PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING: May 21, 2026

Mission Statement

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

DATE: May 21, 2026
TIME: 5:30 PM Closed Session
6:30 PM Open Session

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

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

Administration:
Superintendent Dr. Linda Adamson
Assistant Superintendent Joshua Jorn

Student Representative(s):
Jasmine Booker
Paige Houston
Paige Silveira
Sulachhya Gurung

VIRTUAL ZOOM LINK
https://pgusd.zoom.us/j/84294663415?pwd=jbKnA2DJY8YIsori1D5BhJENp3LKVy.1

Meeting ID: 842 9466 3415
Passcode: 913030
One tap mobile +16699006833,,81793111121#,,,,*717431# US (San Jose)
+16694449171,,81793111121#,,,,*717431# US
Find your local number: https://pgusd.zoom.us/u/kdsFxgImWk

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

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

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING: May 21, 2026

AGENDA AND ORDER OF BUSINESS

I. OPENING BUSINESS

A. Call to Order

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

C. Roll Call

A. Adoption of Agenda

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

II. CLOSED SESSION

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

a. Negotiations – Collective Bargaining Session planning and preparation with the CSEA for 2025-26 [Government Code § 3549.1, subdivision (d)]
Executive session between the public school employer and its designated representatives, Buck Roggeman and Dr. Linda Adamson, for the purpose of giving direction and updates.

b. Public Employee Discipline/Dismissal/Release/Leave/Complaint [Government Code § 54957, subdivision (b)]
Executive session between the Board and its designated representatives, Buck Roggeman and Dr. Linda Adamson for the purpose of receiving updates and giving direction.

c. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION pursuant to Gov. Code, § 54956.9, subd. (d)(1)
    - OAH Case No. 2026030297

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

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING: May 21, 2026

A. Public Comment on Closed Session Topics

B. Adjourn to Closed Session

III. RECONVENE IN OPEN SESSION

A. Report Action Taken in Closed Session:

a. Negotiations – Collective Bargaining Session planning and preparation with the CSEA for 2025-26 [Government Code § 3549.1, subdivision (d)]

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

c. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION pursuant to Gov. Code, § 54956.9, subd. (d)(1)
- OAH Case No. 2026030297

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

A. Pledge of Allegiance

B. PGHS – Student Board Member Recognition

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.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING: May 21, 2026

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

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 May 7, 2026 Regular Board Meeting 11
Recommendation: (Dr. Linda Adamson, Superintendent) The District Administration recommends that the Board review and approve the minutes.

B. Warrant Schedule 17
Recommendation: (Josh Jorn, Assistant Superintendent) The District Administration recommends that the Board review and approve the Warrant Schedule.

C. Personnel Report 19
Recommendation: (Buck Roggeman, Chief Human Resources Officer) The District Administration recommends that the Board review and approve the Personnel Report.

D. SPSA - Robert H. Down Elementary School (2026-27) 23
Recommendation: (Emily Tsai Brownfield, RHD 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 2026-27 school year.

E. SPSA - Forest Grove Elementary School (2026-27) 92
Recommendation: (Abbie Arbrun, FGE 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 2026-27 school year.

F. SPSA - Pacific Grove Middle School (2026-2027) 160
Recommendation: (Sean Roach, PGMS 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 2026-27 school year.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING: May 21, 2026

G. SPSA - Pacific Grove High School (2026-2027) 231
Recommendation: (Greg O'Meara, PGHS 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 2026-27 school year.

H. SPSA - Pacific Grove Community High School (2026-2027) 300
Recommendation: (Greg O'Meara, PGCHS 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 2026-27 school year.

I. Reserve Balance in Excess 368
Recommendation: (Josh Jorn, Assistant Superintendent) The District Administration recommends that the Board approve the attached Balances in Excess of Minimum Reserve Requirements.

J. Contract with Eide Bailly for Audit Services 370
Recommendation: (Josh Jorn, Assistant Superintendent) The District Administration recommends that the Board approve the attached renewal contract for services with the audit firm of Eide Bailly LLP.

K. Contract for Services with Jill Miller - Choreographer 382
Recommendation: (Greg O'Meara, PGHS Principal) The District Administration recommends that the Board review and approve the Contract for Services with Jill Miller for the Spring Musical.

L. Contract for Services with Aquinos Birrierria 389
Recommendation: (Greg O'Meara, PGHS Principal) The District Administration recommends that the Board review and approve the Pacific Grove High School Contract for Services with Aquinos Birrierria LLC (food truck for athletic events) for the 2026-27 school year.

M. Contract for Services with Peninsula Sports Inc. - 2026-27 396
Recommendation: (Greg O'Meara, PGHS Principal) The District Administration recommends that the Board review and approve the Contract for Services with Peninsula Sports Inc for the 2026-27 school year.

N. Contract for Services with Field of Dreams Designs - 2026-27 404
Recommendation: (Greg O'Meara, PGHS Principal) The District Administration recommends that the Board review and approve the contract for services with Field of Dreams Designs for the 2026-27 school year.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING: May 21, 2026

O. Contract for Services with Monterey DJ John Upshaw - 2026-27 411
Recommendation: (Greg O'Meara, PGHS Principal) The District Administration recommends that the Board review and approve the Contract for Services with Monterey DJ John Upshaw for the 2026-27 school year.

P. Contract for Services with Valerie Rhoades - 2026-27 419
Recommendation: (Greg O'Meara, PGHS Principal) The District Administration recommends that the Board review and approve the Contract for Services with Valerie Rhoades, Costumer, for the 2026-27 school year.

Q. Contract for Services with GreyStep/Kev Group - 2026-27 427
Recommendation: (Greg O'Meara, PGHS Principal) The District Administration recommends that the Board review and approve the Contract for Services with GreyStep/Kev Group (previously ASB Works) for the 2026-27 school year.

R. Contract for Services with Fernando Sanchez Landscaping - 2026-27 435
Recommendation: (Greg O'Meara, PGHS Principal) The District Administration recommends that the Board review and approve the Contract for Services with Fernando Sanchez Landscaping for the 2026-27 school year.

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

VII. PUBLIC HEARING

A. Adopted Budget Public Hearing (Fiscal Year 2026-27) 443
Recommendation: (Josh 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 2026-27).

Open Public Hearing: _____ Close Public Hearing: _____

- Public Comment:
- Board Discussion

B. Pacific Grove Unified School District Local Control & Accountability Plan (LCAP) 581
Recommendation: (Dr. Larry Haggquist, Executive Director of Educational Services) The District Administration recommends that the Board hold a public hearing and review the Pacific Grove Unified School district Local Control and Accountability Plan (LCAP) for the 2026-27 school year.

Open Public Hearing: _____ Close Public Hearing: _____

- Public Comment:
- Board Discussion

C. Public Hearing – Tentative Agreement with the Pacific Grove Teachers Association (PGTA) – Fiscal Year 2026-2027 717
Recommendation: (Buck Roggeman, Chief Human Resources Officer) The District Administration recommends that the Board hold a public hearing of the Tentative Agreement between the Pacific Grove Unified School District and the Pacific Grove Teachers Association (PGTA) for fiscal year 2026-2027.

Open Public Hearing: _____ Close Public Hearing: _____

- Public Comment:
- Board Discussion

VIII. ACTION/DISCUSSION

A. Resolution No. 1200 - Proclaiming June 2026 as LGBTQ+ as Pride Month 780
Recommendation: (Dr. Linda Adamson, Superintendent) The District Administration recommends that the Board adopt Resolution Number 1200 Proclaiming June 2026 as LGBTQ+ Pride Month.

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

B. Measure D & A Citizen Bond Oversight Committee (CBOC) 783
Recommendation: (Jon Anderson, Director of Maintenance, Operations, and Transportation) The District Administration recommends that the Board review committee member applications and select two new members for the Citizen Bond Oversight Committee.

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

C. PGUSD Transportation Plan for Home to School Transportation (HTS) and Reimbursement Expenditure Plan for 2026-27) 792

Recommendation: (Josh Jorn, Assistant Superintendent) The District Administration recommends that the Board review and approve the Transportation Plan for Home to School Transportation (HTS) and reimbursement expenditure plan.

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

D. Professional Services Candidates Pool for On-Call Engineering Services 794
Recommendation: (Josh Jorn, Assistant Superintendent) The District Administration recommends that the Board review and approve the List of Qualified Engineers for District Projects.

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

E. Resolution Number 1199 - Educational Protection Account (EPA) for 2026-27 797
Recommendation: (Josh Jorn, Assistant Superintendent)The District Administration recommends that the Board review and approve Resolution No. 1199 regarding the Education Protection Account (EPA) for the 2026-27 fiscal year.

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

F. Tentative Agreement with the Pacific Grove Teachers Association (PGTA) – Fiscal Year 2026-2027 801
Recommendation: (Buck Roggeman, Chief Human Resources Officer) The District Administration recommends that the Board approve the Tentative Agreement between the Pacific Grove Unified School District and the Pacific Grove Teachers Association (PGTA) for fiscal year 2026-2027.

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

G. Proposed Board Meeting(s) Calendar 864
Recommendation: (Dr. Linda Adamson, Superintendent) The District Administration recommends that the Board review and adopt the proposed Board meeting calendar to ensure that all scheduled sessions remain in compliance with the meeting frequency and notification requirements established in Bylaw 9320.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING: May 21, 2026

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

IX. INFORMATION/DISCUSSION

A. Parcel Tax Survey Results - Presentation by Dale Scott 873
Recommendation: (Josh Jorn, Assistant Superintendent) The District Administration recommends that the Board review the information regarding the Parcel Tax Community Survey Results

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

B. Measure B Schedule and Quick Start Summer Projects Update 911
Recommendation: (Josh Jorn, Assistant Superintendent) The District Administration recommends that the Board review the information presented for the Measure B Schedule and Quick Start Summer Projects Update.

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

C. CSBA Board Policy Updates – February 2026 – First Reading 939
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 28, 2026.

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

D. Future Agenda Items 1386
Recommendation: (Dr. Linda Adamson, Superintendent) The District Administration recommends that the Board review the Future Agenda Items list and provide direction regarding the addition, prioritization, or scheduling of items for upcoming meetings.

- Public Comment:
- Board Discussion:

- Direction: _____

X. ADJOURNMENT

Next Regular Board Meeting(s): Jun 4, 2026
Next Special Board Meeting(s): Jun 18, 2026

Board Cover Sheet

Consent

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

Meeting Date
May 21, 2026

Presenter(s)
Dr. Linda Adamson
Superintendent

Item
Minutes of May 7, 2026 Regular Board Meeting

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

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

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

(a) Minutes shall be taken at all of those meetings, recording all actions taken by the governing board. The minutes are public records and shall be available to the public.

(b) An agenda shall be posted by the governing board, or its designee, in accordance with the requirements of Section 54954.2 of the Government Code. Any interested person may commence an action by mandamus or injunction pursuant to Section 54960.1 of the Government Code for the purpose of obtaining a judicial determination that any action taken by the governing board in violation of this subdivision or Section 35144 is null and void.

Fiscal Impact
N/A

2025/26

(None) No Fiscal Impact

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING MINUTES: May 7, 2026

435 Hillcrest Ave.
Pacific Grove, CA 93950

Trustee(s) Present:
- ☑ President Jennifer McNary
- ☑ Clerk Beth Shammas
- ☑ Trustee Dr. Elliott Hazen
- ☑ Trustee Mike Wachs
- ☑ Trustee Laura Ottmar

Student Representative(s) Present:
- ☐ Jasmine Booker
- ☐ Paige Houston
- ☐ Paige Silveira
- ☑ Sulachhya Gurung

Next Board Meeting Date(s):
May 21, 2026 – *Regular*
June 4, 2026 – *Regular*
June 18, 2026 – *Special*

Full YouTube Video of Meeting

Administration Present:
- ☑ Superintendent Dr. Linda Adamson
- ☑ Assistant Superintendent Josh Jorn

Board Recorder:
- ➔ Executive Assistant to the Superintendent Carey O'Sullivan

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

I. OPENING BUSINESS

A. Call to Order - *4:30 PM by President McNary*
B. Land Acknowledgement
C. Roll Call
- President McNary - *Present*
- Clerk Shammas - *Present*
- Trustee Hazen - *Present*
- Trustee Ottmar - *Absent (not present during roll call, arrived for Adoption of Agenda)*
- Trustee Wachs - *Present*

D. Retiree Recognition Ceremony & Reception
- Dr. Adamson shared a presentation

E. Adoption of Agenda - *returned at 5:30 after Retiree Reception*
- Public Comment: none
- Board Discussion: no discussion
- Move: ***Trustee Hazen*** Second: ***Clerk Shammas*** Vote: 5 – 0 Motion CARRIED

II. CLOSED SESSION

A. Identify Closed Session Topics:
a. Negotiations – Collective Bargaining Session planning and preparation with the CSEA for 2025-26 [Government Code § 3549.1, subdivision (d)]

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING MINUTES: May 7, 2026

b. Public Employee Discipline/Dismissal/Release/Leave/Complaint [Government Code § 54957, subdivision (b)]
c. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION pursuant to Gov. Code, § 54956.9, subd. (d)(1)
OAH Case No. 2026020180
d. Superintendent End of Year Goals Review

B. Public Comment on Closed Session Topics - *none*
C. Adjourn to Closed Session - *5:34 PM*

III. RECONVENE IN OPEN SESSION - 6:30 PM

A. Report Action taken in Closed Session:
a. Negotiations – Collective Bargaining Session planning and preparation with the CSEA for 2025-26 [Government Code § 3549.1, subdivision (d)]
i. Information received and direction was given.
b. Public Employee Discipline/Dismissal/Release/Leave/Complaint [Government Code § 54957, subdivision (b)]
i. Information received
c. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION pursuant to Gov. Code, § 54956.9, subd. (d)(1)
i. OAH Case No. 2026020180 - The Board voted to approve the settlement agreement 5-0, the vote was unanimous.
d. Superintendent End of Year Goals Review
i. The Board returned to closed session after the meeting to finish this discussion.

B. Pledge of Allegiance
C. Presentation - ACSA Administrator Awards Recognition
a. Dr. Adamson gave a presentation

IV. COMMUNICATIONS

A. Student Representative Comments
a. Student Representative Sulachhya Gurung gave a presentation.
B. Board Member Comments/Written Communications
a. The Board shared written comments sent to them from the community and provided their own comments.
C. Superintendent Report
D. Safety Report

V. INDIVIDUALS DESIRING TO ADDRESS THE BOARD

A. Community Members (Non-Agenda Items)
a. One (1) online comment
B. PGUSD Staff Comments (Non-Agenda Items)
a. none

VI. CONSENT

A. Minutes of April 9, 2026 Regular Board Meeting
B. Minutes of April 23, 2026 Special Board Meeting

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING MINUTES: May 7, 2026

C. Cash Receipts Report #11
D. Acceptance of Donations
E. Revolving Cash Report #6
F. Personnel Report
G. Memorandum of Understanding (MOU) – California School Employees Association (CSEA) Chapter 229 & Pacific Grove Unified School District (PGUSD) – 2026-2027 Classified Work Year Calendar and Paid Days Off
H. Memorandum of Understanding (MOU) - Coastline Academy for Driver Education Services
I. Contract for Services - Chartwell Teaching Institute
J. Contract for Services - Fiesta Face Paint
K. Contract for Services - MTH DJ & Photo Booth
L. Contract for Services - Monterey Bay Equestrian Center
M. Contract for Services - My Museum
N. Contract for Services - Monterey Mini Cow Company, LLC

- Public Comment: *none*
- Board Discussion: *none*
- Student Representative Vote: *Aye*
- Move: ***Trustee Hazen*** Second: ***Trustee Ottmar*** Vote: 5 – 0 Motion CARRIED

VII. ACTION/DISCUSSION

A. Resolution Number 1188 - Authorizing the Issuance and Sale of 2026 General Obligation Refunding Bonds

- Public Comment: *none*
- Board Discussion: *The Board discussed the item.*
- Student Representative Vote: *Aye*
- Move: ***Clerk Shammas*** Second: ***Trustee Hazen*** Vote: 5 – 0 Motion CARRIED

B. Resolution Number 1189 - Authorizing the Issuance and Sale of General Obligation Bonds, Election of 2024 (Measure B), Series A

- Public Comment: *none*
- Board Discussion: *The Board discussed the item.*
- Student Representative Vote: Aye
- Move: ***Trustee Hazen*** Second: ***Trustee Wachs*** Vote: 5 – 0 Motion CARRIED

C. Resolution Number 1194 - Final Certificated Layoff

- Public Comment: *none*
- Board Discussion: *The Board discussed the item.*
- *Student Trustee Vote: Aye*
- Move: ***Clerk Shammas*** Second: ***Trustee Wachs*** Vote: 4 – 1 Motion CARRIED, with Trustee Ottmar dissenting.

D. Resolution Number 1197 - Classified School Employee Week

- Public Comment: *none*
- Board Discussion: *The Board discussed the item.*

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING MINUTES: May 7, 2026

- Student Trustee Vote: Aye
- Move: ***Trustee Wachs*** Second: ***Trustee Hazen*** Vote: 5 – 0 Motion CARRIED

E. Resolution Number 1196 - California Day of the Teacher & Teacher Appreciation Week
- Public Comment: *none*
- Board Discussion: *The Board discussed the item.*
- Student Representative Vote: Aye
- Move: ***Trustee Ottmar*** Second: ***Trustee Hazen*** Vote: 5 – 0 Motion CARRIED

F. Resolution Number 1198 - Regarding Designation of a Specific Brand or Trade Name in Invitations to Bid and Requests for Proposal (Public Contract Code §3400)
- Public Comment: *none*
- Board Discussion: *The Board discussed.*
- Student Representative Vote*: Aye*
- Move: ***Clerk Shammas*** Second: ***Trustee Wachs*** Vote: 5 – 0 Motion CARRIED

G. Contract for Services - Fresh Start Painting
- Public Comment: *none*
- Board Discussion: *The Board discussed the item.*
- Student Representative Vote*: Aye*
- Move: ***Trustee Wachs*** Second: ***Trustee Hazen*** Vote: 5 – 0 Motion CARRIED

H. Contract for Services - CMA Painting
- Public Comment: *none*
- Board Discussion: *none*
- Student Representative Vote*: Aye*
- Move: ***President McNary*** Second: ***Clerk Shammas*** Vote: 5 – 0 Motion CARRIED

I. Contract for Services - Sentry Alarm
- Public Comment: *none*
- Board Discussion: *none*
- Student Representative Vote*: Aye*
- Move: ***Trustee Ottmar*** Second: ***Clerk Shammas*** Vote: 5 – 0 Motion CARRIED

J. Elementary Mental Health Therapist - Itinerant Job Description
- Public Comment: *none*
- Board Discussion: *The Board discussed the item.*
- Student Representative Vote: Aye
- Move: ***Trustee Hazen*** Second: ***Trustee Ottmar*** Vote: 5 – 0 Motion CARRIED

K. Proposed Board Meeting(s) Calendar
- Public Comment: *none*
- Board Discussion: *none*
- *Student Representative Vote: Aye*

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING MINUTES: May 7, 2026

- Move: ***Clerk Shammas*** Second: ***President McNary*** Vote: 5 – 0 Motion CARRIED

VIII. INFORMATION/DISCUSSION

A. PGUSD Draft Educational Technology Plan for 2026-2029 - Binder
   - Public Comment:
     - *3 in-person comments*
     - *1 online comment*
   - Board Discussion: *The Board discussed the item, and voted to extend the meeting to 11:00 PM, 5-0.*
   - Direction: *Direction was given for more information to be brought back to the June 4, 2026 Board meeting.*

B. Board Requested Fiscal Support Review
   - Public Comment: *none*
   - Board Discussion: *The Board discussed the item.*
   - Direction: *No direction given.*

C. Future Agenda Items
   - Public Comment: *none*
   - Board Discussion: *none*
   - Direction: *No direction given.*

IX. ADJOURNMENT

Next Board Meeting(s):
Regular: May 21, 2026
Regular: Jun 4, 2026
Special: Jun 18, 2026

Board Cover Sheet

Consent

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

Meeting Date
May 21, 2026

Presenter(s)
Josh Jorn
Assistant Superintendent

Item
Warrant Schedule 691

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

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

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

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

Fiscal Impact
N/A

2025/26

(None) No Fiscal Impact

Program/Grant
N/A

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

691

April 2026

WARRANTS - PAYROLL

Certificated	Manual	4/3/2026	$	-
	Supp	4/10/2026	$	118,235.62
	Manual	4/15/2026	$	6,058.37
	Regular	4/30/2026	$	1,786,193.78
	Total Certificated		$	1,910,487.77
Classified	Manual	4/3/2026	$	-
	Supp	4/10/2026	$	57,648.97
	Manual	4/15/2026	$	122.32
	Regular	4/30/2026	$	930,753.67
	Total Classified		$	988,524.96
Other	Manual	4/3/2026	$	-
	Supp	4/10/2026	$	8,543.14
	Manual	4/15/2026	$	-
	Regular	4/30/2026	$	5,195.00
	Total Other		$	13,738.14
	Adjustment			
	TOTAL PAYROLL		**$**	**2,912,750.87**

WARRANTS - ACCOUNTS PAYABLE

Checks	V-Card Payment			
12982627 - 12982663	04600000883 - 04600000884	04/02/26	$	73,775.24
12983969 - 12984034	04600000885 - 04600000886	04/09/26	$	490,321.19
12985413 - 12985441	04600000887 - 04600000889	04/16/26	$	133,493.46
12986818 - 12986848	04600000890 - 04600000891	04/23/26	$	212,420.78
12988763 - 12988792	04600000892 - 04600000893	04/30/26	$	197,183.07
TOTAL ACCOUNTS PAYABLE			**$**	**1,107,193.74**

Board Cover Sheet

Consent

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

Meeting Date
May 21, 2026

Presenter(s)
Buck Roggeman
Chief Human Resources Officer

Item
Personnel Report

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

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

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

Information
Persons listed in the Personnel Report are being recommended to the Board of Education for employment in the District. No individual is recommended to the Board of Education for employment prior to receipt of the criminal background summary.

Fiscal Impact
N/A

2025/26

(N/A) No Fiscal Impact

Program/Grant
N/A

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
PERSONNEL REPORT – CERTIFICATED
May 7, 2026

APPOINTMENTS

Name	Position	FTE	Site	Status	Effective Dates
Cheonghwa, Cheong	Substitute Teacher	Various	District	On Call	5/1/26
Hickman, Pavel Barbara	Substitute Teacher	Various	District	On Call	5/6/26
Corona, Mia	Substitute Teacher	Various	District	On Call	5/1/26

TEMPORARY APPOINTMENTS

Name	Position	FTE	Site	Status	Effective Dates
Quindimil, Mary	Primary Summer School	Hrly	RHD	Perm	6/1/26-6/26/26
Zunguze, Heather	Primary Summer School	Hrly	RHD	Perm	6/1/26-6/26/26
Wright, Summer	Primary Summer School	Hrly	RHD	Perm	6/1/26-6/26/26
Chavez, Erica	Primary Summer School	Hrly	RHD	Perm	6/1/26-6/26/26
D'Amico, Joey	Secondary Summer School	Hrly	HS	Perm	6/1/26-6/26/26
Russo, Marc	Secondary Summer School	Hrly	HS	Perm	6/1/26-6/26/26
Serpa, Kari	Secondary Summer School	Hrly	HS	Perm	6/1/26-6/26/26
Torres, Susan	Secondary Summer School	Hrly	HS	Perm	6/1/26-6/26/26
Parker, Amanda	ESY ATP Teacher	Hrly	ATP	temp	6/1/26-6/26/26

PROMOTION/TRANSFER

Name	Position	FTE From	FTE To	Site	Effective Dates
Zonghi, Amanda	Education Specialist	1.0	1.0	Transfer from High School to FGE	7/31/26

RESIGNATIONS/RELEASES/RETIREMENTS

Name	Position	FTE	Site	Status	Effective Dates
Triplett, Julia	Mental Health Therapist	1.0	FGE/RHD	Resigned	5/29/26

LEAVES OF ABSENCE

Name	Position	FTE	Site	Leave Type	Effective Dates
Morrison, Frank Alex	Teacher	1.0	PGMS	FMLA	5/4/26-5/30/26

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
PERSONNEL REPORT – CLASSIFIED
May 7, 2026

PROMOTION/TRANSFER

Name	Position	FTE From	FTE To	Site	Effective Dates
Bocanegra, Gladys	From Paraprofessional to Healthcare Assistant	0.8125	0.75	ATP to MS	5/11/26

RESIGNATIONS/RELEASES/RETIREMENTS

Name	Position	FTE	Site	Status	Effective Dates
Stanley, Brynn	JV Girls Water Polo Coach	various	PGHS	resigned	5/13/26
Giraldo, Frank	Girls' Soccer Coach	various	PGHS	resigned	5/11/26
Gabrik, John	Cross County Coach	various	PGHS	resigned	7/31/26
Rosa, Brandon	Wrestling Coach	various	PGMS	resigned	5/29/26
Rosa, Brandon	PE Instructional Assistant	0.6625	PGMS	resigned	5/29/26
Rosa, Brandon	Noon Duty	0.125	PGMS	resigned	5/29/26
Rosa, Brandon	Crossing Guard	0.125	PGMS	resigned	5/29/26
Notle, Mikayla	Paraprofessional	0.8125	RHD	resigned	5/29/26

TEMPORARY APPOINTMENTS

Name	Position	FTE	Site	Status	Effective Dates
Gomez, Jesus	Summer School IT tech	Hrly	HS/RHD	Perm	6/15/26-6/26/26
Parker, Carey	Summer School IT tech	Hrly	HS/RHD	Perm	6/2/26-6/12/26
Heflin, Lauren	ESY OT	Hrly	HS/RHD	Perm	6/2/26-6/26/26
Rivera, Maria	Food Service II	Hrly	HS	Perm	6/2/26-6/26/26
Zepeda, Mayra	Food Service II	Hrly	RHD	Perm	6/2/26-7/24/26
Gutierrez, Claudia	Food Service II	Hrly	RHD	Perm	6/2/26-6/26/26
Lyon, Linda	Food Service II	Hrly	HS	Perm	6/2/26-6/26/26
Wasniz, Cindy	Healthcare Assistant	Hrly	RHD	Perm	6/2/26-6/26/26
Gabriel, April	ESY Paraprofessional	Hrly	RHD	Perm	6/2/26-6/26/26
Radunzel, Beth	ESY Paraprofessional	Hrly	RHD	Perm	6/2/26-6/26/26
Bloomer, Brian	ESY Paraprofessional	Hrly	HS	Perm	6/2/26-6/26/26
Eugene, Brian	ESY Paraprofessional	Hrly	HS	Perm	6/2/26-6/26/26
Van Schoick, Cole	ESY Paraprofessional	Hrly	RHD	Perm	6/2/26-6/26/26
Royal, David	ESY Paraprofessional	Hrly	RHD	Perm	6/2/26-6/26/26
Hernandez, Fernando	ESY Paraprofessional	Hrly	ATP	Perm	6/2/26-6/26/26
Valencia, Gabriela	ESY Paraprofessional	Hrly	HS	Perm	6/2/26-6/26/26
Bocanegra, Gladys	ESY Paraprofessional	Hrly	ATP	Perm	6/2/26-6/26/26
Tharpe, Ivy	ESY Paraprofessional	Hrly	ATP	Perm	6/2/26-6/26/26
Thompson, Jennifer	ESY Paraprofessional	Hrly	RHD	Perm	6/2/26-6/26/26

Bixby Hemmingway, Laura	ESY Paraprofessional	Hrly	HS	Perm	6/2/26-6/26/26
Koers, Madeline	ESY Paraprofessional	Hrly	RHD	Perm	6/2/26-6/26/26
Sicairos, Maria	ESY Paraprofessional	Hrly	RHD	Perm	6/2/26-6/26/26
Javier, Nancy	ESY Paraprofessional	Hrly	RHD	Perm	6/2/26-6/26/26
Guillory, Naomi	ESY Paraprofessional	Hrly	RHD	Perm	6/2/26-6/26/26
Hernandez, Naomi	ESY Paraprofessional	Hrly	RHD	Perm	6/2/26-6/26/26
Akhavi, Nargess	ESY Paraprofessional	Hrly	RHD	Perm	6/2/26-6/26/26
Vasquez Nava, Pablo	ESY Paraprofessional	Hrly	RHD	Perm	6/2/26-6/26/26
Martinez Cruz, Rufino	ESY Paraprofessional	Hrly	RHD	Perm	6/2/26-6/26/26
Stewart, Simon	ESY Paraprofessional	Hrly	HS	Perm	6/2/26-6/26/26
Alyoubi, Tara	ESY Paraprofessional	Hrly	RHD	Perm	6/2/26-6/26/26
Lopez, Uriel	ESY Paraprofessional	Hrly	RHD	Perm	6/2/26-6/26/26
Villalpando, Vanessa	ESY Paraprofessional	Hrly	ATP	Perm	6/2/26-6/26/26
Dorantes, Yuri	ESY Paraprofessional	Hrly	RHD	Perm	6/2/26-6/26/26

LEAVES OF ABSENCE

Name	Position	FTE	Site	Leave Type	Effective Dates
Cates-Pegis, Diane	Administrative Assistant IV	1.0	PGAE	FMLA	4/8/26-5/29/26

Board Cover Sheet

Consent

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

Meeting Date
May 21, 2026

Presenter(s)
Emily Tsai Brownfield
RHD Principal

Item
SPSA - Robert H. Down Elementary School (2026-27 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 2026-27 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).”

Information
N/A

Fiscal Impact
N/A

2026/27

Select Fund
N/A

Program/Grant
N/A

School Year: **2026-27**

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 7, 2026	May 21, 2026

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 was developed in 2025-2026 to address Chronic Absenteeism and will continue in 2026-2027.

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.

Table of Contents

SPSA Title Page 1
Table of Contents....3
Plan Description....5
Educational Partner Involvement....5
Resource Inequities....5
Comprehensive Needs Assessment Components....6
California School Dashboard (Dashboard) Indicators....6
Other Needs....6
School and Student Performance Data....7
Student Enrollment....7
CAASPP Results....10
ELPAC Results....14
Student Population....17
Overall Performance....19
Academic Performance....21
Academic Engagement....29
Conditions & Climate....32
Goals, Strategies, & Proposed Expenditures....34
Goal 1....34
Goal 2....38
Goal 3....41
Goal 4....45
Goal 5....49
Budget Summary....51
Budget Summary....51
Other Federal, State, and Local Funds....51
Budgeted Funds and Expenditures in this Plan....52
Funds Budgeted to the School by Funding Source....52
Expenditures by Funding Source....52
Expenditures by Budget Reference....52
Expenditures by Budget Reference and Funding Source....52
Expenditures by Goal....52
School Site Council Membership....53
Recommendations and Assurances....54
Instructions....55
Appendix A: Plan Requirements....62

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 65
Appendix C: Select State and Federal Programs 68

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 was developed in 2025-2026 to address Chronic Absenteeism and will continue in 2026-2027.

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 2026-2027 SPSA on April 7, 2026. Regular monthly meetings to review and revise the existing plan for 2025-2026 and propose revisions for 2026-2027 occurred on 08/19/2025, 09/16/2025, 10/21/2025, 11/18/2025, 01/13/2026, 02/10/2026, 03/10/2026, and 04/07/2026. 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 08/11/2025, 08/25/2025, 09/08/2025, 09/22/2025, 10/27/2025, 11/10/2025. 11/24/2025, 12/08/2025, 01/12/2026, 01/26/2026, 02/09/2026, 02/23/2026, 03/09/2026, 03/23/2026, 04/06/2026, 04/27/2026, and 05/11/2026. Our School Leadership Team also reviewed various elements related to the SPSA on 08/16/2025, 09/15/2025, 10/20/2025, 11/17/2025, 12/15/2025, 02/02/2026, 04/20/2026, 05/18/2026.

The Principal was able to share information at PTA Meetings which were held on 08/07/2025, 09/02/2025, 10/07/2025, 11/04/2025, 01/20/2026, 02/03/2026, 03/03/2026, 04/07/2026, and 05/05/2026.

In addition, the Principal shared information about current data on Chronic Absenteeism related to ATSI at Open House during the Principal's Address on 04/30/2026.

