

Instruction shall be provided by appropriately trained instructors who have demonstrated competencies, as determined by the principal or designee, in the following areas: (Education Code 51260)

1. The ability to interact with students in a positive way

2. Knowledge of the properties and effects of tobacco, alcohol, narcotics, dangerous drugs, and shared drug apparatus

3. Effective teaching skills and competency in helping students to express opinions responsibly and to become aware of their values as they affect drug-use decisions

Intervention

District staff shall intervene whenever students use alcohol or other illegal drugs while on school property or under school jurisdiction. Staff members who have a reasonable suspicion that a student may be under the influence of alcohol or drugs shall immediately notify the principal or designee.

CSBA NOTE: Education Code 44049 authorizes the principal or designee to report a known or suspected instance of student alcohol- or drug-use to the student's parent/guardian, except when such a report would involve a disclosure of confidential information acquired during counseling in violation of Education Code 49602 and as specified below. The principal or designee incurs no criminal or civil liability as a result of this report, unless a false report was made knowingly or with reckless disregard for truth or falsity.

If the principal or designee, ~~in his/her professional capacity or in the course of his/her employment, knows,~~ observes or suspects that a student may be under the influence of alcohol or drugs, ~~he/she~~the principal or designee may notify the student's parent/guardian. (Education Code 44049)

School staff shall not disclose confidential information provided during counseling by a student 12 years of age or older. A school counselor may report such information to the principal or parent/guardian only when ~~he/she~~the counselor believes that disclosure is necessary to avert a

clear and present danger to the health, safety or welfare of the student or other persons living in the school community. The school counselor shall not disclose such information to the parent/guardian if ~~he/she~~the counselor believes that the disclosure would result in a clear and present danger to the student's health, safety or welfare. (Education Code 44049, 49602)

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Pen. Code 13860-13864	Suppression of drug abuse in schools
Veh. Code 13202.5	Drug and alcohol related offenses by ~~person~~persons under age of 21, but aged 13 or over
W&I Code 828	Disclosure of information ~~re~~regarding minors
W&I Code 828.1	Disclosure of criminal records; protection of vulnerable staff ~~&~~and students

Federal	**Description**
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20 USC 7101-7122	Student Support and Academic Enrichment Grants

Management Resources	**Description**
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Alcohol, Tobacco and Other Drug Prevention

~~Website~~	~~U.S. Department of Education, Office of Safe and Healthy Students~~
Website	U.S. Department of Education, Student Support and Academic Enrichment Program (https://www.ed.gov/grants-and-programs/formula-grants/school-improvement/student-support-and-academic-enrichment-program)
Website	California Healthy Kids Resource Center

Cross References

Code	Description
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6143	Courses Of Study
6164.2	Guidance/Counseling Services
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6184	Continuation Education
6184	Continuation Education

Policy 5131.8: Mobile Communication Devices

Status: ADOPTED

Original Adopted Date: 10/01/2019 **| Last Revised Date:** 03/01/2025 **| Last Reviewed Date:** ~~10~~03/01/~~2019~~2025

CSBA NOTE: The following ~~optional~~ policy will be **mandated** beginning July 1, 2026, and may be revised to reflect district practice. Pursuant to Education Code 48901.7, as ~~added~~amended by AB ~~272~~3216 (Ch. ~~42~~500, Statutes of ~~2019),~~ ~~authorizes~~2024), the Governing Board ~~to limit~~is required, by July 1, 2026, to adopt policy that limits or ~~prohibit~~prohibits student use of smartphones while at a school site or ~~while~~ under the supervision and control of ~~a~~ district employee~~, except for specified purposes. In addition~~(s), and subsequently, to update the policy every five years.

Additionally, Education Code 48901.5 authorizes the district to regulate the use of electronic signaling devices that operate through the transmission or receipt of radio waves, unless essential for a student's health.

~~Districts that choose to regulate mobile communication~~

The U.S. Department of Education's 2024 guidance, "Planning Together: A Playbook for Student Personal Device Policies," provides districts guidance for adopting policies around the use of cellphones and personal devices ~~differently based~~ on ~~grade level may revise this policy accordingly.~~campus.

The Governing Board recognizes that ~~the~~student use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being, ~~but~~and could be harmful and disruptive of the instructional program in some circumstances. ~~The Board permits limited use~~When on campus or when under the supervision of district employees, students may use smartphones and other mobile communication devices ~~on campus in accordance with law and the~~ only as permitted under this policy.

CSBA NOTE: The following ~~policy.~~two options offer different approaches to regulating the use of smartphones and other mobile communication devices. Districts should revise this policy consistent with their approach. Education Code 48901.7, as amended by AB 3216, requires significant stakeholder participation in the development of the policy, in order to ensure that the policy is responsive to the unique needs and desires of students, parents/guardians, and educators in each community.

Option 1, below, limits the use of smartphones and other mobile communication devices to noninstructional time. Option 2, below, prohibits the use of smartphones and other mobile communication devices while at a school site or under the supervision and control of a district employee.

Option 1: (Limited use of smartphones and other mobile communication devices)

Students may use ~~cell phones, smart watches, pagers,~~smartphones or other mobile communication devices on campus during noninstructional time as long as the device is utilized in accordance with law and any ~~rules that individual~~applicable school ~~sites may impose~~rules.

Mobile communication devices shall be turned off during instructional time.

End Option 1

Option 2: (Prohibited use of smartphones and other mobile communication devices)

Students shall not use smartphones or other mobile communication devices while at a school site or under the supervision and control of a district employee.

End Option 2

CSBA NOTE: The following applies to all districts, irrespective of which option the district chooses. Education Code 48901.7 specifies circumstances in which the district is not permitted to prohibit student use of smartphones and other mobile communication devices.

However, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

1. In the case of an emergency, or in response to a perceived threat of danger
2. When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator
3. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being
4. When the possession or use is required by the student's individualized education program

CSBA NOTE: Pursuant to Education Code 48901.7, as amended by AB 3216, the district's policy may include enforcement mechanisms that limit student access to smartphones. However, the district is not permitted to monitor, collect, or otherwise access any information related to a student's online activities.

The Superintendent or designee may undertake measures or strategies in accordance with law, to limit student access to smartphones and other mobile communication devices on campus. (Education Code 48901.7)

Smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person.

CSBA NOTE: ~~A~~Penal Code 1546.1 prohibits warrantless searches of students' personal electronic devices such as mobile phones, except in the circumstances specified in the following paragraph. Additionally, a search of a student's personally owned mobile communication device may be subject to the Fourth Amendment of the U.S. Constitution, which prohibits unreasonable search and seizure. ~~When school officials want to search a student's mobile communication device as part of an investigation of suspected student misconduct, the legality of the search will depend on whether the search is "reasonable" (New Jersey v. T.L.O.). The "reasonableness" of a search depends on (1) whether there is individualized suspicion that the search will turn up evidence of a student's violation of the law or school rules and (2) whether the search is reasonably related to the objectives of the search and not excessively intrusive in light of the student's age, gender, and/or the nature of the infraction.~~See BP/AR 5145.12 - Search and Seizure. It is recommended that the district consult ~~with~~ CSBA's District and County Office of Education Legal Services or district legal counsel ~~as appropriate. See BP/AR 5145.12 - Search and Seizure.~~, with questions related to the search of a student's mobile communication device.

~~When a school official reasonably suspects that a search of a~~A student's ~~mobile communication~~personal electronic device ~~will turn up evidence of the student's violation of the law or school rules, such a search~~ shall not be ~~conducted~~searched without the consent of the student's parent/guardian, except pursuant to a lawfully issued warrant, when a school official, in ~~accordance with BP/AR 5145.12 - Search and Seizure.~~good faith, believes that an emergency involving danger of death or serious physical injury to the student or others requires access to the electronic device information, or when the search is otherwise permitted pursuant to Penal Code 1546.1.

When a student uses a mobile communication device in an unauthorized manner while at a school site or under the supervision and control of a district employee, the student may be disciplined and ~~a~~the district employee may temporarily confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

CSBA NOTE: The following optional paragraph addresses students' off-campus conduct during nonschool hours. In general, ~~the~~ courts have upheld districts' discipline of students for off-campus conduct that posed a threat to the safety of other students, staff, or school property or presented a risk of substantial disruption of school activities, provided that the district was able to document the impact or disruption that the conduct had, or could be expected to have, on school activities.

Pursuant to Education Code 48900, districts have the authority to suspend or expel students who engage in cyberbullying off campus, provided that the act meets the criteria specified in the definition of "bullying" in Education Code 48900 ~~(i.e.,~~, which are a severe or pervasive physical or verbal act or conduct that has or can be reasonably predicted to have the effect of placing a reasonable student in fear of harm to the student's person or property, causing a substantially detrimental effect on the student's physical or mental health, causing substantial interference with the student's academic performance, or causing substantial interference with the student's ability to participate in or benefit from school services, activities, or privileges~~);~~. For more information

regarding bullying, including cyberbullying, see BP 5131.2 - Bullying.

In adopting policy related to off-campus conduct, it is recommended that districts ~~should~~ consult ~~with~~CSBA's District and County Office of Education Legal Services or district legal counsel to ensure that the policy does not violate students' First Amendment rights to freedom of speech or expression. ~~Also~~For more information regarding freedom of speech or expression, see BP 5145.2 - Freedom of Speech/Expression.

A student may also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication device which poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

The ~~Superintendent or designee shall inform students that the~~ district will not be responsible or liable for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

CSBA NOTE: Pursuant to Education Code 48901.7, as amended by AB 3216, the district's policy limiting or prohibiting student use of smartphones while at a school site or under the supervision and control of district employee(s) is required to be updated every five years.

The Board shall review and, as necessary, update this policy at least once every five years. Any such review or update shall include significant stakeholder participation to ensure that the policy is responsive to the unique needs and desires of the school community.

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State	Description
5 CCR 300-307	Duties of students
Civ. Code 1714.1	Liability of parent or guardian for act of willful misconduct by a minor
Ed. Code 200-270	Prohibition of discrimination
Ed. Code 32280-32289.5	School safety plans
Ed. Code 35181	Governing board authority to set policy on responsibilities of students
Ed. Code 35291-35291.5	Rules
Ed. Code 44807	Teachers' duty concerning conduct of students

Ed. Code 48900-48925	Suspension and expulsion
Ed. Code 48901.5	Prohibition of electronic signaling devices
Ed. Code 48901.7	Limitation or prohibition of student use of ~~cell phones~~smartphones
Ed. Code 48901.8	Limitation or prohibition of student use of social media
Ed. Code 51512	Prohibited use of electronic listening or recording device
Pen. Code 288.2	Harmful matter with intent to seduce
Pen. Code 313	Harmful matter
Pen. Code 647	Use of camera or other instrument to invade person's privacy; misdemeanor
Pen. Code 653.2	Electronic communication devices; threats to safety
Pen. Code 1546.1	Electronic Communications Privacy Act
Veh. Code 23123-23124	Prohibitions against use of electronic devices while driving

Federal	**Description**
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex

Management Resources	**Description**
California Department of Education Publication	Bullying at School, 2003
Court Decision	J.C. v. Beverly Hills Unified School District (2010) 711 F.Supp.2d 1094
Court Decision	Mahanoy Area School District v. B.L. (2021) 141 S.Ct. 2038
Court Decision	New Jersey v. T.L.O. (1985) 469 U.S. 325
Court Decision	Safford Unified School District V. Redding (2009) 557 US 364
Court Decision	Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503
CSBA Publication	Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010
CSBA Publication	Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
U.S. Department of Education Publication	Planning Together: A Playbook for Student Personal Device Policies, December 2024 (https://tech.ed.gov/device-policy-playbook/)

Website	CSBA District and County Office of Education Legal Services
Website	National School Safety Center
Website	Center for Safe and Responsible Internet Use
Website	California Department of Education, Safe Schools
Website	CSBA
Website	U.S. Department of Education

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
5131	Conduct
5131.2	Bullying
5131.2	Bullying
5131.4	Student Disturbances
5131.4	Student Disturbances
5131.9	Academic Honesty
5137	Positive School Climate
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.2	Freedom Of Speech/Expression
5145.2	Freedom Of Speech/Expression
6159	Individualized Education Program
6159	Individualized Education Program
6163.4	Student Use Of Technology
6163.4-E(1)	Student Use Of Technology

Policy 5141.5: Mental Health

Status: ADOPTED

Original Adopted Date: 05/01/2020 **| Last Revised Date:** ~~06~~03/01/~~2023~~2025 **| Last Reviewed Date:** ~~06~~03/01/~~2023~~2025

CSBA NOTE: Education Code 49428.2, as added by SB 153 (Ch. 38, Statutes of 2024), **mandates** the Governing Board of any district serving students in grades 7-12, before January 31, 2026, to adopt a policy on referral protocols for addressing student behavioral health concerns. This mandate is reflected below; see "Mental Health Counseling and Referrals."

Education Code 215 requires the Board to adopt a policy on student suicide prevention, intervention, and postvention (i.e., intervention conducted after a suicide) with specified components; see BP/AR 5141.52 - Suicide Prevention. ~~CSBA NOTE:~~ The following policy is intended to address broader mental health issues facing students and may be revised to reflect district practice.

Pursuant to Education Code 232.7, the California Department of Education (CDE) is required, by June 30, 2025, to develop and post on its website a model policy and resources about body shaming that districts may use to educate staff and students. Districts are encouraged to share these resources with staff, students, and parents/guardians by providing information in student and employee handbooks and making the information available on each school's website.

The U.S. Department of Education's (USDOE), "Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs," provides that a student's unmet mental health treatment needs may result in social, emotional, or behavioral challenges that, in the absence of effective support, may cause a student to experience reactive and exclusionary discipline, such as suspensions and/or expulsions, that further exacerbate mental health concerns, interrupt access to and participation in learning, limit opportunities, and negatively affect outcomes. The guidance explains that school mental health services play an important role by broadening the reach of mental health services and providing an access point for early and effective intervention in everyday environments. Additionally, the guidance articulates several recommendations for how districts can increase the capacity to provide students with social, emotional, and behavioral health support, which includes (1) prioritizing wellness for individuals, (2) enhancing mental health literacy and reducing stigma and other barriers to access, (3) implementing a continuum of evidence-based prevention practices, (4) establishing an integrated framework of educational, social, emotional, and behavioral health support, and (5) using data for decision making to promote equitable implementation and outcomes.

The U.S. Surgeon General's, "Social Connection Advisory," emphasizes the critical role that social connection plays in individual and societal health and well-being, and provides recommendations for how to address the consequences when there is a lack of social connection. Because schools play an important role in facilitating positive social connection, the advisory includes specific actions districts can implement, which include (1) developing a strategic plan for school connectedness and social skills with benchmark tracking, (2) building social connection into the health curriculum, (3) implementing socially based educational techniques, and (4) creating a supportive school environment.

In its advisory, "Social Media and Youth Mental Health," the U.S. Surgeon General describes the positive and negative impacts of social media on children and adolescents, including the impact on mental health and well-being, and recommends that schools develop, implement, and evaluate digital and media literacy curriculum to provide students and staff with the skills to strengthen digital resilience.

~~Education Code 215 requires all governing boards~~ Additionally, SchoolSafety.gov is an interagency website created by the U.S. Department of Homeland Security, USDOE, U.S. Department of Justice (DOJ), and U.S. Department of Health and Human Services to provide districts with actionable recommendations to create safe and supportive learning environments for students, including information about mental health. In addition, the Children and Youth Behavioral Health Initiative provides resources for school administrators, school health staff, teachers, students and their families. The California Department of Health Care Services (DHCS) also provides free mental health and wellness resources to schools through its CalHOPE Schools Initiative.
~~The following optional policy is intended to address broader mental health issues facing students and may be revised to reflect district practice.~~

The Governing Board recognizes that students' emotional well-being and mental health are critical to their ability to perform to their full academic and personal potential. The Superintendent or designee shall develop strategies and services to reduce the stigma associated with mental illness, facilitate access to mental health services, and help students build resiliency skills, including digital resilience, increase social connections, and cope with life challenges.

The Superintendent or designee shall consult and collaborate with school-employed mental health professionals, the county mental health department, psychologists and other health professionals, social workers, and/or community organizations to strengthen local mental health services and develop and implement an integrated plan to support student mental health.

To the extent possible, the district shall focus on preventive strategies which increase students' connectedness to school, create a support network of peers and trusted adults, and provide techniques for conflict resolution. The district shall investigate and resolve any complaint of bullying, intimidation, harassment, or discrimination in accordance with law and district policy.

CSBA NOTE: The state's content standards for health education include voluntary standards pertaining to mental, emotional, and social health at selected elementary and secondary grades and suicide prevention instruction at grade 7 or 8 and in high school.

Education Code 51925~~, as added by SB 224 (Ch. 675, Statutes of 2021),~~ requires districts that offer health education courses to middle or high school students to include mental health instruction, as specified. Pursuant to Education Code 51929, ~~as added by SB 244, the California Department of Education (CDE) is required to, by January 1, 2024, develop a plan to expand mental health instruction.~~CDE developed the, "Mental Health Instruction Expansion Education Plan," to assist districts in (1) understanding that mental health education is a universal support and part of California health education, (2) identifying resources to analyze, expand, and enhance current mental health education efforts, and (3) making a plan to enhance and expand mental health education.

Additionally, pursuant to Education Code 33546.4, as added by AB 3010 (Ch. 176, Statutes of 2024), when the Health Education Framework for California Public Schools is next revised, the Instructional Quality Commission is required to consider including information on evidence-based schoolwide programs to support students in developing skills in mindfulness, distress tolerance, interpersonal effectiveness, and emotional regulation.

Pursuant to Education Code 51225.38, as added by AB 2429 (Ch. 67, Statutes of 2024), if a district requires a course in health education for graduation from high school, the course is required, beginning with the 2026-27 school year, to include instruction in the dangers associated with fentanyl use.

For more information on the required contents of courses, see BP/AR 6143 – Courses of Study.

~~The district shall provide instruction~~Instruction provided to students ~~that promotes their healthy~~shall promote student health and mental, emotional, and social development. Health education courses shall be aligned with the state content standards and curriculum framework, as specified in Administrative Regulation 6143 – Courses of Study, and shall include, but not be limited to, instruction related to identifying signs of depression and self-destructive behaviors including substance abuse, developing coping skills, and identifying resources that may provide assistance.

Information and Training

CSBA NOTE: Pursuant to Education Code 49428.15, ~~as added by SB 14 (Ch. 672, Statutes of 2021),~~ CDE ~~is required to, subject to budget appropriations, recommend best practices~~ has identified and ~~identify~~posted on its website, "Youth Mental Health First Aid," an evidence-based and evidence-informed training ~~programs~~program for use by schools to address student behavioral health~~, including staff~~.

Additionally, the California Surgeon General has developed, "Safe Spaces: Trauma Informed Training," an online training designed to help recognize and respond to signs of student ~~training on recognizing the signs~~ trauma and ~~symptoms of behavioral health disorders, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse, and has identified such a training program, "Youth Mental Health First Aid," which is available on its website.~~stress.

The Superintendent or designee shall provide school staff and students with information and training to recognize the early signs and symptoms of an emerging mental health condition or behavioral health disorder, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse, identify risk factors and warning signs of suicidal intent, respond to students who have been impacted by traumatic stress, safely deescalate crisis situations involving students with a behavioral health disorder, and link students with effective services, referrals, and supports. ~~Such~~Additionally, such training shall ~~also~~ provide instruction on how to maintain student privacy and confidentiality~~. Behavioral health information,~~ and ~~training~~ may ~~also~~ be provided to parents/guardians~~, students,~~ and families. (Education Code 49428.15)

CSBA NOTE: Pursuant to Education Code 49428.2, as added by SB 153, the district is required to, by July 1, 2029, certify to CDE that 100 percent of its certificated employees and 40 percent of its

classified employes who have direct contact with students in grades 7-12 have received youth behavioral training at least one time, as specified.

The Superintendent or designee shall ensure that all certificated employees and 40 percent of classified employes who have direct contact with students in grades 7-12 receive youth behavioral training at least one time, in accordance with Education Code 49428.2.

The Superintendent or designee shall develop a protocol for identifying and assessing students who may be suffering from an anxiety disorder, depression, eating disorder, or other severe or disabling mental illness. The Superintendent or designee may establish districtwide or school-site crisis intervention team(s) to respond to mental health concerns in the school setting.

~~CSBA NOTE: Each district school is required to notify students and parents/guardians at least twice per school year with information regarding how to access student mental health services on campus and/or in the community, in accordance with Education Code 49428.~~CSBA NOTE: Pursuant to Education Code 218.3, CDE has developed and posted on its website, "Providing Relevant Inclusive Support that Matters for LGBTQ+ Students (PRISM)," a training curriculum for certificated staff to support lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) cultural competency. Beginning with the 2025–26 school year, through the 2029–30 school year, districts are required to provide at least one hour of training annually to all certificated employees serving students in grades 7-12, in accordance with Education Code 218.3.

Additionally, pursuant to Education Code 219, the State Superintendent of Public Instruction has established the LGBTQ+ Statewide Advisory Task Force to identify the needs of LGBTQ+ students and make recommendations to assist in implementing supportive measures including (1) mental health and feelings of safety and support, (2) inclusive and safe access to school facilities, (3) inclusive instructional material and school curriculum, (4) prevention of, response to, and oversight of, bullying and harassment to determine the effectiveness of policies and programs, and (5) inclusive participation in school activities.

Annually, the Superintendent or designee shall provide, and require all certificated employees serving students in grades 7 to 12 to participate in, at least one hour of cultural competency training to support lesbian, gay, bisexual, transgender, queer, and questioning individuals. The district shall maintain records documenting the date that each employee completed the training and the name of the entity that provided the training. (Education Code 218.3)

CSBA NOTE: Each district school is required to notify students and parents/guardians no less than twice per school year with information regarding how to access student mental health services on campus and/or in the community, in accordance with Education Code 49428.

At least twice per school year, the Superintendent or designee shall ensure that each school provides notice regarding how to initiate access to student mental health services on campus and/or in the community. The notification to parents/guardians and to students shall be in at least two of the following methods: (Education Code 49428)

1. Distributing the information, electronically or in hardcopy, in a letter to parents/guardians, and in a school publication or other document to students

2. Including the information, at the beginning of the school year, in the parent/guardian handbook ~~for parents/guardians~~ and in student orientation materials or a student handbook

3. Posting the information on the school's website or social media

~~Parents/guardians and students shall each receive two notices on how to initiate access to student mental health services, which may be delivered by different methods. (Education Code 494280)~~

CSBA NOTE: Pursuant to Education Code 49428.5, ~~as added by AB 748 (Ch. 431, Statutes of 2022),~~ each school site serving students in any of grades 6-12 is required to create a poster, as specified below, that identifies approaches and resources about student mental health, and prominently display such poster in public areas that are accessible to and commonly frequented by students at each school site. Pursuant to Education Code 49428.5, ~~as added by AB 748,~~ CDE ~~is required to develop a~~has developed model mental health ~~poster~~posters, available on its website.

Each school site that serves students in any of grades 6-12 shall create an age appropriate and culturally relevant poster that identifies approaches and shares resources about student mental health, and that includes the following information: (Education Code 49428.5)

1. Identification of common behaviors of those struggling with mental health or who are in a mental health crisis, including, but not limited to, anxiety, depression, eating disorders, emotional dysregulation, bipolar, and schizophrenic episodes

2. A list of, and contact information for, school site-specific resources, including, but not limited to, counselors, wellness centers, and peer counselors

3. A list of, and contact information for, community resources, including, but not limited to, suicide prevention, substance abuse, child crisis, nonpolice mental health hotlines, public behavioral health services, and community mental health centers

4. A list of positive coping strategies to use when dealing with mental health, including, but not limited to, meditation, mindfulness, yoga, breathing exercises, grounding skills, journaling, acceptance, and seeking therapy

5. A list of negative coping strategies to avoid, including, but not limited to, substance abuse or self-medication, violence and abuse, self-harm, compulsivity, dissociation, catastrophizing, and isolating

The poster shall be displayed in English and any primary language spoken by 15 percent or more of the students at the school site and be no smaller than 8.5 by 11 inches and at least 12-point font. The poster shall be prominently and conspicuously displayed in public areas that are accessible to, and commonly frequented by, students at each school site such as bathrooms, locker rooms, classrooms, classroom hallways, gymnasiums, auditoriums, cafeterias, wellness centers, and offices. Additionally, at the beginning of each school year the poster shall be distributed online to students through social media, websites, portals, and learning platforms. (Education Code 49428.5)

Mental Health Counseling and Referrals

CSBA NOTE: Education Code 49428.2, as added by SB 153, **mandates** the Board of a district serving students in grades 7-12 to adopt a policy at a regularly scheduled meeting before January 31, 2026, on referral protocols for addressing student behavioral health concerns. A policy addressing referral protocols adopted before June 29, 2024, may be considered to meet the requirements if the contents of the policy fulfill the requirements specified in Education Code 49428.1 and 49428.2.

Pursuant to Education Code 49428.1, as ~~added by AB 309 (Ch. 662, Statutes of 2021),~~amended by SB 153, CDE is required to develop model referral protocols for addressing student ~~mental~~behavioral health concerns and to post the model referral protocols on its website by June 1, 2025.

A school counselor, school psychologist, or school social worker may provide mental health counseling to students in accordance with the specialization(s) authorized on the individual's credential. As needed, students and ~~their~~ parents/guardians may be provided referrals to mental health services in the community and/or to mental health services at or near district schools.

The district's referral protocols shall: (Education Code 49428.1)

1. Address the appropriate and timely referral by school staff of students with behavioral health concerns

2. Reflect a multitiered system of support process and positive behavioral interventions and supports, to be used as an alternative to disciplinary action as appropriate

   The protocols shall be accessible to students who may be the subject of disciplinary action.

3. Be adaptable to varied local service arrangements for behavioral health services

4. Reflect evidence-based and culturally appropriate approaches to student behavioral health referral without disciplinary actions

   "Evidence-based" means peer-reviewed, scientific research evidence, including studies based on research methodologies that control threats to both the internal and the external validity of the research findings.

5. Address the inclusion of parents/guardians in the referral process

6. Be written to ensure clarity and ease of use by certificated and classified school employees

7. Reflect differentiated referral processes for students with exceptional needs and other populations for whom the referral process may be distinct

8. Be written to ensure that school employees act only within the authorization or scope of their credential or license

   School employees are not authorized or encouraged to diagnose or treat youth behavioral health disorders unless they are specifically licensed and employed to do so.