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, Hispanic, and Students with Disabilities subgroups. 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.25%	0.47%	0.24%	1	2	1
African American	0.99%	0.95%	1.20%	4	4	5
Asian	6.45%	9.00%	8.13%	26	38	34
Filipino	1.24%	1.42%	0.96%	5	6	4
Hispanic/Latino	15.38%	15.88%	14.59%	62	67	61
Pacific Islander	0.50%	0.24%	0.24%	2	1	1
White	60.30%	56.40%	59.09%	243	238	247
Two or More Races	10.42%	10.90%	10.53%	42	46	44
Not Reported	4.47%	4.74%	5.02%	18	20	21
			Total Enrollment	403	422	418

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		41	33
Kindergarten	46	59	72
Grade 1	61	53	64
Grade 2	71	60	50
Grade3	59	74	63
Grade 4	68	58	77
Grade 5	76	77	59
Total Enrollment	403	422	418

Conclusions based on this data:

1. The overall population of RHD is declining from 431 in 2021-2022 to 403 in 2023-2024. In 2024-2025 school year, with the addition of TK, our student enrollment was 422. At the beginning of 2025-2026, our student enrollment was

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 has been 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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	13	17	11	3.2%	4.0%	2.6%
Fluent English Proficient (FEP)	31	33	36	7.7%	7.8%	8.6%

Conclusions based on this data:

1. The EL population has declined when comparing 2023-2024 to 2021-2022. 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. In 2025-2026, we currently have 17 English learners.
2. According to the DIBELS data in 2025-2026, 61% of our linguistically diverse students not in our Extensive Needs Program were 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.
3. In 2025-2026, we have 13 students who are Reclassified Fluency English Proficient.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	71	58	71	69	54	68	69	54	68	97.2	93.1	95.8
Grade 4	77	69	58	76	66	57	76	66	57	98.7	95.7	98.3
Grade 5	71	74	73	67	72	67	67	72	67	94.4	97.3	91.8
All Grades	219	201	202	212	192	192	212	192	192	96.8	95.5	95

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2488.	2482.	2496.	49.28	44.44	52.94	28.99	33.33	25.00	14.49	11.11	17.65	7.25	11.11	4.41
Grade 4	2531.	2514.	2509.	50.00	43.94	49.12	26.32	25.76	14.04	11.84	16.67	15.79	11.84	13.64	21.05
Grade 5	2555.	2554.	2572.	37.31	40.28	44.78	38.81	33.33	32.84	16.42	20.83	17.91	7.46	5.56	4.48
All Grades	N/A	N/A	N/A	45.75	42.71	48.96	31.13	30.73	24.48	14.15	16.67	17.19	8.96	9.90	9.38

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	36.23	33.33	39.71	57.97	57.41	55.88	5.80	9.26	4.41
Grade 4	36.84	34.85	35.09	55.26	56.06	57.89	7.89	9.09	7.02
Grade 5	26.87	34.72	35.82	65.67	59.72	56.72	7.46	5.56	7.46
All Grades	33.49	34.38	36.98	59.43	57.81	56.77	7.08	7.81	6.25

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	40.58	38.89	39.71	49.28	50.00	51.47	10.14	11.11	8.82
Grade 4	32.89	21.21	22.81	56.58	62.12	63.16	10.53	16.67	14.04
Grade 5	34.33	27.78	29.85	56.72	63.89	67.16	8.96	8.33	2.99
All Grades	35.85	28.65	31.25	54.25	59.38	60.42	9.91	11.98	8.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	23.19	25.93	25.00	68.12	62.96	70.59	8.70	11.11	4.41
Grade 4	26.32	15.15	19.30	65.79	81.82	70.18	7.89	3.03	10.53
Grade 5	17.91	22.22	14.93	71.64	72.22	80.60	10.45	5.56	4.48
All Grades	22.64	20.83	19.79	68.40	72.92	73.96	8.96	6.25	6.25

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	24.64	20.37	35.29	71.01	74.07	57.35	4.35	5.56	7.35
Grade 4	22.37	27.27	15.79	71.05	63.64	71.93	6.58	9.09	12.28
Grade 5	22.39	33.33	35.82	76.12	63.89	56.72	1.49	2.78	7.46
All Grades	23.11	27.60	29.69	72.64	66.67	61.46	4.25	5.73	8.85

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	71	58	71	70	56	70	70	56	70	98.6	96.6	98.6
Grade 4	77	69	58	76	66	58	76	66	58	98.7	95.7	100
Grade 5	71	75	73	67	73	72	67	73	72	94.4	97.3	98.6
All Grades	219	202	202	213	195	200	213	195	200	97.3	96.5	99

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2490.	2480.	2504.	40.00	35.71	42.86	45.71	39.29	41.43	11.43	19.64	12.86	2.86	5.36	2.86
Grade 4	2528.	2515.	2500.	36.84	30.30	29.31	35.53	37.88	27.59	25.00	25.76	34.48	2.63	6.06	8.62
Grade 5	2542.	2547.	2561.	29.85	39.73	41.67	25.37	23.29	30.56	28.36	26.03	19.44	16.42	10.96	8.33
Grade 11															
All Grades	N/A	N/A	N/A	35.68	35.38	38.50	35.68	32.82	33.50	21.60	24.10	21.50	7.04	7.69	6.50

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	57.14	50.00	57.14	40.00	42.86	35.71	2.86	7.14	7.14
Grade 4	43.42	42.42	32.76	46.05	46.97	58.62	10.53	10.61	8.62
Grade 5	23.88	36.99	37.50	61.19	43.84	50.00	14.93	19.18	12.50
Grade 11									
All Grades	41.78	42.56	43.00	48.83	44.62	47.50	9.39	12.82	9.50

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	40.00	28.57	42.86	54.29	64.29	52.86	5.71	7.14	4.29
Grade 4	42.11	31.82	27.59	56.58	54.55	58.62	1.32	13.64	13.79
Grade 5	38.81	36.99	30.56	49.25	56.16	59.72	11.94	6.85	9.72
All Grades	40.38	32.82	34.00	53.52	57.95	57.00	6.10	9.23	9.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	34.29	28.57	48.57	61.43	66.07	48.57	4.29	5.36	2.86
Grade 4	42.11	31.82	32.76	53.95	57.58	60.34	3.95	10.61	6.90
Grade 5	22.39	21.92	29.17	67.16	63.01	63.89	10.45	15.07	6.94
All Grades	33.33	27.18	37.00	60.56	62.05	57.50	6.10	10.77	5.50

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	6	*	*
1	*	*	*	*	*	*	*	*	*	*	5	*
2	*	*	*	*	*	*	*	*	*	4	4	*
3	*	*	*	*	*	*	*	*	*	4	4	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*	0	*
All Grades										18	16	14

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*	*		*
All Grades	50.00	25.00	92.86	38.89	37.50	0.00	5.56	6.25	7.14	5.56	31.25	0.00	18	16	14

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*	*		*
All Grades	55.56	31.25	92.86	33.33	31.25	7.14	5.56	12.50	0.00	5.56	25.00	0.00	18	16	14

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*	*		*
All Grades	27.78	18.75	85.71	33.33	37.50	7.14	33.33	12.50	7.14	5.56	31.25	0.00	18	16	14

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
All Grades	55.56	43.75	92.86	38.89	37.50	7.14	5.56	18.75	0.00	18	16	14

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
All Grades	61.11	18.75	78.57	33.33	50.00	21.43	5.56	31.25	0.00	18	16	14

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
All Grades	38.89	18.75	92.86	55.56	50.00	7.14	5.56	31.25	0.00	18	16	14

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
All Grades	38.89	31.25	64.29	55.56	43.75	28.57	5.56	25.00	7.14	18	16	14

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 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
422	**19%**	**4%**	**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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	17	4%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	80	19%
Students with Disabilities	52	12.3%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.9%
American Indian	2	0.5%
Asian	38	9%
Filipino	6	1.4%
Hispanic	67	15.9%
Two or More Races	46	10.9%
Pacific Islander	1	0.2%
White	238	56.4%

Conclusions based on this data:

1. Robert Down's largest population continues to be white at 56.4% with Hispanic the next largest group tallying at 15.9%.

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 2025 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

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	**Chronic Absenteeism**  Orange	**Suspension Rate**  Yellow
Mathematics  Blue		
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.
2. Suspensions were at yellow as we are working on implementing Restorative Practices and continuing to use Toolbox.

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 2025 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.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 No Performance Color	
57.1 points above standard	95.3 points below standard	
Increased 6.8 points	12 Students	
190 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Blue
0 Students	0 Students	39.5 points above standard
		Increased 23.9 points
		43 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
21.3 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 10.7 points	2 Students	1 Student
31 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 No Performance Color
3.1 points above standard	Fewer than 11 students - No Data for Privacy	31.1 points above standard
Declined 65.8 points	4 Students	Increased 18.1 points
17 Students		28 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
59.9 points above standard	Fewer than 11 students - No Data for Privacy	65 points above standard
Increased 18.3 points	1 Student	Increased 6.2 points
21 Students		115 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 2025 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.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	2	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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 No Performance Color	
37.5 points above standard	46.1 points above standard	
Increased 7.5 points	Increased 36 points	
194 Students	11 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
0 Students	0 Students	17.7 points above standard
		Increased 10.9 points
		43 Students

Students with Disabilities	African American	American Indian
 Green	 No Performance Color	 No Performance Color
14.1 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 4.7 points	2 Students	1 Student
31 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 No Performance Color
79.9 points above standard	Fewer than 11 students - No Data for Privacy	2.1 points below standard
Increased 20.8 points	4 Students	Increased 6.9 points
16 Students		28 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
29.8 points above standard	Fewer than 11 students - No Data for Privacy	45.8 points above standard
Maintained 1.2 points	1 Student	Increased 9.3 points
21 Students		117 Students

Conclusions based on this data:

1. There has been a slight increase 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
Science

The 2025 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.

2025 Fall Dashboard Science 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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 No Performance Color	 No Performance Color
73.3 science points	Fewer than 11 students - No Data for Privacy	0 Students
Increased 4.6 points	4 Students	
70 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	67.7 science points
		14 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
7 Students		1 Student

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	67.8 science points
6 Students	2 Students	14 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Blue
Fewer than 11 students - No Data for Privacy	0 Students	76.4 science points
5 Students		Increased 4.9 points
		41 Students

Conclusions based on this data:

1. Students showed an increase in Science in comparison to the prior year.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.

2025 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: 3 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.

2025 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 2025 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.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 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 2025 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.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 No Performance Color	
14.8% Chronically Absent	8% Chronically Absent	
Increased 1.1	Declined 5.8	
438 Students	25 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Red
0 Students	0 Students	28.4% Chronically Absent
		Increased 0.9
		88 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
24.2% Chronically Absent	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 1.7	4 Students	2 Students
66 Students		

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Red
11.1% Chronically Absent	Fewer than 11 students - No Data for Privacy	26.9% Chronically Absent
Increased 3	7 Students	Increased 9.4
45 Students		67 Students

Two or More Races	Pacific Islander	White
 Yellow	 No Performance Color	 Orange
13.4% Chronically Absent	Fewer than 11 students - No Data for Privacy	13.1% Chronically Absent
Declined 5.9	1 Student	Increased 0.9
67 Students		245 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 2026-2027.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 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.

2025 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.

2025 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 2025 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.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	0	3

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 No Performance Color	
0.7% suspended at least one day	0% suspended at least one day	
Increased 0.4%	Declined 3.2%	
444 Students	25 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%
		88 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
1.5% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 1.5%	4 Students	2 Students
67 Students		

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Orange
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	1.4% suspended at least one day
Maintained 0%	7 Students	Increased 1.4%
47 Students		69 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Yellow
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0.8% suspended at least one day
Maintained 0%	1 Student	Increased 0.4%
68 Students		246 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.

2025-2026 CA Healthy Kids Survey Results indicates only 58% 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
2025-2026 CA Healthy Kids Survey (CAHKS)	2023-2024 CA Healthy Kids Survey indicated a 4% drop in connectedness to 74%. 2024-2025 School Connectedness 83% 2025-2026 School Connectedness 81%	2024-2025 CA Healthy Kids Survey Results and Site Council Survey Results will result in a 5% rise in connectedness. 2025-2026 CA Healthy Kids Survey Results will result in over 80% of students feeling connected.
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 2025-2026	5% increase in participation for RHD service learning opportunities.

	Blue Jackets 64 students Lunch Helpers 40 students	
Participation rates and numbers of clubs running	Run Club hosted 50 students. Blue Jackets had 30 students. Drama Club had 30 students. 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. 2025-2026 Data Run Club 24 students in Fall, 24 students in Spring Blue Jackets 64 students Drama Club 25 students Choir STEM Club Orchestra/Band Heritage Club Dog Club Otter Times 40 students Additional Clubs were held, but numbers were not captured.	Participation rates in lunchtime and after- school activities/clubs: yoga, Choir, STEM Club, Robotics, GATE, 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.	2025-2026 Diwali display Nowruz Presentation Rock Your Socks Down Syndrome Presentation Mardi Gras bulletin board Ramadan Presentation Santa Lucia Day presentation Neurodiversity/Autism Awareness Presentation Navajo Heritage Presentation 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.	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. 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: 2025-26

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 also presented Spanish awards to students.

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. We worked on developing a Student Council to promote more leadership and training opportunities for students, but were not able to launch it this year. 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
2025-26 CHKS score on Perceived School Safety	2023-2024 73% reported positively in this area 2024-2025 89% perceived school safety. 2025-2026 81% perceived school safety.	From 23-24 A 5% increase to 78% or higher reporting positively in this area From 24-25 Continued increase. 25-26 Increase to 85% for 26-27.
2025-26 CHKS score on Anti-bullying Climate	2023-2024 71% reported that they hadn't been bullied. 2024-2025 78% reported that they had not been bullied. 2025-2026 72% reported that they had not been bullied.	From 23-24 A 5% increase to 76% or higher reporting positively in this area. From 24-25 Continued increase. 25-26 Increase to 75% for 26-27
Collection of Toolbox Skills through Caught Being Good Cards. 12	12 Caught Being Good Cards are selected for each month from	Caught being Good Cards will be selected during monthly Toolbox

students will be selected for Lunch with the Principal each month.	September through May for Lunch with the Principal.	Assemblies with continued Lunch with the Principal in the garden.
2025-26 CHKS parent score on "School is a safe place for my child"	2023-2024 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." 2025-2026 58% of parents marked strongly 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. Continue Site Technology Committee. Provide communication regarding how technology is used in the classroom.	All students	

2.7	Encourage safe behaviors and use of Toolbox tools by issuing green tickets with a raffle for 12 students at each Toolbox Assembly to have Lunch with the Principal.	All students	

Annual Review

SPSA Year Reviewed: 2025-26

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. This was the second year we implemented the 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 new parents joined our School Safety Committee this year. We created a new Technology Subcommittee from our SSC and edited Action 2.6 to include "Provide communication regarding how technology is used in the classroom" per the recommendation of the committee. 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.

No major differences.

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

We continue 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 continued 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. Our District developed a new Ed Tech Plan and our newly formed Technology Committee was able to review drafts. In addition the Technology Committee recommended that SSC add to Action 2.6 to include provide communication regarding how technology is used in the classroom.

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
2025-26 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. 2024-2025 CAASPP results in ELA 73.44% met or exceeded standards 26.57% 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.
2025-26 CAASPP scores for all students in Math	2022-2023 71.36% of 3rd,4th, and 5th grade students met or exceeded Math standards. 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 2024-2025 CAASPP results in Math 72% met or exceeded standards 28% nearly met or did not meet 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.
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 2024-2025	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.

	14.8% (64/438) of all students were chronically absent 28.4% (25/88) of socioeconomically disadvantaged students were chronically absent 26.9% (18/67) of Hispanic students were chronically absent 13.4% (9/67) of Two or More Race students were chronically absent 24.2% (16/66) of Students with Disabilities were chronically absent	

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: 2025-26

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 2024 followed up by some initial work in grade level collaboration. Training on implementation of Tier 1 strategies was provided this year for

ELA based on the new EL Education curriculum adoption. 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.

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 at the end of 2024-25 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. 2025-2026 Fairness 81% Meaningful Participation 58% Expected Outcome from 2024-2025 was met in 2025-2026 for meaningful participation, but decreased for Fairness.	CA Healthy Kids results will reflect a 5% increase in both "Fairness" and in "Meaningful Participation"
RHD Site Council Feedback 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 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. 2025-2026 With limited responses received as of May 12, 66.7% indicated their experience has been very positive and 33.3% positive. Positive experiences and community along with staff excellence were cited as contributions to ratings given. Recommendation to improve include consistent grading software use and a desire to see more extracurricular activities.	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.
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	Increase of 3-5% in the Somewhat Healthy, Healthy, and/or Very Healthy bands resulting in a decrease in Unfavorable Views.

	24% (41/172) Slightly Unhealthy/Unfavorable View 1% (1/172) Unhealthy/Unfavorable View 2025-2026 Fall 2025 (3rd-5th grade) 13% (19/145) Very Healthy/Favorable View 49% (71/145) Healthy/Favorable View 17% (24/145) Somewhat Healthy/Favorable View 18% (26/145) Slightly Unhealthy/Unfavorable View 3% (5/172) Unhealthy/Unfavorable View	

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: 2025-26

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 continued 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 Heritage Club has also supported this endeavor and has a lot of student involvement with many 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 orange on the Dashboard for all students for Chronic Absenteeism with 14.8% of all students chronically absent, red on the Dashboard for socioeconomically disadvantaged students with 28.4% chronically absent, red on the Dashboard for Socioeconomically Disadvantaged with 28.4% chronically absent, red on the Dashboard for Students with Disabilities with 24.2% chronically absent, orange on the Dashboard for Asian (11.1% chronically absent), White (13.1% chronically absent and yellow for Two or More Races (13.4% chronically absent).

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 2025 Dashboard 14.8%	2026 Dashboard 10%
% of Socioeconomically Disadvantaged students chronically absent	2024 Dashboard 27.5% chronically absent 2025 Dashboard 28.4%	2026 Dashboard 20%
% of Hispanic students chronically absent	2024 Dashboard 17.5% chronically absent 2025 Dashboard 26.9%	2026 Dashboard 15%
% of Students with Disabilities chronically absent	2024 Dashboard 22.6% chronically absent 2025 Dashboard 24.2%	2026 Dashboard 20%

% of Two or More Races chronically absent	2024 Dashboard 19.4% chronically absent 2025 Dashboard 13.4%	2026 Dashboard 15%
% of White students chronically absent	2024 Dashboard 12.2% chronically absent 2025 Dashboard 13.1%	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: 2025-26

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 data from the 2025 Dashboard is a year behind. Based on preliminary data for 2025-2026, the strategies have been working. Results will be released in December 2026.

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

No major differences.

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

No changes will be made.

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

2 Classroom Teachers

1 Other School Staff

6 Parent or Community Members

Name of Members	Role
Lauren Heflin	Parent or Community Member
Erica Chavez	Classroom Teacher
Tanya Fadem	Classroom Teacher
Jessica Thompson	Parent or Community Member
Susannah Ashton	Parent or Community Member
Emily Tsai Brownfield	Principal
Darla Vining	Parent or Community Member
Caitlin Van Zanten	Parent or Community Member
Lauren Banazsek	Other School Staff Parent or Community Member
Alexis Shammas	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 7, 2026.

Attested:



Principal, Emily Tsai Brownfield on April 7, 2026



SSC Chairperson, Jessica Thompson on April 7, 2026

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 21, 2026

Presenter(s)
Abbie Arbrun
Principal

Item
SPSA – Forest Grove Elementary School (2026-27 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 2026-27 school year.

Background
At its May 7, 2026, meeting, the Forest Grove School Site Council reviewed and approved five school goals for our School Plan for Student Achievement 2026-27. 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 2026-27 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 years, 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: **2026-27**

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	5/7/2026	5/21/26

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.

Table of Contents

SPSA Title Page 1
Table of Contents....2
Plan Description....4
Educational Partner Involvement....4
Resource Inequities....4
Comprehensive Needs Assessment Components....4
California School Dashboard (Dashboard) Indicators....4
Other Needs....5
School and Student Performance Data....6
Student Enrollment....6
CAASPP Results....9
ELPAC Results....13
Student Population....17
Overall Performance....19
Academic Performance....20
Academic Engagement....28
Conditions & Climate....31
Goals, Strategies, & Proposed Expenditures....33
Goal 1....33
Goal 2....35
Goal 3....37
Goal 4....39
Goal 5....42
Goal 6....44
Goal 7....45
Goal 8....46
Goal 9....47
Goal 10....48
Budget Summary....49
Budget Summary....49
Other Federal, State, and Local Funds....49
Budgeted Funds and Expenditures in this Plan....50
Funds Budgeted to the School by Funding Source....50
Expenditures by Funding Source....50
Expenditures by Budget Reference....50
Expenditures by Budget Reference and Funding Source....50

Expenditures by Goal 50
School Site Council Membership 51
Recommendations and Assurances 52
Instructions 53
Appendix A: Plan Requirements 60
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 63
Appendix C: Select State and Federal Programs 66

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 stakeholders
- 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.

N/A

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.

ELA: Hispanic, Socioeconomically Disadvantaged and Students with Disabilities (Orange); Math: Socioeconomically Disadvantaged and Students with Disabilities (Orange)

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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.29%	0.31%	0.32%	1	1	1
African American	2.03%	1.85%	1.60%	7	6	5
Asian	6.96%	4.63%	4.17%	24	15	13
Filipino	1.74%	0.62%	0.96%	6	2	3
Hispanic/Latino	29.86%	26.85%	30.13%	103	87	94
Pacific Islander	0.58%	0.62%	1.28%	2	2	4
White	46.96%	49.07%	46.15%	162	159	144
Two or More Races	7.83%	9.88%	8.65%	27	32	27
Not Reported	3.77%	6.17%	6.73%	13	20	21
			Total Enrollment	345	324	312

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		23	20
Kindergarten	40	44	41
Grade 1	34	46	44
Grade 2	63	35	49
Grade3	56	59	37
Grade 4	67	55	62
Grade 5	61	62	59
Total Enrollment	345	324	312

Conclusions based on this data:

1. Enrollment has relatively decreased over the past 3 years.

2. In reviewing diagonally, class cohorts have been relatively consistent, but losing a few students over the course of the year, over the last three-year data here covered, with the exception of the 22-23 kindergarten class.

3. 5th grade is currently the largest class with an enrollment of 62 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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	32	27	27	9.3%	8.3%	8.7%
Fluent English Proficient (FEP)	19	17	13	5.5%	5.2%	4.2%

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	70	56	64	68	54	63	68	54	63	97.1	96.4	98.4
Grade 4	59	66	55	57	64	52	57	64	52	96.6	97	94.5
Grade 5	65	63	61	61	61	59	61	61	59	93.8	96.8	96.7
All Grades	194	185	180	186	179	174	186	179	174	95.9	96.8	96.7

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2449.	2477.	2430.	32.35	50.00	33.33	22.06	22.22	17.46	29.41	14.81	22.22	16.18	12.96	26.98
Grade 4	2465.	2507.	2492.	28.07	40.63	36.54	29.82	29.69	23.08	7.02	18.75	23.08	35.09	10.94	17.31
Grade 5	2531.	2500.	2541.	40.98	21.31	38.98	24.59	24.59	27.12	14.75	26.23	20.34	19.67	27.87	13.56
All Grades	N/A	N/A	N/A	33.87	36.87	36.21	25.27	25.70	22.41	17.74	20.11	21.84	23.12	17.32	19.54

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	17.65	35.19	22.22	67.65	50.00	57.14	14.71	14.81	20.63
Grade 4	24.56	31.25	28.85	59.65	64.06	55.77	15.79	4.69	15.38
Grade 5	29.51	18.03	25.42	57.38	65.57	62.71	13.11	16.39	11.86
All Grades	23.66	27.93	25.29	61.83	60.34	58.62	14.52	11.73	16.09

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.00	35.19	17.46	54.41	51.85	58.73	20.59	12.96	23.81
Grade 4	8.77	26.56	13.46	57.89	57.81	73.08	33.33	15.63	13.46
Grade 5	18.03	19.67	40.68	63.93	59.02	45.76	18.03	21.31	13.56
All Grades	17.74	26.82	24.14	58.60	56.42	58.62	23.66	16.76	17.24

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	20.59	18.52	17.46	76.47	74.07	68.25	2.94	7.41	14.29
Grade 4	15.79	21.88	13.46	66.67	68.75	73.08	17.54	9.38	13.46
Grade 5	24.59	14.75	16.95	65.57	72.13	71.19	9.84	13.11	11.86
All Grades	20.43	18.44	16.09	69.89	71.51	70.69	9.68	10.06	13.22

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	22.06	37.04	14.29	67.65	57.41	57.14	10.29	5.56	28.57
Grade 4	14.04	17.19	17.31	77.19	78.13	75.00	8.77	4.69	7.69
Grade 5	27.87	13.11	20.34	62.30	68.85	71.19	9.84	18.03	8.47
All Grades	21.51	21.79	17.24	68.82	68.72	67.24	9.68	9.50	15.52

Conclusions based on this data:

1. The combined percent of students whose overall achievement exceeded or met standards for all grades: In 22-23 reaching 59.14%, in 23-24 reaching 62.57%, and in 24-25 reaching 58.62%.
2. Areas of strength include research and inquiry with 84% above, at or near standard. Listening is also an area of strength with only 13% below standard.
3. The largest area of need is writing with 17% 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	70	56	64	68	54	63	68	54	63	97.1	96.4	98.4
Grade 4	59	66	55	57	66	53	57	66	53	96.6	100	96.4
Grade 5	65	63	61	61	61	61	61	61	61	93.8	96.8	100
All Grades	194	185	180	186	181	177	186	181	177	95.9	97.8	98.3

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2460.	2474.	2440.	30.88	37.04	26.98	36.76	37.04	23.81	11.76	12.96	30.16	20.59	12.96	19.05
Grade 4	2480.	2502.	2498.	24.56	30.30	28.30	24.56	30.30	26.42	31.58	25.76	26.42	19.30	13.64	18.87
Grade 5	2506.	2499.	2531.	27.87	19.67	31.15	16.39	19.67	26.23	26.23	31.15	22.95	29.51	29.51	19.67
Grade 11															
All Grades	N/A	N/A	N/A	27.96	28.73	28.81	26.34	28.73	25.42	22.58	23.76	26.55	23.12	18.78	19.21

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	35.29	48.15	31.75	51.47	40.74	46.03	13.24	11.11	22.22
Grade 4	22.81	34.85	28.30	47.37	45.45	52.83	29.82	19.70	18.87
Grade 5	19.67	21.31	32.79	50.82	45.90	44.26	29.51	32.79	22.95
Grade 11									
All Grades	26.34	34.25	31.07	50.00	44.20	47.46	23.66	21.55	21.47

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.00	27.78	22.22	54.41	59.26	57.14	20.59	12.96	20.63
Grade 4	28.07	30.30	32.08	45.61	50.00	49.06	26.32	19.70	18.87
Grade 5	24.59	13.11	21.31	50.82	60.66	57.38	24.59	26.23	21.31
All Grades	25.81	23.76	24.86	50.54	56.35	54.80	23.66	19.89	20.34

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	41.18	40.74	23.81	47.06	55.56	55.56	11.76	3.70	20.63
Grade 4	24.56	28.79	28.30	56.14	59.09	49.06	19.30	12.12	22.64
Grade 5	21.31	16.39	29.51	60.66	54.10	50.82	18.03	29.51	19.67
All Grades	29.57	28.18	27.12	54.30	56.35	51.98	16.13	15.47	20.90

Conclusions based on this data:

1. The combined percent of students whose overall achievement exceeded or met standards for all grades: In 22-23 reaching 54.3% and in 23-24 reaching 57.46%, and in 24-25 reaching 51.23%
2. For 5th grade, in the 24-25 school year, 57.38% of students met or exceeded standards.
3. Problem Solving & Modeling/Data Analysis has the highest percentage for students at all grades of % at or near standard with 79%.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	5	4
1	1477.0	*	*	1460.8	*	*	1492.6	*	*	12	4	5
2	*	*	*	*	*	*	*	*	*	6	8	4
3	*	*	*	*	*	*	*	*	*	7	5	8
4	*	*	*	*	*	*	*	*	*	4	9	5
5	*	*	*	*	*	*	*	*	*	*	*	5
All Grades										35	34	31

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	16.67	*	*	41.67	*	*	33.33	*	*	8.33	*	*	12	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.29	23.53	29.03	57.14	52.94	48.39	22.86	8.82	9.68	5.71	14.71	12.90	35	34	31

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	25.00	*	*	33.33	*	*	33.33	*	*	8.33	*	*	12	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.00	38.24	58.06	37.14	38.24	25.81	14.29	5.88	6.45	8.57	17.65	9.68	35	34	31

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.29	17.65	19.35	37.14	55.88	38.71	37.14	14.71	25.81	11.43	11.76	16.13	35	34	31

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	50.00	*	*	41.67	*	*	8.33	*	*	12	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.00	44.12	35.48	54.29	35.29	58.06	5.71	20.59	6.45	35	34	31

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	25.00	*	*	58.33	*	*	16.67	*	*	12	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.86	33.33	58.06	48.57	48.48	35.48	8.57	18.18	6.45	35	33	31

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	16.67	*	*	58.33	*	*	25.00	*	*	12	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.43	11.76	12.90	68.57	79.41	61.29	20.00	8.82	25.81	35	34	31

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	25.00	*	*	66.67	*	*	8.33	*	*	12	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	37.14	35.29	29.03	54.29	50.00	64.52	8.57	14.71	6.45	35	34	31

Conclusions based on this data:

1. In 24-25, the largest group tested was in 3rd grade.
2. A total of 35 students were tested during the 22-23 school year and 34 students were tested in the 23-24 school year and 31 students were tested in the 24-25 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 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
324	**23.1%**	**8.3%**	**0.0%**
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	27	8.3%
Foster Youth	0	0.0%
Homeless	1	0.3%
Socioeconomically Disadvantaged	75	23.1%
Students with Disabilities	53	16.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.9%
American Indian	1	0.3%
Asian	15	4.6%
Filipino	2	0.6%
Hispanic	87	26.9%
Two or More Races	32	9.9%
Pacific Islander	2	0.6%
White	159	49.1%

Conclusions based on this data:

1. Forest Grove reports 8.3% population as English Learners.

2. Forest Grove has 23.1% of the student population identified as Socioeconomically Disadvantaged.

3. The two highest percentage of student population by Race/Ethnicity is White with 49.1% and Hispanic with 26.9%.

School and Student Performance Data

Overall Performance

The 2025 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

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Green
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 (green).
3. The area of mathematics is in the high performance range (green).

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 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.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	1	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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	
22.9 points above standard	33.2 points below standard	
Maintained -1.4 points	Declined 23.4 points	
170 Students	22 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	Fewer than 11 students - No Data for Privacy	19.9 points below standard
	1 Student	Declined 8.5 points
		42 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
60.8 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 16 points	3 Students	1 Student
32 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	0 Students	11.8 points below standard
7 Students		Declined 8.3 points
		52 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
29.4 points above standard	Fewer than 11 students - No Data for Privacy	44.7 points above standard
13 Students	1 Student	Increased 6.8 points
		87 Students

Conclusions based on this data:

1. All students rated high scoring 22.9 points above standard. White students rated high scoring 44.7 points above standard. Hispanic students rated 11.8 points below standard.
2. The three areas ranked low are Students with Disabilities score (32) 60.8 points below standard; Socioeconomically Disadvantaged score (42) 19.9 points below standard; and Hispanic (52) score 11.8 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 2025 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.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	2	1	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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	
9.5 points above standard	33.2 points below standard	
Maintained 1.8 points	Declined 16.7 points	
171 Students	23 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	Fewer than 11 students - No Data for Privacy	51.6 points below standard
	1 Student	Declined 16.5 points
		43 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
62.7 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 6.8 points	3 Students	1 Student
32 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	0 Students	15.5 points below standard
8 Students		Maintained 1.8 points
		52 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
25.5 points above standard	Fewer than 11 students - No Data for Privacy	25.7 points above standard
13 Students	1 Student	Increased 6.9 points
		87 Students

Conclusions based on this data:

1. Scores overall and in many subgroups have maintained and/or increased, with the exception of English Leaners, Students with Disabilities and Socioeconomically Disadvantaged.
2. All students are 9.5 points above standard.
3. The English Learner Dashboard shows English Learners (23) are scoring 33.2 points below standard.

School and Student Performance Data

Academic Performance
Science

The 2025 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.

2025 Fall Dashboard Science 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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 No Performance Color	 No Performance Color
67.7 science points	Fewer than 11 students - No Data for Privacy	0 Students
Increased 11.8 points	9 Students	
60 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	54.4 science points
		Increased 2.6 points
		14 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0 Students
9 Students	1 Student	

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	61.8 science points
4 Students		Increased 11.1 points
		19 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	72.8 science points
4 Students		Increased 18.5 points
		31 Students

Conclusions based on this data:

1. Science is an area of strength, landing in the blue high-performing area, 67.7 points above standard.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
No Performance Color	No Performance Color
61.9 making progress.	making progress.
Number Students: 21 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.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4.8%	33.3%	0%	61.9%

Conclusions based on this data:

1. English Learners (21) are making progress toward English Language Proficiency.
2. Slightly over 33% of the students maintained their proficiency level in the fall 2025.
3. 61.9% of the students progressed at least one proficiency level in the fall 2025.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 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 2025 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.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Orange	
14.6% Chronically Absent	13.2% Chronically Absent	
Declined 4.3	Increased 8	
343 Students	38 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	16% Chronically Absent
	1 Student	Declined 9
		81 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
14.9% Chronically Absent	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 6.1	6 Students	1 Student
67 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
0% Chronically Absent	Fewer than 11 students - No Data for Privacy	13.3% Chronically Absent
Declined 11.1	3 Students	Declined 5.4
17 Students		98 Students

Two or More Races	Pacific Islander	White
 Yellow	 No Performance Color	 Yellow
18.9% Chronically Absent	Fewer than 11 students - No Data for Privacy	15.3% Chronically Absent
Declined 5.6	2 Students	Declined 1.8
53 Students		163 Students

Conclusions based on this data:

1. Because performance on state measures is based on the 2024-25 school year, the results for the 2025 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: English Learners (38) at 13.2%
3. Overall, chronic absenteeism has displayed a decrease in the 24-25 school year from 18.9% in the 23-24 school year to 14.6% in the 24-25 school year.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 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.

2025 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.

2025 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 2025 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.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	3	3

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Blue	
0.8% suspended at least one day	0% suspended at least one day	
Declined 0.8%	Maintained 0%	
358 Students	42 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
0 Students	Fewer than 11 students - No Data for Privacy	1.1% suspended at least one day
	1 Student	Declined 1%
		87 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 - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 3.9%	6 Students	1 Student
69 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0.9% suspended at least one day
Maintained 0%	4 Students	Maintained 0%
19 Students		107 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Green
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	1.2% suspended at least one day
Maintained 0%	2 Students	Declined 1.1%
55 Students		164 Students

Conclusions based on this data:

1. Forest Grove has very few students who are suspended.
2. Suspension has seen a decline from the 23-24 school year of 1.6% to the 24-25 school year of 0.8%

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 58.62%	Maintain or Increase Met/Exceeded
CAASPP Math Data : All Students	Met/Exceeded 52.23%	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: 2025-26

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.

Goals were implemented. Staff were trained in teacher planning days and staff meetings on the beginning of a multi year plan regarding PLC. College pennants and classroom supplies for intervention and small group instruction were utlized.

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

3 out of the 4 planned teacher planning days materialized.

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 maintain the same goal but build towards it, bolstering staff PD and completing 4 teacher planning days. We will continue this goal as it was a multi-year plan.

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 22.9 points above standard Math 9.5 points above standard	Maintain or Increase Met/Exceeded
CAASPP ELA/Math: Low Socioeconomic Status	ELA 19.9 points Below Standard Math 51.6 points Below Standard	Maintain or Increase Met/Exceeded
CAASPP ELA/Math: ELL Students	ELA 33.2 points Below Standard Math 33.2 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: 2025-26

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.

Math was an area of focus for it and CAASPP data reflects the growth made. Tier II intervention, PLC training were implemented and Title I reading intervention occurred daily.

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

No notable differences to the plan.

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

In looking at the data and our focus on math and intervention, we are showing growth and are moving in the right direction. We will continue this goal as it was part of a multi-year plan.

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	2 staff meetings were devoted to cultural proficiency work in 25-26	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: 2025-26

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.

Staff worked on cultural proficiency and showed growth, but we did not get to full staff site implementation of restorative circles as we also begin a new ELA program 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.

Training on restorative circles/practices did not occur as planned due beginning a new ELA program 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 this goal as we are making growth and would like to continue implementing this as it is a multi-year plan.

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	77% antibullying climate at school	Increase percentage of those who feel we have an anti-bullying climate
CHKS - students	53% reported experiencing meaningful participation at school.	Increase in students report having meaningful participation at school.
Suspension Data	0.8% Suspended in 24-25 school year	Maintain or decreased suspension rate
Implementation of PBIS	Action began in 24-25 but not with fidelity, school wide rules established; 25-26 CICO established	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	72% 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, 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	Continue to expand and 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 continue to 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: 2025-26

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 are showing positive gains in the implementation of this goal including increases in student feelings regarding low violence victimization and beloning. Goals were implemented but could be drilled down to a deeper level.

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

None noted.

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.

Continue this goal as it was a multi-year plan.

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.

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.

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

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

Annual Review

SPSA Year Reviewed: 2025-26

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 6

Title and Description of School Goal

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

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.

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

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

Annual Review

SPSA Year Reviewed: 2025-26

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 7

Title and Description of School Goal

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

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.

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

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

Annual Review

SPSA Year Reviewed: 2025-26

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 8

Title and Description of School Goal

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

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.

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

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

Annual Review

SPSA Year Reviewed: 2025-26

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 9

Title and Description of School Goal

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

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.

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

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

Annual Review

SPSA Year Reviewed: 2025-26

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 10

Title and Description of School Goal

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

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.

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

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

Annual Review

SPSA Year Reviewed: 2025-26

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
Sarah Gordon	Classroom Teacher
Jeff Gray	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
Vacancy to be filled	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 May 7, 2026.

Attested:



Principal, Abbie Arbrun on 5.7.2026



SSC Chairperson, Jennifer Hattori on 5.7.2026

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 21, 2026

Presenter(s)

Sean Roach
Pacific Grove Middle School Principal

Item

PGMS SPSA – Pacific Grove Middle School (2026-27 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 2026-27 school year.

Background

Pacific Grove Middle School's Single School Plan for Student Achievement identifies four main focuses for 2026/27. The areas of emphasis are continuing to address, mitigate and continue our progress on reducing 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 continue 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/Fundamentals of Math, our Transitional ELA/Math Support classes, Fundamentals of Success and our two Learning Center 6-8 classes 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 five years, earning PGMS our third 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, however, this group cut the achievement gap in half in both ELA and Math and are demonstrating strong growth in both Math and ELA according to 2025/26 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 $58,782 for 2026-27. Funds have been allocated to support our four areas of emphasis- continuing to close 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.

2026/27

(01) General Fund

Program/Grant

Site Funds

School Year: **2026-27**

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	4/21/26	5/15/26

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.

Table of Contents

SPSA Title Page 1
Table of Contents 2
Plan Description 4
Educational Partner Involvement 4
Resource Inequities 5
Comprehensive Needs Assessment Components 5
California School Dashboard (Dashboard) Indicators 5
Other Needs 5
School and Student Performance Data 6
Student Enrollment 6
CAASPP Results 8
ELPAC Results 12
Student Population 15
Overall Performance 17
Academic Performance 19
Academic Engagement 27
Conditions & Climate 30
Goals, Strategies, & Proposed Expenditures 32
Goal 1 32
Goal 2 35
Goal 3 38
Goal 4 43
Goal 5 46
Goal 6 47
Goal 7 48
Goal 8 49
Goal 9 50
Goal 10 51
Budget Summary 52
Budget Summary 52
Other Federal, State, and Local Funds 52
Budgeted Funds and Expenditures in this Plan 53
Funds Budgeted to the School by Funding Source 53
Expenditures by Funding Source 53
Expenditures by Budget Reference 53
Expenditures by Budget Reference and Funding Source 53

Expenditures by Goal 53
School Site Council Membership 54
Recommendations and Assurances 55
Instructions 56
Appendix A: Plan Requirements 63
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 66
Appendix C: Select State and Federal Programs 69

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 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): 8/1/2025, 9/22/2025, 3/16/2026: 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 and CoreSEL Student survey data.

Staff Meetings: Discussed on 8/27/2025 and 331/2026. 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. Additionally, we discussed SEL measure: California Healthy Kids Survey, CoreSEL, PGMS Inclusivity Survey and Olweus Survey.

PTSA: PTSA: 9/17/2025, 1/21/2026 and 3/26/2026: 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 26/27). 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 continue to team from Welcoming Schools to garner parent topics and craft another series for families during the 2026/2027 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, including Perceived School Safety, which will continue to be included in goal three to be addressed and monitored.

School Site Council met on the following dates to discuss and provide input regarding site goals 9/11/2025, 11/18/2025, 1/14/2026, 3/17/2026 and 5/5/2026. 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: Orange (White, SED, Asian)

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: Yellow: (Students on an IEP,SED)
Math: 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.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	1.57%	1.37%	0.93%	7	6	4
African American	1.12%	2.05%	1.17%	5	9	5
Asian	11.91%	10.71%	9.79%	53	47	42
Filipino	1.57%	2.51%	2.10%	7	11	9
Hispanic/Latino	19.55%	19.59%	21.91%	87	86	94
Pacific Islander	0.90%	1.14%	0.93%	4	5	4
White	55.96%	54.67%	55.71%	249	240	239
Two or More Races	6.07%	7.29%	6.06%	27	32	26
Not Reported	1.35%	0.68%	1.40%	6	3	6
			Total Enrollment	445	439	429

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	148	139	140
Grade 7	155	152	142
Grade 8	142	148	147
Total Enrollment	445	439	429

Conclusions based on this data:

1. Our subgroup proportions remain fairly consistent year over year.
2. Our enrollment remains consistent 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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	14	6	12	3.1%	1.4%	2.8%
Fluent English Proficient (FEP)	62	55	57	13.9%	12.5%	13.3%

Conclusions based on this data:

1. Substantial 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	152	143	141	149	138	136	149	138	136	98.0	96.5	96.5
Grade 7	142	155	144	138	151	143	138	151	143	97.2	97.4	99.3
Grade 8	130	142	145	122	140	138	122	139	138	93.8	98.6	95.2
All Grades	424	440	430	409	429	417	409	428	417	96.5	97.5	97

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2585.	2571.	2569.	39.60	28.26	32.35	32.89	41.30	36.76	23.49	22.46	17.65	4.03	7.97	13.24
Grade 7	2585.	2606.	2606.	26.09	36.42	33.57	41.30	40.40	44.76	21.01	13.25	12.59	11.59	9.93	9.09
Grade 8	2615.	2610.	2632.	27.05	29.50	38.41	41.80	39.57	35.51	23.77	20.14	19.57	7.38	10.79	6.52
All Grades	N/A	N/A	N/A	31.30	31.54	34.77	38.39	40.42	39.09	22.74	18.46	16.55	7.58	9.58	9.59

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	26.85	29.71	30.88	65.10	60.87	56.62	8.05	9.42	12.50
Grade 7	19.71	35.76	39.44	69.34	54.30	54.93	10.95	9.93	5.63
Grade 8	36.07	30.94	35.51	54.10	54.68	55.07	9.84	14.39	9.42
All Grades	27.21	32.24	35.34	63.24	56.54	55.53	9.56	11.21	9.13

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	39.19	28.26	31.62	52.70	56.52	53.68	8.11	15.22	14.71
Grade 7	35.04	41.72	40.56	54.01	47.68	47.55	10.95	10.60	11.89
Grade 8	30.33	33.09	44.93	59.02	56.83	45.65	10.66	10.07	9.42
All Grades	35.14	34.58	39.09	55.04	53.50	48.92	9.83	11.92	11.99

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	27.52	21.01	21.32	67.79	73.19	71.32	4.70	5.80	7.35
Grade 7	17.39	18.54	14.69	74.64	73.51	80.42	7.97	7.95	4.90
Grade 8	23.77	16.55	26.81	68.85	77.70	70.29	7.38	5.76	2.90
All Grades	22.98	18.69	20.86	70.42	74.77	74.10	6.60	6.54	5.04

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	32.21	20.29	25.00	61.07	73.91	63.97	6.71	5.80	11.03
Grade 7	23.91	23.18	26.57	65.22	70.86	62.24	10.87	5.96	11.19
Grade 8	23.77	28.78	34.06	68.03	67.63	58.70	8.20	3.60	7.25
All Grades	26.89	24.07	28.54	64.55	70.79	61.63	8.56	5.14	9.83

Conclusions based on this data:

1. PGMS "below standard" largely unchanged year over year, however an increase in those scoring in the "Standard met" and "Standard exceeded" categories overall.
2. Achievement 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	152	143	141	150	137	136	150	137	136	98.7	95.8	96.5
Grade 7	142	155	144	138	150	142	138	150	142	97.2	96.8	98.6
Grade 8	130	142	145	124	138	141	124	138	141	95.4	97.2	97.2
All Grades	424	440	430	412	425	419	412	425	419	97.2	96.6	97.4

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2568.	2551.	2552.	33.33	25.55	33.09	26.67	23.36	21.32	24.67	36.50	23.53	15.33	14.60	22.06
Grade 7	2573.	2584.	2584.	27.54	33.33	30.28	24.64	24.67	28.17	26.09	22.67	28.17	21.74	19.33	13.38
Grade 8	2574.	2578.	2620.	28.23	34.06	42.55	17.74	11.59	19.86	20.97	21.01	18.44	33.06	33.33	19.15
Grade 11															
All Grades	N/A	N/A	N/A	29.85	31.06	35.32	23.30	20.00	23.15	24.03	26.59	23.39	22.82	22.35	18.14

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	28.67	23.36	26.67	54.67	59.85	51.85	16.67	16.79	21.48
Grade 7	28.26	33.33	35.21	47.83	46.00	52.11	23.91	20.67	12.68
Grade 8	20.16	29.71	33.33	54.84	39.13	48.94	25.00	31.16	17.73
Grade 11									
All Grades	25.97	28.94	31.82	52.43	48.24	50.96	21.60	22.82	17.22

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	28.00	24.82	25.74	62.00	56.20	51.47	10.00	18.98	22.79
Grade 7	25.36	35.33	27.46	56.52	47.33	58.45	18.12	17.33	14.08
Grade 8	22.58	23.19	32.62	62.10	56.52	53.90	15.32	20.29	13.48
All Grades	25.49	28.00	28.64	60.19	53.18	54.65	14.32	18.82	16.71

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	30.00	15.33	27.94	60.00	73.72	58.82	10.00	10.95	13.24
Grade 7	22.46	24.00	21.83	63.04	66.67	67.61	14.49	9.33	10.56
Grade 8	23.39	28.26	34.04	55.65	53.62	55.32	20.97	18.12	10.64
All Grades	25.49	22.59	27.92	59.71	64.71	60.62	14.81	12.71	11.46

Conclusions based on this data:

1. Gains iat all three grade math results year over year.
2. Solid reduction in "standard nearly met" and "below standard" categories indicating a migration towards standard met/exceeded.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	4	*	*
7	*	*	*	*	*	*	*	*	*	9	6	*
8	*	*		*	*		*	*		*	8	
All Grades										15	17	4

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*		*	*	
All Grades	26.67	58.82	*	46.67	17.65	*	26.67	11.76	*	0.00	11.76	*	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*		*	*	
All Grades	40.00	64.71	*	53.33	23.53	*	6.67	0.00	*	0.00	11.76	*	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*		*	*	
All Grades	20.00	29.41	*	40.00	17.65	*	40.00	35.29	*	0.00	17.65	*	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
All Grades	26.67	47.06	*	66.67	35.29	*	6.67	17.65	*	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
All Grades	73.33	76.47	*	20.00	11.76	*	6.67	11.76	*	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
All Grades	26.67	29.41	*	60.00	41.18	*	13.33	29.41	*	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
All Grades	33.33	17.65	*	66.67	64.71	*	0.00	17.65	*	15	17	*

Conclusions based on this data:

1. Data point considered statistically insignificant.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
439	**16.6%**	**1.4%**	**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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	6	1.4%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	73	16.6%
Students with Disabilities	77	17.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	2.1%
American Indian	6	1.4%
Asian	47	10.7%
Filipino	11	2.5%
Hispanic	86	19.6%
Two or More Races	32	7.3%
Pacific Islander	5	1.1%
White	240	54.7%

Conclusions based on this data:

1. EL student population dropped.

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 2025 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

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. PGMS showed a significant decrease in Suspension Rate which continues to be a school wide area of emphasis.
2. PGMS showed a small increase in Chronic Absenteeism of 1.6% to 16.9% 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 2025 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.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	0	3

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue 52 points above standard Increased 6.4 points 416 Students	 No Performance Color 6.9 points above standard Increased 29.5 points 23 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color 0 Students	 No Performance Color 0 Students	 Yellow 0.3 points above standard Maintained -2.5 points 71 Students

Students with Disabilities	African American	American Indian
 Yellow 18.9 points below standard Increased 18.7 points 79 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Asian	**Filipino**	**Hispanic**
 Blue 84.8 points above standard Increased 5.3 points 42 Students	 No Performance Color 19.7 points below standard 11 Students	 Blue 23.1 points above standard Increased 16 points 81 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 56.5 points above standard Maintained -0.4 points 30 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 Blue 64.5 points above standard Increased 7.6 points 233 Students

Conclusions based on this data:

1. Overall ELA scored 52 points above standard an increase of 6.4%, and remain in the highest achievement category.
2. Students with disabilities performance imade massive improvement by cutting the achievement gap in half year over year.
3. Our largest at-promise population-socio economically disadvantaged students maintained year over year

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green 17.3 points above standard Increased 13.8 points 418 Students	 No Performance Color 52.1 points below standard Increased 14.5 points 24 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color 0 Students	 No Performance Color 0 Students	 Yellow 53.8 points below standard Increased 4.9 points 71 Students

Students with Disabilities	African American	American Indian
 Yellow 73.1 points below standard Increased 38.8 points 79 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Asian	**Filipino**	**Hispanic**
 Green 73 points above standard Declined 3.1 points 42 Students	 No Performance Color 23.5 points below standard 11 Students	 Yellow 30.4 points below standard Increased 39.3 points 81 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 39.1 points above standard Increased 28.4 points 30 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 Blue 28.8 points above standard Increased 16.2 points 235 Students

Conclusions based on this data:

1. Our overall Math achievement scores increased sizably (13.8%) and remain in the high (green) category.
2. All at promise groups showed improvement year over year.
3. Our students on an Iep cut their achievement gap in half, improving 38.8% year over year. Hispanic students increased by 39.3 points-more than cutting the achievement gap in half

School and Student Performance Data

Academic Performance
Science

The 2025 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.

2025 Fall Dashboard Science 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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue 70 science points Increased 8.2 points 140 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 59.3 science points Increased 6.6 points 30 Students

Students with Disabilities	African American	American Indian
No Performance Color 50.5 science points Increased 8.3 points 21 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

Asian	Filipino	Hispanic
No Performance Color 73.3 science points Maintained 0.7 points 16 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color 55.1 science points Increased 7.9 points 29 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	No Performance Color 0 Students	Blue 72.3 science points Increased 9.6 points 78 Students

Conclusions based on this data:

1. Science resides in the Blue categorie (the highest category). PGMS Science increased 8.2 points

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
 No Performance Color making progress. Number Students: 4 Students	 No Performance Color making progress. Number Students: 1 Student

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.

2025 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 a limited number of EL students, the data is considered statistically insignificant

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 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 2025 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.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange 16.9% Chronically Absent Increased 1.6 449 Students	 No Performance Color 36.4% Chronically Absent Increased 7 11 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color 0 Students	 No Performance Color 0 Students	 Red 24.1% Chronically Absent Maintained 0 79 Students

Students with Disabilities	African American	American Indian
 Orange 23.5% Chronically Absent Declined 3.2 85 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Asian	**Filipino**	**Hispanic**
 Orange 10.4% Chronically Absent Increased 5 48 Students	 No Performance Color 18.2% Chronically Absent 0 11 Students	 Yellow 19.3% Chronically Absent Declined 2.9 88 Students
Two or More Races	**Pacific Islander**	**White**
 Green 8.3% Chronically Absent Declined 0.5 36 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 Orange 19.1% Chronically Absent Increased 2.9 246 Students

Conclusions based on this data:

1. Our overall Chronic Absenteeism rate has increased slightly (1.6%). We will continue to monitor this important statistic.
2. Continued emphasis and outreach for our students with disabilities, socio economically disadvantaged, Hispanic and white students must improve their trajectory in chronic absenteeism rates.
3. Chronic Absenteeism declined for our Hispanic and students on Iep.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 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.

2025 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.

2025 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 2025 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.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	2	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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
1.1% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 1%	Maintained 0%	4 Students
452 Students	12 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
0 Students	0 Students	5% suspended at least one day
		Declined 2.1%
		80 Students

Students with Disabilities	African American	American Indian
 Blue 0% suspended at least one day Declined 5.6% 86 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Asian	**Filipino**	**Hispanic**
 Yellow 2% suspended at least one day Increased 2% 50 Students	 No Performance Color 0% suspended at least one day 11 Students	 Green 1.1% suspended at least one day Declined 2.2% 89 Students
Two or More Races	**Pacific Islander**	**White**
 Orange 2.8% suspended at least one day Increased 2.8% 36 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 Blue 0.4% suspended at least one day Declined 1.5% 246 Students

Conclusions based on this data:

1. Our overall suspension rate at PGMS declined by 1% and places us in the Green category.
2. All at promise groups saw a decrease in suspension rates with the exception of students with two or more races.

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. Despite making massive gains and serious reduction in the achievement gap we will continue to focus on 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
25/26 SBAC ELA summative assessment for students with disabilities and socio economically disadvantaged students and Hispanic students.	Students with disabilities scored 18.9 points below standard on the 2024/25 ELA Sbac test. That number is a massive improvement, as the 23/24 results had this group 39.9 points below standard. Economically disadvantaged students scored .3 points above standard which was a decline of 2.5 points during the same time period. Hispanic students scored 23.1 points above standard, which was an increase of 16 points versus the previous year.	The achievement gap for Students with disabilities should see a reduction in the deficit to 10 points below standard, an improvement of 8.7 points. English Language learners, Hispanic, Asian, white and students of two or more races to continue to advance past the standard by 10% year over year.
2025 SBAC ELA summative assessment for socio-economically disadvantaged students.	.3 points above standard (a slight reduction of 2.5 points)	20% improvement: 5 points above 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	Continued 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	Continued 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 2026 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 and general educationnstudents in English Language Arts. Increase the number of sections of Learning Center from 2 sections to 4 sections. Current offerings for 2026/27 school year are: Transitional ELA (1 section) , Read 180 (two	Students with disabilities Hispanic students and socio economically disadvantaged students	130,000 General Fund: $160,000 (6 sections)

	sections) and Learning Center (4 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. Continue our current professional learning on Visable Learning: Feedback to improve student achievement	Students with disabilities Hispanic students and socio economically disadvantaged students (really all students)	380 Grading for Equity books $380 (for all staff members)
1.9	We will continue to plan to provide teachers 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 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: 2025-26

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. We are currently in year one of two for our study of Visable Learning: Feedback, we'll continue to learn and implement for 26/27

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

Our 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.

All of our at promise student categories made strong gains, with the exception of Asian students. Despite these gains, 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 strong 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.	73.1 points below standard (a net gain of 38.8 points)	20% improvement: 58.5 points below standard
2025 Sbac Math Summative: Socio-economically Disadvantaged	53.8 points below standard (a net gain of 4.9 points)	20% improvement: 43 points below standard
2025 Sbac Math Summative: Hispanic	30.4 points below standard (a net gain of 39.3 points)	10% improvement: 24 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 (two sections for sped students) via multiple measures assessment. Additionally, students will be given the Measures of Academic Performance assessment at the beginning, middle and end of the 2026/27 school year to assess and address deficits.	All students	

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 2026 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. Expanding our professional learning to include the PLC Playbook	All Students	400 PLC Playbook: $400 for staff wide copies.
2.7	Increase the number of Learning Center sections from two to three, so support an additional 15-20 students on an Iep. Continue to staff 2 general education sections of Learning Center.	Students on an IEP	0 No additional Cost-condensed a section to open up a free section

Annual Review

SPSA Year Reviewed: 2025-26

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 described 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. Additionally, our professional learnings: PLC Playbook and Visable Learning: Feedback will continue, with ongoing implementation.

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

Teacher release planning/data time to be paid for by 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 several parent evenings including Fentanyl High, Josh Ochs, Dr. Casey Grover and Screen Sense, 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 continue provide a four part parenting series on combating Bias-based bullying and depression. We will continue to provide social emotionial learning opportunities for students, staff and families in the 2026/27 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 2026.

Some of our California Healthy Kids Survey key areas of emphasis in this document and our Site Goals.
2026 California Healthy Kids Sruvey results:
School Connectedness increased 3 points
Caring Adult Relationships increased 11 points
Percieved School Safety increased 9 points
Low Violence Victimization (new indicator) declined by 6 points (decline is a positive)
Academic Motivation decreased by 4 points (decreased is a negative)

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, resiliency, and academic motivation

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 our dedicated Advisory 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	The California Student Wellness Index showed a slight decline of .9% year over year. The data did yield two areas of focus for this goal: PGMS improved in all 8 school climate indicators with the exception of Academic Motivation which fell by 4 points and is 2 points below the state average,	10% Increase in Overall Academic Motivation from from 62% to 68%.
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	58% of teachers reported an interest in receiving training in supporting students with trauma. 38% 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. Most notibly Cultural Proficiency and Restorative approaches.
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 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	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.

	PGMS treat each other with inclusiveness? 6.3% of students responded No (down from 10.8% in the prior year).	

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 Advisory training in support of maintaining a safe and nurturing school environment. Plan to begin 2026/27 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 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.	All students	No cost
3.3	Staff wide presentation by Sean Roach and PGMS counseling team of 2025/2026 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, 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	No cost
3.4	Implement activities, themes, lessons, and/or events that teach tolerance and celebrate diversity through our 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	All students	2000 Site Funds $2000

	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		
3.5	Continue our advisory period class on a weekly basis, continue the paid subscription of Character Strong and Teacher Advisory team. 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	Goal of 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	No cost
3.8	Continue our practice of hosting parent nights : Safety, Health, Social Media, social emotional learning, Josh Ochs, PGMS counseling and staff members. This year we hosted parent nights as well as school wide assemblies on the following: Fentanyl High, Screen Sense, Josh Ochs, Welcoming Families Staff Trainings, Dr. Casey Grover.	All students	1,200 Site Funds: $1200
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: 2025-26

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. PGMS will continue to mine parent input on topics for 2026/2027 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 Academic Motivation.

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.

Additionally, I would like to see a district wide effort to work with residential treatment facilities like Ohana to streamline the PHP and residential stays to support ongoing academic efforts, and streamline student re entry supports. The continued use of short term independent study as well as quicker means to assign Home and Hospital teachers should bring these numbers down measureably.

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 by 1.6% to 16.9% in three at-promise groups: students with disabilities, socio-economically disadvantaged students and our Hispanic students. In looking at the 2024/25 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, 81.1% were excused which was an increase over last year, while 18.9% 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: 19.3% absentee rate; a decrease of 2.9% Socio-economically disadvantaged students: 24.1% absentee rate; stayed flat Students with disabilities: 23.5% absentee rate; a decrease of 3.2% We also saw an increase in white students who absentee rate 19.1% was an increase of 2.9%	Expectation Year 3: PGMS will no longer have an overall Chronic Absenteeism indicator of Orange (second lowest). -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 or 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 again 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. Continue our attendance/engagement staff team that looks at progress monthly (adjunct duty).	All students	None

	Begin and foster collaboration between PGUSD and residential treatment facilities for further alignment. Work internally as a district on better assigning of short term independent student and in particular to expedite the assignment of a Home and Hospital teacher/laiason to support students who are in fulltime residential or PHP placements. There are no costs associated with these activities.		

Annual Review

SPSA Year Reviewed: 2025-26

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, as this goal still needs to be met, I would like to see this trend to (and the trend for all student attendance) improve. Additional areas of improvement: begin and foster collaboration between PGUSD and residential treatment facilities for further alignment. Work internally as a district on better assigning of short term independent student and in particular to expedite the assignment of a Home and Hospital teacher/laiason to support students who are in fulltime residential or PHP placements.

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.

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.

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

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

Annual Review

SPSA Year Reviewed: 2025-26

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 6

Title and Description of School Goal

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

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.

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

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

Annual Review

SPSA Year Reviewed: 2025-26

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 7

Title and Description of School Goal

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

Student learning will improve with academic support services addressing their specific needs.

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.

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

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

Annual Review

SPSA Year Reviewed: 2025-26

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 8

Title and Description of School Goal

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

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.

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

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

Annual Review

SPSA Year Reviewed: 2025-26

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 9

Title and Description of School Goal

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

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.

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

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

Annual Review

SPSA Year Reviewed: 2025-26

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 10

Title and Description of School Goal

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

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.

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

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

Annual Review

SPSA Year Reviewed: 2025-26

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	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$152,320.00
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 ($)
	$148,580.00
District Funded	$3,740.00

Subtotal of state or local funds included for this school: $152,320.00

Total of federal, state, and/or local funds for this school: $152,320.00

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
	148,580.00
District Funded	3,740.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		148,580.00
	District Funded	3,740.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	141,520.00
Goal 2	6,400.00
Goal 3	4,400.00

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

2 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
Agnieszka Lech	Parent or Community Member
Michael Loomis	Parent or Community Member
Ellie Gaudette	Secondary Student
Amanda Parker	Parent or Community Member
Grayson Fong	Other School Staff Parent or Community Member
Kaia Greening	Secondary Student
	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 4/21/26.

Attested:

Principal, Sean Roach on 5/5/26

SSC Chairperson, Sarah Boyle on 5/5/26

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 (*Sections: 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 (*Sections: 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 (*Sections: 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 21, 2026

Presenter(s)
Gregory O'Meara
Principal

Item
SPSA Pacific Grove High School (2026-27 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 2026-27 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.

Information
PGHS Goals (Strategies/Metrics listed within SPSA)

Goal 1: Equitable Academic Outcomes for all students to be College and Career ready upon graduation.
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)
GOAL 3: Cultural Proficiency (Strategies/Metrics listed within SPSA)

Fiscal Impact

2026/27

The proposed plan and budget keep expenditures at PGHS within the school's site allocation and District funding.

Select Fund

Program/Grant

Docusign Envelope ID: F0693CB9-171B-8AFF-8392-5257F14AAB30

School Year: **2026-27**

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 21, 2026	May 21, 2026

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.

Docusign Envelope ID: F0693CB9-171B-8AFF-8392-5257F14AAB30

Table of Contents

SPSA Title Page 1
Table of Contents....3
Plan Description....5
Educational Partner Involvement....5
Resource Inequities....5
Comprehensive Needs Assessment Components....5
California School Dashboard (Dashboard) Indicators....5
Other Needs....6
School and Student Performance Data....7
Student Enrollment....7
CAASPP Results....9
ELPAC Results....13
Student Population....16
Overall Performance....18
Academic Performance....20
Academic Engagement....29
Conditions & Climate....32
Goals, Strategies, & Proposed Expenditures....34
Goal 1....34
Goal 2....38
Goal 3....41
Goal 4....43
Goal 5....44
Goal 6....45
Goal 7....46
Goal 8....47
Goal 9....48
Goal 10....49
Budget Summary....50
Budget Summary....50
Other Federal, State, and Local Funds....50
Budgeted Funds and Expenditures in this Plan....51
Funds Budgeted to the School by Funding Source....51
Expenditures by Funding Source....51
Expenditures by Budget Reference....51
Expenditures by Budget Reference and Funding Source....51

Docusign Envelope ID: F0693CB9-171B-8AFF-8392-5257F14AAB30

Expenditures by Goal 51
School Site Council Membership 52
Recommendations and Assurances 53
Instructions 54
Appendix A: Plan Requirements 61
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 64
Appendix C: Select State and Federal Programs 67

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:

2 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 2025-2026 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.

N/A

Docusign Envelope ID: F0693CB9-171B-8AFF-8392-5257F14AAB30

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

Docusign Envelope ID: F0693CB9-171B-8AFF-8392-5257F14AAB30

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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.96%	1.09%	1.67%	5	6	9
African American	1.73%	1.99%	2.41%	9	11	13
Asian	9.81%	12.50%	12.43%	51	69	67
Filipino	3.08%	1.63%	1.11%	16	9	6
Hispanic/Latino	18.85%	18.12%	20.59%	98	100	111
Pacific Islander	0.58%	0.54%	0.37%	3	3	2
White	58.85%	56.70%	54.73%	306	313	295
Two or More Races	3.65%	4.71%	5.38%	19	26	29
Not Reported	2.50%	2.72%	1.30%	13	15	7
			Total Enrollment	520	552	539

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	127	137	
Grade 10	126	130	
Grade 11	152	124	
Grade 12	115	161	
Total Enrollment	520	552	

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.

Docusign Envelope ID: F0693CB9-171B-8AFF-8392-5257F14AAB30

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	12	12		2.3%	2.2%	
Fluent English Proficient (FEP)	85	99		16.3%	17.9%	

Conclusions based on this data:

1. Data indicates a slight decrease in the percentage of English Learners. 3 year trend of a decrease of less than 1% (-.4%)
2. 3 year longitudinal data also indicates slight increase in FEP - (+2.7%)

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	107	148	122	97	132	108	97	132	108	90.7	89.2	88.5
All Grades	107	148	122	97	132	108	97	132	108	90.7	89.2	88.5

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2662.	2707.	2681.	44.33	71.97	53.70	37.11	18.18	29.63	14.43	7.58	12.04	4.12	2.27	4.63
All Grades	N/A	N/A	N/A	44.33	71.97	53.70	37.11	18.18	29.63	14.43	7.58	12.04	4.12	2.27	4.63

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	44.33	54.55	52.78	52.58	39.39	40.74	3.09	6.06	6.48
All Grades	44.33	54.55	52.78	52.58	39.39	40.74	3.09	6.06	6.48

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	51.55	73.48	55.14	38.14	25.00	38.32	10.31	1.52	6.54
All Grades	51.55	73.48	55.14	38.14	25.00	38.32	10.31	1.52	6.54

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	14.43	30.30	26.85	82.47	66.67	64.81	3.09	3.03	8.33
All Grades	14.43	30.30	26.85	82.47	66.67	64.81	3.09	3.03	8.33

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	31.96	47.73	40.74	64.95	49.24	51.85	3.09	3.03	7.41
All Grades	31.96	47.73	40.74	64.95	49.24	51.85	3.09	3.03	7.41

Conclusions based on this data:

1. While a decrease in overall progress (ELA) was noted from 23/24 to 24/25, (-9.5%), three year longitudinal data reflects overall progress well above state/county levels +80% Met/Exceeded proficiency standards.
2. Participation rates are steadily declining over a 3 year period, presenting need for future efforts to emphasize importance of these assessments. Target rate of 95% is the expected standard- PGHS = 88.5% (24/25)

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	107	148	122	96	132	98	96	132	98	89.7	89.2	80.3
All Grades	107	148	122	96	132	98	96	132	98	89.7	89.2	80.3

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2624.	2681.	2644.	25.00	43.94	30.61	26.04	24.24	24.49	22.92	15.15	21.43	26.04	16.67	23.47
All Grades	N/A	N/A	N/A	25.00	43.94	30.61	26.04	24.24	24.49	22.92	15.15	21.43	26.04	16.67	23.47

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	37.50	46.97	32.65	38.54	36.36	43.88	23.96	16.67	23.47
All Grades	37.50	46.97	32.65	38.54	36.36	43.88	23.96	16.67	23.47

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	26.04	42.42	26.53	58.33	43.18	58.16	15.63	14.39	15.31
All Grades	26.04	42.42	26.53	58.33	43.18	58.16	15.63	14.39	15.31

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	23.96	39.39	31.63	64.58	55.30	58.16	11.46	5.30	10.20
All Grades	23.96	39.39	31.63	64.58	55.30	58.16	11.46	5.30	10.20

Conclusions based on this data:

1. Overall proficiency in mathematics continues to be a struggle at state, county, local levels. PGHS is no exception, with a noted decrease (-13.1%) of students meeting/ exceeding proficiency in 24/25 (form previous SY 23/24)
2. Similar to ELA participation rates, Math also falls below the state assessment participation standard (95%). PGHS = 80.3% (SY 24/25)

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	5	6	*
10	*	*	*	*	*	*	*	*	*	4	4	7
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	4	*	*
All Grades										14	15	12

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.71	20.00	8.33	21.43	33.33	33.33	28.57	13.33	25.00	14.29	33.33	33.33	14	15	12

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.57	26.67	8.33	35.71	40.00	41.67	28.57	0.00	16.67	7.14	33.33	33.33	14	15	12

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.43	26.67	33.33	42.86	26.67	0.00	21.43	13.33	25.00	14.29	33.33	41.67	14	15	12

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.71	0.00	8.33	50.00	66.67	33.33	14.29	33.33	58.33	14	15	12

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.71	53.33	58.33	42.86	26.67	16.67	21.43	20.00	25.00	14	15	12

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.86	26.67	33.33	35.71	40.00	33.33	21.43	33.33	33.33	14	15	12

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.14	0.00	0.00	78.57	73.33	75.00	14.29	26.67	25.00	14	15	12

Conclusions based on this data:

1. While PGHS has traditionally low enrollment of English Learners, there is demonstrated progress in several domains included in the ELPAC assessments- Notably, the "Speaking" Domain has reached 58% (Well Developed)

Docusign Envelope ID: F0693CB9-171B-8AFF-8392-5257F14AAB30

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
552	**19%**	**2.2%**	**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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	12	2.2%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	105	19%
Students with Disabilities	87	15.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	11	2%
American Indian	6	1.1%
Asian	69	12.5%
Filipino	9	1.6%
Hispanic	100	18.1%
Two or More Races	26	4.7%
Pacific Islander	3	0.5%
White	313	56.7%

Conclusions based on this data:

1. Data reflects a notable increase in student enrollment (+32) from 23/24 to 24/25

2. English Learner student enrollment remains traditionally low (2%) Student Group : White is the largest enrollment group by Race/Ethnicity (58.8%)

3. Socioeconomically disadvantaged student population slightly increased 3% 23/24 (16.7%) to 24/25 (19%)

School and Student Performance Data

Overall Performance

The 2025 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

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Graduation Rate** Blue	**Suspension Rate** Green
Mathematics Yellow		
English Learner Progress No Performance Color		
College/Career Green		

Docusign Envelope ID: F0693CB9-171B-8AFF-8392-5257F14AAB30

Conclusions based on this data:

1. ELA (Green) decreased one color band level (Blue to Green)
2. Math (Yellow) decreased two color band levels (Blue to Yellow)
3. Graduation Rate maintained highest level (Blue). Suspension rate improved /lowered 2 color band levels (Orange to Green) College/Career indicator remains a strength at PGHS (Green)

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 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.

2025 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.

2025 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
75.9 points above standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 18.8 points	5 Students	1 Student
114 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	38.2 points below standard
		Declined 60.6 points
		21 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
26.5 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained 0 points	3 Students	2 Students
18 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 No Performance Color
140.6 points above standard	Fewer than 11 students - No Data for Privacy	40.8 points below standard
Increased 46.9 points	2 Students	Declined 131.5 points
13 Students		23 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	116.1 points above standard
9 Students	1 Student	Increased 35.3 points
		63 Students

Conclusions based on this data:

1. While ELA remains at the Blue color band, there was significant decrease in points above standard from SY 23/24 (-18.8 Pts)
2. Asian (+46.9 Pts) and White (+35.3 Pts) students both demonstrated significant growth from SY 23/24 to Sy 24/25

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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.

2025 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 No Performance Color	 No Performance Color
39.6 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 66.1 points	6 Students	1 Student
115 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	161.4 points below standard
		Declined 96.5 points
		22 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
129.9 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 12.8 points	3 Students	2 Students
18 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
42.8 points above standard	Fewer than 11 students - No Data for Privacy	177.9 points below standard
Increased 52.1 points	2 Students	Declined 171.6 points
14 Students		23 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	4.8 points above standard
9 Students	1 Student	Declined 20.6 points
		63 Students

Conclusions based on this data:

1. Data reflects an overall decrease in color band for all students (Blue to Green). While the Green color band reflects higher than Ca. State average (Orange) , there is an identified need for improvement in the area of Mathematics

School and Student Performance Data

Academic Performance
Science

The 2025 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.

2025 Fall Dashboard Science 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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
64.2 science points	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained -0.7 points	6 Students	1 Student
110 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	47.8 science points
		Declined 2 points
		19 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
49.9 science points	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 9 points	3 Students	2 Students
17 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 No Performance Color
71.6 science points	Fewer than 11 students - No Data for Privacy	44.8 science points
Increased 13.1 points	1 Student	Declined 18.1 points
14 Students		21 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	68.6 science points
7 Students	1 Student	Increased 3.2 points
		63 Students

Conclusions based on this data:

1. Most current (24/25) data reflects strong performance in the area of Science. (Blue) Science Data Dashboard was not included in the 25/26 School Plan, but will be tracked closely in outgoing years.