9. Be consistent with state activities conducted by the California Department of Education in the administration of federally funded behavioral health programs

CSBA NOTE: Pursuant to Family Code 6924, a student 12 years of age or older is legally authorized to consent to mental health treatment or counseling if the student, in the opinion of the mental health professional, is mature enough to participate intelligently in the services. However, such mental health treatment or counseling authorized by Family Code 6924 requires involvement of the minor's parent/guardian unless the mental health professional determines, after consulting with the minor, that the involvement of the parent/guardian would be inappropriate.

A student 12 years of age or older may consent to mental health treatment or counseling if the student, in the opinion of the attending mental health professional, is mature enough to participate intelligently in the services. Additionally, the student's parent/guardian shall consent to student's treatment, unless the mental health professional determines, after consulting with the student, that the involvement of the parent/guardian would be inappropriate. (Family Code 6924)

CSBA NOTE: Pursuant to Education Code 49429, ~~as amended by AB 167 (Ch. 252, Statutes of 2021), CDE, in consultation with the State Department of Health Care Services and appropriate stakeholders, is required~~CDE has developed, "Telehealth Guidance for School Districts," to ~~develop, subject to budget appropriations,~~provide guidelines for the use of telehealth technology in schools, including mental health and behavioral health services to students on school campuses, ~~by December 31, 2022. See also 5141.6 - School Health Services.~~and guidelines for securing telehealth systems. Telehealth services may include live counseling, mental health, or therapeutic sessions between a student or group of students and a licensed clinician delivered through a virtual platform. The following four paragraphs reflect CDE's 2024 guidance.

For more information regarding school health services, including telehealth services, see BP/AR 5141.6 - School Health Services. It is recommended that districts with questions regarding the provision of telehealth services, consult district risk management and/or insurance, and CSBA's District and County Office of Education Legal Services or district legal counsel, as appropriate.

~~Mental~~In delivering mental health and behavioral health services ~~for~~to students, the district may use telehealth or other information and communication technologies that facilitate the diagnosis, consultation, treatment, education, care management, and self-management of a student's health while the student is on campus ~~may be provided by way of telehealth technology.~~and the health care provider is at a distant location. (Education Code 49429)

Prior to utilizing telehealth technology to manage a student's mental health or behavior, the mental health professional shall consult with the student, parent/guardian, and/or the student's individualized education program team, as required by law, unless the mental health professional determines that the involvement would be inappropriate pursuant to Family Code 6924.

CSBA NOTE: CDE, in its 2024, "Telehealth Guidance for School Districts," provides numerous recommendations related to using telehealth services, including the creation of a district "emergency response plan" for telebehavioral health, as described below. Since an "emergency response plan" for telebehavioral health is not defined in law, it is recommended that districts with questions about developing such a plan consult CSBA's District and County Office of Education Legal Services or district counsel.

In using telehealth technology to provide mental health services to students, the Superintendent or designee shall ensure that mental health professionals comply with applicable professional codes of ethics and legal authority. Additionally, space that affords privacy and confidentiality of telehealth

sessions shall be provided for students and an emergency response plan shall be put in place that lays out all legally-mandated steps to take when a student suddenly begins to exhibit suicidal ideation or other potentially dangerous behavior during a telehealth session.

CSBA NOTE: Pursuant to 28 CFR 35.108, a student should be evaluated in accordance with Section 504 of the Rehabilitation Act (29 USC 794) if the student has a disability, including a mental impairment, that substantially limits a major life activity, has a record of such impairment, or is regarded as having such impairment. See BP/AR 6164.6 - Identification and Education Under Section 504. Districts also have an affirmative, ongoing duty to actively and systematically seek out, identify, locate, and evaluate all children with ~~disabilities~~exceptional needs who may be in need of special education and related services (Education Code 56171, 56300-56385; 20 USC 1412; 34 CFR 300.111). See BP/AR 6164.4 - Identification and Evaluation of Individuals for Special Education.

USDOE and DOJ's joint publication, "Supporting and Protecting the Rights of Students at Risk of Self-Harm in the Era of COVID-19," provides that a student with anxiety, depression, or a substance use disorder may be considered a mental health disability that entitles the student to special education or related services in accordance with Section 504 of the Rehabilitation Act or the federal Individuals with Disabilities Education Act. While this is written in response to the pandemic, the guidance may be interpreted as having a more general applicability.

If a student has an emotional or mental illness that limits a major life activity, has a record of such impairment, or is regarded as having such impairment, or may need special education and related services, the student shall be referred for an evaluation for purposes of determining whether any educational or related services are required in accordance with Section 504 of the Rehabilitation Act or the federal Individuals with Disabilities Education Act, as applicable. (Education Code 56301-56302; 29 USC 794; 28 CFR 35.108)

Funding Resources

CSBA NOTE: In addition to using district funds for mental health programs or services, districts may apply for grant funds administered by the county mental health agency or other sources.

The Behavioral Health Services Act, formerly the Mental Health Services Act, established by Proposition 63 in 2004 and revised by Proposition 1 in 2024, provides funding, personnel, and other resources to support county mental health programs, including, but not limited to, prevention and early intervention programs~~.~~ and treatment for substance abuse disorders. Funding may be allocated for outreach to families and others to recognize the early signs of potentially severe and disabling mental illnesses, access and linkage to medically necessary care for children with severe mental illness, reduction in stigma and discrimination against people with mental illness, and strategies to reduce negative outcomes that may result from untreated mental illness. Half of early intervention funding is required to be directed to individuals 25 years of age and younger, and include early childhood (0-5) mental health consultation, school-based services, and expanding early psychosis and mood disorder detection and intervention.

Welfare and Institutions Code 5886 established the Mental Health Student Services Act, a competitive grant program to award funds to county mental health or behavioral health departments for the purpose of creating mental health partnerships with school districts, charter schools, and county offices of education.

DHCS launched the Children and Youth Behavioral Health Initiative Fee Schedule program to create a reimbursement pathway for districts to receive funding for services provided at schools or school-linked sites by setting the reimbursement rate for a certain set of outpatient, school-linked services rendered to children and youth who are (1) under 26 years old, (2) enrolled in public Transitional Kindergarten-12 schools, and (3) covered by Medi-Cal managed care plans, Medi-Cal Fee-for-Service, health care service plans, and disability insurers. For more information about the Children and Youth Behavioral Health Initiative, see DHCS's website.

The Superintendent or designee shall explore potential funding sources for district programs and services that support student's mental health. In accordance with local plans and priorities, the district may apply to the county for grants for prevention and early intervention activities that are designed to prevent mental illness from becoming severe and disabling and to improve timely access for underserved populations.

Policy Reference UPDATE Service
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Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 215-216	Student suicide prevention
Ed. Code 218.3	Lesbian, Gay, Transgender, Queer, and Questioning Student Resources; online training delivery platform
Ed. Code 219	Lesbian, Gay, Transgender, Queer, and Questioning Student Resources; advisory task force
Ed. Code 232.7	Body shaming; model policy and resources
Ed. Code 234.6	Bullying and harassment prevention information
Ed. Code 32280-32289.5	School safety plans
Ed. Code 33546.4	Instructional Quality Commission; consideration of skills related to mindfulness, distress tolerance, interpersonal effectiveness, and emotional regulation when Health Education Framework next revised
Ed. Code 49060-49079	Student records
Ed. Code 49428	Telehealth technology in schools
Ed. Code 49428.1	Student mental health referral protocols
Ed. Code 49428.15	Identification of evidence-based and evidence-informed training programs for schools to address youth behavioral health
Ed. Code 49428.2	Requirement for policy on referral protocols
Ed. Code 49428.5	Student mental health poster

Ed. Code 49600	Responsibilities of school counselors
Ed. Code 49602	Counseling and confidentiality of student information
Ed. Code 49604	Suicide prevention training for school counselors
Ed. Code 51225.38	Instruction regarding the dangers associated with fentanyl use
Ed. Code 56171	Duty to identify and assess children in private schools who need special education services
Ed. Code 56300-56385	Identification and referral; assessment, instructional planning
Family Code 6924	Consent by minor
W&I Code 5698	~~Emotionally disturbed youth; legislative intent~~System of care for children and youth with serious emotional disturbance
W&I Code 5840-5840.8	Prevention and early intervention programs
W&I Code 5850-5883	Mental Health Services Act

Federal	**Description**
20 USC 1400-1482	Individuals with Disabilities Education Act
28 CFR 35.101-35.190	Americans with Disabilities Act
29 USC 794	Rehabilitation Act of 1973; Section 504
34 CFR 300.1-300.818	Individuals with Disabilities Education Act

Management Resources	**Description**
California Department of Education Publication	Youth Behavioral Health Training Programs
California Department of Education Publication	Health Education Framework for California Public Schools, Kindergarten Through Grade Twelve, May 2019 (https://www.cde.ca.gov/ci/he/cf/index.asp)
California Department of Education Publication	Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008
California Department of Education Publication	Telehealth Guidance for School Districts, July 2024 (https://www.cde.ca.gov/ls/mh/documents/telehealthguidance.docx)
~~California Department of Education Publication~~	~~Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008~~
California Department of Education Publication	Mental Health Instruction Expansion Education Plan, rev. March 2024 (https://www.cde.ca.gov/ls/mh/)
CDC and Prevention Publication	School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009 (https://stacks.cdc.gov/view/cdc/5767)

CDC Publication	Promoting Mental Health and Well-Being in Schools, December 2023 (https://www.cdc.gov/mental-health-action-guide/about/index.html)
CSBA Publication	Safe Schools Toolkit: Bullying and Cyberbullying, July 2024 (https://www.csba.org/-/media/CSBA/Files/GovernanceResources/SafeSchoolsToolkit/Safety-Toolkit-5.ashx?la=en&rev=40ec0e57416844f2ad701180a754cc3e)
Nat. Child Traumatic Stress Network Publication	Child Trauma Toolkit for Educators, 2008 (https://www.nctsn.org/resources/child-trauma-toolkit-educators)
US Department of Education Publication	Bipartisan Safer Communities Act Stronger Connections Grant Program, Frequently Asked Questions, April 2023
US Department of Education, Office of Special Education and Rehabilitative Services Publication	Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs, 2021 (https://www.ed.gov/sites/ed/files/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf)
U.S. Department of Education, Office for Civil Rights and U.S. Department of Justice, Civil Rights Division Publication	Supporting and Protecting the Rights of Students at Risk of Self-Harm in the Era of COVID-19, October 2021 (https://archive.ada.gov/students_self-harm_fact_sheet.pdf)
US Department of Health and Human Services Publication	Social Media and Youth Mental Health: The U.S. Surgeon General's Advisory, 2023
US Dept of Health and Human Services Publication	Our Epidemic of Loneliness and Isolation: The U.S. Surgeon General's Advisory on the Health Effects of Social Connection and the Community, 2023
US Dept of Health and Human Services Publication	Creating an emergency plan for telebehavioral health, September 2024 (https://telehealth.hhs.gov/providers/best-practice-guides/telehealth-for-behavioral-health/preparing-patients-for-telebehavioral-health/creating-a-telehealth-emergency-plan)
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Health and Human Services (https://www.hhs.gov/)
Website	Children and Youth Behavioral Health Initiative (https://cybhi.chhs.ca.gov/)
Website	California Surgeon General, Safe Spaces: Trauma-Informed Training (https://osg.ca.gov/safespaces/)
Website	National Child Traumatic Stress Network

Website	National Council for Behavioral Health, Mental Health First Aid
Website	SchoolSafety.gov (https://www.schoolsafety.gov/mental-health)
Website	Suicide Prevention Lifeline
Website	Suicide Prevention Resource Center
Website	Substance Abuse and Mental Health Services Administration
Website	American Association of Suicidology
Website	American Foundation for Suicide Prevention (https://afsp.org/get-help/)
Website	American Psychological Association
Website	California Department of Health Care Services~~, Mental Health Services~~ (http://www.dhcs.ca.gov)
Website	CalHOPE Schools Initiative (https://www.calhopeschools.org/)
Website	Mental Health Evaluation, Training, Research, and Innovation Center for Schools (METRICS) (https://www.metricscenter.org/)
Website	Centers for Disease Control and Prevention, Mental Health (https://www.cdc.gov/mental-health/index.html)
Website	National Association of School Psychologists
Website	National Institute for Mental Health
Website	California Department of Education~~, Mental Health~~
Website	American School Counselor Association
Website	Office of the Surgeon General

Cross References

Code	Description
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
4131	Staff Development

5131.2	Bullying
5131.2	Bullying
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5141.6	School Health Services
5141.6	School Health Services
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6143	Courses of Study
6164.2	Guidance/Counseling Services
6164.5	Student Success Teams
6164.5	Student Success Teams
6173.4	Education For American Indian Students

Policy 5141.52: Suicide Prevention

Status: ADOPTED

Original Adopted Date: 07/01/2009 **| Last Revised Date:** ~~06~~03/01/~~2021~~2025 **| Last Reviewed Date:** ~~06~~03/01/~~2021~~2025

CSBA NOTE: Education Code 215 **mandates** ~~that~~ the Governing Board of any district serving students in grades K-12 to adopt a policy on student suicide prevention, intervention, and postvention (i.e., intervention conducted after a suicide) with specified components. The required components are addressed in ~~the following~~this policy and the accompanying administrative regulation.

~~The following policy is consistent with~~ Pursuant to Education Code 215, as amended by SB 1318 (Ch. 645, Statutes of 2024), the California Department of ~~Education's~~Education (CDE) is required, by July 1, 2026, to update its, "Model Youth Suicide Prevention Policy for Local Educational Agencies that Serve Kindergarten through Twelfth Grade Students," to address crisis intervention protocols in the event of a student suicide crisis. On or after July 1, 2026, the Board is required to, during its next regularly scheduled review of its student suicide prevention policy, update its policy to include the best practices identified in CDE's updated Model Policy.

The following policy is consistent with CDE's Model Policy, which also includes an extensive list of resources to assist in the prevention, intervention, and postvention of student suicide. Districts are encouraged to work closely with their county behavioral health department to identify and access resources at the local level.

The Mental Health Services Oversight and Accountability Commission developed a suicide prevention plan for the state which is published in , "Striving for Zero: California's Strategic Plan for Suicide Prevention 2020-2025~~,~~," available on its ~~web site~~website. The plan presents strategic aims, with related goals, objectives, and an implementation schedule. Districts may find the strategic plan useful in learning more about the stigma associated with behavioral health needs, myths and misconceptions about suicidal behavior and its hinderance to prevention efforts, suicidal behavior, risk and protective factors, and best practices in suicide prevention. Additionally, the Commission published, "Accelerating Transformational Change: Strategic Plan for 2024-2027," which includes the goals of supporting school-based mental health.

The California Department of Public Health, Office of Suicide Prevention (OSP) is the designated state entity responsible for coordinating and aligning statewide suicide prevention efforts and resources. OSP's youth suicide prevention projects, including the Youth Suicide Prevention Media and Outreach Campaign, are available on OSP's website. The California Department of Health Care Services provides free mental health and wellness resources to schools through its CalHOPE Schools Initiative.

Additionally, SchoolSafety.gov is an interagency website created by the U.S. Department of Homeland Security, U.S. Department of Education (USDOE), U.S. Department of Justice (DOJ), and U.S. Department of Health and Human Services to provide districts with actionable recommendations to create safe and supportive learning environments for students, including

information about suicide management.

The following policy and accompanying administrative regulation should be revised to reflect district practice and the grade levels offered by the district.

The Governing Board recognizes that suicide is a leading cause of death among youth, that prevention is a collective effort that requires stakeholder engagement, and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior, its impact on students and families, and other ~~trauma~~ associated ~~with suicide~~trauma, the Superintendent or designee shall develop measures, strategies, practices, and supports for suicide prevention, intervention, and postvention.

In developing and updating district policy and procedures for suicide prevention, intervention, and postvention, the Superintendent or designee shall consult with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts~~, and, in developing~~ . If the policy ~~for grades~~will affect K-6 students, the county mental health plan shall also be consulted. (Education Code 215)

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. Education Code 215 does not define "school and community stakeholders" or "school-employed mental health professionals" who must be consulted in the development of policy. The following paragraph details examples that are consistent with CSBA and CDE recommendations.

School and community stakeholders and school mental health professionals with whom the Superintendent or designee shall consult may include district and school administrators, school counselors, school psychologists, school social workers, school nurses, other staff, parents/guardians and caregivers, students, local health agencies, mental health professionals, community organizations, law enforcement, legal counsel, and/or the district's risk manager or insurance carrier. The Superintendent or designee may also collaborate with county and/or city governments in an effort to align district policy with any existing community suicide prevention plans.

CSBA NOTE: Pursuant to Education Code 215, as amended by SB 1318, if the district does not have a school mental health professional or contract with a mental health professional, the Board is encouraged to consider, when reviewing its policy on suicide prevention, whether funding should be identified for purposes of hiring a school mental health professional.

When developing or reviewing district policy on suicide prevention, the Superintendent or designee may make a recommendation regarding the need to hire a mental health professional for the district, or for any school that is not currently served by a mental health professional, and the possible funding source(s) for such hiring.

Measures and strategies for suicide prevention, intervention, and postvention shall include, but are not limited to:

CSBA NOTE: Education Code 215 **mandates** that the district's policy address any training on suicide awareness and prevention to be provided to teachers of students in all grade levels served

by the district. See the accompanying administrative regulation for additional language fulfilling this mandate. ~~In addition~~Additionally, Education Code 49604 encourages each district to provide suicide prevention training at least once to each middle, junior high, and high school counselor. Item #1 should be revised to specify the categories of employees who will receive the training.

1. Staff development on suicide awareness and prevention for teachers, interns, school counselors, and others who interact with students, including, as appropriate, substitute teachers, coaches, expanded day learning staff, crossing guards, tutors, and volunteers

CSBA NOTE: Items #2-9 below reflect optional strategies for suicide prevention, intervention, and postvention and may be revised to reflect district practice.

2. Instruction to students in problem-solving, coping, and resiliency skills to promote students' mental, emotional, and social health and well-being~~, as well as~~; help-seeking strategies and resources; and instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious ~~interrelationships~~relationships among students

4. The review of materials and resources used in awareness efforts and communications to ensure they align with best practices for safe and effective messaging about suicide

5. The provision of information to parents/guardians and caregivers regarding risk and protective factors, warning signs of suicide, the severity of the suicide problem among youth, the district's suicide prevention curriculum, the district's suicide prevention policy and procedures, basic steps for helping suicidal youth, the importance of communicating with appropriate staff if suicide risk is present or suspected, access to suicide prevention training, and/or school and community resources that can help youth in crisis

6. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions

~~7. Crisis intervention procedures~~

CSBA NOTE: Pursuant to Education Code 215, as amended by SB 1318, CDE is required to update its Model Policy, by July 1, 2026, to address crisis intervention protocols in the event of a student suicide crisis. The Board is required to update its suicide prevention policy to include the best practices identified in CDE's updated Model Policy when it next reviews this policy after July 1, 2026.

7. Crisis intervention protocols for addressing suicide threats or attempts

8. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

CSBA NOTE: The National Association of School Psychologists recommends that the district and/or school sites create a suicide prevention crisis team to assist in effectively identifying and intervening with students who are at risk of suicidal behavior, including adoption and implementation of policies and procedures. It is recommended that such teams include, at a minimum, administration, mental health staff, and school security personnel. CDE also recommends that students are included on the team, to represent the student voice. The same crisis intervention team may be established to address broader mental health concerns as described in BP 5141.5 - Mental Health.

9. Establishment of district and/or school-site crisis intervention team(s) to ensure the proper implementation and review of this policy and other district practices related to the emotional and behavioral wellness of students, including, but not limited to, the oversight of mental health and suicide prevention training, ensuring the suicide prevention policy, protocols, and resources are posted on the district and school websites, collaboration with community mental health organizations, identification of resources and organizations that provide evidence-based treatment, collaboration to build community response, and compliance with Education Code 215

CSBA NOTE: Education Code 215 mandates that the district's policy specifically address the needs of high-risk groups, including, but not limited to, those listed in the following paragraph. See the accompanying administrative regulation for additional language fulfilling this mandate.

CDE's Model Policy encourages districts to use the California School Climate, Health, and Learning Surveys or other survey data to determine the prevalence of suicidal ideation and behaviors, including patterns or trends, among all students, particularly among identified high-risk populations.

Pursuant to Education Code 218.3, CDE has developed and posted on its website, "Providing Relevant Inclusive Support that Matters for LGBTQ+ Students (PRISM)," a training curriculum for certificated staff to support lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) cultural competency. Beginning with the 2025–26 school year, through the 2029–30 school year, districts are required to provide at least one hour of training annually to all certificated employees serving students in grades 7-12, in accordance with Education Code 218.3.

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with ~~disabilities~~exceptional needs, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning. (Education Code 215)

CSBA NOTE: USDOE and DOJ's joint publication, "Supporting and Protecting the Rights of Students at Risk of Self-Harm in the Era of COVID-19," provides that anxiety, depression, or substance use disorder may be considered a mental health disability that entitles a student to special education or related services in accordance with Section 504 of the Rehabilitation Act or the federal Individuals with Disabilities Education Act. While this is written in response to the pandemic, the guidance may be interpreted as having a more general applicability. The following optional paragraph reflects this guidance.

In order to address mental health disabilities, the district may, as appropriate and in accordance with law, develop trauma-informed crisis management procedures that include an individualized assessment of the student's circumstances; provide and facilitate access to mental health evaluations and services; reasonably modify policies, such as attendance policies, for individual students; and train staff to recognize and respond appropriately to signs of distress and suicidal ideation in students.

CSBA NOTE: The following two optional paragraphs may be revised to reflect district practice. The paragraphs are consistent with CDE's Model Policy that recommends protocols for maintaining staff connection with students during school closures, in order to support student mental wellbeing and provide guidance on suicide prevention.

The Superintendent or designee shall establish a process for school staff to maintain daily or regular contact with all students, including during distance learning and school closures, and for such staff to communicate any concerns about a student's emotional wellbeing and/or safety to the appropriate authorities.

Additionally, the Superintendent or designee shall ensure that school-based mental health professionals maintain regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need.

CSBA NOTE: The following two paragraphs are for use by districts that serve students in grades K-6.

The Board shall ensure that suicide prevention measures and strategies for students in grades K-6 are age appropriate and delivered and discussed in a manner that is sensitive to the needs of young students. (Education Code 215)

If a referral is made for mental health or related services for a student in grade K-6 who is a Medi-Cal beneficiary, the Superintendent or designee shall coordinate and consult with the county mental health plan. (Education Code 215)

District employees shall act only within the authorization and scope of their credential or license. Nothing in this policy shall be construed as authorizing or encouraging district employees to diagnose or treat mental illness unless they are specifically licensed and employed to do so. (Education Code 215)

When the district determines that a student is in need of mental or behavioral health services, the services shall be provided in accordance with protocols specified in Board Policy 5141.5 - Mental Health.

CSBA NOTE: Education Code 215 requires that the district's student suicide prevention policy be updated ~~at least every five years.~~ to incorporate best practices identified in CDE's Model Policy. Education Code 215 also requires that the district's suicide prevention policy be updated at least every five years. Given the severity of the issue and importance of maintaining an up-to-date suicide prevention policy, CSBA and CDE recommend reviewing and updating this policy annually. The following paragraph may be revised to reflect district practice.

The Board shall review, and update as necessary, this policy at least every five years. The Board may, at its discretion, review the policy more frequently. (Education Code 215)

The Superintendent or designee shall periodically review district data pertaining to school climate and reports of suicidal ideation, attempts, or death to identify patterns or trends and make recommendations regarding program development.