Docusign Envelope ID: F0693CB9-171B-8AFF-8392-5257F14AAB30

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.

2025 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: 10 Students	Number Students: 5 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.

2025 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 trends available due the low numbers of English Learners at PGHS

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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.

2025 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	0	0

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

2025 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
Prepared 69.8%	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained 0.8%	5 Students	2 Students
159 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	Prepared 57.5%
	1 Student	Increased 7.5%
		40 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
Prepared 47.4%	Fewer than 11 students - No Data for Privacy	0 Students
Increased 30.7%	3 Students	
19 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
Prepared 75%	Fewer than 11 students - No Data for Privacy	Prepared 73.9%
16 Students	5 Students	Increased 21.7%
		23 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Prepared 68.5%
9 Students	1 Student	Declined 8.2%
		92 Students

Conclusions based on this data:

1. Data reflects a decline in color band for students identifies as White from SY 24/24 (BLUE) to SY 25/26 (Yellow)
2. School analysis of data have identified low A-G rates as a primary culprit for decline in this area.
3. A celebration of growth is noted for students identified as Hispanic (23 students) , as their progress in the area of College/Career preparedness increased by 21.7%.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 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.

2025 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.

2025 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 (Secondary) is not included in the California Schools Dashboard.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 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.

2025 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.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Blue	 No Performance Color	 No Performance Color
96.2% graduated	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained 0.7%	5 Students	2 Students
159 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	97.5% graduated
	1 Student	Increased 1.7%
		40 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
94.7% graduated	Fewer than 11 students - No Data for Privacy	0 Students
Increased 5.8%	3 Students	
19 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 No Performance Color
100% graduated	Fewer than 11 students - No Data for Privacy	95.7% graduated
16 Students	5 Students	Increased 4.3%
		23 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	95.7% graduated
9 Students	1 Student	Declined 1.6%
		92 Students

Conclusions based on this data:

1. While experiencing a slight decrease in Graduation rate from previous year (-1%)PGHS maintained color band status (BLUE) with a notably high graduation rate of 94.7%

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	3	3

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Green	 No Performance Color	 No Performance Color
1.1% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 1.6%	Declined 10%	10 Students
571 Students	19 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Green
0 Students	0 Students	2.5% suspended at least one day
		Declined 2.4%
		122 Students

Students with Disabilities	African American	American Indian
 Blue	 No Performance Color	 No Performance Color
0% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 3.4%	Declined 9.1%	6 Students
97 Students	11 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Green
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0.9% suspended at least one day
Maintained 0%	9 Students	Declined 4.2%
72 Students		110 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Green
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	1.3% suspended at least one day
Declined 2.9%	3 Students	Declined 0.7%
43 Students		317 Students

Conclusions based on this data:

1. PGHS experienced a decline in suspension rate (All student groups) from SY 23/24 to SY 24/25 , resulting in an improved color band of GREEN for all 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 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 (Maintain or Increase Color Band Annually)
Supporting Goal 2: As measured by the CAASPP in English Language Arts, Math and Science: All student groups will increase by 3% the percentage of students who "meets or exceeds" standard. (SSC will analyze State/County comparisons annually to revise growth target)
Supporting Goal 3: Provide opportunities for students to complete a Career Technical Education (CTE) pathway to increase our CTE completer percentage by 3% annually, until State/County levels are equaled/surpassed.

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	23/24 = 87.1%, 24/25 = 95.6% (+8.5%) 25/26 = TBA	Maintain/Increase of Color Band Annually
College/Career	23/24 = 67.3, 24/25 = 69% (+1.7%)	Maintain (If comparable to State/County) or increase by 3% (if

	25/26 = TBA	Below State/County) the percentage of students who “meets or exceeds” standard.
CAASPP English	All Students Met/Exceeded 23/24 = 90.15 % 24/25 = 83.3% 25/26 = TBA	Maintain (If comparable to State/County) or increase by 3% (if Below State/County) the percentage of students who “meets or exceeds” standard.
CAASPP Mathematics	All Students Met/Exceeded 23/24 = 68.18% 24/25 = 55.1% 25/26 = TBA	Maintain (If comparable to State/County) or increase by 3% (if Below State/County) the percentage of students who “meets or exceeds” standard.
California Science Test (CAST)	All Students Met/Exceeded 23/24 = 72.73% 24/25 = 62.74% 25/26 = TBA	Maintain (If comparable to State/County) or increase by 3% (if Below State/County) the percentage of students who “meets or exceeds” standard.
Completed at Least One Career Technical Education (CTE) Pathway	23/24 = 13.6% 24/25 = 14.4% (+.8%) 25/26 = TBA	Maintain (If comparable to State/County) or increase by 3% (if Below State/County) the percentage of students who “meets or exceeds” 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	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	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	Through added levels of data collection and historical documentation, 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- to be used to inform instruction via PLC's	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	Maintain or Increase (when applicable need exists) College Credit Course offerings. (Dual Enrollment)	All Students	

1.10	Refine/expand services offered in the PGHS 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 (Breaker Challenge Values) 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 efforts to provide funding for the CTE program with incentive grants. Golden State Pathways Program and College and Career Access Pathways. (Collaboration with PGUSD Human Resources to refine/clarify CTE Coordinator Job Description/Duties)	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
1.18	Targeted professional development in the area of Mathematics. Specifically strategies for Tier 1 Support of struggling students. (Exploration of strategies that encourage peer collaboration, scaffolding, multiple measures of assessment, clarification of learning targets for all students.) Teachers will have direct input via site council and/or direct collaboration with site administration regarding any consideration of professional development.	All Students	
1.19	Implementation of Peer Tutoring program at PGHS-Trained Peer tutors in all Core Subject Areas.	All Students	
1.20	Implementation of After School Tutoring via expanded library services (Supplemental to existing after/before school tutoring)	All Students	

Annual Review

SPSA Year Reviewed: 2025-26

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. Specific professional development in the area of mathematics will be a focus for 2026-2027 School Year.

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. Low A-G Rates (58%) are a primary concern for needed growth in 2026-2027

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. Specific to 2026-2027, professional development in the area of Tier 1 support in mathematics will be prioritized.

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 to reflect improvement per California Dashboard Metrics/Color
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 (Dashboard)	22/23 2.0% 23/24 2.6%	Reduce suspensions to reflect improvement per California Dashboard Metrics/Color
Safety: California Healthy Kids Survey	Sense of safety 23/24 = 68% 24/25 = 69% 25/26 = 77% (+8%)	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.
School Connectedness: California Healthy Kids Survey	School Connectedness 23/24 = 59% 24/25 = 61% 25/26 = 68% (+7%)	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.
Caring Adult Relationships: California Healthy Kids Survey	Caring Adult Relationships 23/24 = 60% 24/25 = 59%	Increase, as measured by the California Healthy Kids Survey (CHKS) by 3% in the areas of school perceived

	25/26 = 65% (+6%)	as very safe or safe, school connectedness, academic motivation, caring adult relationships, and promotion of parental involvement.
Academic Motivation: California Healthy Kids Survey	Academic Motivation 23/24 = 63% 24/25 = 69% 25/26 = 66% (-3%)	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.
Promotion of Parent Involvement: California Healthy Kids Survey	Promotion of Parental Involvement 23/24 = 48.5% 24/25 = 53% 25/26 = 57% (+4%)	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.

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	Maintain Sandy Hook Promise Say Something Anonymous Reporting System.	All Students	
2.2	Monthly/consistent 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. Implement Guest Speaker Leadership Series as curricular component for students.	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. (i.e. Drug/Alcohol Prevention/Informed consent/Bully Preventions.	All Students	
2.8	Analyze and refine process for identification and implementation of 504 Services/MTSS Pathway Identification and Communication.	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	
2.14	Specific efforts to implement schoolwide bully prevention focus: Assemblies/Guest Speakers/ASB Campaigns).	All Students	
2.15	Specific effort to increase school connectedness for isolated students/groups (Ignite-2-Unite Program implementation in Fall 2026 ("The 4A's" Assembly and schoolwide culture/climate program).	All Students	
2.16	Specific measures to increase awareness of student gender diversity and inclusiveness for the LGBTQ community.		

Annual Review

SPSA Year Reviewed: 2025-26

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.

All strategies are being implemented from SY 24/25 School Plan.

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

Specific additions of strategies to improve school climate and culture in the areas of school connectedness.

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.

Specific measures to increase awareness of student gender diversity and inclusiveness for the LGBTQ community. Specific effort to increase school connectedness for isolated students/groups (Ignite-2-Unite Program implementation in Fall 2026 ("The 4A's" Assembly and schoolwide culture/climate program). Specific efforts to implement schoolwide bully prevention focus: Assemblies/Guest Speakers/ASB Campaigns).

Docusign Envelope ID: F0693CB9-171B-8AFF-8392-5257F14AAB30

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.
Goal 3: Staff will adopt 3-5 specific Equitable Grading Practices developed through an inclusive process of collaboration.

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 per California Healthy Kids Survey: 68% (25/26)	+3% = 71% Target
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.

Adoption of Schoolwide Equitable Grading Practices	PGHS will continue ongoing meetings for Collaboration (Grading Committee)	3-5 Schoolwide Equitable Grading Practices

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	
3.6	PGHS Grading Committee will meet quarterly to monitor the adopted equitable grading strategies.	All Students	

Annual Review

SPSA Year Reviewed: 2025-26

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.

Staff collaboratively committed to further work in the area of Equitable Grading Practices

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.

PGHS Grading Committee will meet quarterly to monitor the adopted equitable grading strategies.

Docusign Envelope ID: F0693CB9-171B-8AFF-8392-5257F14AAB30

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.

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.

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

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

Annual Review

SPSA Year Reviewed: 2025-26

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 5

Title and Description of School Goal

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

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.

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

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

Annual Review

SPSA Year Reviewed: 2025-26

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 6

Title and Description of School Goal

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

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.

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

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

Annual Review

SPSA Year Reviewed: 2025-26

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.

Docusign Envelope ID: F0693CB9-171B-8AFF-8392-5257F14AAB30

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

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.

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

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

Annual Review

SPSA Year Reviewed: 2025-26

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 8

Title and Description of School Goal

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

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.

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

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

Annual Review

SPSA Year Reviewed: 2025-26

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.

Docusign Envelope ID: F0693CB9-171B-8AFF-8392-5257F14AAB30

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal

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

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.

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

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

Annual Review

SPSA Year Reviewed: 2025-26

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 10

Title and Description of School Goal

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

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.

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

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

Annual Review

SPSA Year Reviewed: 2025-26

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.

Docusign Envelope ID: F0693CB9-171B-8AFF-8392-5257F14AAB30

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

Docusign Envelope ID: F0693CB9-171B-8AFF-8392-5257F14AAB30

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

2 Other School Staff

2 Parent or Community Members

3 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
Dianna Gemecho	Classroom Teacher Parent or Community Member
Patrick Peterson	Other School Staff
Giorgio Rosa (PGHS)	Secondary Student
Hunter Hopkins (CHS)	Parent or Community Member
Alice Lopez (PGHS)	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.

Docusign Envelope ID: F0693CB9-171B-8AFF-8392-5257F14AAB30

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	Other: School Stakeholder Groups: Leadership Team/Cabinet/PGHS Staff

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 21, 2026.

Attested:

Signed by: Gregory O'Meara 832B9C60297E47F...	Principal, Greg O'Meara on April 21, 2026
Signed by: Pat Paterson 78AD40C2DE74411...	SSC Chairperson, Patrick Peterson on April 21, 2026

Docusign Envelope ID: F0693CB9-171B-8AFF-8392-5257F14AAB30

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.

Docusign Envelope ID: F0693CB9-171B-8AFF-8392-5257F14AAB30

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

Docusign Envelope ID: F0693CB9-171B-8AFF-8392-5257F14AAB30

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.

Docusign Envelope ID: F0693CB9-171B-8AFF-8392-5257F14AAB30

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

Docusign Envelope ID: F0693CB9-171B-8AFF-8392-5257F14AAB30

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.

Docusign Envelope ID: F0693CB9-171B-8AFF-8392-5257F14AAB30

- 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

Docusign Envelope ID: F0693CB9-171B-8AFF-8392-5257F14AAB30

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.

Docusign Envelope ID: F0693CB9-171B-8AFF-8392-5257F14AAB30

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)

Docusign Envelope ID: F0693CB9-171B-8AFF-8392-5257F14AAB30

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.

Docusign Envelope ID: F0693CB9-171B-8AFF-8392-5257F14AAB30

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.

Docusign Envelope ID: F0693CB9-171B-8AFF-8392-5257F14AAB30

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

Docusign Envelope ID: F0693CB9-171B-8AFF-8392-5257F14AAB30

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

Docusign Envelope ID: F0693CB9-171B-8AFF-8392-5257F14AAB30

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 21, 2026

Presenter(s)
Gregory O'Meara
Principal

Item
SPSA Pacific Grove Community High School (2026-27 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 2026-27 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.

Information
Goal 1 Equitable Academic Outcomes for all students. (Strategies/Metrics listed within SPSA)
Goal 2 Create and Sustain a Safe and Affirming Learning Environment (Strategies/Metrics listed within SPSA)
Goal 3 Cultural Proficiency (Strategies/Metrics listed within SPSA)

Fiscal Impact

2026/27

The proposed plan and budget keep expenditures at PGCHS within the school's site allocation and District funding.

Select Fund

Program/Grant

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

School Year: **2026-27**

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 21, 2026

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.

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

Table of Contents

SPSA Title Page 1
Table of Contents....2
Plan Description....4
Educational Partner Involvement....4
Resource Inequities....4
Comprehensive Needs Assessment Components....4
California School Dashboard (Dashboard) Indicators....4
Other Needs....5
School and Student Performance Data....6
Student Enrollment....6
CAASPP Results....8
ELPAC Results....12
Student Population....14
Overall Performance....16
Academic Performance....18
Academic Engagement....27
Conditions & Climate....30
Goals, Strategies, & Proposed Expenditures....32
Goal 1....32
Goal 2....35
Goal 3....38
Goal 4....40
Goal 5....41
Goal 6....42
Goal 7....43
Goal 8....44
Goal 9....45
Goal 10....46
Budget Summary....47
Budget Summary....47
Other Federal, State, and Local Funds....47
Budgeted Funds and Expenditures in this Plan....48
Funds Budgeted to the School by Funding Source....48
Expenditures by Funding Source....48
Expenditures by Budget Reference....48
Expenditures by Budget Reference and Funding Source....48

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

Expenditures by Goal 48
School Site Council Membership 49
Recommendations and Assurances 50
Instructions 51
Appendix A: Plan Requirements 58
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 61
Appendix C: Select State and Federal Programs 64

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

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 identified actions are aligned with the Pacific Grove Unified School District's (PGUSD) Local Control and Accountability Plan (LCAP), ensuring coherence between site-level priorities and districtwide strategic goals. PGCHS has established targeted goals in English Language Arts, Mathematics, Science, and Social Emotional Learning (SEL), while also prioritizing school safety, student belonging, and cultural proficiency. Collectively, these goals reflect a comprehensive approach to continuous improvement, emphasizing academic achievement, equitable access, whole-student supports, and a safe, inclusive, culturally responsive learning environment that supports the diverse needs of all students.

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 were held throughout the 2025–2026 school year to review, refine, and ratify the School Plan for Student Achievement. In addition, teacher and staff input was solicited beyond the Site Council process to ensure broader stakeholder engagement in the development of the plan. Student representation is reflected in the membership roster, reinforcing the value of student voice in shared decision-making. Established partnerships remain a meaningful focus of our professional culture, with community partners, including MEarth and the SPCA, contributing to the school's commitment to collaboration, enrichment, and whole-student support. This commitment to building authentic community and partner relationships was further affirmed through Pacific Grove Community High School being named a 2026 Model Continuation High School by the California Department of Education, a recognition that reflects the strength of our collaborative approach and the impact of partnerships in advancing student success.

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 indicate a continued need for academic support English Language Arts and Mathematics.

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	7.14%	8.33%	%	1	1	
African American	%	%	12.50%			1
Asian	%	8.33%	%		1	
Hispanic/Latino	35.71%	33.33%	25.00%	5	4	2
Pacific Islander	%	8.33%	%		1	
White	50.00%	33.33%	62.50%	7	4	5
Two or More Races	7.14%	%	%	1		
Not Reported	%	8.33%	%		1	
			Total Enrollment	14	12	8

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 11	4	4	
Grade 12	10	8	
Total Enrollment	14	12	

Conclusions based on this data:

1. Enrollment continues to fluctuate from one school year to the next. A notable increase in students with disabilities has corresponded with increased service needs and a heightened demand for specialized supports.
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.

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	2	2		14.3%	16.7%	
Fluent English Proficient (FEP)	2	3		14.3%	25.0%	

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. Staff continues to address needs of English Learners via Professional Learning Community collaboration along with IEP process where applicable.

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	9	7	4	8	6	*	7	6	*	88.9	85.7	
All Grades	9	7	4	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. No data provided for 24/25 school year - less than 11 students - data not displayed for student privacy.

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	9	7	4	9	6	*	9	6	*	100.0	85.7	
All Grades	9	7	4	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. No data provided (24/25) - 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades										*	*	0

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades	*	*		*	*		*	*		*	*	

Conclusions based on this data:

1. No data provided (24/25)- less than 11 students - data not displayed for student privacy.

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
12	**41.7%**	**16.7%**	**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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	2	16.7%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	5	41.7%
Students with Disabilities	1	8.3%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	0	0.0%
American Indian	1	8.3%
Asian	1	8.3%
Filipino	0	0.0%
Hispanic	4	33.3%
Two or More Races	0	0.0%
Pacific Islander	1	8.3%
White	4	33.3%

Conclusions based on this data:

1. Students identified as Socioeconomically Disadvantaged (41.7%) are our largest subcategory of students.

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

2. Students identified as Hispanic (33.3%) and White (33.3%) are the largest Race/Ethnicity groups identified.

School and Student Performance Data

Overall Performance

The 2025 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

2025 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 (24/25) - 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 2025 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.

2025 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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 No Performance Color Fewer than 11 students - No Data for Privacy 3 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 - No Data for Privacy 1 Student

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 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 - No Data for Privacy 1 Student

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. No data provided (24/25) - 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-
3. Community High School was named a 2026 Model Continuation High School by the California Department of Education.

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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.

2025 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 No Performance Color Fewer than 11 students - No Data for Privacy 4 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 - No Data for Privacy 2 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 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 - No Data for Privacy 1 Student
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Conclusions based on this data:

1. No data provided (24/25) - less than 11 students - data not displayed for student privacy.

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

School and Student Performance Data

Academic Performance
Science

The 2025 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.

2025 Fall Dashboard Science 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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 No Performance Color Fewer than 11 students - No Data for Privacy 3 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 - No Data for Privacy 3 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 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 - No Data for Privacy 1 Student
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Conclusions based on this data:

1. No data provided (24/25) - less than 11 students - data not displayed for student privacy.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.

2025 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: 0 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.

2025 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 (24/25) - less than 11 students - data not displayed for student privacy.

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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.

2025 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.

2025 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 6 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 4 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 - No Data for Privacy 3 Students

Conclusions based on this data:

1. No data provided (24/25) - 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 2025 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.

2025 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.

2025 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 (24/25) - less than 11 students - data not displayed for student privacy.
2. PGCHS actively participates in Monterey County Truancy Abatement program- Attendance is again (25/26) identified as a distinct area for attention

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 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.

2025 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.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 6 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian	**Filipino**	**Hispanic**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 4 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 - No Data for Privacy 3 Students

Conclusions based on this data:

1. No data provided (24/25) - 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 2026

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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.

2025 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.

2025 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
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 15%	1 Student	1 Student
15 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	Fewer than 11 students - No Data for Privacy
		9 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Asian	Filipino	Hispanic
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Conclusions based on this data:

1. No data provided (24/25) - 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	
CAASPP Mathematics	Unknown	

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	
1.17	Dedicated (Site Specific Staffing) Special Education support services (.4 FTE)	Students with Disabilities	

Annual Review

SPSA Year Reviewed: 2025-26

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 2026

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. Additionally, Special Education support services (.4FTE) has been added to the staffing formula at CHS.

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

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 Safe 23/24 100% 24/25 100% 25/26 (Insufficient Data)	Increase of 3%
CHKS	School Connectedness 23/24 80% 24/25 78% 25/26 (Insufficient Data)	Increase of 3%
CHKS	Academic Motivation 23/24 67% 24/25 75% 25/26 (Insufficient Data)	Increase of 3%
CHKS	Caring Adult Relationships 23/24 86% 24/25 63% (-23%) 25/26 (Insufficient Data)	Increase of 3%

CHKS	Promotion of Parental Involvement 23/24 85% 24/25 83% 25/26 (Insufficient Data)	Increase of 3%

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 social emotional support, career exploration, and team building.	All Students	
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	
2.7	Provide a variety of educational workshops for parents/guardians.	All Students	
2.8	Weekly "check-ins" conducted with students as a whole with the purpose of providing support and learning opportunities.	All Students	
2.9	Promote increased culture of inclusion to ultimately reduce incidents of harassment/bullying	All Students	
2.10	Continue bi-weekly student and family conferences.	All Students	
2.11	Continue student and family annual planning/orientation meeting wit full review of credit analysis and plan for advancement.	All Students	
2.12	Continue to make students aware of services provided through Licensed Mental Health Therapist.	All Students	
2.13	Provide professional development to staff in the area of youth social-emotional health.	All Students	
2.14	Refine/expedite the transfer process from Comprehensive high school to Community high school-	All Students	

Annual Review

SPSA Year Reviewed: 2025-26

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.

Due to budgetary restrictions, Community High School will undergo significant program delivery changes in 26/27

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. A distinct finding during the Model Continuation high school application/validation process was a need to refine and expedite the transfer process for students.

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

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.

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 23/24 - 80% 24/25 - 78%	Increase of 3%
Lesson Plans that specifically reflect a focus on cultural diversity.	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: 2025-26

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.

All strategies are being implemented with fidelity.

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

N/A

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

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

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.

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.

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

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

Annual Review

SPSA Year Reviewed: 2025-26

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.

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

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.

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.

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

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

Annual Review

SPSA Year Reviewed: 2025-26

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.

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

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.

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

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

Annual Review

SPSA Year Reviewed: 2025-26

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.

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

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.

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

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

Annual Review

SPSA Year Reviewed: 2025-26

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.

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

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

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.

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

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

Annual Review

SPSA Year Reviewed: 2025-26

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.

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal

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

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.

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

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

Annual Review

SPSA Year Reviewed: 2025-26

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.

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

Goals, Strategies, & Proposed Expenditures

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

Goal 10

Title and Description of School Goal

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

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.

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

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

Annual Review

SPSA Year Reviewed: 2025-26

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.

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

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: $

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

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

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

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

2 Other School Staff

2 Parent or Community Members

3 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
DiAnna Gamecho	Other School Staff
Patrick Peterson	Parent or Community Member
Hunter Hopkins (CHS)	Parent or Community Member Secondary Student
Allison Lopez (PGHS)	Secondary Student
Giorgio Rosas (PGHS)	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.

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

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:

Signed by:
Gregory O'Meara
832B9C60297E47E...

Principal, Greg O'Meara on April 21, 2026

Signed by:
Pat Paterson
78AD40C2DE74411...

SSC Chairperson, Patrick Peterson on April 21, 2026

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

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.

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

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

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

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.

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

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

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

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.

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

- 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

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

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.

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

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)

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

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.

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

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.

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

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.

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

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

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

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

Docusign Envelope ID: 06EFB94E-517C-8999-827C-1AA718F0A4A1

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

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

Meeting Date
May 21, 2026

Presenter(s)
Josh Jorn
Assistant Superintendent

Item
Reserve Balance In Excess

Recommendation
The District Administration recommends that the Board approve the attached Balances in Excess of Minimum Reserve Requirements

Background
Education Code Section 42127(a)(2)(B) requires school districts to provide a statement of the reasons that substantiate the need for assigned and unassigned ending fund balances in excess of the minimum reserve for economic uncertainties for each fiscal year identified in the adopted budget.

The District maintains reserve levels above the state-required minimum in order to support fiscal stability and responsibly plan for anticipated financial obligations, economic uncertainties, and operational needs. Maintaining adequate reserves helps the District manage cash flow, address unexpected expenditures, respond to fluctuations in state and federal funding, and mitigate the impact of rising operational costs and potential future budget reductions.

Information
Board approval of this statement satisfies the statutory requirement associated with the District's adopted budget and reflects the District's continued commitment to prudent fiscal management and long-term financial stability.

The Districts remaining reserve balance after the application of the 3% Reserve for Economic Uncertainty is $2,655,487.77 as noted on the attached Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves.

Fiscal Impact
None

District: Pacific Grove Unified School District
CDS #: 66134

Adopted Budget
2026-27 Budget Attachment
Balances in Excess of Minimum Reserve Requirements

Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

Combined Assigned and Unassigned/unappropriated Fund Balances			
Form	Fund	2026-27 Budget	Objects 9780/9789/9790
01	General Fund	$4,177,825.25	Form 01
17	Special Reserve Fund for Other Than Capital Outlay Projects	$0.00	Form 17
	Total Assigned and Unassigned Ending Fund Balances	$4,177,825.25	
	District Standard Reserve Level	3%	Form 01CS, Section 10B, Line 4
	Less District Minimum Reserve for Economic Uncertainties	$1,522,337.48	Form 01CS, Section 10B, Line 7
	Remaining Balance to Substantiate Need	$2,655,487.77	

Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties

Form	Fund	2026-27 Budget	Description of Need
01	General Fund	$167,274.49	Property Tax Reserve (3%of EFB)-The district maintains an assigned reserve for property tax uncertainties to mitigate the impact of fluctuations in local property tax revenues, assessment appeals, and timing differences in tax collections.
01	General Fund	$253,722.91	Deferred Maintenance Reserve Set Aside (.5%)-Assigned fund balance is maintained for deferred maintenance obligations and long-term facility sustainability
01	General Fund	$357,845.00	STRS/PERS Reserve (OPEB)-Assigned fund balance is maintained for anticipated STRS/PERS rate increases and OPEB liabilities.
01	General Fund	$1,315,778.78	Basic Aid Reserve-Assigned fund balance is maintained to mitigate fiscal risks associated with changes in Basic Aid status and local property tax revenue variability.
01	General Fund	$560,866.59	Vacation Liability-Assigned fund balance is maintained for accrued employee vacation liability obligations.
17	Special Reserve Fund for Other Than Capital Outlay Projects	$0.00	
17	Special Reserve Fund for Other Than Capital Outlay Projects	$0.00	
	Insert Lines above as needed		
	Total of Substantiated Needs	$2,655,487.77	

Remaining Unsubstantiated Balance	**$0.00**	**Balance should be Zero**

Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.

Board Cover Sheet

Consent

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

Meeting Date
May 21, 2026

Presenter(s)
Josh Jorn
Assistant Superintendent

Item
Reserve Balance In Excess

Recommendation
The District Administration recommends that the Board approve the attached Balances in Excess of Minimum Reserve Requirements

Background
Education Code Section 42127(a)(2)(B) requires school districts to provide a statement of the reasons that substantiate the need for assigned and unassigned ending fund balances in excess of the minimum reserve for economic uncertainties for each fiscal year identified in the adopted budget.

The District maintains reserve levels above the state-required minimum in order to support fiscal stability and responsibly plan for anticipated financial obligations, economic uncertainties, and operational needs. Maintaining adequate reserves helps the District manage cash flow, address unexpected expenditures, respond to fluctuations in state and federal funding, and mitigate the impact of rising operational costs and potential future budget reductions.

Information
Board approval of this statement satisfies the statutory requirement associated with the District's adopted budget and reflects the District's continued commitment to prudent fiscal management and long-term financial stability.

The Districts remaining reserve balance after the application of the 3% Reserve for Economic Uncertainty is $2,655,487.77 as noted on the attached Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves.

Fiscal Impact
None

District: Pacific Grove Unified School District
CDS #: 66134

Adopted Budget
2026-27 Budget Attachment
Balances in Excess of Minimum Reserve Requirements

Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

Combined Assigned and Unassigned/unappropriated Fund Balances			
Form	Fund	2026-27 Budget	Objects 9780/9789/9790
01	General Fund	$4,177,825.25	Form 01
17	Special Reserve Fund for Other Than Capital Outlay Projects	$0.00	Form 17
	Total Assigned and Unassigned Ending Fund Balances	$4,177,825.25	
	District Standard Reserve Level	3%	Form 01CS, Section 10B, Line 4
	Less District Minimum Reserve for Economic Uncertainties	$1,522,337.48	Form 01CS, Section 10B, Line 7
	Remaining Balance to Substantiate Need	$2,655,487.77	

Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties

Form	Fund	2026-27 Budget	Description of Need
01	General Fund	$167,274.49	Property Tax Reserve (3%of EFB)-The district maintains an assigned reserve for property tax uncertainties to mitigate the impact of fluctuations in local property tax revenues, assessment appeals, and timing differences in tax collections.
01	General Fund	$253,722.91	Deferred Maintenance Reserve Set Aside (.5%)-Assigned fund balance is maintained for deferred maintenance obligations and long-term facility sustainability
01	General Fund	$357,845.00	STRS/PERS Reserve (OPEB)-Assigned fund balance is maintained for anticipated STRS/PERS rate increases and OPEB liabilities.
01	General Fund	$1,315,778.78	Basic Aid Reserve-Assigned fund balance is maintained to mitigate fiscal risks associated with changes in Basic Aid status and local property tax revenue variability.
01	General Fund	$560,866.59	Vacation Liability-Assigned fund balance is maintained for accrued employee vacation liability obligations.
17	Special Reserve Fund for Other Than Capital Outlay Projects	$0.00	
17	Special Reserve Fund for Other Than Capital Outlay Projects	$0.00	
	Insert Lines above as needed		
	Total of Substantiated Needs	$2,655,487.77	

Remaining Unsubstantiated Balance	**$0.00**	**Balance should be Zero**

Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.

Board Cover Sheet

Consent

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

Meeting Date
May 21, 2026

Presenter(s)
Josh Jorn
Assistant Superintendent

Item
Contract with Eide Bailly for Audit Services

Recommendation
The District Administration recommends that the Board approve the attached renewal contract for services with the audit firm of Eide Bailly LLP.

Background
Under state law, each public school district is required to have an annual audit performed by an independent audit firm.

Eide Bailly LLP is a top 25 CPA and business advisory firm in the United States and offers comprehensive auditing and advisory services tailored to educational institutions, including financial and compliance audits, internal controls assessments, and financial planning. Their expertise ensures schools meet regulatory requirements, manage funds effectively, and operate efficiently. Eide Bailly also provides training and workshops to help school finance teams stay informed on best practices and regulatory updates, supporting the financial health and compliance of K-12 schools.

Information
Each year, school districts are required to have their financial statements reviewed by an independent audit firm, who then expresses an opinion as to whether the financial statements are presented in conformity with generally accepted accounting principles (GAAP).

The attached contract provides the District with auditing services for fiscal years ending June 30, 2027, 2028 and 2029.

If the Board so desires to have Eide Bailly perform single year audits the pricing is $81,375 for FY2026-27 and the contract can be amended as such pending Board approval.

Fiscal Impact
General Fund (Business Office Local 6021):
2027 base audit fee $81,375
2028 base audit fee $81,375
2029 base audit fee $85,840

May 1, 2026 #207157

To Joshua Jorn
Assistant Superintendent Business Services, CBO
Pacific Grove Unified School District
435 Hillcrest Avenue
Pacific Grove, California 93950

This document constitutes a statement of work ("SOW") under the most recently executed Master Services Agreement ("MSA"), made by and between Eide Bailly LLP ("Eide Bailly", "Auditors", "we," "us," and "our") and the Governing Board of the Pacific Grove Unified School District of Monterey County, State of California, hereafter referred to as "District" as of and for the years ended June 30, 2027, 2028, and 2029, respectively.

Bill Williams is the engagement partner for the audit services specified in this letter. The engagement partner's responsibilities include supervising services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the audit report.

Scope of Audit Services

Audit of the Financial Statements

We will audit the financial statements of governmental activities, business-type activities, aggregate discretely presented component units, each major fund, and the aggregate remaining fund information, and the related notes to the financial statements, which collectively comprise the District's basic financial statements.

The Governmental Accounting Standards Board (GASB) provides for certain required supplementary information (RSI) to accompany the District's basic financial statements. The RSI will be subjected to certain limited procedures, but will not be audited.

If presented, we will also evaluate and report on the presentation of supplementary information other than RSI accompanying the financial statements in relation to the financial statements as a whole.

Audit of Major Program Compliance

We will audit the District's compliance over major federal award programs.

Schedule of Expenditures of Federal Awards

We will subject the schedule of expenditures of federal awards (SEFA) to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the schedule to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on whether the schedule of expenditures of federal awards is presented fairly in all material respects in relation to the financial statements as a whole.

eidebailly.com
5250 N. Palm Ave., Ste. 424 • Fresno, CA 93704-2234 • T 559.248.0871 • F 559.248.0875 • EOE

Other Information
The following other information accompanying the financial statements will not be subjected to the auditing procedures applied in our audit of the financial statements, and our auditor's report will not provide an opinion or any assurance on that other information. Our responsibility for other information included in documents containing the District's audited financial statements and auditor's report does not extend beyond the financial information identified in the report. We have no responsibility for determining whether such other information contained in these documents is properly stated.

- Local Education Agency Organization Structure

Audit Objectives
Our audits will be conducted with the objectives of our expressing an opinion on each opinion unit and an opinion on compliance regarding the District's major federal award programs. The objectives of our audit of the financial statements are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America (GAAS), with *Government Auditing Standards*, and the current *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* issued by the Education Audit Appeals Panel (Audit Guide), will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

The objectives of our compliance audit are to obtain sufficient appropriate audit evidence to form an opinion and report at the level specified in the governmental audit requirement about whether the District complied in all material respects with the applicable compliance requirements and identify audit and reporting requirements specified in the governmental audit requirement that are supplementary to GAAS and Government Auditing Standards , if any, and perform procedures to address those requirements.

Accounting principles generally accepted in the United States of America require that certain information be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board (GASB), who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the required supplementary information (RSI) in accordance with auditing standards generally accepted in the United States of America. We will not express an opinion or provide any form of assurance on the RSI. The following RSI is required by accounting principles generally accepted in the United States of America. This RSI will be subjected to certain limited procedures but will not be audited:

1. Management's Discussion and Analysis
2. Budgetary Comparison Schedule – General Fund (and all major Special Revenue Funds, if applicable)
3. Schedule of Changes in the District's Total OPEB Liability and Related Ratios
4. Schedule of the District's Proportionate Share of the Net OPEB Liability – MPP Program
5. Schedule of the District's Proportionate Share of the Net Pension Liability – CalSTRS
6. Schedule of the District's Proportionate Share of the Net Pension Liability – CalPERS
7. Schedule of the District's Pension Contributions – CalSTRS
8. Schedule of the District's Pension Contributions – CalPERS

Supplementary information other than RSI will accompany the District's basic financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the supplementary information to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on the following supplementary information in relation to the basic financial statements as a whole:

1. Schedule of Expenditures of Federal Awards
2. Schedules required by the current Audit Guide, except for the Local Educational Agency Organizational Structure
3. Combining Statements – Non-Major Governmental Funds

Auditor Responsibilities, Procedures, and Limitations

We will conduct our audit in accordance with GAAS, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America; the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and the requirements specified in the Audit Guide.

As part of our audit, we will:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of the system of internal control in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the amounts and disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

There is an unavoidable risk, because of the inherent limitations of an audit, together with the inherent limitations of internal control, that some material misstatements may not be detected, even though the audit is properly planned and performed in accordance with U.S. GAAS, *Government Auditing Standards* of the Comptroller General of the United States of America, and the requirements of the Audit Guide. Because we will not perform a detailed examination of all transactions, material misstatements, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the District or to acts by management or employees acting on behalf of the District, may not be detected.

In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform the appropriate level of management and those charged with governance of any material errors, fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management and those charged with governance of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential.

We will also issue a written report on compliance in accordance with the requirements specified in the Audit Guide upon completion of our audit.

Audit of Major Program Compliance

Our audit of your major federal award program(s) compliance will be conducted in accordance with the requirements of the Single Audit Act, as amended; and the provisions the Uniform Guidance; and will include tests of accounting records, a determination of major programs in accordance the Uniform Guidance, and other procedures we consider necessary to enable us to express such an opinion on major federal award program compliance and to render the required reports. We cannot provide assurance that an unmodified opinion on compliance will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion or withdraw from the engagement.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether material noncompliance with applicable laws and regulations, the provisions of contracts and grant agreements applicable to major federal award programs, and the applicable compliance requirements occurred, whether due to fraud or error, and express an opinion on the District's compliance based on the audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the District's compliance with the requirements of the federal programs as a whole.

As part of a compliance audit in accordance with GAAS, *Government Auditing Standards* of the Comptroller General of the United States of America*,* and/or any state or regulatory audit requirements, we exercise professional judgment and maintain professional skepticism throughout the audit. We also identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks.

Our procedures will consist of determining major federal programs and performing the applicable procedures described in the U.S. Office of Management and Budget *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the District's major programs and performing such other procedures as we considers necessary in the circumstances. The purpose of those procedures will be to express an opinion on the District's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Also, as required by the Uniform Guidance, we will obtain an understanding of the entity's internal control over compliance relevant to the audit in order to design and perform tests of controls to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each of the entity's major federal award programs. Our tests will be less in scope than would be necessary to render an opinion on these controls and, accordingly, no opinion will be expressed in our report. However, we will communicate to you regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we have identified during the audit.

We will issue a report on compliance that will include an opinion or disclaimer of opinion regarding the District's major federal award programs, and a report on internal controls over compliance that will report any significant deficiencies and material weaknesses identified; however, such report will not express an opinion on internal control.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Management Responsibilities
Our audit will be conducted on the basis that management and, when appropriate, those charged with governance, acknowledge and understand that they have responsibility:

a. For the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America;
b. For the design, implementation, and maintenance of the system of internal control relevant to the preparation and fair presentation of basic financial statements that are free from material misstatement, whether due to error fraudulent financial reporting, misappropriation of assets, or violations of laws, governmental regulations, grant agreements, or contractual agreements;
c. For identifying, in its accounts, all federal awards received and expended during the period and the federal programs under which they were received;
d. For maintaining records that adequately identify the source and application of funds for federally funded activities;
e. For preparing the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the Uniform Guidance requirements;
f. For designing, implementing, and maintaining effective internal control over federal awards that provides reasonable assurance that the District is managing federal awards in compliance with federal statutes, regulations, and the terms and conditions of the federal awards;
g. For identifying and ensuring that the District complies with federal laws, statutes, regulations, rules, provisions of contracts or grant agreements, and the terms and conditions of federal award programs and implementing systems designed to achieve compliance with applicable federal statutes, regulations, and the terms and conditions of federal award programs;
h. For disclosing accurately, currently, and completely the financial results of each federal award in accordance with the requirements of the award;
i. For identifying and providing report copies of previous audits, attestation engagements, or other studies that directly relate to the objectives of the audit, including whether related recommendations have been implemented;
j. For taking prompt action when instances of noncompliance are identified;
k. For addressing the findings and recommendations of auditors, for establishing and maintaining a process to track the status of such findings and recommendations and taking corrective action on reported audit findings from prior periods and preparing a summary schedule of prior audit findings;

l. For following up and taking corrective action on current year audit findings and preparing a corrective action plan for such findings;
m. For submitting the reporting package and data collection form to the appropriate parties;
n. For making the auditor aware of any significant contractor relationships where the contractor is responsible for program compliance;
o. To provide us with:
    i. Access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements, including the disclosures, such as records, documentation, and other matters;
    ii. Additional information that we may request from management for the purpose of the audit;
    iii. Unrestricted access to persons within the District and others from whom we determine it necessary to obtain audit evidence;
p. For identifying and ensuring that the District complies with the laws and regulations applicable to its activities;
q. For adjusting the basic financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the current period under audit are immaterial, both individually and in the aggregate, to the financial statements as a whole;
r. For acceptance of nonattest services, including identifying the proper party to oversee nonattest work;
s. For maintaining adequate records, selecting and applying accounting principles, and safeguarding assets.
t. For informing us of any known or suspected fraud affecting the District involving management, employees with significant role in the system of internal control and others where fraud could have a material effect on the financials; and
u. For the accuracy and completeness of all information provided.
v. If applicable, for including the auditor's report in any document containing financial statements that indicates that such financial statements have been audited by us, including:
    i. A written acknowledgement of all the documents that management expects to issue that will be included in the annual report and the planned timing and method of issuance of that annual report; and
    ii. A final version of the annual report (including all the documents that, together, comprise the annual report) in a timely manner prior to the date of the auditor's report.

With regard to the schedule of expenditures of federal awards referred to above, you acknowledge and understand your responsibility (a) for the preparation of the schedule of expenditures of federal awards in accordance with the applicable criteria, (b) to provide us with the appropriate written representations regarding the schedule of expenditures of federal awards, (c) to include our report on the schedule of expenditures of federal awards in any document that contains the supplementary information and that indicates that we have reported on such schedule, and (d) to present the schedule of expenditures of federal awards with the audited financial statements, or if the schedule of expenditures of federal awards will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the schedule no later than the date of issuance by you of the supplementary information and our report thereon.

With regard to the supplementary information referred to above, you acknowledge and understand your responsibility: (a) for the preparation of the supplementary information in accordance with the applicable criteria; (b) to provide us with the appropriate written representations regarding supplementary information; (c) to include our report on the supplementary information in any document that contains the supplementary information and that indicates that we have reported on such supplementary information; and (d) to present the supplementary information with the audited basic financial statements, or if the supplementary information will not be presented with the audited basic financial statements, to make the audited basic financial statements

readily available to the intended users of the supplementary information no later than the date of issuance by you of the supplementary information and our report thereon.

Management agrees they are responsible for the distribution of reports issued in conjunction with this engagement to those charged with governance, District officials, oversight bodies, or other organizations requiring audits, as applicable.

As part of our audit process, we will request from management and, when appropriate, those charged with governance, written confirmation concerning representations made to us in connection with the audit.

Responsibilities and Limitations Related to Nonattest Services
For all nonattest services we may provide to you, management agrees to assume all management responsibilities for (a) making all management decisions and performing all management functions; (b) assigning a competent individual to oversee the services; (c) evaluating the adequacy of the services performed; (d) evaluating and accepting responsibility for the results of the services performed; and (e) designing, implementing, and maintaining the system of internal control, including the process used to monitor the system of internal control.

We will provide the following nonattest services:

- Prepare or assist with the preparation of your financial statements and the related notes
- Prepare or assist with the preparation of the schedule of expenditures for federal awards
- Completion of the Auditee's portion of the Data Collection Form
- Preparation of federal and state income tax returns, if applicable
- Maintenance of depreciation schedules
- Maintenance of lease schedules
- Assistance in compensated absences liability calculations

Our responsibilities and limitations of the nonattest services are as follows:

- We will perform the services in accordance with applicable professional standards.
- The nonattest services are limited to the services previously outlined above. Our firm, in its sole professional judgment, reserves the right to refuse to do any procedure or take any action that could be construed as making management decisions or assuming management responsibilities.

You are also responsible for ensuring that your data and records are complete and that you have received sufficient information to oversee the services.

Reporting
We will issue a written report upon completion of our audit of your financial statements. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinion, add an emphasis-of-matter or other-matter paragraph to our auditors' report, or if necessary, withdraw from the engagement. If our opinion is other than unmodified, we will discuss the reasons with you in advance. If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming an opinion on the financial statements, we retain the right to take any course of action permitted by professional standards, including declining to express an opinion or issue a report, or withdrawing from the engagement.

In accordance with the requirements of *Government Auditing Standards*, we will also issue a written report describing the scope of our testing over internal control over financial reporting and over compliance with laws, regulations, and provisions of grants and contracts, including the results of that testing. However, providing an opinion on internal control and compliance over financial reporting will not be an objective of the audit and, therefore, no such opinion will be expressed.

The form and content of the annual audit shall be in conformity, to the extent practicable, with such form and content as may be prescribed by the State of California under Section 41020 of the Education Code, including the required compliance audit provisions of Title 2 U.S. CFR Part 200, *Uniform Administrative Requirements, Costs Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

The audit shall be completed and the audit report shall be delivered in accordance with time requirements as specified in the current Audit Guide, unless delayed by circumstances beyond the control of the Auditors.

Data Collection Form

Prior to the completion of our engagement, we will complete the sections of the Data Collection Form that are our responsibility. The form will summarize our audit findings, amounts and conclusions. It is management's responsibility to submit a reporting package including financial statements, schedule of expenditure of federal awards, summary schedule of prior audit findings and corrective action plan along with the Data Collection Form to the Federal Audit Clearinghouse. The financial reporting package must be text searchable, unencrypted, and unlocked. Otherwise, the reporting package will not be accepted by the Federal Audit Clearinghouse. We will assist you in the electronic submission and certification. You may request from us copies of our report for you to include with the reporting package submitted to pass-through entities.

The Data Collection Form is required to be submitted within the earlier of 30 days after receipt of our auditors' reports or nine months after the end of the audit period, unless specifically waived by a federal cognizant or oversight agency for audits. Data Collection Forms submitted untimely are one of the factors in assessing programs at a higher risk.

Engagement Administration and Other Matters

We understand that your employees will prepare all confirmations, account analyses, and audit schedules we request and will locate any documents or invoices selected by us for testing. Details of information we expect to need for our audit and the dates required will be provided separately.

You agree to share all facts that may affect your financial statements, even if you first become aware of those facts after the date of the auditor's report but before the date your financial statements are issued.

Government Auditing Standards require that we provide, upon request, a copy of our most recent external peer review report and any subsequent review reports to the party contracting for the audit. Accordingly, we will provide a copy of our most recent peer review report at your request.

Eide Bailly LLP has owners that are not licensed as certified public accountants as permitted under Section 5079 of the California Business Code. The nature of the services to be provided in conjunction with this engagement are such that non-licensee owners may be involved in performing our services.

Engagement Fees

Our fees are based on the amount of time required at various levels of responsibility. We estimate that our fee for the audits will be $81,375, $81,375, and $85,450 for the fiscal years ending June 30, 2027, 2028, and 2029, respectively. All bills are payable upon receipt. The above fees assume the timely and complete production of requested audit documentation. Delays in the delivery of audit requested documents can result in additional fees being assessed.

The base audit fee outlined above will include the audit of one (1) major federal program/cluster. Each additional federal program/cluster that requires an annual audit will be billed at $5,000 per program/cluster. Additionally, non-refunding bond or Certificate of participation issuance will be billed at $3,500 per issuance and any refunding debt issuance will be billed at $5,000 per issuance.

The final installment will represent the 10% withheld amount pursuant to Education Code 14505 and will be presented for payment upon certification by the Controller that the audit report conforms to the reporting provisions of the Audit Guide. All billings for additional audit fees or services will be billed as these services are provided. In accordance with Education Code Section 14505 (b), the District shall withhold 50% of the audit fee for any subsequent year of a multi-year contract if the prior year's audit report was not certified as conforming to reporting provisions of the Audit Guide. This contract shall be null and void if a firm or individual is declared ineligible pursuant to subdivision (c) of Section 41020.5. The withheld amount shall not be payable unless payment is ordered by the State Board of Accountancy or the audit report for that subsequent year is certified by the Controller as conforming to reporting provisions of the Audit Guide.

The ability to perform and complete our engagement consistent with the estimated fee included above depends upon the quality of your underlying accounting records and the timeliness of your personnel in providing information and responding to our requests. To assist with this process, we will provide you with an itemized request list that identifies the information you will need to prepare and provide in preparation for our engagement, as well as the requested delivery date for those items. A lack of preparation, including not providing this information in an accurate and timely manner, unanticipated audit adjustments, and/or untimely assistance by your personnel may result in an increase in our fees and/or a delay in the completion of our engagement.

Other circumstances may arise under which Eide Bailly must perform additional audit work and may require additional billings for these services. Examples of such circumstances include, but are not limited to:

- Changes in professional standards or regulatory requirements (i.e., new GASB pronouncements or new auditing standards).
- Work caused due to the identification of, and management's correction of, inappropriate application of accounting pronouncements.
- Erroneous or incomplete accounting records. (i.e., audit adjustments).
- Failure to meet the statutory deadline for submission of the audit due to an extension.
- New or unusual transaction. (i.e., new debt issuance or debt refunding).
- Failure of District staff to prepare and provide information in a timely manner.
- Lack of availability of appropriate District personnel during the audit fieldwork.
- Additional federal programs requiring audit as a result the programs being identified as high or higher risk, or the District not qualifying as a low risk auditee.
- New federal or state programs requiring audit.

We will advise you if unexpected circumstances require significant additional procedures resulting in a substantial increase in the fee estimate.

Changes in Professional Standards
Standard setters and regulators continue to evaluate and modify standards. Such changes may result in new or revised financial reporting and disclosure requirements or expand the nature, timing, and scope of the activities we are required to perform. To the extent that the amount of time required to provide the services described in the SOW increases due to such changes, our fee may need to be adjusted. We will discuss such circumstances with you prior to performing the additional work.

Use of Financial Statements
Should you decide to include or incorporate by reference these financial statements and our auditors' report thereon in a future private placement or other offering of equity or debt securities, you agree that we are under no obligation to reissue our report or provide consent for the use of our report in such a registration or offering document. We will determine, at our sole discretion, whether we will reissue our report or provide consent for the use of our report only after we have performed the procedures we consider necessary in the circumstances. If we decide to reissue our report or consent to the use of our report, we will be required to perform certain procedures including, but not limited to, (a) reading other information incorporated by reference in the registration statement or other offering document, and (b) subsequent event procedures. These procedures will be considered an engagement separate and distinct from our audit engagement, and we will bill you separately. If we decide to reissue our report or consent to the use of our report, you agree that we will be included on each distribution of draft offering materials, and we will receive a complete set of final documents.

If we decide not to reissue our report or decide to withhold our consent to the use of our report, you may be required to engage another firm to audit periods covered by our audit reports, and that firm will likely bill you for its services. While the successor auditor may request access to our workpapers for those periods, we are under no obligation to permit such access.

Termination
The engagement contemplated by this SOW shall terminate upon the earlier of completion of the services described herein or as described in the MSA.

Agreement
We appreciate the opportunity to provide the services described in this SOW under the MSA. This SOW and the MSA constitute the entire agreement regarding these services and supersedes all prior agreements (whether oral or written), understandings, negotiations, and discussions between you and Eide Bailly related to audit services. Please sign, date, and return this SOW to us to indicate your acknowledgment and understanding of, and agreement with, the arrangements for our audit of your financial statements including the terms of our engagement and the parties' respective responsibilities. By signing this SOW, you represent and warrant that you are authorized to sign on behalf of and bind each client and any affiliate identified herein.

Sincerely,

Eide Bailly LLP

Eide Bailly LLP

AGREED TO AND ACCEPTED:

Signature: _____

Name: _____

Title: _____

Date _____

Board Cover Sheet

Consent

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

Meeting Date

May 21, 2026

Presenter(s)

Gregory O'Meara
Pacific Grove High School Principal

Item

Contract for Services for Jill Miller - Choreographer Spring Musical

Recommendation

The District Administration recommends that the Board review and approve the Contract for Services with Jill Miller for the Spring Musical.

Background

Jill Miller has been the Choreographer for many years and the past few years for the high school. Most recently for the Addams Family musical.

Information

Jill Miller is involved in the local theatre community and has been in many local productions. She is very experienced in creating choreography that can easily be done by children and up to more complicated scenes for adults.

Fiscal Impact

2026/27

ASB Clubs

Specifically the PG Musicals account which is under the ASB umbrella.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
INDEPENDENT CONSULTANT AGREEMENT

CONSULTANT Jill Miller - Choreographer

SITE/DEPARTMENT Pacific Grove High School - Musical

SUBMITTED BY Josh Jorn

FUNDING SOURCE Wells Fargo Associated Student Body Account - PG Musicals

AGREEMENT TOTAL AMOUNT $2,000.00

IS THIS A PRIOR YEAR VENDOR CONTRACT?

- [x] Yes
- [ ] No

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

- [x] Yes
- [ ] No (If no, explain):

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 Jill Miller - Choreographer ("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 Choreographer. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to Choreography.

2. **Term:** Consultant shall commence providing services under this Agreement on Feb 24, 2027, and will diligently perform as required and complete performance by Apr 23, 2027.

3. **Compensation:** District agrees to pay $2,000.00 to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed $2,000.00 during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:

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

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

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

6. **Performance of Services:**

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

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

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

7. **Termination**:

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

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

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

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

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

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

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

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

10. **Limitation of District Liability:** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable

to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

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

12. **Confidentiality:** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

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

District	**Consultant**
Pacific Grove Unified School District	Name: Jill Miller - Choreographer
435 Hillcrest Avenue	Address: 26155 Laureles Grade Rd
Pacific Grove, CA 93950	City/State/Zip: CarmelValley/CA 93924
ATTENTION: Josh Jorn	Business Phone: (###) ###-####
Assistant Superintendent/CBO	Email (Optional): jmemil2006@yahoo.com

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

14. **Integration/Entire Agreement of Parties:** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

15. **California Law:** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.

16. **Waiver:** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

17. **Severability:** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

18. **Attorney Fees/Costs:** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.

19. **Counterparts:** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

20. **Incorporation of Recitals and Exhibits:** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

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

22. **Fingerprinting:** When the Consultant is working directly with students, the Consultant shall not commence Services under this Agreement until the Consultant has submitted and the District has approved the following document:

- ☑ DOJ Clearance Previously Received by District
- ☐ Consultants will be fingerprinted through the District upon contract approval and prior to services rendered
- ☐ Fingerprinting done by the organization independently (declare under perjury)- Consultant's Employee(s)
- ☐ No direct contact or interaction with students

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

- ☑ W-9 Form

24. **Type of Business Entity:**

- ☐ Corporation, State

- ☑ Individual
- ☐ Partnership
- ☐ Limited Liability Company
- ☐ Sole Proprietorship
- ☐ Limited Partnership
- ☐ Other:

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

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

Pacific Grove Unified School District **Consultant**

Site representative or Assistant Superintendent

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

Signature: _____ Signature: _____

Name: Josh Jorn Name: _____

Title: _____ Date: _____

Date: _____

Human Resources

(Signed AFTER Board approval)

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

Signature: _____ 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 21, 2026

Presenter(s)

Gregory O'Meara
Pacific Grove High School, Principal

Item

Pacific Grove High School - Contract for Services with Aquinos Birrierria, LLC for the 2026-27 school year. Food truck for athletic events.

Recommendation

The District Administration recommends that the Board review and approve the Pacific Grove High School Contract for Services with Aquinos Birrierria LLC (food truck) for the 2026-27 school year.

Background

Aquinos Birrierria LLC over the past few years has become a local favorite in Pacific Grove. The first time they were used to be one of the food trucks at Track meets was the 2025-26 school year. They participated in the revenue share for our track team.

Information

The contract is for a revenue share agreement. Aquinos Birrierria LLC has been to our track meets and most recently the Rotary Invitational that we hosted at the end of March 2026.

Fiscal Impact

2026/27

ASB Athletics

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
INDEPENDENT CONSULTANT AGREEMENT

CONSULTANT Aquinos Birrieria LLC

SITE/DEPARTMENT Pacific Grove High School - Athletic Department

SUBMITTED BY Greg O'Meara

FUNDING SOURCE Wells Fargo Athletic Department Fund - Track Team, Cross Country Team

AGREEMENT TOTAL AMOUNT Revenue Share

IS THIS A PRIOR YEAR VENDOR CONTRACT?

- ☑ Yes
- ☐ No

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

- ☑ Yes
- ☐ No (If no, explain):

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 Aquinos Birrieria LLC ("Consultant") (together, "Parties").

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

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

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

NOW, THEREFORE, the Parties agree as follows:

1. **Services 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 Vendor. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but will be limited to Vendor services.

2. **Term:** Consultant shall commence providing services under this Agreement on Aug 1, 2026, and will diligently perform as required and complete performance by May 31, 2027.

3. **Compensation:** District agrees to pay Revenue Share to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed Revenue Shareduring the term of this Agreement. District shall pay Consultant according to the following terms and conditions:

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

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

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

6. **Performance of Services:**

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

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

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

7. **Termination**:

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

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

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

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

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

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

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

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

10. **Limitation of District Liability:** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable

to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

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

12. **Confidentiality:** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

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

District	**Consultant**
Pacific Grove Unified School District	Name: Aquinos Birrieria LLC
435 Hillcrest Avenue	Address: 1116 Forest Avenue
Pacific Grove, CA 93950	City/State/Zip: Pacific Grove/CA/93950
ATTENTION: Josh Jorn	Business Phone: (831)224-6760
Assistant Superintendent/CBO	Email (Optional): aquinosbirrieria@gmail.com

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

14. **Integration/Entire Agreement of Parties:** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

15. **California Law:** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.

16. **Waiver:** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

17. **Severability:** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

18. **Attorney Fees/Costs:** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.

19. **Counterparts:** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

20. **Incorporation of Recitals and Exhibits:** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

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

22. **Fingerprinting:** When the Consultant is working directly with students, the Consultant shall not commence Services under this Agreement until the Consultant has submitted and the District has approved the following document:

- ☑ DOJ Clearance Previously Received by District
- ☐ Consultants will be fingerprinted through the District upon contract approval and prior to services rendered
- ☐ Fingerprinting done by the organization independently (declare under perjury)- Consultant's Employee(s)
- ☐ No direct contact or interaction with students

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

- ☑ W-9 Form

24. **Type of Business Entity:**

- ☐ Corporation, State

- ☐ Individual
- ☐ Partnership
- ☑ Limited Liability Company
- ☐ Sole Proprietorship
- ☐ Limited Partnership
- ☐ Other:

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

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

Pacific Grove Unified School District

Site representative or Assistant Superintendent

***(Signed AFTER Board approval*)**

Signature: _____

Name: Josh Jorn

Title: _____

Date: _____

Consultant

(Can sign BEFORE Board's approval)

Signature: _____

Name: _____

Date: _____

Human Resources

(Signed AFTER Board approval)

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

Signature: _____
Chief Human Resources Officer

Date: _____

Board Cover Sheet

Consent

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

Meeting Date

May 21, 2026

Presenter(s)

Gregory O'Meara
Pacific Grove High School, Principal

Item

Pacific Grove High School - Contract for Services for Peninsula Sports Inc for the 2026-27 School Year

Recommendation

The District Administration recommends that the Board review and approve the Contract for Services with Peninsula Sports Inc for the 2026-27 school year.

Background

Peninsula Sports Inc provides administrative support assigning referees for most games. Working closely with our Athletic Director to make sure all information is accurate and up to date as well as that each game has referees assigned and ready to go.

Information

This contract is for the 2026-2 school year and goes all the way through the early part of June when playoffs and championship games are winding down.

Fiscal Impact

2027/28

ASB Athletics

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
INDEPENDENT CONSULTANT AGREEMENT

CONSULTANT Peninsula Sports Incorporated

SITE/DEPARTMENT Pacific Grove High School/Athletic Department

SUBMITTED BY Greg O'Meara, Principal

FUNDING SOURCE Wells Fargo Athletics Department Fund/Undesignated Account

AGREEMENT TOTAL AMOUNT $8,000.00

IS THIS A PRIOR YEAR VENDOR CONTRACT?

- ☑ Yes
- ☐ No

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

- ☑ Yes
- ☐ No (If no, explain):

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 Peninsula Sports Incorporated ("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 to provide support with the scheduling and assigning of referees for most games (except for Lacrosse) as well as any changes that are deemed necessary. The Consultant also issues the 1099's to the referees. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to the above mentioned services as well as daily contact with our Athletic Director..

2. **Term:** Consultant shall commence providing services under this Agreement on Aug 1, 2026, and will diligently perform as required and complete performance by Jun 5, 2027.

3. **Compensation:** District agrees to pay $8,000.00 to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed $8,000.00during 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**. The District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:

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

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

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

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

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

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

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

12. **Confidentiality:** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

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

District	**Consultant**
Pacific Grove Unified School District	Name: Peninsula Sports Incorporated
435 Hillcrest Avenue	Address: 1732 Fremont Blvd
Pacific Grove, CA 93950	City/State/Zip: Seaside/CA/93955
ATTENTION: Josh Jorn	Business Phone: (831)375-3301

Assistant Superintendent/CBO Email (Optional): tom@psirefs.com

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

14. **Integration/Entire Agreement of Parties:** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

15. **California Law:** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.

16. **Waiver:** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

17. **Severability:** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

18. **Attorney Fees/Costs:** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.

19. **Counterparts:** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

20. **Incorporation of Recitals and Exhibits:** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

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

22. **Fingerprinting:** When the Consultant is working directly with students, the Consultant shall not commence Services under this Agreement until the Consultant has submitted and the District has approved the following document:

- ☐ DOJ Clearance Previously Received by District
- ☐ Consultants will be fingerprinted through the District upon contract approval and prior to services rendered
- ☐ Fingerprinting done by the organization independently (declare under perjury)- Consultant's Employee(s)
- ☑ No direct contact or interaction with students

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

- ☑ W-9 Form

24. **Type of Business Entity:**

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

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

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

Pacific Grove Unified School District	**Consultant**
Site representative or Assistant Superintendent	
***(Signed AFTER Board approval*)**	***(Can sign BEFORE Board's approval)***
Signature: _____	Signature: _____
Name Josh Jorn	Name: _____
Title: _____	Date: _____
Date: _____	

Human Resources

(Signed AFTER Board approval)

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

Signature: _____ 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 21, 2026

Presenter(s)

Gregory O'Meara
Pacific Grove High School, Principal

Item

Pacific Grove High School - Contract for Services with Field of Dreams Designs for the 2026-27 school year.

Recommendation

The District Administration recommends that the Board review and approve the contract for services with Field of Dreams Designs.

Background

Field of Dreams has had a huge impact on the branding of Pacific Grove High School and being a Breaker. They have been our go to for all of our spiritwear needs.

Information

The contract for services for Field of Dreams Designs is used by various teams and clubs for embroidery and help in what would be the best fit for their team uniforms and our spiritwear that is sold at the high school in the student store.

Fiscal Impact

2028/29

ASB Athletics
and ASB non-athletics.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
INDEPENDENT CONSULTANT AGREEMENT

CONSULTANT Field of Dreams Designs

SITE/DEPARTMENT Pacific Grove High School Athletics

SUBMITTED BY Josh Jorn

FUNDING SOURCE Wells Fargo Athletic Department Fund/Various Team Accounts

AGREEMENT TOTAL AMOUNT $5,000.00

IS THIS A PRIOR YEAR VENDOR CONTRACT?

- ☑ Yes
- ☐ No

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

- ☑ Yes
- ☐ No (If no, explain):

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 Field of Dreams Designs ("Consultant") (together, "Parties").

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

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

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

NOW, THEREFORE, the Parties agree as follows:

1. **Services 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 providing embroidery services. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall mostly include embroidery. May also help with the kind of product that is best for what the client needs. 2. **Term:** Consultant shall commence providing services under this Agreement on Aug 1, 2026, and will diligently perform as required and complete performance by May 31, 2027.

3. **Compensation:** District agrees to pay $5,000.00 to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed $5,000.00during 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**. The District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:

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

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

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

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

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

10. **Limitation of District Liability:** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable

to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

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

12. **Confidentiality:** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

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

District	**Consultant**
Pacific Grove Unified School District	Name: Field of Dreams Designs
435 Hillcrest Avenue	Address: 830 Grove Acre Avenue
Pacific Grove, CA 93950	City/State/Zip: Pacific Grove/CA/93950
ATTENTION: Josh Jorn	Business Phone: (831)392-6790
Assistant Superintendent/CBO	Email (Optional): neil@fieldofdreamsdesigns.com

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

14. **Integration/Entire Agreement of Parties:** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

15. **California Law:** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.

16. **Waiver:** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

17. **Severability:** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

18. **Attorney Fees/Costs:** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.

19. **Counterparts:** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

20. **Incorporation of Recitals and Exhibits:** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

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

22. **Fingerprinting:** When the Consultant is working directly with students, the Consultant shall not commence Services under this Agreement until the Consultant has submitted and the District has approved the following document:

- ☐ DOJ Clearance Previously Received by District
- ☐ Consultants will be fingerprinted through the District upon contract approval and prior to services rendered
- ☐ Fingerprinting done by the organization independently (declare under perjury)- Consultant's Employee(s)
- ☑ No direct contact or interaction with students

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

- ☑ W-9 Form

24. **Type of Business Entity:**

- ☐ Corporation, State

- ☐ Individual
- ☐ Partnership
- ☐ Limited Liability Company
- ☑ Sole Proprietorship
- ☐ Limited Partnership
- ☐ Other:

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

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

Pacific Grove Unified School District

Site representative or Assistant Superintendent

***(Signed AFTER Board approval*)**

Signature: _____

Name: Josh Jorn

Title: _____

Date: _____

Consultant

(Can sign BEFORE Board's approval)

Signature: _____

Name: _____

Date: _____

Human Resources

(Signed AFTER Board approval)

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

Signature: _____
Chief Human Resources Officer

Date: _____

Board Cover Sheet

Consent

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

Meeting Date

May 21, 2026

Presenter(s)

Gregory O'Meara
PGHS Principal

Item

Pacific Grove High School - Contract for Services with Monterey DJ John Upshaw for the 2026-27 school year.

Recommendation

The District Administration recommends that the Board review and approve the Contract for Services with Monterey DJ John Upshaw.

Background

Monterey DJ John Upshaw has been the DJ of choice for many years with the Pacific Grove Middle School and now for the past three years with the Pacific Grove High School.

Information

This contract is for the 2026-27 school year. Each dance Montrey DJ John Upshaw provides lights, music and a photo booth with accessories to commemorate the event.

Fiscal Impact

Yes - Monterey DJ John Upshaw is paid for through ticket sales. These dances are sponsored by the ASB Student Leadership.

2026/27

Select Fund

ASB - Associated Student Body Account

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
INDEPENDENT CONSULTANT AGREEMENT

CONSULTANT Monterey DJ John Upshaw

SITE/DEPARTMENT Pacific Grove High School/ASB

SUBMITTED BY Greg O'Meara, Principal

FUNDING SOURCE Wells Fargo Associated Student Body Account/ASB

AGREEMENT TOTAL AMOUNT $1,500.00 per dance

IS THIS A PRIOR YEAR VENDOR CONTRACT?

- ☑ Yes
- ☐ No

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

- ☑ Yes
- ☐ No (If no, explain):

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 Monterey DJ John Upshaw ("Consultant") (together, "Parties").

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

those persons are specially trained and experienced and competent to perform the special services required; and

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

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

NOW, THEREFORE, the Parties agree as follows:

1. **Services and/Scope of work:** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve as a DJ. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to providing music, light and a photo booth with accessories..

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

3. **Compensation:** District agrees to pay $1,500.00 per dance to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed $1,500.00 per danceduring the term of this Agreement. District shall pay Consultant according to the following terms and conditions:

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

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

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

6. **Performance of Services:**

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

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

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

7. **Termination**:

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

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

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

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

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

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

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

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

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

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

12. **Confidentiality:** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

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

District	**Consultant**
Pacific Grove Unified School District	Name: Monterey DJ John Upshaw
435 Hillcrest Avenue	Address: 413 Windsor Court
Pacific Grove, CA 93950	City/State/Zip: Marina/CA/93933
ATTENTION: Josh Jorn	Business Phone: (831)227-2416
Assistant Superintendent/CBO	Email (Optional): john@montereydj.net

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

14. **Integration/Entire Agreement of Parties:** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

15. **California Law:** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.

16. **Waiver:** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

17. **Severability:** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

18. **Attorney Fees/Costs:** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.

19. **Counterparts:** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

20. **Incorporation of Recitals and Exhibits:** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

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

22. **Fingerprinting:** When the Consultant is working directly with students, the Consultant shall not commence Services under this Agreement until the Consultant has submitted and the District has approved the following document:

- ☑ DOJ Clearance Previously Received by District
- ☐ Consultants will be fingerprinted through the District upon contract approval and prior to services rendered
- ☐ Fingerprinting done by the organization independently (declare under perjury)- Consultant's Employee(s)
- ☐ No direct contact or interaction with students

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

☑ W-9 Form

24. **Type of Business Entity:**

☐ Corporation, State
☐ Individual
☐ Partnership
☐ Limited Liability Company
☑ Sole Proprietorship
☐ Limited Partnership
☐ Other:

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

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

Pacific Grove Unified School District

Site representative or Assistant Superintendent

***(Signed AFTER Board approval*)**

Signature: _____

Name: Josh Jorn

Title: _____

Date: _____

Consultant

(Can sign BEFORE Board's approval)

Signature: _____

Name: _____

Date: _____

Human Resources

(Signed AFTER Board approval)

☐ Contracted work was not assigned using the 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 21, 2026

Presenter(s)
Gregory O'Meara
Principal

Item
Pacific Grove High School - Contract for Services for Valerie Rhoades - Costumer

Recommendation
The District Administration recommends that the Board review and approve the Pacific Grove High School Contract for Services for Valerie Rhoades - Costumer for the 2026-27 school year for the spring musical.

Background
Valerie Rhaodes has been the costumer/costume designer for both the middle school and the high school musicals for many years.

Information
Valerie Rhoades is an experienced costume designer and has been working for both schools to create and repurpose costumes for many years worth of musicals.

Fiscal Impact
This contract will be paid for using the PGHS Musical account that is under the ASB umbrella.

2026/27

Select Fund
ASB/PGHS Musicals

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
INDEPENDENT CONSULTANT AGREEMENT

CONSULTANT Valerie Rhoades - Costumer

SITE/DEPARTMENT Pacific Grove High School/PGHS Musicals

SUBMITTED BY Greg O'Meara, Principal

FUNDING SOURCE Wells Fargo Associated Student Body account/PGHS Musicals

AGREEMENT TOTAL AMOUNT $1,000.00

IS THIS A PRIOR YEAR VENDOR CONTRACT?