The Superintendent or designee shall post this policy on the district's ~~web~~ ~~site~~website, in a prominent location and in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Policy Reference UPDATE Service
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Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 215	Suicide prevention policies
Ed. Code 215.5	Student identification cards; inclusion of safety hotlines
Ed. Code 216	Suicide prevention online training programs
Ed. Code 218.3	Training curriculum to support lesbian, gay, bisexual, queer, and questioning students
Ed. Code 234.6	Bullying and harassment prevention information
Ed. Code 32280-32289.5	School safety plans
Ed. Code 49060-49079	Student records
Ed. Code 49428.15	Identification of evidence-based and evidence-informed training programs for schools to address youth behavioral health
Ed. Code 49428.2	Referral protocols for addressing student behavioral health concerns in grades 7-12; certification of youth behavioral health training for employees
Ed. Code 49428.5	Student mental health poster
Ed. Code 49429	Telehealth technology in schools
Ed. Code 49602	Counseling and confidentiality of student information
Ed. Code 49604	Suicide prevention training for school counselors
Gov. Code 810-996.6	Government Claims Act
Pen. Code 11164-11174.3	Child Abuse and Neglect Reporting Act

W&I Code 5698	Emotionally disturbed youth; legislative intent
W&I Code 5850-5886	Children's Mental Health Services Act

Federal	**Description**
42 USC 290bb-33	Suicide Training and Awareness Nationally Delivered for Universal Prevention Act of 2021

Management Resources	**Description**
California Department of Education Publication	Model Youth Suicide Prevention Policy for Local Educational Agencies that Serve Kindergarten through Twelfth Grade Students, February 2023 (https://www.cde.ca.gov/ls/mh/documents/modelpolicy.docx)
California Department of Education Publication	Health Education Framework for California Public Schools, Kindergarten Through Grade Twelve, May 2019 (https://www.cde.ca.gov/ci/he/cf/index.asp)
California Department of Education Publication	Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008
~~CALSCHLS~~California Department of Education Publication	~~California School Staff Survey (CSSS)~~Telehealth Guidance for School Districts, July 2024 (https://www.cde.ca.gov/ls/mh/documents/telehealthguidance.docx)
~~CALSCHLS~~CDC Publication	~~California School Parent Survey (CSPS)~~Promoting Mental Health and Well-Being in Schools, December 2023 (https://www.cdc.gov/mental-health-action-guide/about/index.html)
~~CALSCHLS~~CSBA Publication	~~California Healthy Kids Survey (CHKS)~~Safe Schools Toolkit: Bullying and Cyberbullying, July 2024 (https://www.csba.org/-/media/CSBA/Files/GovernanceResources/SafeSchoolsToolkit/Safety-Toolkit-5.ashx?la=en&rev=40ec0e57416844f2ad701180a754cc3e)
CDC and Prevention Publication	School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009 (https://stacks.cdc.gov/view/cdc/5767)
Court Decision	Corales v. Bennett (Ontario-Montclair School District) (2009) 567 F.3d 554
Each Mind Matters Publication	Making Headlines: Guide to Engaging the Media in Suicide Prevention in California, 2012 (https://resource-center.yourvoicecounts.org/resources/making-headlines-guide-engaging-media-suicide-prevention-california)
Heard Alliance Publication	K-12 Toolkit for Mental Health Promotion and Suicide Prevention, ~~2017~~2021 (https://www.heardalliance.org/help-toolkit/)

Mental Health Svcs Oversight & Accountability Pub	Striving for Zero: California's Strategic Plan for Suicide Prevention 2020-2025 (https://sprc.org/wp-content/uploads/2022/11/CA-Suicide-Prevention-Plan_2020_2025.pdf)
Mental Health Svcs Oversight & Accountability Pub	Accelerating Transformational Change: Strategic Plan for 2024-2027 (https://bhsoac.ca.gov/wp-content/uploads/MHSOAC-Strategic-Plan-2024-2027.pdf)
Nat's Assoc. of School Psychologists Publication	Comprehensive School Suicide Prevention in a Time of Distance Learning, 2020 (https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/crisis-and-mental-health-resources/comprehensive-school-suicide-prevention-in-a-time-of-distance-learning)
Nat's Assoc. of School Psychologists Publication	Conducting a Virtual Suicide Assessment Checklist (https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/crisis-and-mental-health-resources/conducting-virtual-suicide-assessment-checklist)
Nat'l Assoc. of School Psychologists Publication	Preventing Suicide: Guidelines for Administrators and Crisis Teams, 2015 (https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/mental-health-resources/preventing-youth-suicide/preventing-suicide-guidelines-for-administrators-and-crisis-teams)
Suicide Prevention Resource Center Publication	After a Suicide: A Toolkit for Schools, 2nd Edition, 2018 (https://sprc.org/online-library/after-suicide-toolkit-schools)
U.S. Department of Education, Office for Civil Rights and U.S. Department of Justice, Civil Rights Division Publication	Supporting and Protecting the Rights of Students at Risk of Self-Harm in the Era of COVID-19, October 2021 (https://archive.ada.gov/students_self-harm_fact_sheet.pdf)
U.S. Dept. of Health & Human Services Publication	Preventing Suicide: A Toolkit for High Schools, 2012 (https://store.samhsa.gov/product/preventing-suicide-toolkit-high-schools/sma12-4669)
U.S. Dept. of Health & Human Services Publication	National Strategy for Suicide Prevention~~: Goals~~ , 2024 (https://www.hhs.gov/programs/prevention-and ~~Objectives for Action, rev. 2012~~-wellness/mental-health-substance-ause/national-strategy-suicide-prevention/index.html)
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Public Health, Office of Suicide Prevention (https://www.cdph.ca.gov/Programs/CCDPHP/DCDIC/SACB/Pages/Office-of-Suicide-Prevention-(OSP).aspx)

Website	California Surgeon General, Safe Spaces: Trauma-Informed Training (https://osg.ca.gov/safespaces/)
Website	Suicide Prevention Messaging
Website	National Action Alliance for Suicide Prevention
Website	Mental Health Evaluation, Training, Research, and Innovation Center for Schools (METRICS) (https://www.metricscenter.org/)
Website	Mental Health Services Oversight and Accountability Commission
Website	HEARD Alliance
Website	Each Mind Matters: California's Mental Health Movement
Website	Crisis Text Line
Website	California School Climate, Health, and Learning Surveys (CalSCHLS)
Website	California Mental Health Services Authority
Website	Suicide Prevention Lifeline
Website	Suicide Prevention Resource Center
Website	National Child Traumatic Stress Network
Website	SchoolSafety.gov (https://www.schoolsafety.gov/mental-health)
Website	Substance Abuse and Mental Health Services Administration
Website	Trevor Project
Website	American Academy of Pediatrics
Website	American Association of Suicidology
Website	American Foundation for Suicide Prevention
Website	American Psychological Association
Website	California Department of Education, Mental Health
Website	California Department of Health Care Services, Mental Health Services
Website	CalHOPE Schools Initiative (https://www.calhopeschools.org/)
Website	Centers for Disease Control and Prevention, Mental Health
Website	National Association of School Psychologists
Website	National Institute for Mental Health

Website	American School Counselor Association

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1112	Media Relations
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1240	Volunteer Assistance
1240	Volunteer Assistance
1400	Relations Between Other Governmental Agencies And The Schools
3515	Campus Security
3515	Campus Security
4112.21	Interns
4112.21	Interns
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4127	Temporary Athletic Team Coaches
4127	Temporary Athletic Team Coaches
4131	Staff Development
4227	Temporary Athletic Team Coaches
4227	Temporary Athletic Team Coaches
4231	Staff Development
4327	Temporary Athletic Team Coaches
4327	Temporary Athletic Team Coaches
4331	Staff Development
5125	Student Records
5125	Student Records
5131	Conduct
5131.2	Bullying

5131.2	Bullying
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5131.8	Mobile Communication Devices
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141	Health Care And Emergencies
5141	Health Care And Emergencies
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.5	Mental Health
5141.6	School Health Services
5141.6	School Health Services
5142	Safety
5142	Safety
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.7	Sex Discrimination and Sex-Based Harassment
5145.7	Sex Discrimination and Sex-Based Harassment
5145.71	Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures
5145.71-E(1)	Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures
5145.9	Hate-Motivated Behavior
5148	Child Care And Development
5148	Child Care And Development
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education

6145.2	Athletic Competition
6145.2	Athletic Competition
6145.8	Assemblies And Special Events
6164.2	Guidance/Counseling Services
6164.5	Student Success Teams
6164.5	Student Success Teams

Regulation 5141.52: Suicide Prevention

Status: ADOPTED

Original Adopted Date: 07/01/2009 **| Last Revised Date:** ~~06~~03/01/~~2021~~2025 **| Last Reviewed Date:** ~~06~~03/01/~~2021~~2025

CSBA NOTE: Education Code 215 **mandates** the Governing Board of any district serving students in grades K-12 to adopt a policy on student suicide prevention, intervention, and postvention ~~for grades K-12~~. See the accompanying Board policy. The following administrative regulation provides additional strategies that fulfill the mandate and may be revised to reflect district practice. Pursuant to Education Code 215, the following regulation should be developed in consultation with school and community stakeholders, school-employed mental health professionals, suicide prevention experts, and, in developing strategies for grades K-6, the county mental health plan.

Examples of suicide prevention strategies are also available in the California Department of Education's (CDE~~)~~), "Model Youth Suicide Prevention Policy~~,~~ for Local Educational Agencies that Serve Kindergarten through Twelfth Grade Students," Mental Health Services Oversight and Accountability Commission's (MHSOAC~~)~~), "Striving for Zero: California's Strategic Plan for Suicide Prevention 2020-2025~~,~~," the U.S. Department of Health and Human Services publication , "Preventing Suicide: A Toolkit for High Schools~~,~~," and resources issued by other state and federal agencies and organizations. For further information about strategies to protect students from bullying, cyberbullying, and other harassment, see BP 5131 - Conduct, BP 5131.2 - Bullying, BP 5145.3 - Nondiscrimination/Harassment, BP/AR 5145.7 - Sexual Harassment, and BP 5145.9 - Hate-Motivated Behavior. For additional information and resources related to student mental and behavioral health, see BP 5141.5 – Mental Health.

Definitions

CSBA NOTE: Education Code 215, as amended by SB 1318 (Ch. 645, Statutes of 2024), defines "mental health professional," "student suicide crisis," and "school mental health professional," as reflected below.

Mental health professional means an individual licensed or registered, or an intern or associate working towards licensure, by the Board of Behavioral Sciences or the Board of Psychology in the Department of Consumer Affairs. (Education Code 215)

Student suicide crisis means any of the following: (Education Code 215)

1. A student who is exhibiting suicidal thoughts or behaviors
2. A student who has completed a suicide risk assessment and is determined to be at risk of suicide
3. A student who is attempting to physically harm themselves or others

School mental health professional means a school employee with a clear or preliminary pupil personnel services credential with a specialization in school counseling, school social work, or

school psychology, a credentialed school nurse, or a licensed, registered, or associate marriage and family therapist, professional clinical counselor, clinical social worker, educational psychologist, or psychologist under the supervision of a school employee with a pupil personnel services or administrative services credential. (Education Code 215)

Staff Development

CSBA NOTE: Education Code 215 **mandates** that the district's policy address any training on suicide awareness and prevention to be provided to teachers of students in all grade levels served by the district. Additionally, Education Code 215 requires a district's training materials to include best practices identified in CDE's Model Policy. In addition, Education Code 49604 encourages each district to provide suicide prevention training at least once to each middle, junior high, and high school counselor.

CDE recommends that employees receive training on the core components of suicide prevention at the beginning of employment, and also receive training each year on risk factors, protective factors, warning signs of suicide, suicide prevention, intervention, referral, and postvention, with a minimum of one hour of general suicide prevention training. The following section should be revised to reflect district practice.

Education Code 216 requires CDE to identify evidence-based online training program(s), aligned with the requirements of Education Code 215, that districts may use to train students and staff.

Education Code 216 also requires CDE, dependent upon funds being appropriated in the annual Budget Act, to provide grants, upon application, to county offices of education for the acquisition of such training programs to disseminate to districts at no cost.

Pursuant to Education Code 49428.15, CDE has identified and posted on its website, "Youth Mental Health First Aid," an evidence-based and evidence-informed training program for use by schools to address student behavioral health.

Additionally, the California Surgeon General has developed, "Safe Spaces: Trauma Informed Training," an online training designed to help recognize and respond to signs of student trauma and stress.

Additional training and funding is available through the federal Suicide Training and Awareness Nationally Delivered for Universal Prevention Act of 2021 (STANDUP ACT) (42 USC 290bb-33), which provides best practices for suicide awareness and prevention training policies.

Suicide prevention training shall be provided to teachers, interns, counselors, and others who interact with students, including, as appropriate, substitute teachers, coaches, expanded day learning staff, crossing guards, tutors, and volunteers. The training shall be offered under the direction of a district counselor, psychologist, and/or social worker who has received advanced training specific to suicide and who may collaborate with one or more county or community mental health agencies.

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and ~~their~~ families to those

services. ~~Materials~~Training materials may also ~~may~~ include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code 215)

Additionally, staff development shall include research and information related to the following topics:

CSBA NOTE: Education Code 215 **mandates** that the district's policy specifically address the needs of high-risk groups; see the accompanying Board policy. One strategy to specifically address their needs is to increase staff awareness of the higher rates of suicide among these groups, as provided in ~~item~~Item #1 below.

1. The higher risk of suicide among certain groups, including, but not limited to, students who are impacted by suicide; students with ~~disabilities~~exceptional needs, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning

CSBA NOTE: Staff development may include training about individual risk factors associated with suicide, as provided in ~~item~~Item #2 below. Information about risk factors is available from MHSOAC's "Striving for Zero: California's Strategic Plan for Suicide Prevention 2020-2025~~,~~," the Centers for Disease Control and Prevention, American Association of Suicidology, American Foundation for Suicide Prevention, Trevor Project, and other publications, agencies, and organizations.

2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe or traumatic stressor or loss, family instability, impulsivity, and other factors

3. Identification of students who may be at risk of suicide, including, but not limited to, warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent

4. Protective factors that may help to decrease a student's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community

5. Instructional strategies for teaching the suicide prevention curriculum, promoting mental and emotional health, reducing the stigma associated with mental illness, and using safe and effective messaging about suicide

6. The importance of early prevention and intervention in reducing the risk of suicide

7. School and community resources and services, including resources and services that meet the specific needs of high-risk groups

8. Appropriate ways to interact with a student who is demonstrating emotional distress or is suicidal and procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide, including, but not limited to, appropriate protocols for constant monitoring and supervision of the student, during the time the student is in the school's physical custody, while the immediate referral of the student to medical or mental health services is being processed

9. District procedures for responding after a suicide has occurred

10. Common misconceptions about suicide

The district may provide additional professional development in suicide risk assessment and crisis intervention to district mental health professionals, including, but not limited to, school counselors, psychologists, social workers, and nurses.

Instruction

CSBA NOTE: The state's content standards for health education include voluntary standards pertaining to mental, emotional, and social health at selected elementary and secondary grades and suicide prevention instruction at grade 7 or 8 and in high school.

CDE recommends that the instruction be under the supervision of district-employed mental health professionals following consultation with county and community health agencies, and that it be incorporated into areas of the curriculum in addition to health classes.

The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum in an age and developmentally appropriate manner and shall be designed to help students:

1. Identify and analyze warning signs and risk factors associated with suicide, including, but not limited to, understanding how mental health challenges and emotional distress, such as feelings of depression, loss, isolation, inadequacy, and anxiety, can lead to thoughts of suicide

2. Develop coping and resiliency skills for dealing with stress and trauma, and building self-esteem

3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent

4. Identify trusted adults; school resources, including the district's suicide prevention, intervention, and referral procedures; and/or community crisis intervention resources where youth can get help

5. Develop help-seeking strategies and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention

6. Recognize that early prevention and intervention can drastically reduce the risk of suicide

The Superintendent or designee may develop and implement school activities that raise awareness about mental health wellness and suicide prevention.

Student Identification Cards

CSBA NOTE: The following section is for use by districts that serve students in grades 7-12. Education Code 215.5, as amended by SB 1063 (Ch. 642, Statutes of 2024), requires districts that

issue or reissue student identification cards to have printed on either side of the card the telephone number ~~of~~for the 988 Suicide and Crisis Lifeline and the National Suicide Prevention Lifeline (1-800-273-8255~~), and allows to~~). Pursuant to Education Code 215.5, as amended by SB 1063, a district may have printed on the card the Crisis Text Line (texting HOME to 741741~~) and/or~~); the telephone number for campus police or security or, if the campus does not have a campus police or security telephone number, the local nonemergency telephone number; a local suicide prevention hotline telephone number; and/or a quick response (QR) code that links to the county's mental health resources website. For additional requirements related to student identification cards, see BP 5142 – Safety.

Student identification cards for students in grades 7-12 shall include the 988 Suicide and Crisis Lifeline and National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line ~~and/or~~, campus police or security, a local suicide prevention hotline telephone number, and/or a quick response (QR) code for the county's mental health resources website. (Education Code 215.5)

Intervention

CSBA NOTE: Education Code 215 **mandates** that the district's policy and procedures address suicide intervention. The following section should be revised to reflect district practice. In addition, the district may choose to incorporate crisis intervention strategies in its comprehensive school safety plan adopted pursuant to Education Code 32280-32289.5; see BP/AR 0450 - Comprehensive Safety Plan.

The following paragraph is for use by districts that have formed and trained district and/or school site crisis intervention team(s) to assist with suicide intervention; see the accompanying Board policy. The National Association of School Psychologists (NASP) recommends that crisis intervention teams assign one or more individuals as a "designated reporter" to receive and act upon all reports from teachers, other staff, and students who may be suicidal.

The Superintendent or designee shall provide the name, title, and contact information of the members of the district and/or school crisis intervention team(s) to students, staff, parents/guardians, and caregivers and post on school and district ~~web sites.~~ websites. Such notifications shall identify the mental health professional who serves as the crisis intervention team's designated reporter to receive and act upon reports of a student's suicidal intention.

Students shall be encouraged to notify a teacher, principal, counselor, designated reporter, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, the staff member shall promptly notify the principal, school counselor, or designated reporter, who shall implement district intervention protocols as appropriate.

CSBA NOTE: Education Code 49602 generally protects the confidentiality of information of a personal nature disclosed to a school counselor by a student age 12 years or older or by a parent/guardian. However, in certain circumstances, the counselor may disclose such information

to avert a clear and present danger to the health, safety, or welfare of the student or others within in the school community. Also see BP 6164.2 - Guidance/Counseling Services.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, discussed, or referred to with third parties, the counselor may report to the principal or student's parents/guardians when there is reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student or others within the school community. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment, or to report child abuse and neglect as required by Penal Code 11164-11174.3. (Education Code 49602)

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

When the district determines that a student is in need of mental or behavioral health services, the services shall be provided in accordance with protocols specified in Board Policy 5141.5 - Mental Health.

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary
2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
3. Keeping the student under continuous adult supervision and providing comfort to the student until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
4. Removing other students from the immediate area as soon as possible

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

CSBA NOTE: The following paragraph is optional. If a student's parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide, the Superintendent or designee shall consider whether a referral to child protective services for child neglect is needed. Pursuant to Penal Code 11164-11174.3, the Child Abuse and Neglect Reporting Act, school employees who are mandated reporters are required to report child abuse or neglect, as defined in law, when they have knowledge of or reasonably suspect that a child is a victim of child abuse or neglect. See BP/AR 5141.4 - Child Abuse Prevention and Reporting.

The Superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the Superintendent or designee shall consider whether it is necessary, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate steps to ensure the student's readiness for return to school and determine the need for ongoing support.

Postvention

CSBA NOTE: Education Code 215 **mandates** that the district's policy and procedures address suicide postvention. The following section should be revised to reflect district practice.

In the event that a student dies by suicide, the Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

CSBA NOTE: Research has identified an increased risk of suicide among youth who are grieving the suicide of another (so-called "suicide contagion"). The NASP, in its publication, "Preventing Suicide: Guidelines for Administrators and Crisis Teams," recommends that memorials should be implemented with care so as not to sensationalize or glamorize suicide and thereby increase the suicide risk to other students. If a memorial is conducted for a student who dies by suicide, the association suggests a living memorial, such as making donations to a local crisis center, participating in an event that raises awareness about suicide prevention, or providing other opportunities for service activities in the school that emphasize the importance of students taking care of each other.

The Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. The Superintendent or designee shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Students significantly affected by suicide death and those at risk of imitative behavior should be identified and closely monitored. School staff may receive assistance from school counselors or other mental health professionals in determining how to best discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the district-designated spokesperson who shall not divulge confidential information. The district's response shall not sensationalize suicide and shall focus on the district's postvention plan and available resources.

After any suicide or attempted suicide by a student, the Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

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Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 215	Suicide prevention policies
Ed. Code 215.5	Student identification cards; inclusion of safety hotlines
Ed. Code 216	Suicide prevention online training programs
Ed. Code 218.3	Training curriculum to support lesbian, gay, bisexual, queer, and questioning students
Ed. Code 234.6	Bullying and harassment prevention information
Ed. Code 32280-32289.5	School safety plans
Ed. Code 49060-49079	Student records
Ed. Code 49428.15	Identification of evidence-based and evidence-informed training programs for schools to address youth behavioral health
Ed. Code 49428.2	Referral protocols for addressing student behavioral health concerns in grades 7-12; certification of youth behavioral health training for employees
Ed. Code 49428.5	Student mental health poster
Ed. Code 49429	Telehealth technology in schools
Ed. Code 49602	Counseling and confidentiality of student information
Ed. Code 49604	Suicide prevention training for school counselors
Gov. Code 810-996.6	Government Claims Act
Pen. Code 11164-11174.3	Child Abuse and Neglect Reporting Act
W&I Code 5698	Emotionally disturbed youth; legislative intent
W&I Code 5850-5886	Children's Mental Health Services Act

Federal	Description
42 USC 290bb-33	Suicide Training and Awareness Nationally Delivered for Universal Prevention Act of 2021

Management Resources	Description
California Department of Education Publication	Model Youth Suicide Prevention Policy for Local Educational Agencies that Serve Kindergarten through Twelfth Grade Students, February 2023 (https://www.cde.ca.gov/ls/mh/documents/modelpolicy.docx)
California Department of Education Publication	Health Education Framework for California Public Schools, Kindergarten Through Grade Twelve, May 2019 (https://www.cde.ca.gov/ci/he/cf/index.asp)
California Department of Education Publication	Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

~~CALSCHLS~~California Department of Education Publication	~~California School Staff Survey (CSSS)~~Telehealth Guidance for School Districts, July 2024 (https://www.cde.ca.gov/ls/mh/documents/telehealthguidance.docx)
~~CALSCHLS~~CDC Publication	~~California School Parent Survey (CSPS)~~Promoting Mental Health and Well-Being in Schools, December 2023 (https://www.cdc.gov/mental-health-action-guide/about/index.html)
~~CALSCHLS~~CSBA Publication	~~California Healthy Kids Survey (CHKS)~~Safe Schools Toolkit: Bullying and Cyberbullying, July 2024 (https://www.csba.org/-/media/CSBA/Files/GovernanceResources/SafeSchoolsToolkit/Safety-Toolkit-5.ashx?la=en&rev=40ec0e57416844f2ad701180a754cc3e)
CDC and Prevention Publication	School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009 (https://stacks.cdc.gov/view/cdc/5767)
Court Decision	Corales v. Bennett (Ontario-Montclair School District) (2009) 567 F.3d 554
Each Mind Matters Publication	Making Headlines: Guide to Engaging the Media in Suicide Prevention in California, 2012 (https://resource-center.yourvoicecounts.org/resources/making-headlines-guide-engaging-media-suicide-prevention-california)
Heard Alliance Publication	K-12 Toolkit for Mental Health Promotion and Suicide Prevention, ~~2017~~2021 (https://www.heardalliance.org/help-toolkit/)
Mental Health Svcs Oversight & Accountability Pub	Striving for Zero: California's Strategic Plan for Suicide Prevention 2020-2025 (https://sprc.org/wp-content/uploads/2022/11/CA-Suicide-Prevention-Plan_2020_2025.pdf)
Mental Health Svcs Oversight & Accountability Pub	Accelerating Transformational Change: Strategic Plan for 2024-2027 (https://bhsoac.ca.gov/wp-content/uploads/MHSOAC-Strategic-Plan-2024-2027.pdf)
Nat's Assoc. of School Psychologists Publication	Comprehensive School Suicide Prevention in a Time of Distance Learning, 2020 (https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/crisis-and-mental-health-resources/comprehensive-school-suicide-prevention-in-a-time-of-distance-learning)
Nat's Assoc. of School Psychologists Publication	Conducting a Virtual Suicide Assessment Checklist (https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-

	center/crisis-and-mental-health-resources/conducting-virtual-suicide-assessment-checklist)
Nat'l Assoc. of School Psychologists Publication	Preventing Suicide: Guidelines for Administrators and Crisis Teams, 2015 (https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/mental-health-resources/preventing-youth-suicide/preventing-suicide-guidelines-for-administrators-and-crisis-teams)
Suicide Prevention Resource Center Publication	After a Suicide: A Toolkit for Schools, 2nd Edition, 2018 (https://sprc.org/online-library/after-suicide-toolkit-schools)
U.S. Department of Education, Office for Civil Rights and U.S. Department of Justice, Civil Rights Division Publication	Supporting and Protecting the Rights of Students at Risk of Self-Harm in the Era of COVID-19, October 2021 (https://archive.ada.gov/students_self-harm_fact_sheet.pdf)
U.S. Dept. of Health & Human Services Publication	Preventing Suicide: A Toolkit for High Schools, 2012 (https://store.samhsa.gov/product/preventing-suicide-toolkit-high-schools/sma12-4669)
U.S. Dept. of Health & Human Services Publication	National Strategy for Suicide Prevention: ~~Goals~~ , 2024 (https://www.hhs.gov/programs/prevention-and ~~Objectives for Action, rev. 2012~~-wellness/mental-health-substance-abuse/national-strategy-suicide-prevention/index.html)
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Public Health, Office of Suicide Prevention (https://www.cdph.ca.gov/Programs/CCDPHP/DCDIC/SACB/Pages/Office-of-Suicide-Prevention-(OSP).aspx)
Website	California Surgeon General, Safe Spaces: Trauma-Informed Training (https://osg.ca.gov/safespaces/)
Website	Suicide Prevention Messaging
Website	National Action Alliance for Suicide Prevention
Website	Mental Health Evaluation, Training, Research, and Innovation Center for Schools (METRICS) (https://www.metricscenter.org/)
Website	Mental Health Services Oversight and Accountability Commission
Website	HEARD Alliance
Website	Each Mind Matters: California's Mental Health Movement
Website	Crisis Text Line
Website	California School Climate, Health, and Learning Surveys (CalSCHLS)

Website	California Mental Health Services Authority
Website	Suicide Prevention Lifeline
Website	Suicide Prevention Resource Center
Website	National Child Traumatic Stress Network
Website	SchoolSafety.gov (https://www.schoolsafety.gov/mental-health)
Website	Substance Abuse and Mental Health Services Administration
Website	Trevor Project
Website	American Academy of Pediatrics
Website	American Association of Suicidology
Website	American Foundation for Suicide Prevention
Website	American Psychological Association
Website	California Department of Education, Mental Health
Website	California Department of Health Care Services, Mental Health Services
Website	CalHOPE Schools Initiative (https://www.calhopeschools.org/)
Website	Centers for Disease Control and Prevention, Mental Health
Website	National Association of School Psychologists
Website	National Institute for Mental Health
Website	American School Counselor Association

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1112	Media Relations
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1240	Volunteer Assistance
1240	Volunteer Assistance
1400	Relations Between Other Governmental Agencies And The Schools

3515	Campus Security
3515	Campus Security
4112.21	Interns
4112.21	Interns
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4127	Temporary Athletic Team Coaches
4127	Temporary Athletic Team Coaches
4131	Staff Development
4227	Temporary Athletic Team Coaches
4227	Temporary Athletic Team Coaches
4231	Staff Development
4327	Temporary Athletic Team Coaches
4327	Temporary Athletic Team Coaches
4331	Staff Development
5125	Student Records
5125	Student Records
5131	Conduct
5131.2	Bullying
5131.2	Bullying
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5131.8	Mobile Communication Devices
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141	Health Care And Emergencies
5141	Health Care And Emergencies
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting

5141.5	Mental Health
5141.6	School Health Services
5141.6	School Health Services
5142	Safety
5142	Safety
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.7	Sex Discrimination and Sex-Based Harassment
5145.7	Sex Discrimination and Sex-Based Harassment
5145.71	Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures
5145.71-E(1)	Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures
5145.9	Hate-Motivated Behavior
5148	Child Care And Development
5148	Child Care And Development
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6145.2	Athletic Competition
6145.2	Athletic Competition
6145.8	Assemblies And Special Events
6164.2	Guidance/Counseling Services
6164.5	Student Success Teams
6164.5	Student Success Teams

Policy 5145.13: Response To Immigration Enforcement

Status: ADOPTED

Original Adopted Date: 05/01/2018 **| Last Revised Date:** 03/01/2025 **| Last Reviewed Date:** 0503/01/20182025

CSBA NOTE: Pursuant to Education Code 234.7, as added by AB 699 (Ch. 493, Statutes of 2017), districts arewere **mandated** to adopt policy consistentpolicies, by July 1, 2018, with a language that is equivalent to the model policy language developed by the California Attorney General which limits assistance with immigration enforcement at public schools. See in "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, available on the web site of the Office of the Attorney General. Except as otherwise noted below, the following policy reflects the mandated policy statements. ," first published in April 2018 ("2018 Guidance"). The Attorney General updated the 2018 Guidance in December 2024 ("2024 Guidance") and has stated that districts "should" adopt or update their policies based on the 2024 Guidance by May 1, 2025. The 2024 Guidance is available on the Office of the Attorney General's website.