- ☑ Yes
- ☐ No

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

- ☑ Yes
- ☐ No (If no, explain):

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 Valerie Rhoades - Costumer ("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 Costumer. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but mostly be limited to costuming..

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

3. **Compensation:** District agrees to pay $1,000.00 to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed $1,000.00during 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**. The District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:

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

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

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

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

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

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

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

12. **Confidentiality:** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

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

District	**Consultant**
Pacific Grove Unified School District	Name: Valerie Rhoades - Costumer
435 Hillcrest Avenue	Address: 730 Grove Street
Pacific Grove, CA 93950	City/State/Zip: Pacific Grove/CA/93950
ATTENTION: Josh Jorn	Business Phone: (831)917-6713
Assistant Superintendent/CBO	Email (Optional): rhoades4@comcast.net

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

14. **Integration/Entire Agreement of Parties:** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

15. **California Law:** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.

16. **Waiver:** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

17. **Severability:** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

18. **Attorney Fees/Costs:** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.

19. **Counterparts:** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

20. **Incorporation of Recitals and Exhibits:** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

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

22. **Fingerprinting:** When the Consultant is working directly with students, the Consultant shall not commence Services under this Agreement until the Consultant has submitted and the District has approved the following document:

- ☑ DOJ Clearance Previously Received by District
- ☐ Consultants will be fingerprinted through the District upon contract approval and prior to services rendered
- ☐ Fingerprinting done by the organization independently (declare under perjury)- Consultant's Employee(s)
- ☐ No direct contact or interaction with students

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

☑ W-9 Form

24. **Type of Business Entity:**

☐ Corporation, State
☑ Individual
☐ Partnership
☐ Limited Liability Company
☐ Sole Proprietorship
☐ Limited Partnership
☐ Other:

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

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

Pacific Grove Unified School District

Site representative or Assistant Superintendent

***(Signed AFTER Board approval*)**

Signature: _____

Name: Josh Jorn

Title: _____

Date: _____

Consultant

(Can sign BEFORE Board's approval)

Signature: _____

Name: _____

Date: _____

Human Resources

(Signed AFTER Board approval)

☐ Contracted work was not assigned using the 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
- [x] Fiscal Solvency, Accountability & Integrity

Meeting Date
May 21, 2026

Presenter(s)
Gregory O'Meara
Principal

Item
Pacific Grove High School - Contract for Services with GreyStep/Kev Group - ASBWorks.com

Recommendation
The District Administration recommends that the Board review and approve the Contract for Services with GreyStep Software/Kev Group - ASBWorks.com for the Pacific Grove High School.

Background
This is the company that created the software program that is specifically designed for school accounting and ASB.

Information
In 2024-25 the PG Middle School also started using this program for their ASB accounting. We were able to go to their conference that they hold every year for their software users. This year we were able to go again and since ASBWorks and Kev Group merged we were able to stay current with the changes that will be headed our way for this company. With new and improved interfacing with credit card purchases and the customer (our families in this district) we will be able to improve even more with how we are tracking sales and funds that move through the program. This is paid yearly for the online software as well as the tech support and timely updates as they help to improve the accountability and function of the program.

Fiscal Impact
Yes - to be paid for using the Pacific Grove High School Admin Budget. We might be able to get a discount for both schools using the program.

2026/27

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
INDEPENDENT CONSULTANT AGREEMENT

CONSULTANT Grey Step Software/Kev Group - ASBWorks.com

SITE/DEPARTMENT Pacific Grove High School

SUBMITTED BY Greg O'Meara, Principal

FUNDING SOURCE Pacific Grove High School Admin Budget

AGREEMENT TOTAL AMOUNT $1,300.00

IS THIS A PRIOR YEAR VENDOR CONTRACT?

- [x] Yes
- [ ] No

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

- [x] Yes
- [ ] No (If no, explain):

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 Grey Step Software/Kev Group ("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 ASB accounting software. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to online accounting services and tech support..

2. **Term:** Consultant shall commence providing services under this Agreement on Jul 1, 2026, and will diligently perform as required and complete performance by Jun 30, 2027.

3. **Compensation:** District agrees to pay $1,300.00 to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed $1,300.00during 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**. The District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:

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

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

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

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

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

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

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

12. **Confidentiality:** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

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

District	**Consultant**
Pacific Grove Unified School District	Name: Grey Step Software/Kev Group
435 Hillcrest Avenue	Address: P.O. Box 4408
Pacific Grove, CA 93950	City/State/Zip: El Dorado Hills/CA/95762
ATTENTION: Josh Jorn	Business Phone: (844)944-7798
Assistant Superintendent/CBO	Email (Optional): blake.cichella@graystep.com

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

14. **Integration/Entire Agreement of Parties:** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

15. **California Law:** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.

16. **Waiver:** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

17. **Severability:** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

18. **Attorney Fees/Costs:** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.

19. **Counterparts:** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

20. **Incorporation of Recitals and Exhibits:** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

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

22. **Fingerprinting:** When the Consultant is working directly with students, the Consultant shall not commence Services under this Agreement until the Consultant has submitted and the District has approved the following document:

- ☐ DOJ Clearance Previously Received by District
- ☐ Consultants will be fingerprinted through the District upon contract approval and prior to services rendered
- ☐ Fingerprinting done by the organization independently (declare under perjury)- Consultant's Employee(s)
- ☑ No direct contact or interaction with students

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

☑ W-9 Form

24. **Type of Business Entity:**

☑ Corporation, State
☐ Individual
☐ Partnership
☐ Limited Liability Company
☐ Sole Proprietorship
☐ Limited Partnership
☐ Other:

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

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

Pacific Grove Unified School District

Site representative or Assistant Superintendent

***(Signed AFTER Board approval*)**

Signature: _____

Name: Josh Jorn

Title: _____

Date: _____

Consultant

(Can sign BEFORE Board's approval)

Signature: _____

Name: _____

Date: _____

Human Resources

(Signed AFTER Board approval)

☐ Contracted work was not assigned using the 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
- [x] Fiscal Solvency, Accountability & Integrity

Meeting Date
May 21, 2026

Presenter(s)
Gregory O'Meara
Principal

Item
Pacific Grove High School - Contract for Services for Fernando Sanchez - Landscaping

Recommendation
The District Administration recommends that the Board review and approve the Contract for Services for Fernando Sanchez - Landscaping for Pacific Grove High School during the 2026-27 school year.

Background
Fernando Sanchez is a local landscaper who has done work on our Varsity Baseball field in the past. Fernando's work has helped make our fields safer to use for all of the students and healthier because of his working on aeration of the field.

Information
This contract is for the 2026-27 school year. Fernando Sanchez works on the field during the October break (in the past) and this way he will be able to start any projects sooner so as to have the field ready for the Spring 2027 season.

Fiscal Impact
No fiscal impact to the district - this will be paid for using the Baseball team account. The Baseball team is under the Athletics/ASB umbrella.

2026/27

ASB Athletics

Wells Fargo Athletic Department Fund and the Baseball team account

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
INDEPENDENT CONSULTANT AGREEMENT

CONSULTANT Fernando Sanchez - Landscaping

SITE/DEPARTMENT Pacific Grove High School Athletic Department/Baseball

SUBMITTED BY Josh Jorn

FUNDING SOURCE Wells Afargo Athletic Department Fund/Baseball Team Account

AGREEMENT TOTAL AMOUNT $3,000.00

IS THIS A PRIOR YEAR VENDOR CONTRACT?

- [x] Yes
- [ ] No

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

- [x] Yes
- [ ] No (If no, explain):

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 Fernando Sanchez - Landscaping ("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 Landscaper. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to Landscaping and field maintenance.

2. **Term:** Consultant shall commence providing services under this Agreement on Aug 1, 2026, and will diligently perform as required and complete performance by May 31, 2027.

3. **Compensation:** District agrees to pay $3,000.00 to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed $3,000.00during 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**. The District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:

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

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

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

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

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

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

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

12. **Confidentiality:** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

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

District	**Consultant**
Pacific Grove Unified School District	Name: Fernando Sanchez - Landscaping
435 Hillcrest Avenue	Address: P.O. Box 222925
Pacific Grove, CA 93950	City/State/Zip: Carmel/CA/93922
ATTENTION: Josh Jorn	Business Phone: (###) ###-####
Assistant Superintendent/CBO	Email (Optional): fersanz41@yahoo.com

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

14. **Integration/Entire Agreement of Parties:** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

15. **California Law:** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.

16. **Waiver:** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

17. **Severability:** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

18. **Attorney Fees/Costs:** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.

19. **Counterparts:** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

20. **Incorporation of Recitals and Exhibits:** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

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

22. **Fingerprinting:** When the Consultant is working directly with students, the Consultant shall not commence Services under this Agreement until the Consultant has submitted and the District has approved the following document:

- ☐ DOJ Clearance Previously Received by District
- ☐ Consultants will be fingerprinted through the District upon contract approval and prior to services rendered
- ☐ Fingerprinting done by the organization independently (declare under perjury)- Consultant's Employee(s)
- ☑ No direct contact or interaction with students

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

☑ W-9 Form

24. **Type of Business Entity:**

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

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

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

Pacific Grove Unified School District	**Consultant**
Site representative or Assistant Superintendent	
***(Signed AFTER Board approval*)**	***(Can sign BEFORE Board's approval)***
Signature: _____	Signature: _____
Name: Josh Jorn	Name: _____
Title: _____	Date: _____
Date: _____	

Human Resources

(Signed AFTER Board approval)

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

Signature: _____ Date: _____

Chief Human Resources Officer

Board Cover Sheet

Public Hearing

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

Meeting Date
May 21, 2026

Presenter(s)
Josh Jorn
Assistant Superintendent

Item
2026-27 Adopted Budget Public Hearing

Recommendation
The District Administration recommends that the Board hold a public hearing for the District General Fund Combined (Unrestricted/Restricted) Budget and all other Funds for fiscal year 2026-27

Background
Per Education Code 42127, school districts are required to adopt their budgets prior to July 1st of each fiscal year for the subsequent fiscal year. With the introduction of the Local Control Accountability Plan (LCAP), Governing Boards must hold at least one public hearing prior to adoption of the District's LCAP and Adopted Budget. Per Education Code 52062, this public hearing must take place in advance of, and at a meeting separate from, the Board meeting to adopt the LCAP and the District's Adopted Budget.

The Pacific Grove Unified School District (PGUSD) Adopted Budget reflects the educational programs of the PGUSD expressed in terms of the allocation of financial resources. The General Fund Combined Adopted Budget includes anticipated revenues and the distribution of those revenues among educational programs, and support services. Assumptions are developed to ensure that the final budget documents, General Fund and Other Funds, are a complete and accurate reflection of the intent of the Board.

Information
The attached budget documents include the most recent set of assumptions regarding enrollment, State Teacher Retirement System (STRS) and Public Employees Retirement System (PERS) employer contribution rates, property tax revenue, state categorical programs, site allocations, and other pertinent factors that were used in preparing the final **2026-27 Adopted Budget**.

Below are some key components of the **2026-27 Proposed Budget** for Adoption:

With total **revenues of $50,141,223.16** and **expenditures of $50,439,082.89** including interfund transfers, the Combined General Fund is projected to run a **gross operating deficit of ($603,359.35)** for the 2026-27 fiscal year.

Unrestricted Deficit:	($404,348.52)
Restricted Deficit:	**($199,010.83)**
Total Deficit:	**($603,359.35)**

The **projected reserve balance is 8.3%** including the minimum required reserve of 3.0% for economic uncertainty.

Enrollment: District enrollment for **2026-27 projected at 1680** students, a decrease of 14 students from the 2025-26 enrollment of 1694.

1. **STRS and PERS employer contribution rates:**
    a. The CalSTRS Board has set the employer contribution rate for 2025-26 at 19.10%. This is the same rate as 2025-26
    b. The California Public Employees' Retirement System (CalPERS) Board approved staff recommendation to set the 2026-27 employer contribution rate at 26.4%. This is a decrease of 0.41% over 2025-26.

2. **LCFF and Property Tax Revenue:**

    Property tax revenue for 2026-27 is projected to increase by 5% over the 2025-26 Estimated Actuals. This represents an increase of ***+$1,871,491 over prior year property tax revenue.***

    The District's projected ***2026-27 Property Tax Revenue of $40,758,753***+

    The District's projected **Educational Protection Account Revenue of $318,078** +

    The District's share of LCFF Base Revenue is **$2,505,456** =

    This is a combined total LCFF Revenue of $43,582,287

3. **Categorical Funding:** Categorical funding such as CTEIG, RS6770 (Music Arts Program), RS2600 (ELOP), and Restricted/Unrestriced Lottery Funds are estimated at $1,039,373 for 2026-27,

    and $2,341,049 in Other State Restricted Revenue (e.g. STRS on Behalf, RS 6019 Discretionary Block Grant) for a

    Total of State Revenues $3,380,422

4. **Site Allocations:** the pupil rate was increased by $10 to $150 in 2021-22, given the inflationary cost of supplies and materials. Preliminary distribution is at 97% of the projected enrollment data and will be adjusted to reflect actual CBEDs in October.

5. **General Fund:** The District is projecting an ***operating deficit for 2026-27, at ($603,359.35)***.
    The ***Reserve level is projected at 8.3***%.
    a. At the 2025-26 Second Interim, the projection for 2026-27 was 8.5% for the Reserve, before any budgetary reductions were implemented for 2026-27.

6. **One time funds:** The District received a one-time Discretionary Block Grant (Educational Services Professional Development Discretionary) of $525,000 which was realized in 2025-26 as revenue and will be budgeted in 2026-27 and subsequent years. The expenditure plan will be developed in 2026-27 and presented to the Board for

approval.

Note: No expenditures associated with salary and benefits will be assigned to any one-time funds

7. **Salaries and Benefits:** Negotiated salary and health benefit increases for all employees have been incorporated into the 2026-27 Adopted Budget.
    a. A multi-year agreement with all units was implemented for 2024-25, 25-26 and 26-27 which consisted of:
        i. 2024-25 - 0%
        ii. 2025-26 - 2% on salary and $1441 towards District H and W CAP
        iii. 2026-27- 2% on salary and $1487 towards District H and W CAP
    b. 2025-26 CSEA Classification and Compensation Study was not tentatively agreed to by CSEA and PGUSD at the time the 2026-27 budget was developed
        i. Pending fiscal impact will require expenditure revisions at the Board's October Budget Revise in 2026-27
        ii. Pending negotiations related to implementation of Phase I Classification and Compensation are TBD as well.

8. **Other Funds for 2026-27**:
    a. Student Activity Fund 08 – ***Projected Fund Balance is $452,579.13***
    b. Adult Education Fund 11 – ***Projected Fund Balance is $1,148,850.68***
    c. Child Development Fund 12 – ***Projected Fund Balance is $27,515***
    d. Cafeteria Fund 13 – ***Projected Fund Balance is $597,125.23***
    e. Deferred Maintenance Fund 14 – ***Projected Fund Balance is $714,576.09***
    f. Postemployment Benefits Fund 20 – ***Projected Fund Balance is $7,044.59***
    g. Building Fund 21 (Education Technology and Facilities Bond, Measure A, B, D respectively) – ***Projected Fund Balance is $26,607,189.87***
    h. Capital Facilities Fund 25 – ***Projected Fund Balance is $563,625.06***
    i. Capital Outlay Facilities Fund 40 – ***Projected Fund Balance is $638,805.85***

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

The fiscal impact is reflected in the attached SACS Forms and as presented by staff.

Pacific Grove Unified
Monterey County

Budget, July 1
FINANCIAL REPORTS
2026-27 Budget
School District Certification

27 66134 0000000
Form CB
H8BZRBJ17T(2026-27)

ANNUAL BUDGET REPORT:

July 1, 2026 Budget Adoption

Select applicable boxes:

X — This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

X — If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: Pacific Grove Unified School District
Date: 5/18/2026

Public Hearing:

Place: Pacific Grove Unified School District
Date: 5/18/2026
Time: 6:00pm

Adoption Date: 6/4/2026
Signed:
Clerk/Secretary of the Governing Board
(Original signature required)
Printed Name: Beth Shammas Title: Board Clerk

Contact person for additional information on the budget reports:

Name: Joshua Jorn
Title: Assistant Superintendent, CBO

Telephone: 831-646-6517
E-mail: josh.jorn@pgusd.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Projected (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.	X	
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.		X

9a	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			**No**	**Yes**
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			**No**	**Yes**
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2025-26) annual payment?		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?	X	
		• If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)	X	
		• Classified? (Section S8B, Line 1)	X	
		• Management/supervisor/confidential? (Section S8C, Line 1)	X	
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Adoption date of the LCAP or an update to the LCAP:	**06/04/2026**	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			**No**	**Yes**
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			**No**	**Yes**
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	

A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

Annual Certification Regarding Self-Insured Workers' Compensation Claims

Pursuant to *Education Code* Section 42141, if a school district, either individually or as a member of a joint powers agency (JPA), is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

○ This district is self-insured for workers' compensation claims as defined in *Education Code* Section 42141(a):

- Total liabilities actuarially determined: $ _____
- Less: Amount of total liabilities reserved in budget: $ _____
- Estimated accrued but unfunded liabilities: $ 0.00

◉ This school district is self-insured for workers' compensation claims through the JPA identified below:

Monterey Education Risk Management Authority 76 Stephanie Drive Salinas, CA 93901
(P)831-783-3311

○ This school district is not self-insured for workers' compensation claims.

Signature (Original signature required)

	06/04/2026
Signature of Clerk/Secretary of the Governing Board	Date of Meeting (Format: MM/DD/YYYY)
Beth Shammas	Board Clerk
Printed Name	Title

For additional information on this certification, please contact:

Joshua Jorn	Assistant Superintendent, CBO
Name	Title
josh.jorn@pgusd.org	831-646-6509
Email	Telephone

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	41,742,587.87	0.00	41,742,587.87	43,582,287.00	0.00	43,582,287.00	4.4%
2) Federal Revenue		8100-8299	0.00	687,317.17	687,317.17	0.00	648,492.34	648,492.34	-5.6%
3) Other State Revenue		8300-8599	518,239.00	3,608,087.52	4,126,326.52	460,384.00	2,920,038.14	3,380,422.14	-18.1%
4) Other Local Revenue		8600-8799	647,275.13	2,330,887.55	2,978,162.68	556,700.00	1,973,321.70	2,530,021.70	-15.0%
5) TOTAL, REVENUES			42,908,102.00	6,626,292.24	49,534,394.24	44,599,371.00	5,541,852.18	50,141,223.18	1.2%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	16,507,992.09	3,735,753.78	20,243,745.87	16,624,441.10	3,913,154.72	20,537,595.82	1.5%
2) Classified Salaries		2000-2999	5,715,557.74	3,910,984.00	9,626,541.74	6,018,938.68	3,883,866.74	9,902,805.42	2.9%
3) Employee Benefits		3000-3999	7,870,270.92	4,835,634.14	12,705,905.06	8,411,851.37	5,162,122.53	13,573,973.90	6.8%
4) Books and Supplies		4000-4999	470,950.66	1,178,428.83	1,649,379.49	609,820.78	625,406.39	1,235,227.17	-25.1%
5) Services and Other Operating Expenditures		5000-5999	3,945,297.41	1,594,244.33	5,539,541.74	4,114,665.71	1,020,049.53	5,134,715.24	-7.3%
6) Capital Outlay		6000-6999	0.00	306,169.31	306,169.31	0.00	11,964.39	11,964.39	-96.1%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	867.00	110,357.75	111,224.75	0.00	122,072.46	122,072.46	9.8%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(348,953.99)	258,201.21	(90,752.78)	(299,220.70)	219,949.19	(79,271.51)	-12.7%
9) TOTAL, EXPENDITURES			34,161,981.83	15,929,773.35	50,091,755.18	35,480,496.94	14,958,585.95	50,439,082.89	0.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			8,746,120.17	(9,303,481.11)	(557,360.94)	9,118,874.06	(9,416,733.77)	(297,859.71)	-46.6%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	465,145.36	0.00	465,145.36	305,499.64	0.00	305,499.64	-34.3%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(8,576,519.79)	8,576,519.79	0.00	(9,217,722.94)	9,217,722.94	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(9,041,665.15)	8,576,519.79	(465,145.36)	(9,523,222.58)	9,217,722.94	(305,499.64)	-34.3%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(295,544.98)	(726,961.32)	(1,022,506.30)	(404,348.52)	(199,010.83)	(603,359.35)	-41.0%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	4,882,718.75	2,318,963.30	7,201,682.05	4,587,173.77	1,592,001.98	6,179,175.75	-14.2%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) As of July 1 - Audited (F1a + F1b)			4,882,718.75	2,318,963.30	7,201,682.05	4,587,173.77	1,592,001.98	6,179,175.75	-14.2%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,882,718.75	2,318,963.30	7,201,682.05	4,587,173.77	1,592,001.98	6,179,175.75	-14.2%
2) Ending Balance, June 30 (E + F1e)			4,587,173.77	1,592,001.98	6,179,175.75	4,182,825.25	1,392,991.15	5,575,816.40	-9.8%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	5,000.00	0.00	5,000.00	5,000.00	0.00	5,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	182,357.51	0.00	182,357.51	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	1,592,001.98	1,592,001.98	0.00	1,392,991.15	1,392,991.15	-12.5%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	2,883,109.24	0.00	2,883,109.24	2,655,487.77	0.00	2,655,487.77	-7.9%
Property Tax Reserve	0000	9780	*185,375.27*		*185,375.27*			*0.00*	
Deferred Maintenance Reserve	0000	9780	*254,279.02*		*254,279.02*			*0.00*	
STRS/PERS Reserve	0000	9780	*357,845.00*		*357,845.00*			*0.00*	
Basic Aid Reserve	0000	9780	*1,524,743.36*		*1,524,743.36*			*0.00*	
Vacation Liability	0000	9780	*560,866.59*		*560,866.59*			*0.00*	
Property Tax Reserve	0000	9780			*0.00*	*167,274.49*		*167,274.49*	
Deferred Maintenance Reserve	0000	9780			*0.00*	*253,722.91*		*253,722.91*	
STRS/PERS Reserve	0000	9780			*0.00*	*357,845.00*		*357,845.00*	
Basic Aid Reserve	0000	9780			*0.00*	*1,315,778.78*		*1,315,778.78*	
Vacation Liability	0000	9780			*0.00*	*560,866.59*		*560,866.59*	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,516,707.02	0.00	1,516,707.02	1,522,337.48	0.00	1,522,337.48	0.4%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	12,739,894.08	(5,266,657.72)	7,473,236.36				
1) Fair Value Adjustment to Cash in County Treasury		9111	34,174.02	0.00	34,174.02				
b) in Banks		9120	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
c) in Revolving Cash Account		9130	5,000.00	0.00	5,000.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	182,357.51	0.00	182,357.51				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			12,961,425.61	(5,266,657.72)	7,694,767.89				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	955,014.49	39,768.00	994,782.49				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	8,000,000.00	0.00	8,000,000.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			8,955,014.49	39,768.00	8,994,782.49				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			4,006,411.12	(5,306,425.72)	(1,300,014.60)				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	2,505,456.00	0.00	2,505,456.00	2,505,456.00	0.00	2,505,456.00	0.0%
Education Protection Account State Aid - Current Year		8012	323,060.00	0.00	323,060.00	318,078.00	0.00	318,078.00	-1.5%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Homeowners' Exemptions		8021	124,113.00	0.00	124,113.00	124,113.00	0.00	124,113.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	36,553,427.00	0.00	36,553,427.00	38,494,320.00	0.00	38,494,320.00	5.3%
Unsecured Roll Taxes		8042	1,931,883.00	0.00	1,931,883.00	1,931,883.00	0.00	1,931,883.00	0.0%
Prior Years' Taxes		8043	238,693.19	0.00	238,693.19	208,437.00	0.00	208,437.00	-12.7%
Supplemental Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	65,955.68	0.00	65,955.68	0.00	0.00	0.00	-100.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			41,742,587.87	0.00	41,742,587.87	43,582,287.00	0.00	43,582,287.00	4.4%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			41,742,587.87	0.00	41,742,587.87	43,582,287.00	0.00	43,582,287.00	4.4%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	414,136.57	414,136.57	0.00	418,636.87	418,636.87	1.1%
Special Education Discretionary Grants		8182	0.00	1,933.60	1,933.60	0.00	1,798.99	1,798.99	-7.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		189,890.00	189,890.00		179,547.57	179,547.57	-5.4%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		38,691.00	38,691.00		35,228.33	35,228.33	-8.9%
Title III, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, English Learner Program	4203	8290		0.00	0.00		0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3182, 4037, 4123, 4124, 4126, 4127, 5630	8290		12,610.00	12,610.00		13,280.58	13,280.58	5.3%
Career and Technical Education	3500-3599	8290		30,056.00	30,056.00		0.00	0.00	-100.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	687,317.17	687,317.17	0.00	648,492.34	648,492.34	-5.6%
OTHER STATE REVENUE									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	82,587.00	0.00	82,587.00	81,894.00	0.00	81,894.00	-0.8%
Lottery - Unrestricted and Instructional Materials		8560	307,420.00	132,676.00	440,096.00	298,490.00	128,822.00	427,312.00	-2.9%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590		227,831.00	227,831.00		250,000.00	250,000.00	9.7%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		6,000.00	6,000.00		0.00	0.00	-100.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		227,991.55	227,991.55		80,167.00	80,167.00	-64.8%
Arts and Music in Schools (Prop 28)	6770	8590		246,496.00	246,496.00		200,000.00	200,000.00	-18.9%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	128,232.00	2,767,092.97	2,895,324.97	80,000.00	2,261,049.14	2,341,049.14	-19.1%
TOTAL, OTHER STATE REVENUE			518,239.00	3,608,087.52	4,126,326.52	460,384.00	2,920,038.14	3,380,422.14	-18.1%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	425,724.13	1,769.10	427,493.23	345,000.00	0.00	345,000.00	-19.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Transportation Fees From Individuals		8675	3,750.00	0.00	3,750.00	3,000.00	0.00	3,000.00	-20.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	217,801.00	732,509.90	950,310.90	208,700.00	430,000.00	638,700.00	-32.8%
Tuition		8710	0.00	196,453.05	196,453.05	0.00	200,000.00	200,000.00	1.8%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		1,400,155.50	1,400,155.50		1,343,321.70	1,343,321.70	-4.1%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			647,275.13	2,330,887.55	2,978,162.68	556,700.00	1,973,321.70	2,530,021.70	-15.0%
TOTAL, REVENUES			42,908,102.00	6,626,292.24	49,534,394.24	44,599,371.00	5,541,852.18	50,141,223.18	1.2%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	13,204,558.73	2,700,628.45	15,905,187.18	13,518,324.99	2,721,465.02	16,239,790.01	2.1%
Certificated Pupil Support Salaries		1200	1,025,364.50	827,370.88	1,852,735.38	927,307.02	979,234.50	1,906,541.52	2.9%
Certificated Supervisors' and Administrators' Salaries		1300	1,958,833.00	207,754.45	2,166,587.45	1,975,978.02	212,455.20	2,188,433.22	1.0%
Other Certificated Salaries		1900	319,235.86	0.00	319,235.86	202,831.07	0.00	202,831.07	-36.5%
TOTAL, CERTIFICATED SALARIES			16,507,992.09	3,735,753.78	20,243,745.87	16,624,441.10	3,913,154.72	20,537,595.82	1.5%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	799,669.25	2,072,073.59	2,871,742.84	883,813.30	2,114,462.83	2,998,276.13	4.4%
Classified Support Salaries		2200	1,814,900.51	824,297.91	2,639,198.42	1,938,096.28	841,531.48	2,779,627.76	5.3%
Classified Supervisors' and Administrators' Salaries		2300	689,588.96	177,894.84	867,483.80	682,574.12	181,443.00	864,017.12	-0.4%
Clerical, Technical and Office Salaries		2400	1,922,795.12	94,819.28	2,017,614.40	2,003,323.79	98,170.41	2,101,494.20	4.2%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other Classified Salaries		2900	488,603.90	741,898.38	1,230,502.28	511,131.19	648,259.02	1,159,390.21	-5.8%
TOTAL, CLASSIFIED SALARIES			5,715,557.74	3,910,984.00	9,626,541.74	6,018,938.68	3,883,866.74	9,902,805.42	2.9%
EMPLOYEE BENEFITS									
STRS		3101-3102	3,086,439.93	2,664,276.03	5,750,715.96	3,110,962.35	2,804,532.29	5,915,494.64	2.9%
PERS		3201-3202	1,466,859.81	973,312.88	2,440,172.69	1,613,738.33	967,299.52	2,581,037.85	5.8%
OASDI/Medicare/Alternative		3301-3302	714,100.16	327,099.09	1,041,199.25	771,006.76	355,473.86	1,126,480.62	8.2%
Health and Welfare Benefits		3401-3402	1,430,723.53	616,405.57	2,047,129.10	1,722,979.30	771,140.52	2,494,119.82	21.8%
Unemployment Insurance		3501-3502	11,090.78	3,807.09	14,897.87	11,308.80	3,895.87	15,204.67	2.1%
Workers' Compensation		3601-3602	720,930.61	247,183.74	968,114.35	742,531.03	256,490.19	999,021.22	3.2%
OPEB, Allocated		3701-3702	419,530.00	0.00	419,530.00	420,000.00	0.00	420,000.00	0.1%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	20,596.10	3,549.74	24,145.84	19,324.80	3,290.28	22,615.08	-6.3%
TOTAL, EMPLOYEE BENEFITS			7,870,270.92	4,835,634.14	12,705,905.06	8,411,851.37	5,162,122.53	13,573,973.90	6.8%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	9,528.41	247,788.23	257,316.64	212,468.00	129,222.00	341,690.00	32.8%
Books and Other Reference Materials		4200	16,800.00	33,942.15	50,742.15	16,800.00	0.00	16,800.00	-66.9%
Materials and Supplies		4300	430,084.21	829,128.22	1,259,212.43	373,052.78	488,184.39	861,237.17	-31.6%
Noncapitalized Equipment		4400	14,538.04	67,570.23	82,108.27	7,500.00	8,000.00	15,500.00	-81.1%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			470,950.66	1,178,428.83	1,649,379.49	609,820.78	625,406.39	1,235,227.17	-25.1%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	49,782.22	81,713.80	131,496.02	49,993.75	13,571.16	63,564.91	-51.7%
Dues and Memberships		5300	65,798.17	1,820.00	67,618.17	61,320.00	0.00	61,320.00	-9.3%
Insurance		5400 - 5499	360,138.16	0.00	360,138.16	532,357.18	0.00	532,357.18	47.8%
Operations and Housekeeping Services		5500	1,439,104.13	24,892.90	1,463,997.03	1,453,490.00	28,000.00	1,481,490.00	1.2%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	118,020.46	25,457.46	143,477.92	96,308.45	19,500.00	115,808.45	-19.3%
Transfers of Direct Costs		5710	(10,550.25)	10,550.25	0.00	(4,068.75)	4,068.75	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	38,021.70	38,021.70	0.00	20,000.00	20,000.00	-47.4%
Professional/Consulting Services and Operating Expenditures		5800 - 5899	1,803,300.04	1,410,052.82	3,213,352.86	1,835,248.48	933,326.22	2,768,574.70	-13.8%
Communications		5900	119,704.48	1,735.40	121,439.88	90,016.60	1,583.40	91,600.00	-24.6%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,945,297.41	1,594,244.33	5,539,541.74	4,114,665.71	1,020,049.53	5,134,715.24	-7.3%
CAPITAL OUTLAY									

Pacific Grove Unified
Monterey County

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

27 66134 0000000
Form 01
H8BZRBJ17T(2026-27)

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	306,169.31	306,169.31	0.00	11,964.39	11,964.39	-96.1%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	306,169.31	306,169.31	0.00	11,964.39	11,964.39	-96.1%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	867.00	110,357.75	111,224.75	0.00	122,072.46	122,072.46	9.8%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			867.00	110,357.75	111,224.75	0.00	122,072.46	122,072.46	9.8%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(258,201.21)	258,201.21	0.00	(219,949.19)	219,949.19	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(90,752.78)	0.00	(90,752.78)	(79,271.51)	0.00	(79,271.51)	-12.7%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(348,953.99)	258,201.21	(90,752.78)	(299,220.70)	219,949.19	(79,271.51)	-12.7%
TOTAL, EXPENDITURES			34,161,981.83	15,929,773.35	50,091,755.18	35,480,496.94	14,958,585.95	50,439,082.89	0.7%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	265,145.36	0.00	265,145.36	305,499.64	0.00	305,499.64	15.2%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	200,000.00	0.00	200,000.00	0.00	0.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			465,145.36	0.00	465,145.36	305,499.64	0.00	305,499.64	-34.3%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(8,581,532.53)	8,581,532.53	0.00	(9,217,722.94)	9,217,722.94	0.00	0.0%
Contributions from Restricted Revenues		8990	5,012.74	(5,012.74)	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(8,576,519.79)	8,576,519.79	0.00	(9,217,722.94)	9,217,722.94	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(9,041,665.15)	8,576,519.79	(465,145.36)	(9,523,222.58)	9,217,722.94	(305,499.64)	-34.3%

460/1387

Description	Function Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	41,742,587.87	0.00	41,742,587.87	43,582,287.00	0.00	43,582,287.00	4.4%
2) Federal Revenue		8100-8299	0.00	687,317.17	687,317.17	0.00	648,492.34	648,492.34	-5.6%
3) Other State Revenue		8300-8599	518,239.00	3,608,087.52	4,126,326.52	460,384.00	2,920,038.14	3,380,422.14	-18.1%
4) Other Local Revenue		8600-8799	647,275.13	2,330,887.55	2,978,162.68	556,700.00	1,973,321.70	2,530,021.70	-15.0%
5) TOTAL, REVENUES			42,908,102.00	6,626,292.24	49,534,394.24	44,599,371.00	5,541,852.18	50,141,223.18	1.2%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		18,948,616.01	9,702,244.40	28,650,860.41	19,673,289.26	9,124,785.17	28,798,074.43	0.5%
2) Instruction - Related Services	2000-2999		4,224,773.26	434,859.00	4,659,632.26	4,561,347.50	353,539.49	4,914,886.99	5.5%
3) Pupil Services	3000-3999		2,233,627.52	3,323,935.63	5,557,563.15	2,315,754.23	3,226,864.92	5,542,619.15	-0.3%
4) Ancillary Services	4000-4999		716,203.55	182,057.19	898,260.74	761,969.39	26,533.00	788,502.39	-12.2%
5) Community Services	5000-5999		4,156.08	214,988.90	219,144.98	0.00	163,000.00	163,000.00	-25.6%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		4,267,033.66	345,027.03	4,612,060.69	4,362,509.50	306,655.38	4,669,164.88	1.2%
8) Plant Services	8000-8999		3,508,704.75	1,616,303.45	5,125,008.20	3,547,627.06	1,635,135.53	5,182,762.59	1.1%
9) Other Outgo	9000-9999	Except 7600-7699	258,867.00	110,357.75	369,224.75	258,000.00	122,072.46	380,072.46	2.9%
10) TOTAL, EXPENDITURES			34,161,981.83	15,929,773.35	50,091,755.18	35,480,496.94	14,958,585.95	50,439,082.89	0.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			8,746,120.17	(9,303,481.11)	(557,360.94)	9,118,874.06	(9,416,733.77)	(297,859.71)	-46.6%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	465,145.36	0.00	465,145.36	305,499.64	0.00	305,499.64	-34.3%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(8,576,519.79)	8,576,519.79	0.00	(9,217,722.94)	9,217,722.94	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(9,041,665.15)	8,576,519.79	(465,145.36)	(9,523,222.58)	9,217,722.94	(305,499.64)	-34.3%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(295,544.98)	(726,961.32)	(1,022,506.30)	(404,348.52)	(199,010.83)	(603,359.35)	-41.0%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	4,882,718.75	2,318,963.30	7,201,682.05	4,587,173.77	1,592,001.98	6,179,175.75	-14.2%

461/1387

Description	Function Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,882,718.75	2,318,963.30	7,201,682.05	4,587,173.77	1,592,001.98	6,179,175.75	-14.2%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,882,718.75	2,318,963.30	7,201,682.05	4,587,173.77	1,592,001.98	6,179,175.75	-14.2%
2) Ending Balance, June 30 (E + F1e)			4,587,173.77	1,592,001.98	6,179,175.75	4,182,825.25	1,392,991.15	5,575,816.40	-9.8%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	5,000.00	0.00	5,000.00	5,000.00	0.00	5,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	182,357.51	0.00	182,357.51	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	1,592,001.98	1,592,001.98	0.00	1,392,991.15	1,392,991.15	-12.5%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	2,883,109.24	0.00	2,883,109.24	2,655,487.77	0.00	2,655,487.77	-7.9%
Property Tax Reserve	0000	9780	*185,375.27*		*185,375.27*			*0.00*	
Deferred Maintenance Reserve	0000	9780	*254,279.02*		*254,279.02*			*0.00*	
STRS/PERS Reserve	0000	9780	*357,845.00*		*357,845.00*			*0.00*	
Basic Aid Reserve	0000	9780	*1,524,743.36*		*1,524,743.36*			*0.00*	
Vacation Liability	0000	9780	*560,866.59*		*560,866.59*			*0.00*	
Property Tax Reserve	0000	9780			*0.00*	*167,274.49*		*167,274.49*	
Deferred Maintenance Reserve	0000	9780			*0.00*	*253,722.91*		*253,722.91*	
STRS/PERS Reserve	0000	9780			*0.00*	*357,845.00*		*357,845.00*	
Basic Aid Reserve	0000	9780			*0.00*	*1,315,778.78*		*1,315,778.78*	
Vacation Liability	0000	9780			*0.00*	*560,866.59*		*560,866.59*	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,516,707.02	0.00	1,516,707.02	1,522,337.48	0.00	1,522,337.48	0.4%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

462/1387

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
2600	Expanded Learning Opportunities Program	0.00	74,514.20
6019	Student Support and Professional Development Discretionary Block Grant	506,027.00	415,915.58
6383	Golden State Pathways Program	78,785.76	17,959.46
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	212,534.44	198,952.33
7339	Dual Enrollment Opportunities	41,586.29	0.00
7399	LCFF Equity Multiplier	50,000.00	50,000.00
7435	Learning Recovery Emergency Block Grant	37,723.00	0.00
9010	Other Restricted Local	665,345.49	635,649.58
Total, Restricted Balance		1,592,001.98	1,392,991.15

Pacific Grove Unified
Monterey County

Budget, July 1
Student Activity Special Revenue Fund
Expenditures by Object

27 66134 0000000
Form 08
H8BZRBJ17T(2026-27)

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	434,000.00	434,000.00	0.0%
5) TOTAL, REVENUES			434,000.00	434,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	172,500.00	172,500.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	250,000.00	250,000.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			422,500.00	422,500.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			11,500.00	11,500.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			11,500.00	11,500.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	429,579.13	441,079.13	2.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			429,579.13	441,079.13	2.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			429,579.13	441,079.13	2.7%
2) Ending Balance, June 30 (E + F1e)			441,079.13	452,579.13	2.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	441,079.13	452,579.13	2.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	418,992.33		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	10,586.80		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			429,579.13		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			429,579.13		
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	434,000.00	434,000.00	0.0%
TOTAL, REVENUES			434,000.00	434,000.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Materials and Supplies		4300	172,500.00	172,500.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			172,500.00	172,500.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Dues and Memberships		5300	51,500.00	51,500.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	198,500.00	198,500.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			250,000.00	250,000.00	0.0%
CAPITAL OUTLAY					
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			422,500.00	422,500.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	434,000.00	434,000.00	0.0%
5) TOTAL, REVENUES			434,000.00	434,000.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		422,500.00	422,500.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			422,500.00	422,500.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			11,500.00	11,500.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			11,500.00	11,500.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	429,579.13	441,079.13	2.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			429,579.13	441,079.13	2.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			429,579.13	441,079.13	2.7%
2) Ending Balance, June 30 (E + F1e)			441,079.13	452,579.13	2.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	441,079.13	452,579.13	2.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
8210	Student Activity Funds	441,079.13	452,579.13
Total, Restricted Balance		441,079.13	452,579.13

Pacific Grove Unified
Monterey County

Budget, July 1
Adult Education Fund
Expenditures by Object

27 66134 0000000
Form 11
H8BZRBJ17T(2026-27)

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	37,185.00	37,185.00	0.0%
3) Other State Revenue		8300-8599	1,916,580.00	1,964,993.00	2.5%
4) Other Local Revenue		8600-8799	982,191.06	887,000.00	-9.7%
5) TOTAL, REVENUES			2,935,956.06	2,889,178.00	-1.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	832,318.67	826,340.00	-0.7%
2) Classified Salaries		2000-2999	1,375,151.15	1,436,431.82	4.5%
3) Employee Benefits		3000-3999	923,538.25	972,638.53	5.3%
4) Books and Supplies		4000-4999	197,599.40	63,646.98	-67.8%
5) Services and Other Operating Expenditures		5000-5999	168,312.86	122,214.98	-27.4%
6) Capital Outlay		6000-6999	65,000.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			3,561,920.33	3,421,272.31	-3.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(625,964.27)	(532,094.31)	-15.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(625,964.27)	(532,094.31)	-15.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,306,909.26	1,680,944.99	-27.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,306,909.26	1,680,944.99	-27.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,306,909.26	1,680,944.99	-27.1%
2) Ending Balance, June 30 (E + F1e)			1,680,944.99	1,148,850.68	-31.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,680,944.99	1,148,850.68	-31.7%
Adult Education Reserve	0000	9780	*1,680,944.99*		
Adult Education Reserve	0000	9780		*1,148,850.68*	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,684,475.52		
1) Fair Value Adjustment to Cash in County Treasury		9111	9,989.69		
b) in Banks		9120	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			1,694,465.21		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			1,694,465.21		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Pass-Through Revenues from					
Federal Sources		8287	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	37,185.00	37,185.00	0.0%
TOTAL, FEDERAL REVENUE			37,185.00	37,185.00	0.0%
OTHER STATE REVENUE					
Other State Apportionments					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Adult Education Program	6391	8590	1,829,144.00	1,873,226.00	2.4%
All Other State Revenue	All Other	8590	87,436.00	91,767.00	5.0%
TOTAL, OTHER STATE REVENUE			1,916,580.00	1,964,993.00	2.5%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	80,000.00	50,000.00	-37.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Adult Education Fees		8671	840,435.00	837,000.00	-0.4%
Interagency Services		8677	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Other Local Revenue					
All Other Local Revenue		8699	61,756.06	0.00	-100.0%
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			982,191.06	887,000.00	-9.7%
TOTAL, REVENUES			2,935,956.06	2,889,178.00	-1.6%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	611,862.63	601,525.80	-1.7%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	220,456.04	224,814.20	2.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			832,318.67	826,340.00	-0.7%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	763,004.32	793,235.47	4.0%
Classified Support Salaries		2200	143,130.85	147,496.11	3.0%
Classified Supervisors' and Administrators' Salaries		2300	136,176.25	136,281.72	0.1%
Clerical, Technical and Office Salaries		2400	269,510.45	291,601.29	8.2%
Other Classified Salaries		2900	63,329.28	67,817.23	7.1%
TOTAL, CLASSIFIED SALARIES			1,375,151.15	1,436,431.82	4.5%
EMPLOYEE BENEFITS					
STRS		3101-3102	272,909.59	231,898.35	-15.0%
PERS		3201-3202	325,433.23	379,091.34	16.5%
OASDI/Medicare/Alternative		3301-3302	114,125.05	118,449.44	3.8%
Health and Welfare Benefits		3401-3402	135,187.21	164,796.96	21.9%
Unemployment Insurance		3501-3502	1,101.97	1,131.06	2.6%
Workers' Compensation		3601-3602	71,636.38	74,406.02	3.9%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	3,144.82	2,865.36	-8.9%
TOTAL, EMPLOYEE BENEFITS			923,538.25	972,638.53	5.3%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	188,710.67	63,646.98	-66.3%
Noncapitalized Equipment		4400	8,888.73	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			197,599.40	63,646.98	-67.8%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	31,550.00	20,000.00	-36.6%
Dues and Memberships		5300	1,800.00	0.00	-100.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	3,723.12	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	114,679.74	70,654.98	-38.4%
Communications		5900	16,560.00	31,560.00	90.6%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			168,312.86	122,214.98	-27.4%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	65,000.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			65,000.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Tuition					
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			3,561,920.33	3,421,272.31	-3.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	37,185.00	37,185.00	0.0%
3) Other State Revenue		8300-8599	1,916,580.00	1,964,993.00	2.5%
4) Other Local Revenue		8600-8799	982,191.06	887,000.00	-9.7%
5) TOTAL, REVENUES			2,935,956.06	2,889,178.00	-1.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		2,111,605.95	2,065,962.29	-2.2%
2) Instruction - Related Services	2000-2999		1,174,928.98	1,140,498.35	-2.9%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		275,385.40	214,811.67	-22.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			3,561,920.33	3,421,272.31	-3.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(625,964.27)	(532,094.31)	-15.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(625,964.27)	(532,094.31)	-15.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,306,909.26	1,680,944.99	-27.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,306,909.26	1,680,944.99	-27.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,306,909.26	1,680,944.99	-27.1%
2) Ending Balance, June 30 (E + F1e)			1,680,944.99	1,148,850.68	-31.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,680,944.99	1,148,850.68	-31.7%
Adult Education Reserve	0000	9780	*1,680,944.99*		
Adult Education Reserve	0000	9780		*1,148,850.68*	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Pacific Grove Unified
Monterey County

Budget, July 1
Child Development Fund
Expenditures by Object

27 66134 0000000
Form 12
H8BZRBJ17T(2026-27)

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	197,671.00	165,532.88	-16.3%
4) Other Local Revenue		8600-8799	304,785.79	300,000.00	-1.6%
5) TOTAL, REVENUES			502,456.79	465,532.88	-7.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	75,365.57	61,516.00	-18.4%
2) Classified Salaries		2000-2999	407,636.91	421,569.56	3.4%
3) Employee Benefits		3000-3999	238,189.52	265,475.36	11.5%
4) Books and Supplies		4000-4999	128,880.31	5,000.00	-96.1%
5) Services and Other Operating Expenditures		5000-5999	20,396.56	6,100.00	-70.1%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	20,731.39	11,371.60	-45.1%
9) TOTAL, EXPENDITURES			891,200.26	771,032.52	-13.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(388,743.47)	(305,499.64)	-21.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	265,145.36	305,499.64	15.2%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			265,145.36	305,499.64	15.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(123,598.11)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	151,113.11	27,515.00	-81.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			151,113.11	27,515.00	-81.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			151,113.11	27,515.00	-81.8%
2) Ending Balance, June 30 (E + F1e)			27,515.00	27,515.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	27,515.00	27,515.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	135,944.85		
1) Fair Value Adjustment to Cash in County Treasury		9111	361.34		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			136,306.19		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			136,306.19		
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
State Preschool	6105	8590	187,832.00	159,825.88	-14.9%
Arts and Music in Schools (Prop 28)	6770	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	9,839.00	5,707.00	-42.0%
TOTAL, OTHER STATE REVENUE			197,671.00	165,532.88	-16.3%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	4,235.79	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	300,000.00	300,000.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	550.00	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			304,785.79	300,000.00	-1.6%
TOTAL, REVENUES			502,456.79	465,532.88	-7.3%
CERTIFICATED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Certificated Teachers' Salaries		1100	75,365.57	61,516.00	-18.4%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			75,365.57	61,516.00	-18.4%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	82,493.22	33,357.34	-59.6%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	3,577.16	3,937.32	10.1%
Other Classified Salaries		2900	321,566.53	384,274.90	19.5%
TOTAL, CLASSIFIED SALARIES			407,636.91	421,569.56	3.4%
EMPLOYEE BENEFITS					
STRS		3101-3102	19,831.82	17,456.60	-12.0%
PERS		3201-3202	106,986.10	111,294.34	4.0%
OASDI/Medicare/Alternative		3301-3302	31,504.54	34,955.99	11.0%
Health and Welfare Benefits		3401-3402	63,962.50	85,644.34	33.9%
Unemployment Insurance		3501-3502	241.31	241.44	0.1%
Workers' Compensation		3601-3602	15,663.25	15,882.65	1.4%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			238,189.52	265,475.36	11.5%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	111,089.73	5,000.00	-95.5%
Noncapitalized Equipment		4400	17,790.58	0.00	-100.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			128,880.31	5,000.00	-96.1%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	12,580.75	0.00	-100.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	4,000.00	3,000.00	-25.0%
Professional/Consulting Services and Operating Expenditures		5800	3,815.81	3,100.00	-18.8%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			20,396.56	6,100.00	-70.1%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	20,731.39	11,371.60	-45.1%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			20,731.39	11,371.60	-45.1%
TOTAL, EXPENDITURES			891,200.26	771,032.52	-13.5%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	265,145.36	305,499.64	15.2%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			265,145.36	305,499.64	15.2%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			265,145.36	305,499.64	15.2%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	197,671.00	165,532.88	-16.3%
4) Other Local Revenue		8600-8799	304,785.79	300,000.00	-1.6%
5) TOTAL, REVENUES			502,456.79	465,532.88	-7.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		272,278.89	147,331.90	-45.9%
2) Instruction - Related Services	2000-2999		19,899.46	6,829.38	-65.7%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		578,290.52	605,499.64	4.7%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		20,731.39	11,371.60	-45.1%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			891,200.26	771,032.52	-13.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(388,743.47)	(305,499.64)	-21.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	265,145.36	305,499.64	15.2%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			265,145.36	305,499.64	15.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(123,598.11)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	151,113.11	27,515.00	-81.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			151,113.11	27,515.00	-81.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			151,113.11	27,515.00	-81.8%
2) Ending Balance, June 30 (E + F1e)			27,515.00	27,515.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	27,515.00	27,515.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
6130	Early Education: Center-Based Reserve Account	27,515.00	27,515.00
Total, Restricted Balance		27,515.00	27,515.00

Pacific Grove Unified
Monterey County

Budget, July 1
Cafeteria Special Revenue Fund
Expenditures by Object

27 66134 0000000
Form 13
H8BZRBJ17T(2026-27)

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	350,000.00	355,225.00	1.5%
3) Other State Revenue		8300-8599	1,250,000.00	1,291,585.00	3.3%
4) Other Local Revenue		8600-8799	53,506.84	8,000.00	-85.0%
5) TOTAL, REVENUES			1,653,506.84	1,654,810.00	0.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	603,982.72	651,008.26	7.8%
3) Employee Benefits		3000-3999	261,798.19	293,723.67	12.2%
4) Books and Supplies		4000-4999	820,866.96	745,500.00	-9.2%
5) Services and Other Operating Expenditures		5000-5999	74,931.92	47,530.00	-36.6%
6) Capital Outlay		6000-6999	402,615.52	20,000.00	-95.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	70,021.39	67,899.91	-3.0%
9) TOTAL, EXPENDITURES			2,234,216.70	1,825,661.84	-18.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(580,709.86)	(170,851.84)	-70.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(580,709.86)	(170,851.84)	-70.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,348,686.93	767,977.07	-43.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,348,686.93	767,977.07	-43.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,348,686.93	767,977.07	-43.1%
2) Ending Balance, June 30 (E + F1e)			767,977.07	597,125.23	-22.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	23,533.33	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	744,443.74	597,125.23	-19.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	888,965.96		
1) Fair Value Adjustment to Cash in County Treasury		9111	5,257.33		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	23,533.33		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			917,756.62		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			917,756.62		
FEDERAL REVENUE					
Child Nutrition Programs		8220	350,000.00	355,225.00	1.5%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			350,000.00	355,225.00	1.5%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	1,250,000.00	1,291,585.00	3.3%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			1,250,000.00	1,291,585.00	3.3%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	10,000.00	8,000.00	-20.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	42,000.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	1,506.84	0.00	-100.0%
TOTAL, OTHER LOCAL REVENUE			53,506.84	8,000.00	-85.0%
TOTAL, REVENUES			1,653,506.84	1,654,810.00	0.1%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	444,976.31	487,885.75	9.6%
Classified Supervisors' and Administrators' Salaries		2300	145,915.44	148,826.05	2.0%
Clerical, Technical and Office Salaries		2400	13,090.97	14,296.46	9.2%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			603,982.72	651,008.26	7.8%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	161,499.12	171,739.54	6.3%
OASDI/Medicare/Alternative		3301-3302	45,911.95	49,518.46	7.9%
Health and Welfare Benefits		3401-3402	33,129.83	49,426.51	49.2%
Unemployment Insurance		3501-3502	302.51	325.71	7.7%
Workers' Compensation		3601-3602	19,611.88	21,430.17	9.3%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	1,342.90	1,283.28	-4.4%
TOTAL, EMPLOYEE BENEFITS			261,798.19	293,723.67	12.2%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	57,104.01	67,000.00	17.3%
Noncapitalized Equipment		4400	131,560.42	5,000.00	-96.2%
Food		4700	632,202.53	673,500.00	6.5%
TOTAL, BOOKS AND SUPPLIES			820,866.96	745,500.00	-9.2%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	750.00	750.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	48,253.50	33,000.00	-31.6%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(42,021.70)	(23,000.00)	-45.3%
Professional/Consulting Services and Operating Expenditures		5800	67,170.12	36,000.00	-46.4%
Communications		5900	780.00	780.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			74,931.92	47,530.00	-36.6%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	402,615.52	20,000.00	-95.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			402,615.52	20,000.00	-95.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	70,021.39	67,899.91	-3.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			70,021.39	67,899.91	-3.0%
TOTAL, EXPENDITURES			2,234,216.70	1,825,661.84	-18.3%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Pacific Grove Unified
Monterey County

Budget, July 1
Cafeteria Special Revenue Fund
Expenditures by Function

27 66134 0000000
Form 13
H8BZRBJ17T(2026-27)

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	350,000.00	355,225.00	1.5%
3) Other State Revenue		8300-8599	1,250,000.00	1,291,585.00	3.3%
4) Other Local Revenue		8600-8799	53,506.84	8,000.00	-85.0%
5) TOTAL, REVENUES			1,653,506.84	1,654,810.00	0.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		2,127,953.67	1,757,761.93	-17.4%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		70,021.39	67,899.91	-3.0%
8) Plant Services	8000-8999		36,241.64	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2,234,216.70	1,825,661.84	-18.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(580,709.86)	(170,851.84)	-70.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(580,709.86)	(170,851.84)	-70.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,348,686.93	767,977.07	-43.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,348,686.93	767,977.07	-43.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,348,686.93	767,977.07	-43.1%
2) Ending Balance, June 30 (E + F1e)			767,977.07	597,125.23	-22.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	23,533.33	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	744,443.74	597,125.23	-19.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	744,443.74	597,125.23
Total, Restricted Balance		744,443.74	597,125.23

Pacific Grove Unified
Monterey County

Budget, July 1
Deferred Maintenance Fund
Expenditures by Object

27 66134 0000000
Form 14
H8BZRBJ17T(2026-27)

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	179,633.99	0.00	-100.0%
4) Other Local Revenue		8600-8799	30,000.00	15,000.00	-50.0%
5) TOTAL, REVENUES			209,633.99	15,000.00	-92.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	21,946.00	16,000.00	-27.1%
5) Services and Other Operating Expenditures		5000-5999	445,468.38	50,000.00	-88.8%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			467,414.38	66,000.00	-85.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(257,780.39)	(51,000.00)	-80.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	200,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			200,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(57,780.39)	(51,000.00)	-11.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	823,356.48	765,576.09	-7.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			823,356.48	765,576.09	-7.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			823,356.48	765,576.09	-7.0%
2) Ending Balance, June 30 (E + F1e)			765,576.09	714,576.09	-6.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	765,576.09	714,576.09	-6.7%
Deferred Maintenance Reserve	0000	9780	*765,576.09*		
Deferred Maintenance Reserve	0000	9780		*714,576.09*	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	574,620.28		
1) Fair Value Adjustment to Cash in County Treasury		9111	3,825.11		
b) in Banks		9120	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			578,445.39		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			578,445.39		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	179,633.99	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			179,633.99	0.00	-100.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	30,000.00	15,000.00	-50.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			30,000.00	15,000.00	-50.0%
TOTAL, REVENUES			209,633.99	15,000.00	-92.8%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	20,318.25	15,000.00	-26.2%
Noncapitalized Equipment		4400	1,627.75	1,000.00	-38.6%
TOTAL, BOOKS AND SUPPLIES			21,946.00	16,000.00	-27.1%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	445,468.38	50,000.00	-88.8%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			445,468.38	50,000.00	-88.8%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			467,414.38	66,000.00	-85.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	200,000.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			200,000.00	0.00	-100.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			200,000.00	0.00	-100.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	179,633.99	0.00	-100.0%
4) Other Local Revenue		8600-8799	30,000.00	15,000.00	-50.0%
5) TOTAL, REVENUES			209,633.99	15,000.00	-92.8%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		467,414.38	66,000.00	-85.9%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			467,414.38	66,000.00	-85.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(257,780.39)	(51,000.00)	-80.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	200,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			200,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(57,780.39)	(51,000.00)	-11.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	823,356.48	765,576.09	-7.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			823,356.48	765,576.09	-7.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			823,356.48	765,576.09	-7.0%
2) Ending Balance, June 30 (E + F1e)			765,576.09	714,576.09	-6.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	765,576.09	714,576.09	-6.7%
Deferred Maintenance Reserve	0000	9780	*765,576.09*		
Deferred Maintenance Reserve	0000	9780		*714,576.09*	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Pacific Grove Unified
Monterey County

Budget, July 1
Special Reserve Fund for Postemployment Benefits
Expenditures by Object

27 66134 0000000
Form 20
H8BZRBJ17T(2026-27)

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	198.43	0.00	-100.0%
5) TOTAL, REVENUES			198.43	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			198.43	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			198.43	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,846.16	7,044.59	2.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,846.16	7,044.59	2.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,846.16	7,044.59	2.9%
2) Ending Balance, June 30 (E + F1e)			7,044.59	7,044.59	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	7,044.59	7,044.59	0.0%
Post Employment Benefits (OPEB)	0000	9780	*7,044.59*		
Post Employment Benefits (OPEB)	0000	9780		*7,044.59*	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	7,012.84		
1) Fair Value Adjustment to Cash in County Treasury		9111	31.75		
b) in Banks		9120	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			7,044.59		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			7,044.59		
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	198.43	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			198.43	0.00	-100.0%
TOTAL, REVENUES			198.43	0.00	-100.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Pacific Grove Unified
Monterey County

Budget, July 1
Special Reserve Fund for Postemployment Benefits
Expenditures by Function

27 66134 0000000
Form 20
H8BZRBJ17T(2026-27)

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	198.43	0.00	-100.0%
5) TOTAL, REVENUES			198.43	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			198.43	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			198.43	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,846.16	7,044.59	2.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,846.16	7,044.59	2.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,846.16	7,044.59	2.9%
2) Ending Balance, June 30 (E + F1e)			7,044.59	7,044.59	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	7,044.59	7,044.59	0.0%
Post Employment Benefits (OPEB)	0000	9780	*7,044.59*		
Post Employment Benefits (OPEB)	0000	9780		*7,044.59*	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Pacific Grove Unified
Monterey County

Budget, July 1
Building Fund
Expenditures by Object

27 66134 0000000
Form 21
H8BZRBJ17T(2026-27)

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	185,391.54	0.00	-100.0%
5) TOTAL, REVENUES			185,391.54	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	297,999.92	315,385.04	5.8%
3) Employee Benefits		3000-3999	159,712.55	171,115.00	7.1%
4) Books and Supplies		4000-4999	842,695.50	470,000.00	-44.2%
5) Services and Other Operating Expenditures		5000-5999	2,951,127.61	513,784.75	-82.6%
6) Capital Outlay		6000-6999	6,403,222.87	4,438,621.44	-30.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			10,654,758.45	5,908,906.23	-44.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(10,469,366.91)	(5,908,906.23)	-43.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	36,677,372.50	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			36,677,372.50	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			26,208,005.59	(5,908,906.23)	-122.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,308,090.51	32,516,096.10	415.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,308,090.51	32,516,096.10	415.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,308,090.51	32,516,096.10	415.5%
2) Ending Balance, June 30 (E + F1e)			32,516,096.10	26,607,189.87	-18.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	32,514,957.49	26,606,051.26	-18.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,138.61	1,138.61	0.0%
Building Fund Reserve	0000	9780	*1,138.61*		
Building Fund Reserve	0000	9780		*1,138.61*	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	11,738,493.64		
1) Fair Value Adjustment to Cash in County Treasury		9111	26,111.68		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			11,764,605.32		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			11,764,605.32		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	182,641.54	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	2,750.00	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			185,391.54	0.00	-100.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, REVENUES			185,391.54	0.00	-100.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	242,974.45	257,277.69	5.9%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	55,025.47	58,107.35	5.6%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			297,999.92	315,385.04	5.8%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	68,794.13	72,997.23	6.1%
OASDI/Medicare/Alternative		3301-3302	21,538.49	23,208.58	7.8%
Health and Welfare Benefits		3401-3402	59,567.04	64,375.32	8.1%
Unemployment Insurance		3501-3502	149.04	157.71	5.8%
Workers' Compensation		3601-3602	9,663.85	10,376.16	7.4%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			159,712.55	171,115.00	7.1%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	154,868.72	470,000.00	203.5%
Noncapitalized Equipment		4400	687,826.78	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			842,695.50	470,000.00	-44.2%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	16,896.11	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	2,933,631.50	513,784.75	-82.5%
Communications		5900	600.00	0.00	-100.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,951,127.61	513,784.75	-82.6%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	2,379,449.72	2,605,046.44	9.5%
Buildings and Improvements of Buildings		6200	3,860,758.27	1,833,575.00	-52.5%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	163,014.88	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			6,403,222.87	4,438,621.44	-30.7%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			10,654,758.45	5,908,906.23	-44.5%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	36,677,372.50	0.00	-100.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			36,677,372.50	0.00	-100.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			36,677,372.50	0.00	-100.0%

Pacific Grove Unified
Monterey County

Budget, July 1
Building Fund
Expenditures by Function

27 66134 0000000
Form 21
H8BZRBJ17T(2026-27)

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	185,391.54	0.00	-100.0%
5) TOTAL, REVENUES			185,391.54	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		10,637,200.67	5,908,906.23	-44.5%
9) Other Outgo	9000-9999	Except 7600-7699	17,557.78	0.00	-100.0%
10) TOTAL, EXPENDITURES			10,654,758.45	5,908,906.23	-44.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(10,469,366.91)	(5,908,906.23)	-43.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	36,677,372.50	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			36,677,372.50	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			26,208,005.59	(5,908,906.23)	-122.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,308,090.51	32,516,096.10	415.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,308,090.51	32,516,096.10	415.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,308,090.51	32,516,096.10	415.5%
2) Ending Balance, June 30 (E + F1e)			32,516,096.10	26,607,189.87	-18.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	32,514,957.49	26,606,051.26	-18.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,138.61	1,138.61	0.0%
Building Fund Reserve	0000	9780	*1,138.61*		
Building Fund Reserve	0000	9780		*1,138.61*	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	32,514,957.49	26,606,051.26
Total, Restricted Balance		32,514,957.49	26,606,051.26

Pacific Grove Unified
Monterey County

Budget, July 1
Capital Facilities Fund
Expenditures by Object

27 66134 0000000
Form 25
H8BZRBJ17T(2026-27)

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	184,154.48	128,000.00	-30.5%
5) TOTAL, REVENUES			184,154.48	128,000.00	-30.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			184,154.48	128,000.00	-30.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			184,154.48	128,000.00	-30.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	251,470.58	435,625.06	73.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			251,470.58	435,625.06	73.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			251,470.58	435,625.06	73.2%
2) Ending Balance, June 30 (E + F1e)			435,625.06	563,625.06	29.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	435,625.06	563,625.06	29.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	410,081.24		
1) Fair Value Adjustment to Cash in County Treasury		9111	1,158.02		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			411,239.26		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			411,239.26		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	14,154.48	3,000.00	-78.8%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	170,000.00	125,000.00	-26.5%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			184,154.48	128,000.00	-30.5%
TOTAL, REVENUES			184,154.48	128,000.00	-30.5%
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Pacific Grove Unified
Monterey County

Budget, July 1
Capital Facilities Fund
Expenditures by Function

27 66134 0000000
Form 25
H8BZRBJ17T(2026-27)

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	184,154.48	128,000.00	-30.5%
5) TOTAL, REVENUES			184,154.48	128,000.00	-30.5%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			184,154.48	128,000.00	-30.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			184,154.48	128,000.00	-30.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	251,470.58	435,625.06	73.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			251,470.58	435,625.06	73.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			251,470.58	435,625.06	73.2%
2) Ending Balance, June 30 (E + F1e)			435,625.06	563,625.06	29.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	435,625.06	563,625.06	29.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	435,625.06	563,625.06
Total, Restricted Balance		435,625.06	563,625.06

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	295,000.00	315,000.00	6.8%
5) TOTAL, REVENUES			295,000.00	315,000.00	6.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	50,093.81	5,000.00	-90.0%
5) Services and Other Operating Expenditures		5000-5999	239,523.52	100,000.00	-58.3%
6) Capital Outlay		6000-6999	248,818.35	55,000.00	-77.9%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			538,435.68	160,000.00	-70.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(243,435.68)	155,000.00	-163.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(243,435.68)	155,000.00	-163.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	727,241.53	483,805.85	-33.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			727,241.53	483,805.85	-33.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			727,241.53	483,805.85	-33.5%
2) Ending Balance, June 30 (E + F1e)			483,805.85	638,805.85	32.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	483,805.85	638,805.85	32.0%
Special Reserve Projects	0000	9780	*483,805.85*		
Special Reserve Projects	0000	9780		*638,805.85*	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	615,544.48		
1) Fair Value Adjustment to Cash in County Treasury		9111	3,125.55		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			618,670.03		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			618,670.03		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	275,000.00	300,000.00	9.1%
Interest		8660	20,000.00	15,000.00	-25.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			295,000.00	315,000.00	6.8%
TOTAL, REVENUES			295,000.00	315,000.00	6.8%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	37,223.88	4,000.00	-89.3%
Noncapitalized Equipment		4400	12,869.93	1,000.00	-92.2%
TOTAL, BOOKS AND SUPPLIES			50,093.81	5,000.00	-90.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	239,523.52	100,000.00	-58.3%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			239,523.52	100,000.00	-58.3%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	22,740.00	5,000.00	-78.0%
Buildings and Improvements of Buildings		6200	121,253.43	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	104,824.92	50,000.00	-52.3%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			248,818.35	55,000.00	-77.9%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			538,435.68	160,000.00	-70.3%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Pacific Grove Unified
Monterey County

Budget, July 1
Special Reserve Fund for Capital Outlay Projects
Expenditures by Function

27 66134 0000000
Form 40
H8BZRBJ17T(2026-27)

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	295,000.00	315,000.00	6.8%
5) TOTAL, REVENUES			295,000.00	315,000.00	6.8%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		538,435.68	160,000.00	-70.3%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			538,435.68	160,000.00	-70.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(243,435.68)	155,000.00	-163.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(243,435.68)	155,000.00	-163.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	727,241.53	483,805.85	-33.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			727,241.53	483,805.85	-33.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			727,241.53	483,805.85	-33.5%
2) Ending Balance, June 30 (E + F1e)			483,805.85	638,805.85	32.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	483,805.85	638,805.85	32.0%
Special Reserve Projects	0000	9780	*483,805.85*		
Special Reserve Projects	0000	9780		*638,805.85*	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Pacific Grove Unified
Monterey County

2026-27 Budget, July 1
AVERAGE DAILY ATTENDANCE

27 66134 0000000
Form A
H8BZRBJ17T(2026-27)

Description	2025-26 Estimated Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	1,563.52	1,563.52	1,615.30	1,539.39	1,539.39	1,590.39
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	1,563.52	1,563.52	1,615.30	1,539.39	1,539.39	1,590.39
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	.08					
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	.08	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	1,563.60	1,563.52	1,615.30	1,539.39	1,539.39	1,590.39
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			5,614,244.74	12,253,118.94	9,126,239.90	6,335,903.63	3,002,118.92	1,874,548.54	18,965,296.77	15,833,246.69
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019		374,691.00	374,691.00	460,647.00	374,692.00	0.00	0.00	235,833.00	169,861.00
Property Taxes	8020-8079		0.00	0.00	120,439.00	9,423.00	1,945,938.00	20,829,897.00	959,293.00	831,100.00
Miscellaneous Funds	8080-8099		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Federal Revenue	8100-8299		0.00	0.00	66,328.00	62,716.00	0.00	92,124.19	5,963.37	0.00
Other State Revenue	8300-8599		92,421.00	111,724.00	93,626.00	253,897.00	264,385.00	105,720.00	172,415.00	62,880.00
Other Local Revenue	8600-8799		61,004.00	183,107.00	86,739.00	217,602.00	118,027.00	315,798.00	124,731.00	186,308.00
Interfund Transfers In	8900-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			528,116.00	669,522.00	827,779.00	918,330.00	2,328,350.00	21,343,539.19	1,498,235.37	1,250,149.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		1,690,261.40	1,743,973.78	1,767,504.60	1,806,922.53	1,790,815.72	1,811,902.00	1,779,152.38	1,779,898.52
Classified Salaries	2000-2999		468,402.70	821,932.85	867,485.75	861,544.07	861,544.07	829,855.09	848,670.42	842,728.74
Employee Benefits	3000-3999		794,077.47	1,012,618.45	956,938.01	961,037.35	1,008,546.26	959,679.95	1,065,556.95	951,535.57
Books and Supplies	4000-4999		29,110.95	60,773.18	101,659.20	55,461.70	30,757.16	115,370.22	57,314.54	35,821.59
Services	5000-5999		536,699.28	278,102.78	219,877.71	462,149.06	169,257.17	365,483.70	420,431.16	227,212.64
Capital Outlay	6000-6999				5,000.00					
Other Outgo	7000-7499				24,000.00		20,000.00		10,000.00	
Interfund Transfers Out	7600-7629								150,000.00	