Since the legal landscape regarding a district's response to immigration enforcement is in flux and additional legislation is currently pending, it is recommended that districts consult with CSBA's District and County Office of Education Legal Service or district legal counsel when adopting this policy.

See the accompanying administrative regulation, BP 0410 - Nondiscrimination in District Programs and Activities, BP/AR 5111 - Admission, AR 5111.1 - District Residency, BP/AR 5125 - Student Records, AR/E 5125.1 - Release of Directory Information, and BP 5131.2 - Bullying for additional language fulfilling this mandate.that is equivalent to the model policy language in the 2018 Guidance and 2024 Guidance.

The Governing Board is committed to the success of all students and believes that every school site should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status.

District staff shall not solicit or collect information or documents, and shall not seek or require information or documents to the exclusion of other permissible information or documents, regarding the citizenship or immigration status of studentsa student or theirthe student's family members or provide assistance with immigration enforcement at district schools, except as may be required by state and federal law. (Education Code 234.7)

CSBA NOTE: Education Code 234.1 **mandates** that districts adopt policy prohibiting discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Penal Code 422.55 and Education Code 220. As amended by AB 699 (Ch. 493, Statutes of 2017), and Penal Code 422.55. Education Code 234.1 expressly includes immigration status among the protected categories. See BP 0410 - Nondiscrimination in District

Programs and Activities and BP 5145.3 - Nondiscrimination/Harassment for language fulfilling this mandate.

~~No~~In accordance with law, Board Policy 0410 - Nondiscrimination in District Programs and Activities, and Board Policy 5145.3 - Nondiscrimination/Harassment, no student shall be denied equal rights and opportunities, nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of ~~his/her immigration status.~~the student's or family's immigration status or for the refusal to provide information related to the student's or family's immigration status. (Education Code 200, 220, 234.1)

CSBA NOTE: ~~Pursuant to Education~~Government Code ~~234.7, as added by AB 699 (Ch. 493, Statutes of 2017), the district must notify parents/guardians of their children's right to a free public education regardless of~~8310.3 prohibits districts from disclosing information about immigration status~~, including "Know Your Educational Rights" information as contained~~ or religion for use in the ~~Office of the Attorney General publication Promoting~~compilation of a registry for immigration enforcement or otherwise assisting in the creation of such a ~~Safe and Secure Learning Environment for All:~~registry. The 2024 Guidance ~~and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues. Such notice may be included in the annual parental notification provided pursuant to Education Code 48980 or through any other cost-effective means.~~contains a similar prohibition. Also see BP 0410 - Nondiscrimination in District Programs and Activities and BP 5125 - Student Records.

Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code 8310.3)

CSBA NOTE: Pursuant to Education Code 234.7, a district is required to notify parents/guardians of their children's right to a free public education regardless of immigration status. The 2024 Guidance provides additional detail on this topic, which includes one appendix titled "Know Your Educational Rights." Such notice may be included in the annual parental notification provided pursuant to Education Code 48980 or through any other cost-effective means. See 5145.6 – Parent/Guardian Notifications and BP 0410 - Nondiscrimination in District Programs and Activities.

The Superintendent or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement. (Education Code 234.7)

~~Consistent with requirements of the California Office of the Attorney General, the~~The Superintendent or designee shall develop procedures for addressing any immigration-related requests by a law enforcement officer for access to district records, school sites, or students ~~for the purpose of immigration enforcement~~.

CSBA NOTE: The following optional paragraph reflects a recommendation ~~off~~from the ~~Attorney General's model policy~~2024 Guidance and may be revised to reflect district practice.

~~Teachers, school administrators, and other school staff shall receive~~The Superintendent or designee may provide training to staff regarding immigration issues, including information on responding to a

request from ~~an immigration~~a law enforcement officer to visit a school site or to have access to a student.

The Superintendent or designee shall report to the Board in a timely manner any requests for information or access to a school site by ~~an officer or employee of~~ a law enforcement ~~agency~~officer for the purpose of enforcing the immigration laws. Such notification shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

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Policy Reference Disclaimer:
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State	**Description**
Ed. Code 200	Equal rights and opportunities in state educational institutions
Ed. Code 220	Prohibition of discrimination
Ed. Code 234.1	Student protections relating to discrimination, harassment, intimidation, and bullying
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 48204.4	Evidence of residency for school enrollment
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents in language other than English
Gov. Code 8310.3	California Religious Freedom Act
Pen. Code 422.55	Definition of hate crime
Pen. Code 627-627.10	Access to school premises

Federal	**Description**
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974

Management Resources	**Description**
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, ~~April 2018~~December 2024
Court Decision	Plyler v. Doe~~,~~ (1982) 457 U.S. 202 ~~(1982)~~
~~CSBA Publication~~	~~Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017~~

Website	CSBA District and County Office of Education Legal Services
Website	U.S. Immigration and Customs Enforcement, Online Detainee Locator System
~~Website~~	~~California Attorney General's Office~~
Website	California Office of the Attorney General
Website	CSBA
Website	U.S. Department of Education, Office for Civil Rights
Website	U.S. Immigration and Customs Enforcement
Website	California Department of Education
Website	California Civil Rights Department

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
1250	Visitors/Outsiders
1340	Access To District Records
1340	Access To District Records
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3555	Nutrition Program Compliance
3555-E(1)	Nutrition Program Compliance
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
5141	Health Care And Emergencies

5141	Health Care And Emergencies
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5142	Safety
5142	Safety
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
6142.3	Civic Education
6143	Courses Of Study
6143	Courses Of Study
6175	Migrant Education Program
6175	Migrant Education Program

Regulation 5145.13: Response To Immigration Enforcement

Status: ADOPTED

Original Adopted Date: 05/01/2018 **| Last Revised Date:** 03/01/2025 **| Last Reviewed Date:** 0503/01/20182025

CSBA NOTE: Pursuant to Education Code 234.7, as added by AB 699 (Ch. 493, Statutes of 2017), districts arewere **mandated** to adopt policypolicies, by June 1, 2018, with language that is consistent with equivalent to the model policy language developed by the California Attorney General's model policy limiting assistance with immigration enforcement at public schools. The required model policy statements are contained in the Office of the Attorney General publication in "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, and, except as otherwise noted, are reflected in the following regulation. ," first published in April 2018 ("2018 Guidance"). The Attorney General updated the 2018 Guidance in December 2024 ("2024 Guidance") and has stated that districts "should" adopt or update their policies based on the 2024 Guidance by May 1, 2025. The 2024 Guidance is available on the Office of the Attorney General's website.

Since the legal landscape regarding a district's response to immigration enforcement is in flux and additional legislation is currently pending, it is recommended that districts consult with CSBA's District and County Office of Education Legal Service or district legal counsel when adopting this policy.

See the accompanying Board policy, BP 0410 - Nondiscrimination in District Programs and Activities, BP/AR 5111 - Admission, AR 5111.1 - District Residency, BP/AR 5125 - Student Records, AR/E 5125.1 - Release of Directory Information, and BP 5131.2 - Bullying for additional language fulfilling this mandate.

The Attorney General's model policyGeneral recommends that, if feasible, districts designate an immigrant affairs liaison to facilitate training programs for staff, help provide non-legal advice to families, and assist in communications with other educational agencies and local and state government stakeholders. The following administrative regulation may be revised to reflect any such position established by the district.

Responding to Requests for Immigration-Related Information or Documents

CSBA NOTE: Education Code 234.7, as added by AB 699 (Ch. 493, Statutes of 2017), prohibits the collection of information or documents regarding the citizenship or immigration status of students or their family members., except as required by state or federal law, or as required to administer a state or federally supported education program. If the district becomes aware of the citizenship or immigration status of any student, it is prohibited from disclosing that information to U.S. Immigration and Customs Enforcement (ICE), as such disclosure is not among the limited exceptions specified in law for which student records may be released without parental consent or a lawful judicial order. An ICE "administrative warrant" is not a court order that would allow a district to disclose student records without parent/guardian consent. See the Office of the

~~Attorney General publication Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues for further information and examples of such administrative warrants and judicial orders.~~except in limited circumstances, such as when parent/guardian consent, a court order, or a judicial subpoena/warrant is provided.

~~Unless authorized by~~ Upon receiving any verbal or written request for information or documents related to a student's or family's immigration or citizenship status, district staff shall:

1. Record or otherwise document the ~~Family Educational Rights~~request and ~~Privacy Act pursuant to 20 USC 1232g,~~notify the Superintendent or designee about the request

2. Provide the student's parent/guardian or, if the student ~~information~~ is at least 18 years old, the student, with notice, a description of the request, and any documentation provided to the district describing the request, unless prohibited by a court order, judicial subpoena/warrant, or in cases involving investigation of child abuse, neglect, or dependency

Information or documents related to a student's immigration or citizenship status shall not be disclosed to ~~immigration~~a law enforcement ~~authorities~~officer without ~~parental~~ consent by the parent/guardian or, if the student is at least 18 years old, by the student, a court order, or judicial subpoena~~.~~ /warrant. To obtain written consent, the release of student information shall include the following information:

1. The signature and signature date of the parent/guardian, or student if the student is at least 18 years old

2. A description of the records to be disclosed

3. The reason for the release of information

4. The parties or class of parties receiving the information

5. A copy of the records to be released, if requested by the parent/guardian or student

In accordance with law and Board Policy 5125 – Student Records, the Superintendent or designee shall annually notify parents/guardians that the district will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a court order or judicial subpoena~~.~~/warrant.

Responding to Requests for Access to Students or School Grounds

District staff shall receive parent/guardian consent or, if the student is at least 18 years old, the student's consent, before the student is interviewed or searched by any law enforcement officer for immigration enforcement purposes, unless the officer presents a court order or a judicial warrant.

A student's parent/guardian shall be immediately notified when a law enforcement officer requests or is able to interview, search, detain, or otherwise interact with the student for immigration enforcement purposes, unless prohibited by a court order or a judicial warrant, or in cases involving investigations of child abuse, neglect, or dependency. (Education Code 48906)

CSBA NOTE: Items #1-4 below reflect requirements of the Attorney General's model policy.CSBA NOTE: The Attorney General's model policy includes requirements that the district post signs at school entrances containing school hours and registration requirements and that the district adopt measures for responding to outsiders in a manner that avoids classroom interruptions. See BP/AR 1250 - Visitors/Outsiders for procedures applicable to all visitors.

Upon receiving any verbal or written request for information related to a student's or family's immigration or citizenship status, district staff shall:

1. Notify the Superintendent or designee about the information request

2. Provide students and families with appropriate notice and a description of the immigration officer's request

3. Document any request for information by immigration authorities

4. Provide students and parents/guardians with any documents provided by the immigration enforcement officer, unless such disclosure is prohibited by a subpoena served on the district or in cases involving investigations of child abuse, neglect, or dependency

CSBA NOTE: Government Code 8310.3, as added by SB 31 (Ch. 826, Statutes of 2017), prohibits districts from disclosing information about immigration status or religion to federal government authorities for use in the compilation of a registry for immigration enforcement or otherwise assisting in the creation of such a registry. In addition, the Attorney General's model policy developed pursuant to Education Code 234.7 prohibits the use of school data or resources for creating a registry based on specific characteristics. Also see BP 0410 - Nondiscrimination in District Programs and Activities and BP 5125 - Student Records.

Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code 8310.3)

Responding to Requests for Access to Students or School Grounds

CSBA NOTE: Except as otherwise noted, the following mandated section reflects the Attorney General's model policy developed pursuant to Education Code 234.7. The Office of the Attorney General publication Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues contains a Quick Reference Guide for School Officials that summarizes the steps to be taken in the event that an immigration enforcement officer comes to a school or requests personal information about a student or his/her family member.

District staff shall receive parent/guardian consent before a student is interviewed or searched by any officer seeking to enforce civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge or a valid, effective court order. A student's parent/guardian shall be immediately notified if a law enforcement officer requests or gains access to the student for immigration enforcement purposes, unless the judicial warrant or subpoena restricts disclosure to the parent/guardian.

CSBA NOTE: The Attorney General's model policy includes requirements that the district post signs at school entrances containing school hours and registration requirements and that the

district adopt measures for responding to outsiders in a manner that avoids classroom interruptions. See BP/AR 1250 - Visitors/Outsiders for procedures applicable to all "outsiders," as defined in Penal Code 627.1.

All visitors and outsiders, including immigration enforcement officers, shall register with the principal or designee upon entering school grounds during school hours. Each visitor or outsider shall provide the principal or designee with his/her name, address, occupation, age if less than 21, purpose in entering school grounds, proof of identity, and any other information required by law. (Penal Code 627.2, 627.3)

A law enforcement officer who requests to enter district property which is not open to all visitors shall register in accordance with Board Policy 1250 - Visitors/Outsiders, except in cases where the officer states that exigent circumstances exist or as stated in a court order or judicial warrant. (Penal Code 627.2, 627.3)

As early as possible, district staff shall notify the Superintendent or designee of any immigration enforcement-related request by a law enforcement officer for access to a student or to district property, including service of lawful warrants, subpoenas, petitions, complaints, or other similar documents.

Responding to Law Enforcement Officers on District Property

CSBA NOTE: The following paragraph may be modified by districts that do not maintain a district police or security department.

District staff shall report the presence of any law enforcement officer on district property for immigration enforcement officerspurposes to on-site district police and other appropriate administrators.

As early as possible, district staff shall notify the Superintendent or designee of any request by an immigrationUnless a law enforcement officer fordeclares that exigent circumstances exist and demands immediate access to the school or a student or for review of school documents, including service of lawful subpoenas, petitions, complaints, warrants, or other such documents. In additioncampus, district staff shall take the following actions in response towhen such an officer is actually or imminently present on the school campus specificallydistrict property for immigration enforcement purposes:

1. 1. Advise the officer that before school personnel can respond to the officer's request, they must first receive notification and direction from the Superintendent, principal, or designee, except under exigent circumstances that necessitate immediate action

2. 2. Request to see and record or otherwise document the officer's credentials, including his/herthe officer's name and badge number, and the phone number of the officer's supervisor, and note or make a copy of all such information

3. 3. Ask the officer for his/her, and then record or otherwise document, the officer's reason for being on school grounds and document the response district property

4. Request that the officer produce any documentation that authorizes his/herthe officer's school access Make a copy, make copies of all documents produced by the officersuch

documentation, and retain at least one copy for ~~school~~district records

5. Contact and consult with the district's legal counsel or Superintendent or designee

6. Follow the direction from the district's legal counsel or Superintendent or designee

~~6.~~ If the officer declares that exigent circumstances exist and demands immediate access to the campus, district staff shall comply with the officer's orders and immediately contact the Superintendent or designee and then the district's legal counsel.

~~7.~~ Regardless of whether the officer ~~does not declare~~declares that exigent circumstances exist, ~~respond according to the requirements of the officer's documentation, as follows:~~

~~a. If the officer has an Immigrations and Customs Enforcement (ICE) administrative warrant,~~ district staff shall ~~inform the agent that they cannot consent to any request without first consulting with the district's legal counsel or other designated district official.~~

~~b. If the officer has a federal judicial warrant, such as a search and seizure warrant or an arrest warrant signed by a federal judge or magistrate, district staff shall promptly comply with the warrant. If feasible, district staff shall consult with the district's legal counsel or designated administrator before providing the officer with access to the person or materials specified in the warrant.~~

~~c. If the officer has a subpoena for production of documents or other evidence, district staff shall inform the district's legal counsel or other designated official of the subpoena and await further instructions as to how to proceed.~~

~~8.~~ ~~Do not attempt to~~ district staff shall not attempt to physically impede the officer, even if the officer appears to be ~~exceeding the~~acting outside the law or in excess of the officer's stated or documented authorization ~~given under a warrant or other document~~. If an officer enters the premises without consent, district staff shall document the officer's actions while on campus~~.~~ but only to the extent that it does not impede the officer's actions.

~~9.~~ After the ~~encounter with the~~ officer~~,~~ leaves district property, district staff shall promptly make written notes of all interactions with the officer, including:

~~a.~~ 1. A list or copy of the officer's credentials and contact information , if known

~~b.~~ 2. The identity of all ~~school personnel who~~other district staff known to have communicated with the officer

~~c. Details~~3. A description of the ~~officer's~~officer's request and activities

~~d. Whether the officer presented~~4. The type of documentation, such as a warrant or subpoena ~~to accompany his/her~~, that authorized the officer's request or actions, what was requested ~~in~~by the ~~warrant or subpoena~~documentation, and whether the ~~warrant or subpoena~~documentation was signed by a judge

~~e.~~ 5. District staff's response to the officer's request

~~f.~~ 6. Any further action taken by the officer

~~g.~~ ~~A photo or copy~~7. Copies of any documents presented by the officer

~~10. Provide~~ District staff shall promptly provide a copy of these notes and any associated documents district staff has collected from the officer to the district's legal counsel or other ~~designated~~ district official designated by the Superintendent.

The district's legal counsel or ~~other designated official~~the Superintendent or designee shall submit a timely report to the Governing Board regarding the officer's requests and actions and the district's ~~responses~~response. (Education Code 234.7)

The Superintendent or designee shall also email the Bureau of Children's Justice in the California Department of Justice (BCJ@doj.ca.gov) regarding any attempt by a law enforcement officer to access a school site or a student for immigration enforcement purposes.

Responding to the Detention or Deportation of Student's ~~Family Member~~Parent/Guardian

The Superintendent or designee shall encourage ~~students and their families~~parents/guardians to update their emergency contact information as needed ~~throughout the school year and to provide alternative contacts, including an identified trusted adult guardian, in case a student's parent/guardian is detained or is otherwise unavailable.~~at any time. The Superintendent or designee shall notify ~~students' families~~parents/guardians that the district will only use information provided on the emergency cards ~~will only be used~~ in response to specific emergency situations and not for any other purpose.

The Superintendent or designee ~~shall~~may also encourage all students and families to learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists of allergies, and other such information that would allow the students and families to be prepared in the event that a ~~family member~~student's parent/guardian is detained or deported.

In the event that a student's parent/guardian is detained or deported ~~by federal immigration authorities~~, the Superintendent or designee shall release the student to the person(s) designated in the student's emergency contact information or to any individual who presents a caregiver's authorization affidavit on behalf of the student. The Superintendent or designee shall only contact child protective services if district personnel are unable to arrange for the timely care of the student by the person(s) designated in the emergency contact information maintained by the school or identified on a caregiver's authorization affidavit.

CSBA NOTE: Education Code 48204.4~~, as added by SB 257 (Ch. 498, Statutes of 2017),~~ provides that a student complies with district residency requirements if ~~his/her~~the student's parent/guardian was a resident of California and departed against ~~his/her~~the parent/guardian's will due to a transfer by a government agency that had custody of the parent/guardian, a lawful order from a court or government agency authorizing ~~his/her~~ removal, or removal or departure pursuant to the federal Immigration and Nationality Act. See AR 5111.1 - District Residency.

~~The~~ In an instance where a student's parent/guardian was detained or deported, the Superintendent or designee shall notify ~~a~~the student ~~whose parent/guardian was detained or deported~~, as well as

the individuals designated in the student's emergency contact information and any individual who presented a caregiver's authorization affidavit on behalf of the student, that the student continues to meet the residency requirements for attendance in ~~a~~the district ~~school, provided that~~if the student and the student's parent/guardian who was ~~a resident of California and the student lived in California immediately before he/she moved out of state as a result of the parent/guardian's departure.~~ ~~(~~detained or deported satisfy the conditions as specified in Education Code 48204.4~~)~~.

CSBA NOTE: The following paragraph is recommended, but not required, by the Attorney General's model policy. ~~See the management resources in the accompanying Board policy for ICE's Online Detainee Locator System.~~It should be deleted or modified to reflect district practice.

The Superintendent or designee may refer a student or ~~his/her~~the student's family members to other resources for assistance, including, but not limited to, an ~~ICE~~U.S. Immigrant and Customs Enforcement detainee locator, legal assistance, or the consulate or embassy of the parent/guardian's country of origin.

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Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 200	Equal rights and opportunities in state educational institutions
Ed. Code 220	Prohibition of discrimination
Ed. Code 234.1	Student protections relating to discrimination, harassment, intimidation, and bullying
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 48204.4	Evidence of residency for school enrollment
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents in language other than English
Gov. Code 8310.3	California Religious Freedom Act
Pen. Code 422.55	Definition of hate crime
Pen. Code 627-627.10	Access to school premises

Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974

Management Resources	Description
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12

	Schools in Responding to Immigration Issues, ~~April 2018~~December 2024
Court Decision	Plyler v. Doe~~,~~ (1982) 457 U.S. 202 ~~(1982)~~
~~CSBA Publication~~	~~Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017~~
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Immigration and Customs Enforcement, Online Detainee Locator System
~~Website~~	~~California Attorney General's Office~~
Website	California Office of the Attorney General
Website	CSBA
Website	U.S. Department of Education, Office for Civil Rights
Website	U.S. Immigration and Customs Enforcement
Website	California Department of Education
Website	California Civil Rights Department

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
1250	Visitors/Outsiders
1340	Access To District Records
1340	Access To District Records
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3555	Nutrition Program Compliance
3555-E(1)	Nutrition Program Compliance
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency
5125	Student Records
5125	Student Records

5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
5141	Health Care And Emergencies
5141	Health Care And Emergencies
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5142	Safety
5142	Safety
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
6142.3	Civic Education
6143	Courses Of Study
6143	Courses Of Study
6175	Migrant Education Program
6175	Migrant Education Program

Policy 6142.93: Science Instruction

Status: ADOPTED

Original Adopted Date: 10/01/1995 **| Last Revised Date:** ~~05~~03/01/~~2017~~2025 **| Last Reviewed Date:** ~~05~~03/01/~~2017~~2025

CSBA NOTE: The following optional policy may be revised to reflect district practice and the grade levels served by the district.

Education Code 51210 and 51220 require that science instruction, including biological and physical aspects of science, be included in the course of study offered in grades 1-12. For grades 1-6, Education Code 51210 requires the course of study ~~must~~to include an emphasis on experimental inquiry ~~and~~; the place of humans in ecological systems~~. In~~; and the causes and effects of climate change and the methods to mitigate and adapt to climate change. For grades 7-12, Education Code 51220 requires the course of study ~~must~~to include an emphasis on basic concepts, theories, and processes of scientific investigation; the place of humans in ecological systems; ~~and~~the causes and effects of climate change and the methods to mitigate and adapt to climate change; and with appropriate applications of the interrelation and interdependence of the sciences. ~~See~~For more information regarding the requirements for courses of study, see AR 6143 - Courses of Study.

~~In addition~~Additionally, Education Code 51225.3 requires completion of two courses in science, including biological and physical sciences, to meet high school graduation requirements. See BP 6146.1 - High School Graduation Requirements.

~~Many~~In addition, many districts integrate science, technology, engineering, and mathematics instruction (STEM), and sometimes art instruction (STEAM), to teach processes and concepts applied to real-world contexts. Further information about this interdisciplinary approach is available on the ~~web sites~~websites of the California Department of Education (CDE) and U.S. Department of Education.

The Governing Board believes that science education should focus on giving students an understanding of the biological and physical aspects of science, including the place of humans in ecological systems, the causes and effects of climate change and the methods to mitigate and adapt to climate change, key scientific concepts, and methods of scientific inquiry and investigation through experiments and other activities that foster critical thinking. Students should become familiar with the natural world and the interrelationship of science, mathematics, technology, and engineering. As part of science instruction, students should learn how to apply scientific knowledge and reasoning.

Philosophical and religious theories that are based, at least in part, on faith and are not subject to scientific test and refutation shall not be discussed during science instruction.

~~CSBA NOTE: The State Board of Education (SBE) adopted the California Next Generation Science Standards (CA-NGSS) in 2013 and the Science Framework for Public Schools in 2016. Under the CA-NGSS, the focus of instruction shifts from knowing science facts to knowing and applying science concepts. The SBE's NGSS Systems Implementation Plan for California requires the CA-NGSS to be fully implemented, including updated instructional materials and science assessments, by the 2018-19 school year.~~ CSBA NOTE: Pursuant to Education Code 33548, the Instructional Quality Commission (IQC) is required to consider incorporating media literacy content, which encompasses the foundational skills that lead to digital citizenship including the ability to access, analyze, evaluate, and use media and information, into the science curriculum framework when that framework is next revised. Additionally, pursuant to Education Code 33548, as amended by AB 2876 (Ch. 927, Statutes of 2024), IQC is required to consider (1) including media literacy content and artificial intelligence (AI) literacy in its criteria for evaluating instructional materials, and (2) incorporating AI literacy content into the science curriculum framework when that framework is next revised.

The ~~district's~~Board shall adopt academic standards for science ~~instruction shall~~that meet or exceed the California Next Generation Science Standards (CA-NGSS~~).~~) and describe the knowledge and skills students are expected to possess at each grade level, with an instructional focus on understanding the process of science, the fundamental ideas within each discipline of science, and underlying themes that are common to all sciences. The Superintendent or designee shall ensure that curricula used in district schools are aligned with these standards and the state curriculum framework.

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. Education Code 52060 requires that the district's local control and accountability plan include goals related to, among other things, student achievement ~~(including,~~ student access to and enrollment in a broad course of study~~),~~ and the implementation of ~~SBE~~State Board of Education-adopted academic content and performance standards.

The Superintendent or designee shall ensure that students have access to and are enrolled in a broad course of study including science courses.

CSBA NOTE: The Los Angeles County Office of Education (LACOE) has developed a Strategic Science Teaching website that integrates literature and the 5E Learning Cycle, an inquiry-based learning cycle, to provide guidance regarding the delivery of integrated science instruction. It is recommended that districts stay apprised of future resources from LACOE related to curriculum-embedded performance tasks aligned with the Next Generation Science Standards.

The Superintendent or designee shall provide certificated staff with opportunities to participate in professional development activities designed to enhance their knowledge of district-adopted academic standards, instructional strategies for teaching science, and changes in scientific theories.

CSBA NOTE: The following paragraph is for use by districts that offer science laboratory classes and may be modified to reflect district practice. For further information about safety practices in

school science laboratories, see the CDE's comprehensive , "Science Safety Handbook for California Public Schools. ," and AR 5142 – Safety. Additional resources are available on CDE's "Science Safety" website.

Pursuant to 8 CCR 5191, whenever a school laboratory uses hazardous chemicals, it is required to have a written chemical hygiene plan to protect employees. See BP/AR 3514.1 - Hazardous Substances. In addition, Education Code 49340-49341 encourage educational efforts to increase student and staff awareness dealing with hazardous materials in school laboratories in order to minimize injuries, loss of property, and classroom disruptions.

The Superintendent or designee shall develop and implement appropriate safety measures for science laboratory classes in accordance with Administrative Regulation 5142 – Safety, including, but not limited to, staff and student safety training, use of eye safety devices, hearing protection, first aid procedures, regular equipment maintenance, safe use of heat sources, safe use and disposal of hazardous chemicals, proper ventilation, prevention of exposure to bloodborne pathogens from sharp instruments, fire prevention and control, an emergency response plan, and evacuation procedures. Parents/guardians shall be informed of the types of science laboratory activities that will be conducted and encouraged to sign consent forms for their child's participation.

CSBA NOTE: The following optional paragraph should be revised to reflect measures that will be used to evaluate program effectiveness as agreed upon by the Board and Superintendent or designee.

Pursuant to Education Code 60640, the California Assessment of Student Performance and Progress includes administration of science assessments at grades 5, 8, and 10. ~~The California Standards Tests are to be used for this purpose until a science assessment that is aligned with the CA-NGSS is adopted.~~ Students with disabilities who are unable to participate in the science assessments, even with allowable testing variations and resources, ~~must~~may be administered ~~either~~ the California ~~Modified Assessment or California~~ Alternate ~~Performance~~ Assessment in accordance with their individualized education program. See AR 6162.51 - State Academic Achievement Tests.

The Superintendent or designee shall regularly report to the Board regarding the implementation and effectiveness of the science curriculum at each grade level. At a minimum, each report shall address the extent to which the program is aligned with the CA-NGSS, any applicable student assessment results, and feedback from students, parents/guardians, and staff regarding the program.

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State	Description

5 CCR 14030	Preliminary procedure, planning and approval of school facilities
8 CCR 5191	Chemical hygiene plan
Ed. Code 32030-32034	Eye safety
Ed. Code 32255-32255.6	Student's right to refrain from harmful or destructive use of animals
Ed. Code 33475-33475.5	Model curriculum on stem cell science
Ed. Code 33548	Media and artificial intelligence literacy
Ed. Code 49340-49341	Hazardous substances education
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51210.3	Elementary science coach
Ed. Code 51220	Course of study for grades 7-12
Ed. Code 51225.3	High school graduation requirements
Ed. Code ~~52060~~52059.5-52077	Local control and accountability plan
Ed. Code 60640-60648.5	California Assessment of Student Performance and Progress
Ed. Code 8774	Residential outdoor science program

Management Resources	**Description**
~~California Department of Education Publication~~	~~Next Generation Science Standards Systems Implementation Plan for California, 2014~~
California Department of Education Publication	Science Safety Handbook for California Public Schools, 2014 (https://sst.lacoe.edu/resources/science-safety.html)
California Department of Education Publication	California Next Generation Science Standards, 2013 (https://www.cde.ca.gov/ci/pl/ngssstandards.asp)
California Department of Education Publication	Science Framework for California Public Schools: Kindergarten Through Grade 12, 2016 (https://www.cde.ca.gov/ci/sc/cf/cascienceframework2016.asp)
CSBA Publication	Supporting Implementation of the California Next Generation Science Standards (CA-NGSS), Governance Brief, November 2016 (https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/201611GB-NGSSImplementation.ashx?la=en)
CSBA Publication	Supporting STEM Access, Equity, and Effectiveness: Professional Learning is Essential to Next Generation Science Standards Implementation, October 2020

	(https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/G-Brief-STEM-ProDev-Oct2020.ashx?la=en&rev=d5b90a8ba0a6473a93c0f609ad27ad21)
CSBA Publication	Supporting STEM Access, Equity, and Effectiveness: The Path to Full Implementation of the California Next Generation Science Standards, October 2018 (https://csba.org/-/media/94E867EB7CB5476B86843E37F8D9C258.ashx)
CSBA Publication	Supporting STEM Access, Equity, and Effectiveness: Equitable Access to Rigorous STEAM Coursework, October 2018 (https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/2018GovBriefSTEM2.ashx?la=en&rev=9ed1a99a8bd74a55a8cfc2538cf51138)
Website	Strategic Science Teaching, Grades K-12: A Sampler of Science Lessons Connecting Literature with the California Standards (https://sst.lacoe.edu/)
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, STEM Education
Website	California Science Teachers Association
Website	California Alliance for Next Generation Science Standards
Website	California Department of Education
Website	Los Angeles County Office of Education, Introduction to Strategic Science Teaching (SST) (https://sst.lacoe.edu/)
Website	CSBA

Cross References

Code	Description
0440	District Technology Plan
0440	District Technology Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Pla

0500	Accountability
3511	Energy And Water Management
3511	Energy And Water Management
3511.1	Integrated Waste Management
3511.1	Integrated Waste Management
3514.1	Hazardous Substances
3514.1	Hazardous Substances
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42-E(1)	Exposure Control Plan For Bloodborne Pathogens
4131	Staff Development
4157	Employee Safety
4157	Employee Safety
4219.42	Exposure Control Plan For Bloodborne Pathogens
4219.42	Exposure Control Plan For Bloodborne Pathogens
4219.42-E(1)	Exposure Control Plan For Bloodborne Pathogens
4257	Employee Safety
4257	Employee Safety
4319.42	Exposure Control Plan For Bloodborne Pathogens
4319.42	Exposure Control Plan For Bloodborne Pathogens
4319.42-E(1)	Exposure Control Plan For Bloodborne Pathogens
4331	Staff Development
4357	Employee Safety
4357	Employee Safety
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5142	Safety
5142	Safety
5145.8	Refusal To Harm Or Destroy Animals

5148.2	Before/After School Programs
5148.2	Before/After School Programs
6011	Academic Standards
6141	Curriculum Development And Evaluation
6141	Curriculum Development And Evaluation
6141.2	Recognition Of Religious Beliefs And Customs
6141.2	Recognition Of Religious Beliefs And Customs
6141.4	International Baccalaureate Program
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.5	Environmental Education
6142.92	Mathematics Instruction
6143	Courses Of Study
6143	Courses Of Study
6146.1	High School Graduation Requirements
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
6161.11	Supplementary Instructional Materials
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6179	Supplemental Instruction

Policy 6142.94: History-Social Science Instruction

Status: ADOPTED

Original Adopted Date: 07/01/2009 **| Last Revised Date:** ~~10~~03/01/~~2016~~2025 **| Last Reviewed Date:** ~~10~~03/01/~~2016~~2025

CSBA NOTE: The following optional policy may be revised to reflect district practice.

Education Code 51210 and 51220 require that social ~~studies~~sciences be included in the course of study offered in grades 1-12, including age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology. For specific topics that must be included in the history-social science curriculum, see AR 6143 - Courses of Study.

~~In addition~~Additionally, to meet high school graduation requirements, Education Code 51225.3 requires completion of three courses of social studies ~~to meet high school graduation requirements;~~; a one-semester course in ethnic studies beginning with students graduating in the 2029-30 school year; and, as amended by AB 2927 (Ch. 37, Statutes of 2024), a separate, stand-alone one-semester course in personal finance beginning with students graduating in the 2030–31 school year. For more information regarding high school graduation requirements, see BP 6146.1 - High School Graduation Requirements.

The Governing Board believes that the study of history and other social sciences is essential to prepare students to engage in responsible citizenship, comprehend complex global interrelationships, and understand the vital connections among the past, present, and future~~.~~, as well as to establish a foundation for the appreciation of different ethnicities, the wise use of natural resources, and the responsible management of personal finance. The district's history-social science education program shall include, at appropriate grade levels, instruction in American and world history, geography, economics, political science, anthropology, psychology, and sociology.

CSBA NOTE: The State Board of Education (SBE) has adopted state content standards for history-social science which cover grades K-12, with the exception of grade 9 which, in current California practice, is traditionally the year in which students choose a history-social science elective. In addition to core content knowledge, the standards describe intellectual, reasoning, reflection, and research skills that should be learned through the content standards for grade ranges K-5, 6-8, and 9-12.

The Board shall adopt academic standards for history-social science which meet or exceed state content standards and describe the knowledge and skills students are expected to possess at each grade level.

CSBA NOTE: The History-Social Science Framework for California Public Schools, adopted by ~~the~~ SBE on July 14, 2016, reflects the state content standards as well as the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and the California English Language Development Standards. The updated framework includes greater emphasis on literacy skills (i.e., reading, writing, speaking, listening, and other language skills) required for college and career readiness.

Pursuant to Education Code ~~33540, 51008, 51226.3, and 51284, the SBE added specified topics to the updated curriculum framework, including, but not limited to, financial literacy, voter education, genocide, and the contributions of lesbian, gay, bisexual, and transgender Americans and the disabled. Education Code 51226.7, as added by AB 2016 (Ch. 327, Statutes of 2016), requires the SBE to adopt a model curriculum in ethnic studies by March 31, 2020 and encourages districts to offer an elective course in ethnic studies based on that model curriculum, when available, in at least one grade level during grades 9-12.~~33548, the Instructional Quality Commission (IQC) is required to consider incorporating media literacy content, which encompasses the foundational skills that lead to digital citizenship including the ability to access, analyze, evaluate, and use media and information, into the history-social science curriculum framework when that framework is next revised. Additionally, pursuant to Education Code 33548, as amended by AB 2876 (Ch. 927, Statutes of 2024), IQC is required to consider (1) including media literacy content and artificial intelligence (AI) literacy in its criteria for evaluating instructional materials, and (2) incorporating AI literacy content into the history-social science curriculum framework when that framework is next revised.

Pursuant to Education Code 51226.3, as amended by AB 1821 (Ch. 658, Statutes of 2024), when SBE adopts new history-social science instructional materials, IQC is required to consider including (1) content on the treatment and perspectives of Native Americans during the periods of the Spanish colonization of California and the Gold Rush Era, and (2) content on the case of *Westminster School District of Orange County v. Mendez*, which prohibited school segregation in California in 1947. Additionally, pursuant to Education Code 51226.3, IQC is required to consider including the historical, social, economic, and political contributions of Asian Americans, Native Hawaiians, and Pacific Islanders in the United States and give examples of racism, discrimination, and violence perpetrated against these groups, in its next revision of the history-social science curriculum framework, related evaluation criteria, and accompanying instructional materials.

Pursuant to Education Code 51225.32, as added by AB 2927, SBE is required to, on or before May 31, 2026, adopt a curriculum guide and resources for a separate, stand-alone one-semester course in personal finance based on IQC's recommendation. If SBE has not adopted a curriculum guide and resources by May 31, 2026, districts are required to locally develop, for approval by the Governing Board, curriculum and resources to offer a separate, stand-alone one-semester course in personal finance that meets the requirements of Education Code 51225.3.

Districts may find curricula and curriculum guides on the California Department of Education's Model Curricula and Curriculum Guides webpage, which currently includes materials related to personal finance, Cambodian American studies, Hmong history and cultural studies, Vietnamese

American experiences, Native American studies, ethnic studies, Cesar Chavez, and human rights and genocide.

The Superintendent or designee shall develop and submit to the Board for approval a comprehensive, sequential curriculum aligned with the district standards and consistent with the state's curriculum framework for history-social science. The curriculum shall be designed to develop students' core knowledge in history and social science and their skills in chronological and spatial thinking, research, and historical interpretation. History-social science instruction shall also include an explicit focus on developing students' literacy in reading, writing, speaking, listening, and other language skills.

CSBA NOTE: Instructional materials that will be used by the district must be adopted by the ~~Governing~~ Board in accordance with Education Code 60200-~~60206~~60213 for grades K-8 and Education Code 60400-60411 for grades 9-12.

Education Code 60119 requires the Board to hold a public hearing on the sufficiency of standards-aligned instructional materials in certain subjects, including history-social science; see BP 6161.1 - Selection and Evaluation of Instructional Materials.

The state content standards for history-social science encourage schools to use supplementary materials as provided in the following paragraph.

The Board shall adopt standards-aligned instructional materials for history-social science in accordance with applicable law, Board policy, and administrative regulation. ~~In addition~~Additionally, teachers are encouraged to supplement the curriculum, in accordance with Board Policy 6161.11 – Supplementary Instructional Materials, by using biographies, original documents, diaries, letters, legends, speeches, other narrative artifacts, and literature from and about the period being studied.

CSBA NOTE: The following paragraph is optional. Education Code 51221.3, 51221.4, and 51226.3 encourage the use of personal testimony (i.e., oral histories, videos, or other multimedia formats) during instruction on certain topics, including World War II, the Vietnam War, the Korean War, the Bracero program, human rights, the Holocaust, genocide, and violence awareness and prevention. Oral history related to World War II and the Vietnam War is required to meet certain standards specified below. Pursuant to Education Code 51221.3 and 51226.3, oral history presented on other topics is encouraged, but not required, to meet similar standards.

Personal testimony from persons who can provide first-hand accounts of significant historical events is encouraged and may be provided through oral histories, videos, or other multimedia formats. If oral history is used for instruction related to the role of Americans in World War II or the Vietnam War, such testimony shall exemplify the personal sacrifice and courage of the wide range of ordinary citizens who were called upon to participate in the war, provide views and comments concerning reasons for participating in the war, and provide commentary on the aftermath of the war in Eastern Europe and the former Soviet Union. (Education Code 51221.3, 51221.4)

CSBA NOTE: The following paragraph applies to districts that serve students in grades 9-12. Pursuant to Education Code 49110.5, all public high schools are required to observe the week that includes April 28 as "Workplace Readiness Week" by providing information to students on their rights as workers, including specified topics. For students in grades 11 and 12, the "Workplace

Readiness Week" observances are required to be integrated into the regular school program, consistent with the history-social science framework, but may also include special events after regular school hours. This integration is encouraged, but not required, to occur during "Workplace Readiness Week."

District high schools shall annually observe, during the week that includes April 28, "Workplace Readiness Week" by providing information to students on their rights as workers, including topics specified in Education Code 49110.5. For students in grades 11 and 12, the "Workplace Readiness Week" observances shall be integrated into the regular school program, consistent with the history-social science framework. (Education Code 49110.5)

CSBA NOTE: Education Code 99200-~~99206~~99204 establish the California History-Social Science Project, a statewide professional development project designed to develop and enhance teachers' knowledge and instructional strategies to improve student achievement in history-social science. ~~Professional~~

Education Code 51221.1, as added by SB 1277 (Ch. 890, Statutes of 2024), establishes the California Teachers Collaborative for Holocaust and Genocide Education, a statewide professional development program to (1) ensure that genocide, including Holocaust, education is taught in interdisciplinary and age-appropriate ways, and (2) identify and confront antisemitism and hate in modern society.

Additionally, professional development resources ~~also~~ may be located through state and national professional associations, such as the California Council for the Social Studies or the National Council for History Education.

The Superintendent or designee shall provide a standards-based professional development program designed to increase teachers' knowledge of adopted instructional materials and instructional strategies for teaching history-social science.

CSBA NOTE: The following optional paragraph should be revised to reflect ~~indictors~~indicators that will be used to evaluate program effectiveness as agreed upon by the Board and Superintendent or designee.

The Superintendent or designee shall regularly evaluate and report to the Board regarding the implementation and effectiveness of the history-social science curriculum at each grade level, including, but not limited to, the extent to which the program is aligned with state standards, any applicable student assessment results, and feedback from students, parents/guardians, and staff regarding the program.

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State	Description
Ed. Code 33540	~~Standards for government and civics instruction~~History-social science framework course requirements
Ed. Code 33540.2	Model curriculum related to Vietnamese American refugee experience
Ed. Code 33540.4	Model curriculum related to Cambodian American history and heritage
Ed. Code 33540.6	Model curriculum related to Hmong history and cultural studies
Ed. Code 33548	Media literacy and artificial intelligence literacy curriculum frameworks
Ed. Code 49110.5	Workplace readiness week
Ed. Code 51008-51009	Instruction on farm labor movement
Ed. Code 51204	Course of study designed for student's needs
Ed. Code 51204.5	History of California; contributions of specified groups
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51220	Course of study for grades 7-12
Ed. Code 51220.2	Instruction in legal system; teen or peer court programs
Ed. Code 51221	Social science course of study; inclusion of instruction in use of natural resources
Ed. Code 51221.1	California Teachers Collaborative for Holocaust and Genocide Education
Ed. Code 51221.3-51221.4	Instruction on World War II and Vietnam War; use of oral histories
Ed. Code 51225.3	High school graduation requirements
Ed. Code 51225.32	Personal finance course; curriculum guide and resources
Ed. Code 51226.3	Instruction on civil rights, human rights violations, genocide, slavery, and the Holocaust~~, and deportation to Mexico~~
Ed. Code 51226.7	Model curriculum in ethnic studies
Ed. Code 60040-60051	Criteria for instructional materials
Ed. Code 60119	Sufficiency of textbooks and instructional materials; hearing and resolution
Ed. Code 60200-~~60206~~60213	Instructional materials; grades K-8

Ed. Code 60400-60411	Instructional materials; high schools
Ed. Code 60640-60648.5	California Assessment of Student Performance and Progress
Ed. Code 99200-~~99206~~99204	Subject matter projects

Management Resources	**Description**
California Department of Education Publication	California English Language Development Standards, 2012 (https://www.cde.ca.gov/sp/ml/eldstandards.asp)
California Department of Education Publication	Model Curriculum for Human Rights and Genocide, 2000 (https://www.cde.ca.gov/ci/cr/cf/modelcurriculumprojects.asp)
California Department of Education Publication	Ethnic Studies Model Curriculum, 2020 (https://www.cde.ca.gov/ci/cr/cf/modelcurriculumprojects.asp)
California Department of Education Publication	Personal Finance Curriculum Guide, 2024 (https://www.cde.ca.gov/ci/cr/cf/modelcurriculumprojects.asp)
California Department of Education Publication	Southeast Asia Model Curricula, 2024 (https://www.cde.ca.gov/ci/cr/cf/modelcurriculumprojects.asp)
California Department of Education Publication	César E. Chávez Model Curriculum (https://www.cde.ca.gov/ci/cr/cf/modelcurriculumprojects.asp)
California Department of Education Publication	Common Core State Standards for English Language Arts and Literacy in History-Social Studies, Science, and Technical Subjects, 2013 (https://www.cde.ca.gov/re/cc/literacyresources.asp)
California Department of Education Publication	History-Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve, October 1998 (https://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf)
California Department of Education Publication	History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve, 2016 (https://www.cde.ca.gov/ci/hs/cf/hssframework.asp)
National Council for the ~~SocialStudies~~Social Studies Publication	College, Career, and Civic Life (C3) Framework for Social Studies State Standards, 2013 (https://www.socialstudies.org/standards/c3)

Court Decision	Westminster School District of Orange County v. Mendez (1947) 161 F.2d 774
Website	CSBA District and County Office of Education Legal Services
Website	National Association for Multicultural Education
Website	National Council for History Education
Website	California Council for History Education
Website	California History-Social Science Course Models
Website	California Humanities
Website	California Subject Matter Project
Website	California Council for the Social Studies
Website	National Council for the Social Studies
Website	California Department of Education
Website	CSBA

Cross References

Code	Description
0400	Comprehensive Plans
0500	Accountability
1312.2	Complaints Concerning Instructional Materials
1312.2	Complaints Concerning Instructional Materials
1312.2-E(1)	Complaints Concerning Instructional Materials
4131	Staff Development
5145.9	Hate-Motivated Behavior
6011	Academic Standards
6115	Ceremonies And Observances
6115	Ceremonies And Observances
6141	Curriculum Development And Evaluation
6141	Curriculum Development And Evaluation
6141.2	Recognition Of Religious Beliefs And Customs
6141.2	Recognition Of Religious Beliefs And Customs

6142.2	World Language Instruction
6142.2	World Language Instruction
6142.3	Civic Education
6142.4	Service Learning/Community Service Classes
6142.91	Reading/Language Arts Instruction
6143	Courses Of Study
6143	Courses Of Study
6144	Controversial Issues
6146.1	High School Graduation Requirements
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
6161.11	Supplementary Instructional Materials
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6162.6	Use Of Copyrighted Materials
6162.6	Use Of Copyrighted Materials
6163.1	Library Media Centers
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6179	Supplemental Instruction
9000	Role Of The Board

Policy 6159: Individualized Education Program

Status: ADOPTED

Original Adopted Date: 03/01/2003 **| Last Revised Date:** ~~07~~03/01/~~2020~~2025 **| Last Reviewed Date:** ~~07~~03/01/~~2020~~2025

CSBA NOTE: The following Board policy and the accompanying **mandated** administrative regulation should be revised for consistency with the policies and regulations of the Special Education Local Plan Area in which the district participates.

The Governing Board desires to provide full educational opportunities to all students with ~~disabilities.~~ exceptional needs. Students with ~~disabilities~~exceptional needs shall receive a free appropriate public education (FAPE) and, to the maximum extent possible, shall be educated in the least restrictive environment with nondisabled students.

For each student with ~~disabilities~~exceptional needs, an individualized education program (IEP) shall be developed which identifies the special education instruction and related services to be provided to the student. The Superintendent or designee shall develop administrative regulations regarding the membership of the IEP team, the team's responsibility to develop and regularly review the IEP, the contents of the IEP, and the development, review, and revision processes.

The district shall make FAPE available to individuals with disabilities ages 3-21 who reside in the district, including: (Education Code 56040; 20 USC 1412; 34 CFR 300.17, 300.101, 300.104)

1. Students who have been suspended or expelled from school

2. Students who are placed by the district in a nonpublic, nonsectarian school

3. Individuals age 18-21 years who are incarcerated in an adult correctional facility and were identified as being an individual with disabilities or had an IEP in their prior educational placement

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State	Description

5 CCR 3021-3029	Identification, referral and assessment
5 CCR 3040-3043	Instructional planning and the individualized education program
5 CCR 3051-3053	Implementation of the individualized education program
5 CCR 853-853.5	State assessments; accommodations
Ed. Code 46392	Emergencies
Ed. Code 48853.5	Students in foster care
Ed. Code 51225.3	High school graduation requirements
Ed. Code 56040.3	Availability of assistive technology device
Ed. Code 56040.6	Deaf and hard of hearing supports
Ed. Code 56043	Transition plans
Ed. Code 56049.1	Data related to least restrictive environment
Ed. Code 56055	Rights of foster parents pertaining to foster youth's education
Ed. Code 56136	Guidelines for low incidence disabilities areas
Ed. Code 56195.8	Adoption of policies
Ed. Code 56321	Notice of parental rights; consent of parents
Ed. Code 56321.5	Notice to include right to electronically record
Ed. Code 56340.1-56347	Instructional planning and individualized education program
Ed. Code 56348	IEP template translations
Ed. Code 56350-56354	IEP for visually impaired students
Ed. Code 56380	IEP reviews; notice of right to request
Ed. Code 56390-56392	Recognition for educational achievement; special education
Ed. Code 56471	Workability programs
Ed. Code 56500-56509	Procedural safeguards
Ed. Code 60640-60648.5	California Assessment of Student Performance and Progress
Ed. Code 60900.1	English language and special education reporting
Ed. Code 60900.2	Graduation rates for students with exceptional needs
Fam. Code 6500-6502	Age of majority
Gov. Code 7572.5	Seriously emotionally disturbed child; expanded IEP team
W&I Code 300	Minors subject to jurisdiction

W&I Code 601	Minors habitually disobedient
W&I Code 602	Minors violating law; ward of court

Federal	**Description**
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1400-1482	Individuals with Disabilities Education Act
34 CFR 300.1-300.818	Individuals with Disabilities Education Act

Management Resources	**Description**
Attorney General Opinion	85 Ops.Cal.Atty.Gen. 157 (2002)
California Department of Education Publications	California Practitioners' Guide for Educating English Learners with Disabilities, July 2019 (https://www.cde.ca.gov/SP/se/ac/documents/ab2785guide.pdf)
California Department of Education Publications	Frequently Asked Questions: Promotion, Retention, and Grading (Students with ~~Disabilities~~disabilities) (https://www.cde.ca.gov/sp/se/sr/promoretntn.asp)
U.S. Department of Education Publication	Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973, July 2022 (https://www.ed.gov/sites/ed/files/about/offices/list/ocr/docs/504-discipline-guidance.pdf)
U.S. Department of Education, Office of Special Education and Rehabilitative Services and Office of Educational Technology Publication	Dear Colleague Letter on the Provision of Assistive Technology Devices and Services for Children with Disabilities under the Individuals with Disabilities Education Act, January 22, 2024 (https://sites.ed.gov/idea/idea-files/dcl-assistive-technology-jan-22-2024/)
Court Decision	Capistrano Unified School District v. S.W. and C.W. (9th Cir. 2021) 21 F.4th 1125
Court Decision	Endrew F. v. Douglas County School District Re-1, 137 S. Ct. 988
Court Decision	~~Marshall v. Monrovia~~Los Angeles Unified School District v. A.O. (9th ~~Circuit, 2010)~~ ~~327~~ ~~f.3d~~ ~~773~~Cir. 2024) 92 F.4th 1159
Court Decision	Marshall v. Monrovia Unified School District (9th ~~Circuit,~~Cir. 2010) 327 ~~f~~F.3d 773

Court Decision	Sacramento City School District v. Rachel H. (9th Cir. 1994) 14 F.3d 1398
Court Decision	Schaffer v. Weast (2005) 125 S. Ct. 528
Court Decision	Shapiro v. Paradise Valley Unified School District, No. 69 (9th ~~Circuit,~~Cir. 2003) 317 F.3d 1072
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, Office of Special Education and Rehabilitative Services
Website	U.S. Department of Education, Office of Educational Technology (https://tech.ed.gov/)
Website	California Department of Education

Cross References

Code	Description
0200	Goals For The School District
0430	Comprehensive Local Plan For Special Education
0430	Comprehensive Local Plan For Special Education
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
3250	Transportation Fees
3250	Transportation Fees
3541	Transportation Routes And Services
3541.2	Transportation For Students With Disabilities
3555	Nutrition Program Compliance

3555-E(1)	Nutrition Program Compliance
4112.23	Special Education Staff
5113.11	Attendance Supervision
5125	Student Records
5125	Student Records
5126	Awards For Achievement
5126	Awards For Achievement
5131.8	Mobile Communication Devices
5131.9	Academic Honesty
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.31	Immunizations
5141.31	Immunizations
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5145.71	Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures
5145.71-E(1)	Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures
5148	Child Care And Development
5148	Child Care And Development
5148.2	Before/After School Programs
5148.2	Before/After School Programs
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6000	Concepts And Roles
6112	School Day
6112	School Day

6117	Year-Round Schedules
6120	Response To Instruction And Intervention
6141	Curriculum Development And Evaluation
6141	Curriculum Development And Evaluation
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6143	Courses Of Study
6143	Courses Of Study
6146.1	High School Graduation Requirements
6146.11	Alternative Credits Toward Graduation
6146.11	Alternative Credits Toward Graduation
6146.4	Differential Graduation And Competency Standards For Students With Disabilities
6151	Class Size
6154	Homework/Makeup Work
6158	Independent Study
6158	Independent Study
6159.1	Procedural Safeguards And Complaints For Special Education
6159.1	Procedural Safeguards And Complaints For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.3	Appointment Of Surrogate Parent For Special Education Students
6159.3	Appointment Of Surrogate Parent For Special Education Students
6159.4	Behavioral Interventions For Special Education Students
6162.5	Student Assessment

6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6163.2	Animals At School
6163.2	Animals At School
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.41	Children With Disabilities Enrolled By Their Parents In Private School
6164.41	Children With Disabilities Enrolled By Their Parents In Private School
6164.5	Student Success Teams
6164.5	Student Success Teams
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6174	Education For English Learners
6174	Education For English Learners
6176	Weekend/Saturday Classes
6177	Summer Learning Programs
6178	Career Technical Education
6178	Career Technical Education
6178.1	Work-Based Learning

6178.1	Work-Based Learning
6181	Alternative Schools/Programs Of Choice
6181	Alternative Schools/Programs Of Choice
6184	Continuation Education
6184	Continuation Education
6185	Community Day School
6185	Community Day School

Regulation 6159: Individualized Education Program

Status: ADOPTED

Original Adopted Date: 11/01/2010 **| Last Revised Date:** ~~07~~03/01/~~2020~~2025 **| Last Reviewed Date:** ~~07~~03/01/~~2020~~2025

CSBA NOTE: The following **mandated** administrative regulation reflects the federal Individuals with Disabilities Education Act (IDEA) (20 USC 1400-1482), implementing federal regulations (34 CFR 300.1-300.818), and conforming state legislation. Note that in cases where state law provides greater protections, state law supersedes federal law.

Pursuant to Education Code 56302.5, the term "assessment" as used in state law has the same meaning as "evaluation" provided in 20 USC 1414. The following administrative regulation uses the terms interchangeably.

In *Capistrano Unified School District v. S.W. and C.W.*, the Ninth Circuit Court of Appeals held that when a student is enrolled in private school by the student's parents/guardians, the district only needs to prepare an individualized education program (IEP) if the parents/guardians ask for one, regardless of whether a claim for reimbursement has been filed.

At the beginning of each school year, the district shall have an individualized education program (IEP) in effect for each student with ~~a disability~~an exceptional need within district jurisdiction. The IEP shall be a written statement that is developed, reviewed, and revised by the IEP team to meet the unique educational needs of a student with ~~a disability.~~an exceptional need. (Education Code 56344, 56345; 34 CFR 300.320, 300.323)

Members of the IEP Team

Unless excused by written agreement in accordance with Education Code 56341, the IEP team for any student with ~~a disability~~an exceptional need shall include the following members: (Education Code 56341, 56341.5; 20 USC 1414; 34 CFR 300.321)

1. One or both of the student's parents/guardians and/or a representative selected by them

CSBA NOTE: Education Code 56055 provides that a foster parent, to the extent permitted by federal law, shall have the same rights relative to the foster child's education as a parent/guardian. Education Code 56055 clarifies that this right applies only when the juvenile court has limited the right of a parent/guardian to make educational decisions on the student's behalf and the student has been placed in a planned permanent living arrangement. Education Code 56055 defines "foster parent" as a licensed person, relative caretaker, or nonrelative extended family member.

Because the rights granted to parents/guardians under the IDEA (20 USC 1400-1482) are often

complex, it is recommended that the district consult CSBA's District and County Office of Education Legal Services or district legal counsel ~~should be consulted~~, as appropriate.

To the extent permitted by federal law, a foster parent shall have the same rights relative to a foster child's IEP as a parent/guardian. (Education Code 56055)

2. If the student is or may be participating in the general education program, at least one of the student's general education teachers designated by the Superintendent or designee to represent the student's general education teachers

   The general education teacher shall, to the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in the determination of appropriate positive behavioral interventions, supports, and other strategies for the student, and supplementary aids and services, program modifications, and supports for school personnel that will be provided for the student, consistent with 34 CFR 300.320. (Education Code 56341; 20 USC 1414; 34 CFR 300.324)

3. At least one of the student's special education teachers or, where appropriate, special education providers

4. A representative of the district who is:

   a. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with ~~disabilities~~ exceptional needs

   b. Knowledgeable about the general education curriculum

   c. Knowledgeable about the availability of district resources

5. An individual who can interpret the instructional implications of assessment results

   This individual may already be a member of the team as described in ~~items~~Items #2-4 above or in ~~item~~Item #6 below.

CSBA NOTE: Pursuant to Education Code 56341 and 34 CFR 300.321, the determination as to whether an individual identified in ~~item~~Item #6 below has "knowledge or special expertise" ~~must~~is required to be made by the party (either the district or parent/guardian) who invites the individual to the IEP team meeting.

~~An Attorney General opinion (~~In 85 Ops.Cal.Atty.Gen. 157 (2002)~~) concluded~~) the Attorney General opined that members of the media may not attend an IEP team meeting as observers even though the parents/guardians have consented to such attendance. The Attorney General based this

decision on the fact that the media would be "observers," not a "person with knowledge or expertise," as detailed below.

6. At the discretion of the parent/guardian or the Superintendent or designee, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate

   The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team.

7. Whenever appropriate, the student ~~with a disability~~

   In the development, review, or revision of the IEP, the student shall be allowed to provide confidential input to any representative of the IEP team. (Education Code 56341.5)

8. When the student is suspected of having a specific learning disability, at least one individual who is qualified to conduct individual diagnostic examinations of the student such as a school psychologist, speech language pathologist, or remedial reading teacher

   In accordance with 34 CFR 300.310, at least one team member other than the student's general education teacher shall observe the student's academic performance and behavior in the areas of difficulty in the student's learning environment, including in the ~~regular~~general education classroom setting. If the child is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age.

In the following circumstances, the Superintendent or designee shall invite other specified individuals to an IEP team meeting:

1. When the student has been placed in a group home by the juvenile court, a representative of the group home shall be invited to attend the IEP team ~~meetings.~~meeting (Education Code 56341.2)

2. Whenever the IEP team is meeting to consider the student's postsecondary goals and the transition services needed to assist the student in reaching the goals, the following individuals shall be invited to attend: (34 CFR 300.321)

   a. The student, regardless of the student's age

      If the student does not attend the IEP team meeting, the Superintendent or designee shall take other steps to ensure that the student's preferences and interests are considered.

b. To the extent appropriate, and with the consent of the parent/guardian or adult student, a representative of any other agency that is likely to be responsible for providing or paying for the transition services

3. If the student was previously served under the Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004), and upon request of the student's parent/guardian, the Superintendent or designee shall invite the Infant and Toddlers with Disabilities Coordinator or other representative of the early education or early intervention system to the initial IEP team meeting to assist with the smooth transition of services~~.~~ (Education Code 56341; 20 USC 1414; 34 CFR 300.321)

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian and the district agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. Even if the meeting involves a discussion of the IEP team member's area of the curriculum or related service, the member may be excused from the meeting if the parent/guardian, in writing, and the district consent to the excusal after conferring with the member and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting. (Education Code 56043, 56341; 20 USC 1414; 34 CFR 300.321)

Contents of the IEP

CSBA NOTE: Education Code 56348, as added by SB 445 (Ch. 906, Statutes of 2024), provides for the creation, by the California Collaborative for Educational Excellence, of a state standardized IEP template, which, by the earlier of January 1, 2027, or 18 months after the final draft of the IEP template is converted to a digital platform, is required to be translated into the 10 most commonly spoken languages used across California other than English and made available on the California Department of Education's (CDE) website, with notification to districts of their availability.

The IEP shall include, but not be limited to, all of the following: (Education Code 56345, 56345.1; 20 USC 1414; 34 CFR 300.320)

1. A statement of the present levels of the student's academic achievement and functional performance, including:

   a. The manner in which the ~~disability~~exceptional need affects the student's involvement and progress in the general education curriculum (i.e., the same curriculum as for ~~nondisabled students~~)
   a student without exceptional needs)

   b. For a preschool student, as appropriate, the manner in which the ~~disability~~exceptional need affects the student's participation in appropriate activities

c. For a student with ~~a disability~~an exceptional need who takes alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives

CSBA NOTE: Education Code 56345 requires a statement of a student's academic and functional goals, as specified below, and expresses legislative recognition that, although some students with ~~disabilities~~exceptional needs may not meet the growth projected in the annual goals and objectives, districts ~~must~~are required to make a good faith effort to assist them in achieving the goals in their IEP.

2. A statement of measurable annual goals, including academic and functional goals, designed to:

   a. Meet the student's needs that result from ~~the disability~~an exceptional need in order to enable the student to be involved in and make progress in the general education curriculum

   b. Meet each of the student's other educational needs that result from the ~~disability~~ exceptional need

3. A description of the manner in which the student's progress toward meeting the annual goals described in ~~item~~Item #2 above will be measured and when the district will provide periodic reports on the progress the student is making toward meeting the annual goals, such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards

4. A statement of the special education instruction and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to:

   a. Advance appropriately toward attaining the annual goals

   b. Be involved and make progress in the general education curriculum in accordance with ~~item~~Item #1 above and to participate in extracurricular and other nonacademic activities

   c. Be educated and participate with other students with ~~disabilities~~exceptional needs and ~~nondisabled~~ students without exceptional needs in the activities described in the IEP

5. An explanation of the extent, if any, to which the student will not participate with ~~nondisabled~~ students without exceptional needs in the regular class and in extracurricular and other nonacademic activities described in the IEP

CSBA NOTE: Pursuant to 20 USC 1412, students with ~~disabilities must~~exceptional needs are required to be included in state and district assessments, with appropriate accommodations. However, with respect to such assessments, exceptions exist. For example, pursuant to Education Code 60640, a student with ~~disabilities~~exceptional needs who is unable to participate in state achievement tests even with accommodations shall be given an alternate assessment in accordance with the student's IEP. For specific program requirements, exceptions, waivers, and permitted accommodations concerning such state or districtwide assessments, see AR 6162.51 - State Academic Achievement Tests.

Education Code 56345 and 34 CFR 300.320 require a description of the individual accommodations that will be used by the student and, if the student will not participate in the regular assessment, a statement as to the reason for that determination and what alternate assessment will be provided.

6. A statement of any appropriate individual accommodations necessary to measure the academic achievement and functional performance of the student on state and districtwide assessments

   If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or districtwide assessment, the student's IEP ~~also~~ shall also include a statement of the reason that the student cannot participate in the regular assessment and the reason that the particular alternate assessment selected is appropriate.

CSBA NOTE: In *Los Angeles Unified School District v. A.O.*, the Ninth Circuit Court of Appeals held that the district violated IDEA by failing to specify the frequency and duration of proposed services. The district's plan to provide speech therapy for 30 minutes per week in one to 10 sessions and audiology services for 20 minutes per month in one to five sessions "fell short of the IDEA because it failed to specify clearly the frequency and duration of offered services" as required by law.

7. The projected date for the beginning of the services and modifications described in ~~item~~Item #4 above and the anticipated frequency, location, and duration of those services and modifications

~~Beginning~~ CSBA NOTE: Commencing July 1, 2025, Education Code 56043, as amended by AB 438 (Ch. 901, Statutes of 2024), requires a student's IEP, if determined appropriate by a student's IEP team, to include measurable postsecondary goals and transition services beginning when the student starts high school or not later than the first IEP to be in effect when the student is 16 years of age~~,~~ or younger ~~if~~, as appropriate, and updated annually thereafter. Education Code 56471 provides grant funding to workability programs that provide instruction and experiences that reinforce core curriculum concepts and skills leading to gainful employment, which, as amended by SB 153 (Ch. 38, Statutes of 2024), is not available to nonpublic, nonsectarian schools.

8. If determined appropriate by the IEP team, when the student starts high school or not later than the first IEP to be in effect when the student is 16 years of age, or younger, and

updated annually thereafter, the following:

a. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills

b. The transition services, including courses of study, needed to assist the student in reaching those goals

CSBA NOTE: Education Code 56345~~, as amended by SB 98 (Ch. 24, Statutes of 2020),~~ requires that the following component be addressed in the development of a new IEP or at the next regularly scheduled review of an existing IEP.

9. A description of the means by which the IEP will be provided under emergency conditions, as described in Education Code 46392, in which instruction and/or services cannot be provided to the student either at the school or in person for more than 10 school days~~.~~

   The description shall take into account public health orders and shall include special education and related services, supplementary aids and services, transition services, and extended school year services.

10. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of the rights, if any, that will transfer to the student upon reaching age 18, pursuant to Education Code 56041.5

11. For a student in grades 7-12, any alternative means and modes necessary for the student to complete the district's prescribed course of study and to meet or exceed proficiency standards required for graduation

12. For a student whose native language is not English, linguistically appropriate goals, objectives, programs, and services

13. Extended school year services when the IEP team determines, on an individual basis, that the services are necessary for the provision of a free appropriate public education (FAPE)

14. If the student is to be transferred from a special class or nonpublic, nonsectarian school into a general education program in a public school for any part of the school day, provision for transition into the general education program including descriptions of activities intended to:

    a. Integrate the student into the general education program, including the nature of each activity and the time spent on the activity each day or week

b. Support the transition of the student from the special education program into the general education program

15. For a student with low incidence disabilities, specialized services, materials, and equipment consistent with the guidelines pursuant to Education Code 56136

CSBA NOTE: Education Code 56353~~, as added by AB 947 (Ch. 778, Statutes of 2019),~~ authorizes, but does not require, districts to consider elements of the expanded core curriculum, as defined, when developing an IEP for a student who is blind, has low vision, or is visually impaired.

To assist a student who is blind, has low vision, or is visually impaired to achieve the student's maximum potential, the IEP team may consider instruction in the expanded core curriculum, including compensatory skills such as Braille, concept development, or other skills needed to access the core curriculum; orientation and mobility; social interaction skills; career technical education; assistive technology, including optical devices; independent living skills; recreation and leisure; self-determination; and sensory efficiency. When appropriate, such services may be offered before or after school. (Education Code 56353)

Development of the IEP

Within 30 days of a determination that a student needs special education and related services, the Superintendent or designee shall ensure that a meeting to develop an initial IEP is conducted. (Education Code 56043; 34 CFR 300.323)

Any IEP required as a result of an assessment of a student shall be developed within 60 days from the date of receipt of the parent/guardian's written consent for assessment, unless the parent/guardian agrees, in writing, to an extension. Days between the student's regular school sessions, terms, or vacation of more than five school days shall not be counted. In the case of school vacations, the 60-day time limit shall recommence on the date that the student's school days reconvene. (Education Code 56043, 56344)

However, when the IEP is required as a result of an assessment of a student for whom a referral has been made 30 days or less prior to the end of the preceding regular school year, the IEP shall be developed within 30 days after the commencement of the subsequent regular school year. (Education Code 56344)

In developing the IEP, the IEP team shall consider all of the following: (Education Code 56040.6, 56341.1, 56345; 20 USC 1414; 34 CFR 300.324)

1. The strengths of the student

2. The concerns of the parents/guardians for enhancing the education of their child

3. The results of the initial or most recent assessment of the student

4. The academic, developmental, and functional needs of the student

CSBA NOTE: The U.S. Department of Education's (USDOE) guidance, "Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973," provides guidance regarding schools' obligations to meet the needs of students with behavior based in an exceptional need and other steps schools are required to take to avoid discrimination on the basis of an exceptional need when disciplining students with exceptional needs.

5. In the case of a student whose behavior impedes the student's learning or that of others, the use of positive behavioral interventions and supports and other strategies to address that behavior

6. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP

7. In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and instruction in the use of Braille

   However, such instruction need not be included in the IEP if the IEP team determines that instruction in Braille or the use of Braille is not appropriate for the student. This determination shall be based upon an assessment of the student's reading and writing skills, needs, and appropriate reading and writing media, including an assessment of future needs for instruction in Braille or the use of Braille.

CSBA NOTE: Pursuant to Education Code 56040.6, as added by AB 1938 (Ch. 903, Statutes of 2024), IEP teams, when determining the least restrictive environment for a deaf, hard of hearing, or deaf-blind student, are required to consider the language needs of the student, and to consider reviewing placements and services available to the student, as specified. Additionally, by July 1, 2025, CDE is required to communicate these requirements to districts.

8. The communication needs of the student and, in the case of a student who is deaf ~~or~~, hard of hearing, or deaf-blind, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode

   The team shall also consider ~~the~~placements, related services, and program options that provide the student with an equal opportunity for communication access, as described in Education Code 56345.

9. Whether the student requires assistive technology devices and services, including artificial intelligence devices and services

If, in considering the special factors in ~~items~~Items #1-9 above, the IEP team determines that the student needs a particular device or service, including an intervention, accommodation, or other program modification, in order to receive FAPE, the team shall include a statement to that effect in the student's IEP. (Education Code 56341.1)

Provision of Special Education and Related Services

The district shall ensure that, as soon as possible following development of the IEP, special education ~~services~~ and related services are made available to the student in accordance with the IEP. (Education Code 56344; 34 CFR 300.323)

The Superintendent or designee shall ensure that the student's IEP is accessible to each general education teacher, special education teacher, related service provider, and any other service provider who is responsible for its implementation. The Superintendent or designee also shall ensure that such teachers and providers are informed of their specific responsibilities related to implementing the IEP and the specific accommodations, modifications, and supports that must be provided to the student in accordance with the IEP. (34 CFR 300.323)

CSBA NOTE: Education Code 56354~~, as added by AB 947,~~ establishes requirements for orientation and mobility evaluations conducted for students who are blind, have low vision, or are visually impaired. Such services are used to teach individuals how to navigate around their home, school, and community. If the district chooses to prohibit orientation and mobility specialists from using their vehicles to transport students to and from orientation and mobility instruction, the district must provide transportation for that purpose.

If an orientation and mobility evaluation is determined to be needed for a student who is blind, has low vision, or is visually impaired, the evaluation shall be conducted by a person who is appropriately certified as an orientation and mobility specialist and shall occur in familiar and unfamiliar environments, in varying lighting conditions, and in the home, school, and community, as appropriate. The Superintendent or designee may require annual written parent/guardian consent to provide orientation and mobility services when such services are provided before or after school and when they are provided away from the school site. (Education Code 56354; 5 CCR 3051.3)

CSBA NOTE: Pursuant to Education Code 56041.1, an IEP team ~~must~~is required to consider whether a student with ~~disabilities~~exceptional need needs assistive technology devices or services, defined in 20 USC 1401 as any item, piece of equipment, or product system that is used to increase, maintain, or improve functional capabilities of a student with ~~a disability.~~ an exceptional needs. See ~~the section on~~ "Development of the IEP" above.

~~As added by AB 605 (Ch. 228, Statutes of 2019),~~

Education Code 56040.3 requires a district to provide the use of school-purchased assistive technology devices in a student's home or other settings if the student's IEP team determines that

the student needs access to the devices in order to receive free appropriate public education (FAPE;), consistent with 34 CFR 300.105. It also requires the district to provide continued access to assistive technology devices, for two months or until alternative arrangements can be made, whichever comes first, to a student who transfers out of the district.

USDOE's January 2024, "Dear Colleague Letter on the Provision of Assistive Technology Devices and Services for Children with Disabilities under the Individuals with Disabilities Education Act," provides guidance to support children with exceptional needs who need assistive technology devices and services for meaningful access and engagement in education.

If a student's IEP requires the provision of assistive technology devices or services, including artificial intelligence services, the district shall provide such devices or services and shall, on a case-by-case basis, provide for the use of school-purchased devices or services in the student's home or other settings if the IEP team determines that the student needs access to those devices or services in order to receive FAPE. If a student who requires the use of an assistive technology device or services transfers to another local educational agency, the district shall provide the student with continued access to that device or services or a comparable device or service for two months from the date the student ceased to be enrolled in the district or until alternative arrangements can be made to provide access to the device, whichever occurs first. (Education Code 56040.3; 34 CFR 300.105)

Review and Revision of the IEP

CSBA NOTE: Education Code 56043 and 56380 **mandate** the district to maintain procedures to ensure that the IEP team reviews the IEP periodically, but at least annually, to determine whether the annual goals for the student are being achieved and, as appropriate, revises the IEP to address the conditions specified below.

Pursuant to Education Code 60900.2, as added by AB 1340 (Ch. 576, Statutes of 2024), CDE is required to include a report on its website that allows the public to view statewide-level four- and five-year cohort graduation rates for students with exceptional needs, disaggregated by disability or disabilities, as specified in 34 CFR 300.8.

The Superintendent or designee shall ensure that the IEP team reviews the IEP periodically, but at least annually, in order to: (Education Code 56043, 56341.1, 56380; 20 USC 1414; 34 CFR 300.324)

1. Determine whether the annual goals for the student are being achieved

2. Revise the IEP, as appropriate, to address:

   a. Any lack of expected progress toward the annual goals and in the general education curriculum, where appropriate

   b. The results of any reassessment conducted pursuant to Education Code 56381

c. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 34 CFR 300.305 and Education Code 56381

d. The student's anticipated needs

e. Any other relevant matter

3. Consider the special factors listed in ~~items~~Items #5-9 above, under "Development of the IEP~~"~~," when reviewing the IEP of any student with ~~a disability~~an exceptional need to whom one of those factors may apply

The IEP team shall also meet at any other time upon request by the student's parent/guardian or teacher to review or revise the IEP. (Education Code 56343)

When a parent/guardian requests an IEP team meeting to review the IEP, the team shall meet within 30 days of receiving the parent/guardian's written request, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days. If a parent/guardian makes an oral request, the district shall notify the parent/guardian of the need for a written request and the procedure for filing such a request. (Education Code 56043, 56343.5)

CSBA NOTE: Education Code 56195.8 **mandates** that the district's policy set forth procedures and timelines for the review of a classroom assignment of a student with ~~a disability~~an exceptional need when so requested by a general education or special education teacher. Education Code 56195.8 does not state a specific deadline for the review. The following paragraph provides a timeline of 20 days for reviewing the request and 30 days for convening an IEP team meeting. The district should revise this timeline to be consistent with district practice and the policies and regulations of the Special Education Local Plan Area (SELPA) in which the district participates and should specify the title of the individual responsible for the review, rather than "Superintendent or designee."

A regular education or special education teacher may request a review of the classroom assignment of a student with ~~a disability~~an exceptional need by submitting a written request to the Superintendent or designee. The Superintendent or designee shall consider the request within 20 days of receiving it, not counting days when school is not in session or, for year-round schools, days when the school is off track. If the review indicates a need for change in the student's placement, instruction, and/or related services, the Superintendent or designee shall convene an IEP team meeting, which shall be held within 30 days of the Superintendent or designee's review, not counting days when school is not in session or days when school is off track, unless the student's parent/guardian consents in writing to an extension of time.

If a participating agency other than the district fails to provide the transition services described in the student's IEP, the team shall reconvene to identify alternative strategies to meet the transition service objectives set out for the student in the IEP. (Education Code 56345.1; 20 USC 1414; 34 CFR 300.324)

~~CSBA NOTE:~~ CSBA NOTE: Pursuant to Education Code 48853.5 for a foster youth who is a student with exceptional needs, "school of origin" includes a placement in a nonpublic, nonsectarian school. Any nonsectarian school or agency serving a foster youth is required to agree in writing to be designated as the school of origin and to allow the foster youth to continue in the school.

Education Code 56157 specifies that when the district has placed a foster student in a nonpublic, nonsectarian school, the district ~~must~~is required to conduct an annual evaluation, as specified below. In addition, Education Code 56157 requires the nonpublic, nonsectarian school to report to the district regarding the educational progress made by the student.

Pursuant to Education Code 56049.1, CDE is required to publish data related to federal measures of least restrictive environment for students with exceptional needs on its website and include it as a resource on the California School Dashboard.

If a student with ~~a disability~~an exceptional need residing in a licensed children's institution or foster family home has been placed by the district in a nonpublic, nonsectarian school, the Superintendent or designee shall conduct an annual evaluation as part of the IEP process of whether the placement is the least restrictive environment that is appropriate to meet the student's needs. (Education Code 56157)

To the extent possible, the Superintendent or designee shall encourage the consolidation of reassessment meetings and other IEP team meetings for a student. (20 USC 1414; 34 CFR 300.324)

When a change is necessary to a student's IEP after the annual IEP team meeting for the school year has been held, the parent/guardian and the Superintendent or designee may agree not to convene an IEP team meeting for the purpose of making the change and instead may develop a written document to amend or modify the student's current IEP. The IEP team shall be informed of any such changes. Upon request, the Superintendent or designee shall provide the parent/guardian with a revised copy of the IEP with the incorporated amendments. (Education Code 56380.1; 20 USC 1414; 34 CFR 300.324)

Audio Recording of IEP Team Meetings

CSBA NOTE: Pursuant to Education Code 56341.1, parents/guardians and the district may audio record an IEP team meeting subject to certain requirements as specified in the following section. Audio recordings made by a district, SELPA, or county office of education are subject to the federal Family Educational Rights and Privacy Act (20 USC 1232g) and the confidentiality requirements of 34 CFR 300.610-300.626.

Parents/guardians and the Superintendent or designee shall have the right to audio record the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the Superintendent or designee gives notice of intent to audio record a meeting and the parent/guardian objects or refuses to attend because the meeting would be audio recorded, the meeting shall not be audio recorded. Parents/guardians also have the right to: (Education Code 56341.1)

1. Inspect and review the audio recordings

2. Request that an audio recording be amended if they believe it contains information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights

3. Challenge, in a hearing, information that the parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights

Parent/Guardian Participation and Other Rights

The Superintendent or designee shall take steps to ensure that one or both of the parents/guardians of the student with ~~a disability~~an exceptional need are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place. (Education Code 56341.5; 34 CFR 300.322)

The Superintendent or designee shall send parents/guardians notices of IEP team meetings that: (Education Code 56341.5; 34 CFR 300.322)

1. Indicate the purpose, time, and location of the meeting

2. Indicate who will be in attendance at the meeting

3. Inform them of:

    a. Their right to bring to the meeting other individuals who have knowledge or special expertise about the student, pursuant to Education Code 56341

    b. The provision of Education Code 56341 relating to the participation of the Infant and Toddlers with Disabilities Coordinator at the initial IEP team meeting, if the student was previously served under Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004)

~~In addition~~Additionally, when the IEP team meeting is to consider the development, review, or revision of the IEP of a student with ~~a disability~~an exceptional need who is 16 years of age or older, or younger than 16 if deemed appropriate by the IEP team, the Superintendent or designee's notice to the student's parents/guardians shall include the following: (Education Code 56341.5)

1. An indication that a purpose of the meeting will be the consideration of postsecondary goals and transition services for the student pursuant to Education Code 56345.1, 20 USC 1414, and 34 CFR 300.320

2. An indication that the student is invited to the IEP team meeting

At each IEP team meeting convened by the district, the district administrator or specialist on the team shall inform the parent/guardian and student of the federal and state procedural safeguards included in the notice of parental rights provided pursuant to Education Code 56321. (Education Code 56500.1)

The parent/guardian shall have the right and opportunity to examine all of the student's school records upon request, before any IEP meeting, and in connection with any hearing or resolution session on matters affecting the student, including, but not limited to, initial formal assessment, procedural safeguards, and due process. Upon receipt of an oral or written request, the Superintendent or designee shall provide complete copies of the records within five business days. (Education Code 56043, 56504)

The parent/guardian shall have the right to present information to the IEP team in person or through a representative and the right to participate in meetings that relate to eligibility for special education and related services, recommendations, and program planning. (Education Code 56341.1)

If neither parent/guardian can attend the meeting, the Superintendent or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (Education Code 56341.5; 20 USC 1414; 34 CFR 300.322)

An IEP team meeting may be conducted without a parent/guardian in attendance if the Superintendent or designee is unable to convince the parent/guardian to attend. In such a case, the Superintendent or designee shall maintain a record of the attempts to arrange a mutually agreed upon time and place for the meeting, including: (Education Code 56341.5; 34 CFR 300.322)

1. Detailed records of telephone calls made or attempted and the results of those calls

2. Copies of correspondence sent to the parent/guardian and any responses received

3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

The Superintendent or designee shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English. (Education Code 56341.5; 34 CFR 300.322)

The Superintendent or designee shall give the parents/guardians of a student with ~~a disability~~an exceptional need a copy of the IEP at no cost. (Education Code 56341.5; 34 CFR 300.322)

Parent/Guardian Consent for Provision of Special Education and Services

Before providing special education and related services to any student pursuant to 20 USC 1414, the Superintendent or designee shall seek to obtain informed consent of the student's parent/guardian. (Education Code 56346)

If the parent/guardian fails to respond or refuses to consent to the initiation of services, the district shall not use the due process hearing procedures pursuant to 20 USC 1415 to obtain agreement or a ruling that the services may be provided to the student. In such circumstances, the district shall not be required to convene an IEP team or develop an IEP for the student. (Education Code 56346)

If the parent/guardian consents in writing to the receipt of special education and related services for the student but does not consent to all of the components of the IEP, then those components to which the parent/guardian has consented shall be implemented so as not to delay providing instruction and services to the student. If the Superintendent or designee determines that a part of a proposed IEP to which the parent/guardian does not consent is necessary in order to provide the student with FAPE, a due process hearing shall be initiated in accordance with 20 USC 1415. While the due process hearing is pending, the student shall remain in the current placement unless the parent/guardian and the Superintendent or designee agree otherwise. (Education Code 56346)

CSBA NOTE: 34 CFR 300.300 authorizes a parent/guardian to revoke, at any time and in writing, consent for the continued provision of special education and related services to the student. Once this revocation has been received, the district need not convene an IEP team meeting or develop an IEP, but rather must promptly provide "prior written notice" and, within a reasonable period of time, discontinue all services to the student. For details regarding the contents of the prior written notice, see AR 6159.1 - Procedural Safeguards and Complaints for Special Education.

In addition, 34 CFR 300.300 and Education Code 56346 specify that a district may not override the parent/guardian's revocation by filing for a due process hearing or requesting mediation in order to require that services be provided. In such a situation, the district shall be deemed to be in compliance with the requirement to make ~~free appropriate public education~~ (FAPE) available to the student and is under no obligation to convene an IEP team meeting or to develop an IEP for further provision of special education and related services to the student.

If at any time subsequent to the initial provision of services, the student's parent/guardian, in writing, revokes consent for the continued provision of special education services, the Superintendent or designee shall provide prior written notice within a reasonable time before ceasing to provide services to the student. The Superintendent or designee shall not request a due process hearing or pursue mediation in order to require an agreement or ruling that services be provided to the student. (Education Code 56346; 34 CFR 300.300, 300.503)

CSBA NOTE: The following paragraph is optional and should be modified to reflect district practice.

Prior to the discontinuation of services, the Superintendent or designee may offer to meet with the parents/guardians to discuss concerns for the student's education. However, this meeting shall be voluntary on the part of the parent/guardian and shall not delay the implementation of the parent/guardian's request for discontinuation of services.

CSBA NOTE: Pursuant to 34 CFR 300.9, when a parent/guardian revokes consent for provision of special education services, the district is not required to amend the student's records to remove any reference to the student's prior receipt of special education services. In some circumstances, a student who is no longer receiving special education services may be eligible for accommodation under Section 504 of the Rehabilitation Act of 1973; see BP/AR 6164.6 - Identification and Education under Section 504. However, because the law is unclear, it is recommended that districts with questions ~~should~~ consult CSBA's District and County Office of Education Legal Services or legal counsel, as appropriate.

When the district ceases to provide special education services in response to the parent/guardian's revocation of consent, the student shall be classified as a general education student.

Transfer Students

CSBA NOTE: Education Code 56325 details the requirements for students transferring from districts within and outside of California, as specified below. Districts should be careful to comply with the time requirements, though in *Marshall v. Monrovia Unified School District*, the Ninth Circuit Court of Appeals ruled in favor of defendant, a school district, on the question of whether the district denied FAPE to a student with ~~a disability~~an exceptional need by not developing a valid IEP within 30 days of the student's transfer into the district. The court reasoned that the delay in developing the IEP was minimal and that the student did not suffer any deprivation of educational benefit.

To facilitate the transition of a student with ~~a disability~~an exceptional need who is transferring into the district, the Superintendent or designee shall take reasonable steps to promptly obtain the student's records, including the IEP and the supporting documents related to the provision of special education services. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the district from another school district within the same Special Education Local Plan Area (SELPA) during the school year, the district shall continue to provide services comparable to those described in the student's existing IEP, unless the student's parent/guardian and the district agree to develop, adopt, and implement a new IEP that is consistent with state and federal law. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the district from a school district outside of the district's SELPA during the school year, the district shall provide the student with FAPE, including services comparable to those described in the previous district's IEP in consultation with the student's parent/guardian, for a period not to exceed 30 days. By the end of that period, the district shall either adopt the previous district's IEP or shall develop, adopt, and implement a new IEP that is consistent with state and federal law. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the district from an out-of-state district during the school year, the district shall provide the student with FAPE, including services comparable to the out-of-state district's IEP, in consultation with the parent/guardian, until such time as the Superintendent or designee conducts an assessment, if it determines that such an assessment is necessary, and develops, adopts, and implements a new IEP, if appropriate. (Education Code 56325; 34 CFR 300.323)

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Policy Reference Disclaimer:
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State	Description
5 CCR 3021-3029	Identification, referral and assessment
5 CCR 3040-3043	Instructional planning and the individualized education program
5 CCR 3051-3053	Implementation of the individualized education program
5 CCR 853-853.5	State assessments; accommodations
Ed. Code 46392	Emergencies
Ed. Code 48853.5	Students in foster care
Ed. Code 51225.3	High school graduation requirements
Ed. Code 56040.3	Availability of assistive technology device
Ed. Code 56040.6	Deaf and hard of hearing supports
Ed. Code 56043	Transition plans
Ed. Code 56049.1	Data related to least restrictive environment
Ed. Code 56055	Rights of foster parents pertaining to foster youth's education
Ed. Code 56136	Guidelines for low incidence disabilities areas
Ed. Code 56195.8	Adoption of policies
Ed. Code 56321	Notice of parental rights; consent of parents
Ed. Code 56321.5	Notice to include right to electronically record
Ed. Code 56340.1-56347	Instructional planning and individualized education program
Ed. Code 56348	IEP template translations
Ed. Code 56350-56354	IEP for visually impaired students
Ed. Code 56380	IEP reviews; notice of right to request
Ed. Code 56390-56392	Recognition for educational achievement; special education
Ed. Code 56471	Workability programs
Ed. Code 56500-56509	Procedural safeguards

Ed. Code 60640-60648.5	California Assessment of Student Performance and Progress
Ed. Code 60900.1	English language and special education reporting
Ed. Code 60900.2	Graduation rates for students with exceptional needs
Fam. Code 6500-6502	Age of majority
Gov. Code 7572.5	Seriously emotionally disturbed child; expanded IEP team
W&I Code 300	Minors subject to jurisdiction
W&I Code 601	Minors habitually disobedient
W&I Code 602	Minors violating law; ward of court

Federal	**Description**
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1400-1482	Individuals with Disabilities Education Act
34 CFR 300.1-300.818	Individuals with Disabilities Education Act

Management Resources	**Description**
Attorney General Opinion	85 Ops.Cal.Atty.Gen. 157 (2002)
California Department of Education Publications	California Practitioners' Guide for Educating English Learners with Disabilities, July 2019 (https://www.cde.ca.gov/SP/se/ac/documents/ab2785guide.pdf)
California Department of Education Publications	Frequently Asked Questions: Promotion, Retention, and Grading (Students with ~~Disabilities~~disabilities) (https://www.cde.ca.gov/sp/se/sr/promoretntn.asp)
U.S. Department of Education Publication	Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973, July 2022 (https://www.ed.gov/sites/ed/files/about/offices/list/ocr/docs/504-discipline-guidance.pdf)
U.S. Department of Education, Office of Special Education and Rehabilitative Services and Office of Educational Technology Publication	Dear Colleague Letter on the Provision of Assistive Technology Devices and Services for Children with Disabilities under the Individuals with Disabilities Education Act, January 22, 2024 (https://sites.ed.gov/idea/idea-files/dcl-assistive-technology-jan-22-2024/)
Court Decision	Capistrano Unified School District v. S.W. and C.W. (9th Cir. 2021) 21 F.4th 1125

Court Decision	Endrew F. v. Douglas County School District Re-1, 137 S. Ct. 988
Court Decision	~~Marshall v. Monrovia~~Los Angeles Unified School District v. A.O. (9th ~~Circuit, 2010)~~ ~~327 f.3d 773~~Cir. 2024) 92 F.4th 1159
Court Decision	Marshall v. Monrovia Unified School District (9th ~~Circuit,~~Cir. 2010) 327 ~~f~~F.3d 773
Court Decision	Sacramento City School District v. Rachel H. (9th Cir. 1994) 14 F.3d 1398
Court Decision	Schaffer v. Weast (2005) 125 S. Ct. 528
Court Decision	Shapiro v. Paradise Valley Unified School District, No. 69 (9th ~~Circuit,~~Cir. 2003) 317 F.3d 1072
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, Office of Special Education and Rehabilitative Services
Website	U.S. Department of Education, Office of Educational Technology (https://tech.ed.gov/)
Website	California Department of Education

Cross References

Code	Description
0200	Goals For The School District
0430	Comprehensive Local Plan For Special Education
0430	Comprehensive Local Plan For Special Education
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures

1312.3-E(2)	Uniform Complaint Procedures
3250	Transportation Fees
3250	Transportation Fees
3541	Transportation Routes And Services
3541.2	Transportation For Students With Disabilities
3555	Nutrition Program Compliance
3555-E(1)	Nutrition Program Compliance
4112.23	Special Education Staff
5113.11	Attendance Supervision
5125	Student Records
5125	Student Records
5126	Awards For Achievement
5126	Awards For Achievement
5131.8	Mobile Communication Devices
5131.9	Academic Honesty
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.31	Immunizations
5141.31	Immunizations
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5145.71	Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures
5145.71-E(1)	Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures
5148	Child Care And Development
5148	Child Care And Development
5148.2	Before/After School Programs

5148.2	Before/After School Programs
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6000	Concepts And Roles
6112	School Day
6112	School Day
6117	Year-Round Schedules
6120	Response To Instruction And Intervention
6141	Curriculum Development And Evaluation
6141	Curriculum Development And Evaluation
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6143	Courses Of Study
6143	Courses Of Study
6146.1	High School Graduation Requirements
6146.11	Alternative Credits Toward Graduation
6146.11	Alternative Credits Toward Graduation
6146.4	Differential Graduation And Competency Standards For Students With Disabilities
6151	Class Size
6154	Homework/Makeup Work
6158	Independent Study
6158	Independent Study
6159.1	Procedural Safeguards And Complaints For Special Education
6159.1	Procedural Safeguards And Complaints For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education

6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.3	Appointment Of Surrogate Parent For Special Education Students
6159.3	Appointment Of Surrogate Parent For Special Education Students
6159.4	Behavioral Interventions For Special Education Students
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6163.2	Animals At School
6163.2	Animals At School
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.41	Children With Disabilities Enrolled By Their Parents In Private School
6164.41	Children With Disabilities Enrolled By Their Parents In Private School
6164.5	Student Success Teams
6164.5	Student Success Teams
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families

6174	Education For English Learners
6174	Education For English Learners
6176	Weekend/Saturday Classes
6177	Summer Learning Programs
6178	Career Technical Education
6178	Career Technical Education
6178.1	Work-Based Learning
6178.1	Work-Based Learning
6181	Alternative Schools/Programs Of Choice
6181	Alternative Schools/Programs Of Choice
6184	Continuation Education
6184	Continuation Education
6185	Community Day School
6185	Community Day School

Policy 6159.2: Nonpublic, Nonsectarian School And Agency Services For Special Education

Status: ADOPTED

Original Adopted Date: 06/01/1995 | **Last Revised Date:** ~~06~~03/01/~~2023~~2025 | **Last Reviewed Date:** ~~06~~03/01/~~2023~~2025

CSBA NOTE: Education Code 56195.8 **mandates** districts to adopt policies for the special education programs and services they operate, including nonpublic, nonsectarian services provided to students with ~~disabilities~~exceptional needs when no appropriate public education program is available to meet their special education needs. The nonpublic, nonsectarian school or agency (NPS/A) must be certified as meeting state standards pursuant to Education Code 56366 and 56366.1.

The following policy and accompanying administrative regulation should be revised to comply with the policies and regulations of the Special Education Local Plan Area in which the district operates.

The Governing Board recognizes its responsibility to provide a free appropriate public education to students with ~~disabilities~~exceptional needs in accordance with law. When the district is unable to provide direct special education and/or related services to students with ~~disabilities~~exceptional needs, the Board may enter into a contract with a nonpublic, nonsectarian school or agency (NPS/A) to meet student needs consistent with the comprehensive local plan of the Special Education Local Plan Area.

CSBA NOTE: Pursuant to Education Code 56366 and 56366.1, a district contracting with an NPS/A must verify that the NPS/A meets certification requirements. 5 CCR 3067 allows the district to request, in writing, that the California Department of Education (CDE) review the certification status of an NPS/A.

Education Code 56366.1 also requires districts to verify that the NPS/A provides staff training in the use of evidence-based practices and interventions specific to the unique behavioral needs of the NPS/A's student population.

Prior to entering into a contract to place any student in an NPS/A, the Superintendent or designee shall verify that the school or agency is certified to provide special education and related services to individuals with ~~disabilities~~exceptional needs and complies with staff training requirements in accordance with Education Code 56366 and 56366.1. ~~In addition, the~~

CSBA NOTE: Pursuant to Education Code 56366.1, an NPS/A that is certified or seeking certification is required to provide assurances to CDE that for any foster youth it serves, the NPS/A will serve as the school of origin of the foster youth and that the foster youth will be allowed to continue the foster youth's education in the school. For such purposes, "school of origin" includes placement in an NPS/A.]

Additionally, the Superintendent or designee, such as the district's liaison for foster youth, shall verify that for any student served by an NPS/A who is a foster youth, the NPS/A agrees to serve as the school of origin of the foster youth and allow the foster youth to continue the foster youth's education in the NPS/A in accordance with Education Code 56366.1.

The Superintendent or designee shall monitor, on an ongoing basis, the certification of any NPS/A with which the district has a contract to ensure that the certification has not expired.

CSBA NOTE: Pursuant to Education Code 56366.45, within 14 days of becoming aware of any change to the certification status of an NPS/A, the district is required to notify parents/guardians of district students who attend the NPS/A of the change in certification status and include in that notice, a copy of procedural safeguards.

Within 14 days of becoming aware of any change to the certification status of an NPS/A, including, but not limited to, receiving notification of a determination to suspend or revoke the certification of the NPS/A pursuant to Education Code 56366.4, the district shall notify, through email or regular mail, the parents/guardians of any district student who attends the NPS/A of the change in certification status, which includes a copy of procedural safeguards. The district shall maintain a record of such notice and make the notice available for inspection upon request by the California Department of Education. (Education Code 56366.45)

No district student with ~~a disability~~exceptional needs shall be referred to, or placed in, an NPS/A unless the student's individualized education program (IEP) team has determined that the placement is appropriate for the student. (Education Code 56342.1)

CSBA NOTE: Pursuant to Education Code 56365, students enrolled in an NPS/A are deemed to be enrolled in public schools for state apportionment purposes. Districts then pay to the NPS/A the full amount of the school tuition or~~,~~ the agency fees for participating students pursuant to the contract.

The district shall pay to the NPS/A the full amount of the tuition or fees, as applicable, for students with ~~disabilities~~exceptional needs who are enrolled in programs or receiving services provided by the NPS/A pursuant to the contract. (Education Code 56365)

In accordance with law, any student with ~~disabilities~~exceptional needs placed in an NPS/A shall have all the rights and protections to which students with ~~disabilities~~exceptional needs are generally entitled, including, but not limited to, procedural safeguards, due process rights, and periodic review of the student's IEP.

During the period when any student with ~~disabilities~~exceptional needs is placed in an NPS/A, the student's IEP team shall retain responsibility for monitoring the student's progress towards meeting the goals identified in the IEP.

~~CSBA NOTE: In a December 2022 Settlement Agreement between Davis Joint Unified School District and the U.S. Department of Education Office for Civil Rights, following an investigation into the use of seclusion and restraint at an NPS/A that the district contracted with, the district~~

~~was found to have denied students a free and appropriate public education (FAPE) because the district failed to ensure the NPS/A staff were knowledgeable about district policies, procedures, and practices regarding the use seclusion and restraint, failed to reevaluate students to determine if the repeated use of restraint and seclusion affected the receipt of FAPE, and failed to consider if any additional aids and services were appropriate in order to provide FAPE. See BP5131. 41 - Use of Seclusion and Restraint for additional information on the use of Seclusion and Restraint.~~

The Superintendent or designee shall ensure that any contract with an NPS/A contains a requirement for the NPS/A to comply with district policy, procedures, and practices related to student rights, health, and safety, including the use of seclusion and restraint. All NPS/A staff that serve district students shall be made aware of, and trained in such policies, procedures, and practices.

CSBA NOTE: The following optional paragraph may be modified to reflect district practice.

The Superintendent or designee shall notify the Board prior to approving an out-of-state placement for any district student.

The Superintendent or designee may apply to the Superintendent of Public Instruction to waive any of the requirements of Education Code 56365, 56366, and 56366.6. (Education Code 56366.2)

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State	Description
5 CCR 3001	Definitions
5 CCR 3051-3051.24	Special education; standards for related services and staff qualifications
5 CCR 3060-3070	Nonpublic, nonsectarian school and agency services
Ed. Code 51225.3	High school graduation requirements
Ed. Code 51225.31-51225.32	Graduation exemption for students with exceptional needs
Ed. Code 56034-56035	Definitions of nonpublic, nonsectarian school and agency
Ed. Code 56042	Placement not to be recommended by attorney or advocate with conflict of interest
Ed. Code 56101	Waivers
Ed. Code 56163	Certification
Ed. Code 56168	Responsibility for education of student in hospital or health facility school

Ed. Code 56195.8	Adoption of policies
Ed. Code 56342.1	Individualized education program; placement
Ed. Code 56360-56369	Implementation of special education
Ed. Code 56711	Computation of state aid
Ed. Code 56740-56743	Apportionments and reports
Ed. Code 56760	Annual budget plan; service proportions
Ed. Code 56775.5	Reimbursement of assessment and identification costs
Ed. Code 56836.20-56836.21	Special education funding; SELPA contracts with nonpublic nonsectarian schools
Fam. Code 7911-7912	Interstate compact on placement of children
Gov. Code 7570-7587	Interagency responsibilities for providing services to children with ~~disabilities~~exceptional needs
Gov. Code 7572.55	Seriously emotionally disturbed child; out-of-state placement
W&I Code 362.2	Out-of-home placement for IEP
W&I Code 727.1	Out-of-state placement of wards of court

Federal	**Description**
20 USC 1400-1487	Individuals with Disabilities Education Act
34 CFR 300.129-300.148	Children with disabilities in private schools

Management Resources	**Description**
Court Decision	Agostini v. Felton (1997) 521 U.S. 203~~, 117 S.Ct. 1997~~
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, Office of Special Education and Rehabilitative Services
Website	California Department of Education

Cross References

Code	**Description**
0430	Comprehensive Local Plan For Special Education
0430	Comprehensive Local Plan For Special Education
0500	Accountability
1312.3	Uniform Complaint Procedures

1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1431	Waivers
3541.2	Transportation For Students With Disabilities
3580	District Records
3580	District Records
4112.23	Special Education Staff
5125	Student Records
5125	Student Records
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
6146.1	High School Graduation Requirements
6146.3	Reciprocity Of Academic Credit
6146.3	Reciprocity Of Academic Credit
6146.4	Differential Graduation And Competency Standards For Students With Disabilities
6159	Individualized Education Program
6159	Individualized Education Program
6159.1	Procedural Safeguards And Complaints For Special Education
6159.1	Procedural Safeguards And Complaints For Special Education
6159.3	Appointment Of Surrogate Parent For Special Education Students
6159.3	Appointment Of Surrogate Parent For Special Education Students
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education

6173.1 Education For Foster Youth

6173.1 Education For Foster Youth

6173.2 Education Of Children Of Military Families

6173.2 Education Of Children Of Military Families

Regulation 6159.2: Nonpublic, Nonsectarian School And Agency Services For Special Education

Status: ADOPTED

Original Adopted Date: 06/01/1995 | **Last Revised Date:** ~~07~~03/01/~~2020~~2025 | **Last Reviewed Date:** ~~07~~03/01/~~2020~~2025

CSBA NOTE: The following administrative regulation may be revised to reflect district practice and the procedures of the Special Education Local Plan Area in which the district participates.

Master Contract

CSBA NOTE: Education Code 56366 details the provisions that must be included in a master contract with nonpublic, nonsectarian schools or agencies (NPS/As) for the purpose of special education services.

Every master contract between the district and a nonpublic, nonsectarian school or agency (NPS/A) shall specify the general administrative and financial agreements for providing special education and designated instruction and services. The master contract shall be for a term not to exceed one year and shall be renegotiated prior to June 30. Provisions of the contract shall include, but not be limited to: (Education Code 56366; 5 CCR 3062)

1. Student-teacher ratios

2. Transportation specified in a student's individualized education program (IEP)

   The contract shall not include special education transportation provided through the use of services or equipment owned, leased, or contracted by the district for students enrolled in the NPS/A unless provided directly or subcontracted by that NPS/A.

3. Procedures for recordkeeping and documentation

4. The maintenance of school records by the district to ensure that appropriate high school graduation credit is received by any participating student

5. An individual services agreement for each student, which will be negotiated for the length of time for which NPS/A special education and designated instruction and services are specified in the student's IEP

6. A description of the process to be utilized by the district to oversee and evaluate placements in the NPS/A, including a method for evaluating whether each student is making appropriate educational progress

7. Procedures and responsibilities for attendance and unexcused absences

8. General provisions related to modifications and amendments to the contract, waivers, disputes, contractor's status, conflicts of interest, termination, inspection and audits, compliance with applicable state and federal laws and regulations, and indemnification and

insurance requirements

9. Payment schedules, including, but not limited to, payment amounts, payment demand, right to withhold, and audit exceptions

The contract may allow for partial or full-time attendance at the NPS/A. (Education Code 56366)

With mutual agreement of the district and NPS/A, changes may be made to the administrative and financial agreements in the master contract at any time, provided the change does not alter a student's educational instruction, services, or placement as outlined in the student's individual services agreement. (Education Code 56366)

The master contract or individual services agreement may be terminated for cause if either party gives 20 days' notice. However, the availability of a public education program initiated during the period of the contract shall not give cause for termination unless the parent/guardian agrees to transfer the student to the program. (Education Code 56366)

Placement and Services

For any student to be placed in an NPS/A, the Superintendent or designee shall develop an individual services agreement based on the student's IEP. Each individual services agreement shall specify the length of time authorized in the student's IEP for the NPS/A services, not to exceed one year. Changes in a student's educational instruction, services, or placement shall be made only on the basis of revisions to the student's IEP. (Education Code 56366)

At least once each year, the district shall: (Education Code 56366)

CSBA NOTE: Pursuant to Education Code 56366, each student placed in an NPS/A will be administered the California Assessment of Student Performance and Progress by NPS/A staff who have attended the regular testing training sessions provided by the district or another local educational agency. Student assessment results are reported in accordance with the state's ~~alternative~~ accountability system ~~(Dashboard Alternative School Status).~~ . See BP 0500 - Accountability.

1. Evaluate the educational progress of each student placed in an NPS/A, including a review of state assessment results

2. During the annual meeting held to review the student's IEP pursuant to Education Code 56343, consider whether the student's needs continue to be best met at the NPS/A and whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting

CSBA NOTE: The following paragraph is for use by elementary school districts.

Prior to the annual review of a student's IEP, the Superintendent or designee shall notify any high school district to which the student may transfer of the student's enrollment in an NPS/A. (5 CCR 3069)

When a special education student meets the district requirements for completion of the prescribed course of study as designated in the student's IEP, the district shall award the student a diploma of graduation. (5 CCR 3070)

CSBA NOTE: Pursuant to Education Code 51225.31, districts are required to exempt an eligible student with exceptional needs who entered the ninth grade in the 2022-23 school year or later, from all coursework and other requirements adopted by the Governing Board that are in addition to the statewide course requirements specified in Education Code 51225.3, and award such student a high school diploma.
Additionally, pursuant to Education Code 51225.32, as added by SB 153 (Ch. 38, Statutes of 2024), districts are authorized, until July 1, 2031, to extend such exemption and award a high school diploma to an eligible student with exceptional needs who was enrolled in grade 10 or higher in the 2022-23 school year.

However, a student with exceptional needs who entered the ninth grade in the 2022-23 school year or later shall be exempted from all coursework and other requirements adopted by the Governing Board that are in addition to the statewide course requirements for high school graduation, if the student's IEP meets the criteria specified in law and Board Policy 6146.4 – Differential Graduation and Competency Standards for Students with Disabilities. (Education Code 51225.31)

Additionally, the Superintendent or designee may, until July 1, 2031, exempt a student with exceptional needs who was enrolled in grade 10 or higher in the 2022-23 school year from all coursework and other requirements adopted by the Board that are in addition to the statewide course requirements for high school graduation if the student meets the eligibility criteria specified in Education Code 51225.32.

Out-of-State Placements

CSBA NOTE: Government Code 7572.55 and Welfare and Institutions Code 362.2 and 727.1 address the out-of-state placement of children who are seriously emotionally disturbed and/or wards of the court. Such placements may be made only after in-state alternatives have been considered and found not to meet the child's needs.

Before contracting with an NPS/A outside California, the Superintendent or designee shall document the district's efforts to use public schools and/or to find an appropriate program offered by an NPS/A within California. (Education Code 56365)

Within 15 days of any decision for an out-of-state placement, the student's IEP team shall submit to the Superintendent of Public Instruction a report with information about the services provided by the out-of-state program, the costs of the special education and related services provided, and the district's efforts to locate an appropriate public school or NPS/A within California. (Education Code 56365)

If the district decides to place a student with an NPS/A outside the state, the district shall indicate

the anticipated date of the student's return to a placement within California and shall document efforts during the previous year to return the student to California. (Education Code 56365)

On-Site Visits

CSBA NOTE: Education Code 56366.1 requires a district that enters into a master contract with an NPS/A to conduct on-site visits to the NPS/A as described in the following section. Findings from the monitoring visit must be reported to the California Department of Education (CDE) using criteria published by CDE.

The Superintendent or designee shall conduct an on-site visit to an NPS/A before the placement of a student at the ~~school or agency~~NPS/A, if the district does not have any other students currently enrolled at the NPS/A. (Education Code 56366.1)

At least once per year, the Superintendent or designee shall conduct an on-site monitoring visit to each NPS/A at which the district has a student attending and with which it maintains a master contract. The monitoring visit shall include, but is not limited to: (Education Code 56366.1)

1. A review of services provided to the student through the individual services agreement
2. A review of progress the student is making toward the goals set forth in the student's IEP
3. A review of progress the student is making toward the goals set forth in the student's behavioral intervention plan, if applicable
4. An observation of the student during instruction
5. A walkthrough of the facility

The district shall report the findings resulting from the monitoring visit to ~~CDE~~the California Department of Education within 60 calendar days of the on-site visit. (Education Code 56366.1)

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State	Description
5 CCR 3001	Definitions
5 CCR 3051-3051.24	Special education; standards for related services and staff qualifications
5 CCR 3060-3070	Nonpublic, nonsectarian school and agency services
Ed. Code 51225.3	High school graduation requirements

Ed. Code 51225.31-51225.32	Graduation exemption for students with exceptional needs
Ed. Code 56034-56035	Definitions of nonpublic, nonsectarian school and agency
Ed. Code 56042	Placement not to be recommended by attorney or advocate with conflict of interest
Ed. Code 56101	Waivers
Ed. Code 56163	Certification
Ed. Code 56168	Responsibility for education of student in hospital or health facility school
Ed. Code 56195.8	Adoption of policies
Ed. Code 56342.1	Individualized education program; placement
Ed. Code 56360-56369	Implementation of special education
Ed. Code 56711	Computation of state aid
Ed. Code 56740-56743	Apportionments and reports
Ed. Code 56760	Annual budget plan; service proportions
Ed. Code 56775.5	Reimbursement of assessment and identification costs
Ed. Code 56836.20-56836.21	Special education funding; SELPA contracts with nonpublic nonsectarian schools
Fam. Code 7911-7912	Interstate compact on placement of children
Gov. Code 7570-7587	Interagency responsibilities for providing services to children with ~~disabilities~~exceptional needs
Gov. Code 7572.55	Seriously emotionally disturbed child; out-of-state placement
W&I Code 362.2	Out-of-home placement for IEP
W&I Code 727.1	Out-of-state placement of wards of court

Federal	**Description**
20 USC 1400-1487	Individuals with Disabilities Education Act
34 CFR 300.129-300.148	Children with disabilities in private schools

Management Resources	**Description**
Court Decision	Agostini v. Felton (1997) 521 U.S. 203~~, 117 S.Ct. 1997~~
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, Office of Special Education and Rehabilitative Services
Website	California Department of Education

Cross References

Code	Description
0430	Comprehensive Local Plan For Special Education
0430	Comprehensive Local Plan For Special Education
0500	Accountability
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1431	Waivers
3541.2	Transportation For Students With Disabilities
3580	District Records
3580	District Records
4112.23	Special Education Staff
5125	Student Records
5125	Student Records
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
6146.1	High School Graduation Requirements
6146.3	Reciprocity Of Academic Credit
6146.3	Reciprocity Of Academic Credit
6146.4	Differential Graduation And Competency Standards For Students With Disabilities
6159	Individualized Education Program
6159	Individualized Education Program
6159.1	Procedural Safeguards And Complaints For Special Education
6159.1	Procedural Safeguards And Complaints For Special Education
6159.3	Appointment Of Surrogate Parent For Special Education Students

6159.3	Appointment Of Surrogate Parent For Special Education Students
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families

Bylaw 9150: Student Board Members

Status: ADOPTED

Original Adopted Date: 12/01/2019 **| Last Revised Date:** ~~12~~03/01/~~2021~~2025 **| Last Reviewed Date:** ~~12~~03/01/~~2021~~2025

CSBA NOTE: The following optional Board bylaw is for use by any district maintaining one or more high schools. ~~Pursuant to Education Code 35160, the Governing Board may, on its own authority, elect to include~~

There are two bases of authority for creating one or more student ~~members on the Board. In districts that do not have a student Board member, the district's~~positions on a district Governing Board. Education Code 35012 authorizes high school students ~~may~~to petition for student representation on a district Board. Additionally, Education Code 35160 grants broad authority to the Board, which includes authorization for the Board~~,~~ to create one or more student Board member positions. When established by student petition, Education Code 35012 also imposes certain requirements related to eligibility, selection, term, and scope of responsibilities. There are no such imposed requirements when established by the Board's own authority. However, it is recommended that Boards adopt the Education Code 35012 requirements as a best practice. Therefore, except where indicated, the following Board bylaw reflects the requirements of Education Code 35012. For Boards that create one or more student Board member positions pursuant to Education Code ~~35012, to include at least one student on the Board. See section on "Petition" below for additional information regarding student petitions~~35160, this Board bylaw should be revised to reflect district practice.

In order to enhance communication and collaboration between the Governing Board and the student body and to teach students the importance of civic involvement, the Board supports the participation of high school students in district governance.

Credit, Compensation, and Liability

CSBA NOTE: Pursuant to Education Code 35012 and 35120 ~~authorize~~, the Board has discretion to award elective course credit for service as a student Board member~~, as specified below~~ and/or to provide the student Board member(s) with monthly financial compensation. The following paragraphs should be deleted or modified to reflect district practice.

~~Student~~The student Board ~~members may, at the Board's discretion,~~member(s) shall receive elective course credit for service as a student Board member based on the number of equivalent daily instructional minutes for the student Board member's services provided. ~~(Education Code 35012,~~(Education Code 35120)

Additionally, the student Board member(s) shall receive monthly compensation of $_____. A student

Board member who receives monthly compensation shall receive compensation when absent from a Board meeting if the Board, by resolution duly adopted and included in its minutes, finds that at the time of the Board meeting the student Board member was performing services outside the Board meeting for the district, was ill, was on jury duty, or was absent due to a hardship considered acceptable by the Board. (Education Code 35120)

CSBA NOTE: Pursuant to Education Code 35012, student Board members are entitled to reimbursement for mileage expenses to the same extent as other members of the Board. This law does not address other travel expenses that may be incurred by student Board members related to training or to the performance of authorized services. As such, other travel expenses are not necessarily reimbursable for student Board members, except with prior Board approval.

~~Student~~The student Board member(s) shall be entitled to be reimbursed for mileage to the same extent as other members of the Board~~, but shall not receive monetary compensation for attendance at Board meetings.~~. (Education Code 35012)

A student Board member ~~shall~~is not ~~be~~ liable for any acts of the Board. (Education Code 35012)

Student Board Member Positions Based on Petition

~~CSBA NOTE: If petitioned by the district's high school students pursuant to Education Code 35012, the Board is required to include at least one student on the Board and, at its discretion, may include more than one student Board member. Districts~~CSBA NOTE: Boards that have already established student Board member position(s) should delete the following section.

High school students may submit a petition to the Board requesting the ~~appointment~~creation of at least one student Board member~~.~~ ~~(Education Code 35012)~~ position.

To qualify for Board consideration, the petition ~~for student representation~~ shall contain the signatures of at least 500 students or 10 percent of the number of students regularly enrolled in district high schools, whichever is less. (Education Code 35012)

Within 60 days of receiving a student petition, or at the next regularly scheduled Board meeting if no meeting is held within those 60 days, the Board shall ~~order the inclusion of~~adopt a Board bylaw or amend this Board bylaw to create at least one student Board member position on the Board. (Education Code 35012)

~~Choosing~~ Student Board ~~Members~~Member Positions Based on Board Authority

CSBA NOTE: The following optional section ~~may be revised to reflect district practice. Pursuant~~is for a Board that, on its own authority pursuant to Education Code ~~35012, when student representation is~~ 35160, has established ~~in response to a student petition, student Board members must be chosen by the students enrolled in district high school(s). It is recommended that the district apply the same process when a~~one or more student Board member positions. Boards that have not established or do not want to establish student Board member position ~~is established at~~

the Board's discretion. The (s) should delete the following paragraph may be revised accordinglysection.

AThere shall be ___ student Board member shall be chosen by students position(s) on the Board. (Education Code 35160)

Student Board Member Eligibility, Selection, and Term

Each student Board member shall be enrolled in the district'sa district high schools in accordance with procedures prescribedschool and shall be selected by the Boarda vote of the appliable student body. (Education Code 35012)

CSBA NOTE: Education Code 35012, as amended by AB 824 (Ch. 669, Statutes of 2021), authorizes the Board to adjust the term of a student Board member only when a vacancy occurs or in order to provide more students an opportunity to serve on the Board. It is recommended that any proposal to reduce the term of a student Board member be brought before the Board for consideration and that a majority vote of all Board members be required prior to reducing the term.

If the district has more high schools than student Board member positions, the student Board member position(s) shall rotate annually between the high schools of the district.

The term of the student Board member(s) shall be one year, commencing oneach July 1. However, theThe Board may adjust the term of a student Board member only if a vacancy occurs or in order to giveprovide more students with an opportunity to serve on the Board. (Education Code 35012)

Role and Responsibilities of Student Board Members

CSBA NOTE: Pursuant to Education Code 35012, student Board members have certain rights, as specified in the following section. However, student Board members are not considered to be members of the Board for purposes of the Brown Act.

Student Board members shall not be considered members of a legislative body for purposes of the Brown Act. (Education Code 35012)

A student Board member shall not be counted in determining the vote required to carry any measure before the Board or whether a quorum is in attendance at a Board meeting.

Student The student Board member(s) shall have the right to attend all Board meetings except closed sessions. (Education Code 35012)

CSBA NOTE: Education Code 35012 requires that student Board members receive all open meeting materials and staff briefings at the same time as other Board members. Any briefings presented to the Board must comply with Brown Act requirements.

~~Education Code 35012 requires that student Board members also receive all non-closed session materials given to other Board members by the district between open meetings.~~

~~All materials presented to Board members, except those related to closed sessions, shall be presented to student Board members at the same time they are presented to other Board members. Student~~

The student Board member(s) shall also be invited to attend staff briefings, or be provided with a separate staff briefing, within the same timeframe as the briefing of other Board members. ~~In addition,~~Additionally, the student Board member(s) shall receive all materials given to Board members ~~by the district~~ between meetings, except for materials that pertain to closed session items, ~~shall be distributed~~at the same time they are presented to ~~student~~other Board members. (Education Code 35012)

~~Student~~The student Board member(s) shall be recognized at Board meetings as full member(s), shall be seated with other members of the Board, and shall be allowed to participate in questioning witnesses and discussing issues. (Education Code 35012)

~~Student~~The student Board member(s) shall be allowed to cast preferential votes on all matters except those subject to closed session discussion. *Preferential voting* means a formal expression of opinion that is recorded in the minutes and cast before the official vote of the Board. Preferential votes shall not affect the final numerical outcome of a vote. (Education Code 35012)

CSBA NOTE: Pursuant to Education Code 35012, the Board may adopt a resolution authorizing its student Board member(s) to make motions that may be acted upon by the Board, except on matters dealing with employer-employee relations pursuant to Government Code 3540-3549.3. The following optional paragraph is for use by districts that have adopted a resolution granting such authority.

~~Student~~The student Board member(s) may make motions that may be acted upon by the Board, except on matters dealing with employer-employee relations pursuant to Government Code 3540-3549.3. (Education Code 35012)

~~CSBA NOTE: Education Code 35012 requires student Board members to be appointed to subcommittees of the Board in the same manner as other Board members, and as specified below.~~

~~Student Board members~~ The student Board member(s) shall be appointed to subcommittees of the Board in the same manner as other Board members, ~~and shall be made aware of the time commitment required to participate in subcommittee meetings and work and of the right to~~although a student Board member may decline an appointment. The availability of all subcommittee members, including the availability of the student Board ~~members,~~member(s), may be considered when scheduling subcommittee meetings. (Education Code 35012)

~~CSBA NOTE: Education Code 35012 requires that student Board members be invited to attend functions of the Board, as provided below.~~

~~Student~~ The student Board member(s) shall not be considered members of the Board for purposes of the Brown Act. (Education Code 35012)

The student Board ~~members~~member(s) shall not be counted in determining the vote required to carry any measure before the Board or whether a quorum is in attendance at a Board meeting.

The student Board member(s) shall be invited to attend functions of the Board, such as forums, meetings with students and parents/guardians, and other general assemblies. (Education Code 35012)

~~Student Board Member Training~~

~~CSBA NOTE: The following section is optional. Trainings for student Board members are available through CSBA's governance workshops and Annual Education Conference and other statewide associations such as the California Association of Student Councils and California Association of Student Leaders.~~CSBA NOTE: Pursuant to Education Code 35012, as amended by SB 1445 (Ch. 327, Statutes of 2024), the Board may authorize the student Board member(s) to make restorative justice recommendations regarding expulsions if certain conditions are met. The following optional paragraph is for use by districts that choose to grant such authority.

On a case-by-case basis, the student Board member(s) may make restorative justice recommendations to the Board regarding specific expulsion matters. In order for such a recommendation to be made, the student who is subject to the expulsion and that student's parent/guardian shall first provide written consent. If such consent is given, the Superintendent or designee shall provide the student Board member(s) with information regarding the expulsion but only to the extent necessary for the student Board member(s) to provide a recommendation related to restorative justice to the Board. (Education Code 35012)

Student Board Member Training

CSBA NOTE: The following section is optional.

The Superintendent or designee may, at district expense, provide learning opportunities to the student Board ~~members~~member(s) through trainings, workshops, and conferences, such as those offered by the California School Boards Association and other organizations, to enhance their knowledge, understanding, and performance of leadership skills and their Board responsibilities.

The Superintendent or designee may periodically provide information to student Board member candidates to give them an understanding of the position. Once ~~chosen or appointed,~~selected, the incoming student Board ~~members~~member(s) shall be provided an orientation designed to build knowledge of the district and an understanding of the responsibilities and expectations of the position.

Alternate Student Board Member

~~CSBA NOTE: Education Code 35012 authorizes the Board to appoint a student to serve as an alternate student Board member if the Board determines that the student Board member's duties are not being fulfilled.~~

If the Board determines that ~~the~~a student Board ~~member's~~ member is not fulfilling the duties ~~are not being fulfilled~~of the position, the Board may appoint another student to serve out the term of the student Board member. If an alternate student Board member is appointed, the Board shall suspend the prior student Board member's rights and privileges related to service on the Board. (Education Code 35012)

Elimination of Student Board Member Position

Once established, the student Board member position shall continue to exist until the Board, by majority vote of all voting Board members, approves a motion to eliminate the position. Such a motion shall be listed as a public agenda item for a Board meeting prior to the motion being voted upon. (Education Code 35012)

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State	Description
Ed. Code 33000.5	Appointment of student member to State Board of Education
Ed. Code 35012	Board members; number, election, and terms
Ed. Code 35120	Student board membership
Ed. Code 35160	Authority of governing boards
Gov. Code 3540-3549.3	Educational Employment Relations Act
Gov. Code 54950-54963	The Ralph M. Brown Act

Management Resources	Description
Website	CSBA District and County Office of Education Legal Services
Website	California Association of Student Councils
Website	California Association of Student Leaders
Website	CSBA

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
3350	Travel Expenses
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
6142.3	Civic Education
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
9130	Board Committees
9230	Orientation
9240	Board Training
9250	Remuneration, Reimbursement And Other Benefits
9250-E(1)	Remuneration, Reimbursement And Other Benefits
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session
9322	Agenda/Meeting Materials
9323.2	Actions By The Board
9323.2-E(1)	Actions By The Board
9324	Minutes And Recordings

Bylaw 9224: Oath Or Affirmation

Status: ADOPTED

Original Adopted Date: 09/01/1991 | **Last Revised Date:** ~~07~~03/01/~~2003~~2025 | **Last Reviewed Date:** ~~07~~03/01/~~2003~~2025

CSBA NOTE: The oath or affirmation required of Governing Board members pursuant to Article 20, Section 3, of the California Constitution is the same as that required by Government Code 3100-3109 for public employees. See E(1) 4112.3/4212.3/4312.3 - Oath or Affirmation for the text of the oath. Government Code 1303 provides that any person who exercises any function of a public office, including the office of a Board member, without taking the oath of office is guilty of a misdemeanor~~, and~~ . Additionally, Government Code 1367 ~~provides that no~~prohibits payment of any compensation or reimbursement for any expenses ~~shall be paid unless the officer~~to any individual who has not taken the oath or affirmation.

~~The district should consult legal counsel if a~~
If an incoming Board member raises a ~~bona fide religious~~ concern about taking the ~~state-required~~ oath or affirmation, it is recommended that the district consult CSBA's District and County Office of Education Legal Services or district legal counsel.

Prior to entering upon the duties of ~~their~~the office~~, all~~ of a Governing Board ~~members~~member or exercising any function of a Board member, each Board member shall take the oath or affirmation required by law. (California Constitution, Article 20, Section 3; Government Code 1360)

CSBA NOTE: In addition to the persons listed below, Education Code 60 specifies state- and local-level officers who may administer the oath.

The oath or affirmation may be administered and certified by a Board member, the secretary or assistant secretary to the Board, the Superintendent, ~~deputy or assistant superintendent, principal, or~~the County Superintendent of Schools, the Superintendent of Public Instruction, or any other person authorized in Education Code 60 or Government Code 1225.

The executed oath shall be filed with the County Clerk. (Government Code 1363)

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State	Description

CA Constitution Article 20, Section 3	Oath of office
Ed. Code 60	Persons authorized to administer and certify oaths
Gov. Code 1225	Right to administer and certify oaths
Gov. Code 1303	Exercising functions of office without having qualified
Gov. Code 1360-1369	Oath of office
Gov. Code 3100-3109	Oath or affirmation of allegiance

Management Resources	**Description**
Court Decision	Chilton v. Contra Costa Community College District (1976) 55 Cal. App. 3d 544
Court Decision	Vogel v. County of Los Angeles (1967) 68 Cal. 2d 18~~, 22~~
Website	CSBA District and County Office of Education Legal Services

Cross References

Code	**Description**
4112.3	Oath Or Affirmation
4112.3-E(1)	Oath Or Affirmation
4212.3	Oath Or Affirmation
4212.3-E(1)	Oath Or Affirmation
4312.3	Oath Or Affirmation
4312.3-E(1)	Oath Or Affirmation
9100	Organization
9110	Terms Of Office
9220	Governing Board Elections
9220-E(1)	Governing Board Elections
9223	Filling Vacancies

Bylaw 9260: Legal Protection

Status: ADOPTED

Original Adopted Date: 03/01/1988 **| Last Revised Date:** ~~07~~03/01/~~2003~~2025 **| Last Reviewed Date:** ~~07~~03/01/~~2003~~2025

Liability Insurance

CSBA NOTE: Education Code 35208 requires the Governing ~~Boards~~Board to insure ~~the district's liability for death, personal injury or damage/loss of property, and to insure~~against the personal liability of Board members~~, district officers and employees~~ for death, personal injury, or damage/loss of property caused by ~~their~~a Board member's negligent act or omission when acting within the scope of ~~their~~the Board member's office ~~or employment.~~ Districts may self-insure ~~by provisions of~~ pursuant to Education Code 35214. See BP/AR 3530 - Risk Management/Insurance for additional information regarding district insurance requirements.

The Governing Board shall provide insurance necessary to protect Board members ~~and employees while acting~~from liability caused by a negligent act or omission that occurs within the scope of ~~their~~the Board member's office ~~or employment~~ in accordance with Education Code 35208.

CSBA NOTE: Pursuant to Government Code 820.9, Board members are not vicariously liable for injuries caused by the district's acts or omissions. ~~The~~Additionally, in *Caldwell v. Montoya*, the California Supreme Court determined~~, in Caldwell v. Montoya,~~ that Board members are ~~also~~ immune from suits pursuant to Government Code 820.2 when performing "discretionary acts," such as basic governmental policy decisions, within the scope of their duties. Personal and/or criminal liability ~~exists~~may exist, however, for injuries caused by the individual's own "wrongful" conduct ~~and may also exist, in some circumstances~~, for some civil rights violations, or knowing violations of the Brown Act. See BB 9323.2 - Actions by the Board. Because the determination as to whether personal liability exists is dependent on the specific facts of each case, it is ~~strongly~~ recommended that the district consult CSBA's District and County Office of Education Legal Services or district legal counsel ~~be consulted~~if a question arises when ~~questions arise~~making such a determination.

Protection Against Personal Liability

No Board member shall be liable for any harm caused by ~~his/her~~the Board member's negligent act or omission when acting within the scope of ~~district~~the Board member's responsibilities~~.~~ , including, but not limited to, Board responsibilities as specified in Board Bylaw 9000 – Role Of The Board. Additionally, no Board member shall be vicariously liable for injuries caused by the district's acts or omissions. (Education Code 35208; Government Code 820.9)

In addition, no Board member shall be liable for any harm caused by the Board member's act or omission ~~must be~~ if the Board member was acting within the scope of the Board member's responsibilities, made in conformity with federal, state, and local laws, and made in furtherance of

an effort to control, discipline, expel or suspend a student, or maintain order or control in the classroom or school. (20 USC ~~6736)~~ 7946)

~~The~~This protection against liability shall not apply when: (20 USC ~~6736~~7946)

1. The Board member acted with willful or criminal misconduct, gross negligence, recklessness, or a conscious, flagrant indifference to the harmed person's right to safety~~.~~

2. The Board member caused harm by operating a motor vehicle~~.~~

3. The Board member was not properly licensed, if required, by the State for such activities~~.~~

4. The Board member was found by a court to have violated a federal or state civil rights law~~.~~

5. The Board member was under the influence of alcohol or any drug at the time of the misconduct~~.~~

6. The misconduct constituted a crime of violence pursuant to 18 USC 16 or an act of terrorism for which the Board member has been convicted in a court~~.~~

7. The misconduct involved a sexual offense for which the Board member has been convicted in a court~~.~~

Nothing in this Board bylaw is intended to protect a Board member from criminal or civil liability for injury caused by the Board member's own wrongful conduct, for certain violations of law, including the Brown Act, or for liability from the requirement to reimburse the district under certain circumstances as specified in law. (Government Code 820.9, 825, 825.6, 54959, 54960)

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State	Description
Ed. Code 17029.5	Contract funding; board liability
Ed. Code 35208	Liability insurance
Ed. Code 35214	Liability insurance (~~;~~ self-insurance, or a combination of self-insurance and insurance through an insurance company)
Gov. Code 1090-1098	Prohibitions applicable to specified officers
Gov. Code 54950-54963	The Ralph M. Brown Act
Gov. Code 815.3	Intentional torts
Gov. Code 820-823	Tort claims act

Gov. Code 825-825.6	Indemnification of ~~public entity~~elected official
Gov. Code 87100-89503	Conflicts of interest

Federal	**Description**
18 USC 16	Crime of violence; definition
20 USC 7941-7948	Teacher liability protection

Management Resources	**Description**
Court Decision	Caldwell v. Montoya (~~Paramount Unified School District~~)1995) 10 Cal .4th 972 (~~1995~~)
Website	CSBA District and County Office of Education Legal Services

Cross References

Code	**Description**
1330.1	Joint Use Agreements
3530	Risk Management/Insurance
3530	Risk Management/Insurance
4119.1	Civil And Legal Rights
4219.1	Civil And Legal Rights
4319.1	Civil And Legal Rights
9000	Role of the Board
9124	Attorney
9323.2	Actions by the Board

Board Cover Sheet

Information/Discussion

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

Meeting Date
May 15, 2025

Presenter(s)
Linda Adamson
Superintendent

Item
Future Agenda Items

Recommendation
The District Administration recommends that the Board review the list of future agenda items and direct Administration to add items to the list and/or schedule items for a particular agenda.

Background
Board Bylaw 9323: Meeting Conduct states:

"…the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code 54954.2)."

Information
The Future Agenda Items chart is a new ongoing Information/Discussion document that will be presented to the Board during every Regular Board Meeting with revisions and/or updates.

Fiscal Impact
N/A

Future Agenda Items		
Date Requested	**Item**	**Note(s)/Action**
December 12, 2024	Career Technical Education	*Future Agenda Item – Presented by the Adult School
January 30, 2025	*District Reserve* Policy	*Future Agenda Item – Action/Discussion
March 20, 2025	Board Policy (BP)/(AR) Revisions: ● Complaints Concerning District Employees (BP 1312.1 & AR 1312.1) ● Student Use of Technology (BP 6163.4 & E 6163.4)	Policies will be brought forward for review and revision during the next Policy Committee Meeting
		Updated: 3/26/2025