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			3,518,551.80	3,917,401.04	3,942,465.27	4,147,114.71	3,880,920.38	4,082,290.96	4,331,125.45	3,837,197.06
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199	5,000.00								
Accounts Receivable	9200-9299	(1,200,000.00)	329,310.00	21,000.00	424,350.00	45,000.00	575,000.00	4,500.00	(199,160.00)	0.00
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330	200,000.00	(200,000.00)							
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		(995,000.00)	129,310.00	21,000.00	424,350.00	45,000.00	575,000.00	4,500.00	(199,160.00)	0.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	1,445,000.00	(1,500,000.00)	(100,000.00)	100,000.00	150,000.00	150,000.00	175,000.00	100,000.00	150,000.00
Due To Other Funds	9610									
Current Loans	9640		(8,000,000.00)							
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		1,445,000.00	(9,500,000.00)	(100,000.00)	100,000.00	150,000.00	150,000.00	175,000.00	100,000.00	150,000.00
Nonoperating										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		(2,440,000.00)	9,629,310.00	121,000.00	324,350.00	(105,000.00)	425,000.00	(170,500.00)	(299,160.00)	(150,000.00)
E. NET INCREASE/DECREASE (B - C + D)			6,638,874.20	(3,126,879.04)	(2,790,336.27)	(3,333,784.71)	(1,127,570.38)	17,090,748.23	(3,132,050.08)	(2,737,048.06)
F. ENDING CASH (A + E)			12,253,118.94	9,126,239.90	6,335,903.63	3,002,118.92	1,874,548.54	18,965,296.77	15,833,246.69	13,096,198.63
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

517/1387

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE								
A. BEGINNING CASH		13,096,198.63	10,484,587.06	12,999,495.05	9,263,869.53				
B. RECEIPTS									
LCFF Sources									
Principal Apportionment	8010-8019	243,931.00	169,861.00	169,861.00	144,358.00	105,108.00		2,823,534.00	2,823,534.00
Property Taxes	8020-8079	916,621.00	14,080,632.00	84,391.00	981,019.00	0.00		40,758,753.00	40,758,753.00
Miscellaneous Funds	8080-8099	0.00	0.00	0.00	0.00	0.00		0.00	0.00
Federal Revenue	8100-8299	57,157.82	0.00	0.00	162,513.21	201,689.75		648,492.34	648,492.34
Other State Revenue	8300-8599	88,891.00	115,692.00	170,298.00	48,473.56	1,799,999.58		3,380,422.14	3,380,422.14
Other Local Revenue	8600-8799	230,279.00	213,810.00	232,813.00	309,803.70	250,000.00		2,530,021.70	2,530,021.70
Interfund Transfers In	8900-8929	0.00	0.00	0.00	0.00			0.00	0.00
All Other Financing Sources	8930-8979	0.00	0.00	0.00	0.00			0.00	0.00
TOTAL RECEIPTS		1,536,879.82	14,579,995.00	657,363.00	1,646,167.47	2,356,797.33	0.00	50,141,223.18	50,141,223.18
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,779,429.38	1,735,840.47	1,735,840.47	1,116,054.57	0.00		20,537,595.82	20,537,595.82
Classified Salaries	2000-2999	838,860.71	862,534.35	838,860.71	960,385.96			9,902,805.42	9,902,805.42
Employee Benefits	3000-3999	999,044.48	977,326.12	1,065,556.95	1,022,056.74	1,799,999.60		13,573,973.90	13,573,973.90
Books and Supplies	4000-4999	49,656.13	48,667.95	98,818.17	234,973.60	316,842.78		1,235,227.17	1,235,227.17
Services	5000-5999	264,536.30	290,718.12	488,912.22	1,086,335.10	325,000.00		5,134,715.24	5,134,715.24
Capital Outlay	6000-6999	6,964.39						11,964.39	11,964.39
Other Outgo	7000-7499	10,000.00		15,000.00	(36,199.05)			42,800.95	42,800.95
Interfund Transfers Out	7600-7629				155,499.64			305,499.64	305,499.64
All Other Financing Uses	7630-7699							0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		3,948,491.39	3,915,087.01	4,242,988.52	4,539,106.56	2,441,842.38	0.00	50,744,582.53	50,744,582.53
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199					(5,000.00)		(5,000.00)	
Accounts Receivable	9200-9299	0.00	0.00	0.00	(350,000.00)	350,000.00		1,200,000.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							(200,000.00)	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	(350,000.00)	345,000.00	0.00	995,000.00	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	200,000.00	150,000.00	150,000.00	990,000.00	730,000.00		1,445,000.00	
Due To Other Funds	9610							0.00	
Current Loans	9640		8,000,000.00					0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		200,000.00	8,150,000.00	150,000.00	990,000.00	730,000.00	0.00	1,445,000.00	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		(200,000.00)	(8,150,000.00)	(150,000.00)	(1,340,000.00)	(385,000.00)	0.00	(450,000.00)	
E. NET INCREASE/DECREASE (B - C + D)		(2,611,611.57)	2,514,907.99	(3,735,625.52)	(4,232,939.09)	(470,045.05)	0.00	(1,053,359.35)	(603,359.35)
F. ENDING CASH (A + E)		10,484,587.06	12,999,495.05	9,263,869.53	5,030,930.44				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								4,560,885.39	

519/1387

Pacific Grove Unified
Monterey County

Budget, July 1
General Fund
Multiyear Projections
Unrestricted

27 66134 0000000
Form MYP
H8BZRBJ17T(2026-27)

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	43,582,287.00	4.67%	45,616,633.00	3.30%	47,123,474.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	460,384.00	-0.40%	458,562.00	-0.87%	454,595.00
4. Other Local Revenues	8600-8799	556,700.00	1.62%	565,721.00	1.00%	571,378.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(9,217,722.94)	-7.52%	(8,524,596.79)	19.25%	(10,165,269.18)
6. Total (Sum lines A1 thru A5c)		35,381,648.06	7.73%	38,116,319.21	-0.35%	37,984,177.82
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				16,624,441.10		16,903,757.00
b. Step & Column Adjustment				279,315.90		273,841.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	16,624,441.10	1.68%	16,903,757.00	1.62%	17,177,598.00
2. Classified Salaries						
a. Base Salaries				6,018,938.68		6,191,198.00
b. Step & Column Adjustment				172,259.32		159,605.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	6,018,938.68	2.86%	6,191,198.00	2.58%	6,350,803.00
3. Employee Benefits	3000-3999	8,411,851.37	2.45%	8,618,190.00	0.91%	8,696,695.00
4. Books and Supplies	4000-4999	609,820.78	0.98%	615,797.00	1.64%	625,873.00
5. Services and Other Operating Expenditures	5000-5999	4,114,665.71	-1.31%	4,060,779.00	1.02%	4,102,366.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(299,220.70)	0.63%	(301,113.16)	0.45%	(302,461.43)
9. Other Financing Uses						
a. Transfers Out	7600-7629	305,499.64	1.63%	310,479.00	1.63%	315,540.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		35,785,996.58	1.71%	36,399,086.84	1.56%	36,966,413.57
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(404,348.52)		1,717,232.37		1,017,764.25

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		4,587,173.77		4,182,825.25		5,900,057.62
2. Ending Fund Balance (Sum lines C and D1)		4,182,825.25		5,900,057.62		6,917,821.87
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	5,000.00		5,000.00		5,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	2,655,487.77		4,342,983.62		5,334,916.87
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,522,337.48		1,552,074.00		1,577,905.00
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		4,182,825.25		5,900,057.62		6,917,821.87
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,522,337.48		1,552,074.00		1,577,905.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		1,522,337.48		1,552,074.00		1,577,905.00

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	648,492.34	1.07%	655,462.00	1.00%	661,998.00
3. Other State Revenues	8300-8599	2,920,038.14	-2.03%	2,860,905.00	0.79%	2,883,364.00
4. Other Local Revenues	8600-8799	1,973,321.70	-3.58%	1,902,755.00	0.89%	1,919,762.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	9,217,722.94	-7.52%	8,524,596.79	19.25%	10,165,269.18
6. Total (Sum lines A1 thru A5c)		14,759,575.12	-5.53%	13,943,718.79	12.10%	15,630,393.18
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				3,913,154.72		4,001,548.00
b. Step & Column Adjustment				88,393.28		64,825.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	3,913,154.72	2.26%	4,001,548.00	1.62%	4,066,373.00
2. Classified Salaries						
a. Base Salaries				3,883,866.74		3,980,922.00
b. Step & Column Adjustment				97,055.26		133,385.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,883,866.74	2.50%	3,980,922.00	3.35%	4,114,307.00
3. Employee Benefits	3000-3999	5,162,122.53	5.26%	5,433,432.00	0.43%	5,456,916.00
4. Books and Supplies	4000-4999	625,406.39	0.99%	631,620.00	5.31%	665,167.00
5. Services and Other Operating Expenditures	5000-5999	1,020,049.53	-18.10%	835,403.00	0.53%	839,838.00
6. Capital Outlay	6000-6999	11,964.39	1,000.00%	131,608.00	25.00%	164,510.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	122,072.46	-17.16%	101,128.00	0.00%	101,128.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	219,949.19	0.50%	221,048.94	0.50%	222,154.18
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		14,958,585.95	2.53%	15,336,709.94	1.91%	15,630,393.18
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(199,010.83)		(1,392,991.15)		0.00

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		1,592,001.98		1,392,991.15		0.00
2. Ending Fund Balance (Sum lines C and D1)		1,392,991.15		0.00		0.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	1,392,991.15		0.00		0.00
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		1,392,991.15		0.00		0.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	43,582,287.00	4.67%	45,616,633.00	3.30%	47,123,474.00
2. Federal Revenues	8100-8299	648,492.34	1.07%	655,462.00	1.00%	661,998.00
3. Other State Revenues	8300-8599	3,380,422.14	-1.80%	3,319,467.00	0.56%	3,337,959.00
4. Other Local Revenues	8600-8799	2,530,021.70	-2.43%	2,468,476.00	0.92%	2,491,140.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		50,141,223.18	3.83%	52,060,038.00	2.99%	53,614,571.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				20,537,595.82		20,905,305.00
b. Step & Column Adjustment				367,709.18		338,666.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	20,537,595.82	1.79%	20,905,305.00	1.62%	21,243,971.00
2. Classified Salaries						
a. Base Salaries				9,902,805.42		10,172,120.00
b. Step & Column Adjustment				269,314.58		292,990.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	9,902,805.42	2.72%	10,172,120.00	2.88%	10,465,110.00
3. Employee Benefits	3000-3999	13,573,973.90	3.52%	14,051,622.00	0.73%	14,153,611.00
4. Books and Supplies	4000-4999	1,235,227.17	0.99%	1,247,417.00	3.50%	1,291,040.00
5. Services and Other Operating Expenditures	5000-5999	5,134,715.24	-4.65%	4,896,182.00	0.94%	4,942,204.00
6. Capital Outlay	6000-6999	11,964.39	1,000.00%	131,608.00	25.00%	164,510.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	122,072.46	-17.16%	101,128.00	0.00%	101,128.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(79,271.51)	1.00%	(80,064.22)	0.30%	(80,307.25)
9. Other Financing Uses						
a. Transfers Out	7600-7629	305,499.64	1.63%	310,479.00	1.63%	315,540.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		50,744,582.53	1.95%	51,735,796.78	1.66%	52,596,806.75
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(603,359.35)		324,241.22		1,017,764.25

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		6,179,175.75		5,575,816.40		5,900,057.62
2. Ending Fund Balance (Sum lines C and D1)		5,575,816.40		5,900,057.62		6,917,821.87
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	5,000.00		5,000.00		5,000.00
b. Restricted	9740	1,392,991.15		0.00		0.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	2,655,487.77		4,342,983.62		5,334,916.87
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,522,337.48		1,552,074.00		1,577,905.00
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		5,575,816.40		5,900,057.62		6,917,821.87
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,522,337.48		1,552,074.00		1,577,905.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		1,522,337.48		1,552,074.00		1,577,905.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		3.00%		3.00%		3.00%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00				
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		1,539.39		1,539.39		1,539.39
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		50,744,582.53		51,735,796.78		52,596,806.75
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		50,744,582.53		51,735,796.78		52,596,806.75
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		3.00%		3.00%		3.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		1,522,337.48		1,552,073.90		1,577,904.20
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		1,522,337.48		1,552,073.90		1,577,904.20
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Pacific Grove Unified
Monterey County

Budget, July 1
2025-26 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

27 66134 0000000
Form SIAA
H8BZRBJ17T(2026-27)

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	38,021.70	0.00	0.00	(90,752.78)				
Other Sources/Uses Detail					0.00	465,145.36		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	4,000.00	0.00	20,731.39	0.00				
Other Sources/Uses Detail					265,145.36	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	(42,021.70)	70,021.39	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					200,000.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		

Pacific Grove Unified
Monterey County

Budget, July 1
2025-26 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

27 66134 0000000
Form SIAA
H8BZRBJ17T(2026-27)

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								

Pacific Grove Unified
Monterey County

Budget, July 1
2025-26 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

27 66134 0000000
Form SIAA
H8BZRBJ17T(2026-27)

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								

Pacific Grove Unified
Monterey County

Budget, July 1
2025-26 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

27 66134 0000000
Form SIAA
H8BZRBJ17T(2026-27)

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	42,021.70	(42,021.70)	90,752.78	(90,752.78)	465,145.36	465,145.36	0.00	0.00

Pacific Grove Unified
Monterey County

Budget, July 1
2026-27 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

27 66134 0000000
Form SIAB
H8BZRBJ17T(2026-27)

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	20,000.00	0.00	0.00	(79,271.51)				
Other Sources/Uses Detail					0.00	305,499.64		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	3,000.00	0.00	11,371.60	0.00				
Other Sources/Uses Detail					305,499.64	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	(23,000.00)	67,899.91	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Pacific Grove Unified
Monterey County

Budget, July 1
2026-27 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

27 66134 0000000
Form SIAB
H8BZRBJ17T(2026-27)

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Pacific Grove Unified
Monterey County

Budget, July 1
2026-27 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

27 66134 0000000
Form SIAB
H8BZRBJ17T(2026-27)

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	23,000.00	(23,000.00)	79,271.51	(79,271.51)	305,499.64	305,499.64		

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Projected funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	1,539
District's ADA Standard Percentage Level:	**1.0%**

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2023-24)				
District Regular	1,733	1,679		
Charter School				
Total ADA	**1,733**	**1,679**	**3.2%**	**Not Met**
Second Prior Year (2024-25)				
District Regular	1,608	1,616		
Charter School				
Total ADA	**1,608**	**1,616**	**N/A**	**Met**
First Prior Year (2025-26)				
District Regular	1,616	1,615		
Charter School		0		
Total ADA	**1,616**	**1,615**	**0.1%**	**Met**
Budget Year (2026-27)				
District Regular	1,590			
Charter School	0			
Total ADA	**1,590**			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation: (required if NOT met)	na

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation: (required if NOT met)	na

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4): 1,539

District's Enrollment Standard Percentage Level: 1.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CALPADS Actual column for the First Prior Year; all other data are extracted or calculated. CALPADS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment Budget	Enrollment CALPADS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2023-24)				
District Regular	1,772	1,727		
Charter School				
Total Enrollment	**1,772**	**1,727**	**2.5%**	**Not Met**
Second Prior Year (2024-25)				
District Regular	1,735	1,749		
Charter School				
Total Enrollment	**1,735**	**1,749**	**N/A**	**Met**
First Prior Year (2025-26)				
District Regular	1,701	1,706		
Charter School				
Total Enrollment	**1,701**	**1,706**	**N/A**	**Met**
Budget Year (2026-27)				
District Regular	1,664			
Charter School				
Total Enrollment	**1,664**			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation: (required if NOT met): na

1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation: (required if NOT met): na

3. **CRITERION: ADA to Enrollment**

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CALPADS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2023-24)			
District Regular	1,608	1,727	
Charter School		0	
Total ADA/Enrollment	**1,608**	**1,727**	**93.1%**
Second Prior Year (2024-25)			
District Regular	1,616	1,749	
Charter School	0		
Total ADA/Enrollment	**1,616**	**1,749**	**92.4%**
First Prior Year (2025-26)			
District Regular	1,564	1,706	
Charter School			
Total ADA/Enrollment	**1,564**	**1,706**	**91.6%**
		Historical Average Ratio:	92.4%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	**92.9%**

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2026-27)				
District Regular	1,539	1,664		
Charter School	0			
Total ADA/Enrollment	**1,539**	**1,664**	**92.5%**	**Met**
1st Subsequent Year (2027-28)				
District Regular	1,539	1,664		
Charter School				
Total ADA/Enrollment	**1,539**	**1,664**	**92.5%**	**Met**
2nd Subsequent Year (2028-29)				
District Regular	1,539	1,664		
Charter School				
Total ADA/Enrollment	**1,539**	**1,664**	**92.5%**	**Met**

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation: (required if NOT met)	na

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's cost-of-living adjustment (COLA), plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's COLA, plus or minus one percent.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: Basic Aid

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Projected LCFF Revenue

		Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Step 1 - Change in Population					
a.	ADA (Funded) (Form A, lines A6 and C4)	1,615.30	1,590.39	1,572.43	1,547.30
b.	Prior Year ADA (Funded)		1,615.30	1,590.39	1,572.43
c.	Difference (Step 1a minus Step 1b)		(24.91)	(17.96)	(25.13)
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		(1.54%)	(1.13%)	(1.60%)
Step 2 - Change in Funding Level					
a.	Prior Year LCFF Funding		41,676,376.00	43,582,287.00	45,616,633.00
b1.	COLA percentage		2.41%	3.60%	3.34%
b2.	COLA amount (proxy for purposes of this criterion)		1,004,400.66	1,568,962.33	1,523,595.54
c.	Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		2.41%	3.60%	3.34%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)			.87%	2.47%	1.74%
	LCFF Revenue Standard (Step 3, plus/minus 1%):		**N/A**	**N/A**	**N/A**

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	38,914,071.87	40,758,753.00	42,796,691.00	44,508,558.00
Percent Change from Previous Year		4.74%	5.00%	4.00%
Basic Aid Standard (percent change from previous year, plus/minus 1%):		3.74% to 5.74%	4.00% to 6.00%	3.00% to 5.00%

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	N/A	N/A	N/A

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	41,742,587.87	43,582,287.00	45,616,633.00	47,123,474.00
District's Projected Change in LCFF Revenue:		4.41%	4.67%	3.30%
Basic Aid Standard		3.74% to 5.74%	4.00% to 6.00%	3.00% to 5.00%
Status:		Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected change in LCFF revenue has met the standard for the budget and two subsequent fiscal years.

Explanation: (required if NOT met)	na

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2023-24)	28,992,112.30	32,758,614.29	88.5%
Second Prior Year (2024-25)	30,300,531.13	34,213,316.32	88.6%
First Prior Year (2025-26)	30,093,820.75	34,161,981.83	88.1%
		Historical Average Ratio:	88.4%

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	**85.4% to 91.4%**	**85.4% to 91.4%**	**85.4% to 91.4%**

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Budget Year (2026-27)	31,055,231.15	35,480,496.94	87.5%	Met
1st Subsequent Year (2027-28)	31,713,145.00	36,088,607.84	87.9%	Met
2nd Subsequent Year (2028-29)	32,225,096.00	36,650,873.57	87.9%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

na

6. **CRITERION: Other Revenues and Expenditures**

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	.87%	2.47%	1.74%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**-9.13% to 10.87%**	**-7.53% to 12.47%**	**-8.26% to 11.74%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-4.13% to 5.87%	-2.53% to 7.47%	-3.26% to 6.74%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2025-26)	687,317.17		
Budget Year (2026-27)	648,492.34	(5.65%)	Yes
1st Subsequent Year (2027-28)	655,462.00	1.07%	No
2nd Subsequent Year (2028-29)	661,998.00	1.00%	No

Explanation: (required if Yes)
Federal revenues are projected to decrease in 2026/27 due to lower anticipated grant revenues associated with declining enrollment and unduplicated pupil counts.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2025-26)	4,126,326.52		
Budget Year (2026-27)	3,380,422.14	(18.08%)	Yes
1st Subsequent Year (2027-28)	3,319,467.00	(1.80%)	No
2nd Subsequent Year (2028-29)	3,337,959.00	.56%	No

Explanation: (required if Yes)
Other state revenues are projected to decrease in 2026/27 due to the spending down of prior-year carryover funds. The budget reflects only ongoing state funding and excludes one-time balances from the prior year.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2025-26)	2,978,162.68		
Budget Year (2026-27)	2,530,021.70	(15.05%)	Yes
1st Subsequent Year (2027-28)	2,468,476.00	(2.43%)	No
2nd Subsequent Year (2028-29)	2,491,140.00	.92%	No

Explanation: (required if Yes)
The decrease in other local revenue in 2026/27 is due to conservative budgeting and the removal of prior-year one-time revenues. The budget reflects ongoing and known local revenue sources only.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2025-26)	1,649,379.49		
Budget Year (2026-27)	1,235,227.17	(25.11%)	Yes
1st Subsequent Year (2027-28)	1,247,417.00	.99%	No
2nd Subsequent Year (2028-29)	1,291,040.00	3.50%	No

Explanation: (required if Yes)

The decrease in Books and Supplies in 2026/27 is due to the removal of prior-year one-time restricted expenditures and ongoing efforts by the district to monitor and control materials and supply purchases. The budget reflects ongoing operational needs.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2025-26)	5,539,541.74		
Budget Year (2026-27)	5,134,715.24	(7.31%)	Yes
1st Subsequent Year (2027-28)	4,896,182.00	(4.65%)	Yes
2nd Subsequent Year (2028-29)	4,942,204.00	.94%	No

Explanation: (required if Yes)

The decrease in Services and Other Operating Expenditures is due to reductions in Travel and Conference and Contract Services, including the removal of prior-year one-time costs and efforts to limit discretionary spending.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Total Federal, Other State, and Other Local Revenue (Criterion 6B)

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
First Prior Year (2025-26)	7,791,806.37		
Budget Year (2026-27)	6,558,936.18	(15.82%)	Not Met
1st Subsequent Year (2027-28)	6,443,405.00	(1.76%)	Met
2nd Subsequent Year (2028-29)	6,491,097.00	.74%	Met

Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)

First Prior Year (2025-26)	7,188,921.23		
Budget Year (2026-27)	6,369,942.41	(11.39%)	Not Met
1st Subsequent Year (2027-28)	6,143,599.00	(3.55%)	Met
2nd Subsequent Year (2028-29)	6,233,244.00	1.46%	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Federal Revenue (linked from 6B if NOT met)	Federal revenues are projected to decrease in 2026/27 due to lower anticipated grant revenues associated with declining enrollment and unduplicated pupil counts.
Explanation: Other State Revenue (linked from 6B if NOT met)	Other state revenues are projected to decrease in 2026/27 due to the spending down of prior-year carryover funds. The budget reflects only ongoing state funding and excludes one-time balances from the prior year.
Explanation: Other Local Revenue (linked from 6B if NOT met)	The decrease in other local revenue in 2026/27 is due to conservative budgeting and the removal of prior-year one-time revenues. The budget reflects ongoing and known local revenue sources only.

1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Books and Supplies (linked from 6B if NOT met)	The decrease in Books and Supplies in 2026/27 is due to the removal of prior-year one-time restricted expenditures and ongoing efforts by the district to monitor and control materials and supply purchases. The budget reflects ongoing operational needs.
Explanation: **Services and Other Exps** (linked from 6B if NOT met)	The decrease in Services and Other Operating Expenditures is due to reductions in Travel and Conference and Contract Services, including the removal of prior-year one-time costs and efforts to limit discretionary spending.

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute exclude the following resource codes from the total general fund expenditures calculation: 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation? — Yes

   b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223) — 0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)	48,720,447.53			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution[1] to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	48,720,447.53	1,461,613.43	1,760,386.92	Met

[1] Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- [ ] Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- [ ] Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- [ ] Other (explanation must be provided)

Explanation: (required if NOT met and Other is marked): na

8. **CRITERION: Deficit Spending**

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves[1] as a percentage of total expenditures and other financing uses[2] in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

		Third Prior Year (2023-24)	Second Prior Year (2024-25)	First Prior Year (2025-26)
1.	District's Available Reserve Amounts (resources 0000-1999)			
	a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
	b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	1,500,000.00	1,468,968.98	1,516,707.02
	c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	0.00	0.00
	d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
	e. Available Reserves (Lines 1a through 1d)	1,500,000.00	1,468,968.98	1,516,707.02
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	47,450,383.32	48,965,632.50	50,556,900.54
	b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
	c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	47,450,383.32	48,965,632.50	50,556,900.54
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	3.2%	3.0%	3.0%
	District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**1.1%**	**1.0%**	**1.0%**

[1]Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2]A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2023-24)	(466,481.57)	33,158,614.29	1.4%	Not Met
Second Prior Year (2024-25)	(577,547.57)	34,613,316.32	1.7%	Not Met
First Prior Year (2025-26)	(295,544.98)	34,627,127.19	.9%	Met
Budget Year (2026-27) (Information only)	(404,348.52)	35,785,996.58		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Unrestricted deficit spending has exceeded the standard percentage levels for two or more of the previous three fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing the unrestricted budgets, and what change, if any, will be made to ensure that the subsequent budgets are balanced within the standard.

Explanation:

(required if NOT met)

Deficit spending has been impacted by the use of one-time resources and reserves to support ongoing expenditures, as well as declining enrollment pressures. The budget is balanced using conservative property tax assumptions, expenditure controls, and reserves. Future budgets will continue to align ongoing expenditures with ongoing revenues to maintain fiscal stability and eliminate structural deficit spending.

9. **CRITERION: Fund and Cash Balances**

A. Fund Balance STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level [1]	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 250,000
0.3%	250,001 and over

[1] Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):	1,539
District's Fund Balance Standard Percentage Level:	**1.0%**

9A-1. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance [2] (Form 01, Line F1e, Unrestricted Column) Original Budget	Estimated/Unaudited Actuals	Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
Third Prior Year (2023-24)	3,989,533.16	5,926,747.89	N/A	Met
Second Prior Year (2024-25)	5,499,680.40	5,460,266.32	.7%	Met
First Prior Year (2025-26)	4,865,299.15	4,882,718.75	N/A	Met
Budget Year (2026-27) (Information only)	4,587,173.77			

[2] Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9A-2. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation: (required if NOT met)	na

B. Cash Balance Standard: Projected general fund cash balance will be positive at the end of the current fiscal year.

9B-1: Determining if the District's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)	Status
Current Year (2026-27)	5,030,930.44	Met

9B-2. Comparison of the District's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation: (required if NOT met)	na

10. CRITERION: Reserves

STANDARD: Available reserves[1] for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts[2] as applied to total expenditures and other financing uses[3]:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA
5% or $90,000 (greater of)	0 to 300
4% or $90,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 250,000
1%	250,001 and over

[1] Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2] Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

[3] A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	1,539	1,539	1,539
District's Reserve Standard Percentage Level:	3%	3%	3%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1. If Yes, enter data for item 2a. If No, enter data for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? — Yes

2. If you are the SELPA AU and are excluding special education pass-through funds:

   a. Enter the name(s) of the SELPA(s):

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00		

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	50,744,582.53	51,735,796.78	52,596,806.75
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	50,744,582.53	51,735,796.78	52,596,806.75

4.	Reserve Standard Percentage Level	3%	3%	3%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	1,522,337.48	1,552,073.90	1,577,904.20
6.	Reserve Standard - by Amount ($90,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7.	**District's Reserve Standard (Greater of Line B5 or Line B6)**	**1,522,337.48**	**1,552,073.90**	**1,577,904.20**

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.
All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00	0.00	0.00
2.	General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	1,522,337.48	1,552,074.00	1,577,905.00
3.	General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	0.00	0.00
4.	General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5.	Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6.	Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7.	Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8.	District's Budgeted Reserve Amount (Lines C1 thru C7)	1,522,337.48	1,552,074.00	1,577,905.00
9.	District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	3.00%	3.00%	3.00%
	District's Reserve Standard (Section 10B, Line 7):	**1,522,337.48**	**1,552,073.90**	**1,577,904.20**
	Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation: (required if NOT met)	na

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget? — No

1b. If Yes, identify the liabilities and how they may impact the budget:

na

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources? — No

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

na

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues? — No

1b. If Yes, identify the expenditures:

na

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? — No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

na

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: -10.0% to +10.0% or -$20,000 to +$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2025-26)	(8,581,532.53)			
Budget Year (2026-27)	(9,217,722.94)	636,190.41	7.4%	Met
1st Subsequent Year (2027-28)	(9,678,609.09)	460,886.15	5.0%	Met
2nd Subsequent Year (2028-29)	(10,162,539.54)	483,930.45	5.0%	Met
1b. Transfers In, General Fund *				
First Prior Year (2025-26)	0.00			
Budget Year (2026-27)	0.00	0.00	0.0%	Met
1st Subsequent Year (2027-28)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2028-29)	0.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2025-26)	465,145.36			
Budget Year (2026-27)	305,499.64	(159,645.72)	(34.3%)	Not Met
1st Subsequent Year (2027-28)	310,479.00	4,979.36	1.6%	Met
2nd Subsequent Year (2028-29)	315,540.00	5,061.00	1.6%	Met

1d. Impact of Capital Projects

Do you have any capital projects that may impact the general fund operational budget? No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation: (required if NOT met) na

1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation: (required if NOT met)	na

1c. NOT MET - The projected transfers out of the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation: (required if NOT met)	Due to deficit spending in Fund 01, the district has eliminated the $200K transfer to Fund 14 in 26/27 to stabilize the general fund.

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information: (required if YES)	na

S6. Long-term Commitments

Identify all existing and new multiyear commitments[1] and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

[1] Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?
   (If No, skip item 2 and Sections S6B and S6C) — Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For: Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2026
Leases				
Certificates of Participation				
General Obligation Bonds	19	Fund 51-Additional Property Taxes		51,234,906
Supp Early Retirement Program	3	Fund 01-SERP		897,660
State School Building Loans				
Compensated Absences		Fund 01		1,128,874
Other Long-term Commitments (do not include OPEB):				
TOTAL:				53,261,440

Type of Commitment (continued)	Prior Year (2025-26) Annual Payment (P & I)	Budget Year (2026-27) Annual Payment (P & I)	1st Subsequent Year (2027-28) Annual Payment (P & I)	2nd Subsequent Year (2028-29) Annual Payment (P & I)
Leases	0	39,228	39,228	39,228
Certificates of Participation				
General Obligation Bonds	4,921,054	5,076,361	4,181,669	4,076,918
Supp Early Retirement Program	299,220	299,220	299,220	0
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	5,220,274	5,414,809	4,520,117	4,116,146
Has total annual payment increased over prior year (2025-26)?		**Yes**	**No**	**No**

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

Explanation:
(required if Yes to increase in total annual payments)

Annual payments increased due to a new district-wide copy machine lease. The lease will be funded from the General Fund using ongoing LCFF revenues.

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

na

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1 Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5): Yes

2. For the district's OPEB:

a. Are they lifetime benefits? No

b. Do benefits continue past age 65? No

c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

3 a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method? Pay-as-you-go

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund	Governmental Fund
0	0

4. OPEB Liabilities

a. Total OPEB liability	5,594,188.00
b. OPEB plan(s) fiduciary net position (if applicable)	10,659,784.00
c. Total/Net OPEB liability (Line 4a minus Line 4b)	(5,065,596.00)
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	6/30/2024

5. OPEB Contributions

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	0.00	0.00	0.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	420,000.00	441,000.00	458,640.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	0.00	0.00	0.00
d. Number of retirees receiving OPEB benefits	187.00	192.00	192.00

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1 Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

No

2 Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

na

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs	0.00
b. Unfunded liability for self-insurance programs	0.00

4. Self-Insurance Contributions

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
a. Required contribution (funding) for self-insurance programs	0.00	0.00	0.00
b. Amount contributed (funded) for self-insurance programs	0.00	0.00	0.00

S8. **Status of Labor Agreements**

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of certificated (non-management) full - time - equivalent (FTE) positions	138.45	132.45	132.45	132.45

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? — Yes

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting: Jun 05, 2025

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official? Yes

If Yes, date of Superintendent and CBO certification: Jun 05, 2025

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption: Jun 05, 2025

4. Period covered by the agreement: Begin Date: Jul 01, 2024 End Date: Jun 30, 2027

5. Salary settlement:

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?	Yes	No	No
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits			
		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
7.	Amount included for any tentative salary schedule increases			

Certificated (Non-management) Health and Welfare (H&W) Benefits	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	131,450	0	0
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year	12.0%	0.0%	0.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	149,298	151,537	153,810
3. Percent change in step & column over prior year	1.5%	1.5%	1.5%

Certificated (Non-management) Attrition (layoffs and retirements)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are savings from attrition included in the budget and MYPs?	No	No	No
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	No	No	No

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of classified(non - management) FTE positions	147.40	148.53	148.53	148.53

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? Yes

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting: Jun 05, 2025

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification: Jun 05, 2025

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement? Yes

If Yes, date of budget revision board adoption: Jun 05, 2025

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits			
		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
7.	Amount included for any tentative salary schedule increases			

Classified (Non-management) Health and Welfare (H&W) Benefits	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	97,486	0	0
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year	12.0%	0.0%	0.0%

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are step & column adjustments included in the budget and MYPs?			
2. Cost of step & column adjustments	131,423	133,394	135,395
3. Percent change in step & column over prior year	1.5%	1.5%	1.5%

Classified (Non-management) Attrition (layoffs and retirements)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are savings from attrition included in the budget and MYPs?	No	No	No
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	No	No	No

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

Classified Compensation Study salary changes are not included in the 2026/27 Adopted budget as no tentative agreement has been made at this time

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of management, supervisor, and confidential FTE positions	24.94	24.94	24.94	24.94

Management/Supervisor/Confidential

Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? Yes

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?	Yes	Yes	Yes
Total cost of salary settlement	188,914	0	0
% change in salary schedule from prior year (may enter text, such as "Reopener")	3.5%	Reopener	Reopener

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
4. Amount included for any tentative salary schedule increases			

Management/Supervisor/Confidential

Health and Welfare (H&W) Benefits

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	28,257	0	0
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year	12.0%	0.0%	0.0%

Management/Supervisor/Confidential

Step and Column Adjustments

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step and column adjustments	27,168	27,576	27,990
3. Percent change in step & column over prior year	1.5%	1.5%	1.5%

Management/Supervisor/Confidential

Other Benefits (mileage, bonuses, etc.)

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are costs of other benefits included in the budget and MYPs?	No	No	No
2. Total cost of other benefits			
3. Percent change in cost of other benefits over prior year			

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?	Yes
2. Adoption date of the LCAP or an update to the LCAP.	Jun 04, 2026

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?	Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	Yes
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District Budget Criteria and Standards Review

SACS Web System - SACS V15
5/12/2026 9:04:18 AM 27-66134-0000000

Budget, July 1
Estimated Actuals 2025-26
Technical Review Checks
Phase - All
Display - All Technical Checks

Pacific Grove Unified **Monterey County**

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUNCTION - (**Fatal**) - All FUNCTION codes must be valid. **Passed**

CHECKFUND - (**Fatal**) - All FUND codes must be valid. **Passed**

CHECKGOAL - (**Fatal**) - All GOAL codes must be valid. **Passed**

CHECKOBJECT - (**Fatal**) - All OBJECT codes must be valid. **Passed**

CHECKRESOURCE - (**Warning**) - All RESOURCE codes must be valid. **Passed**

CHK-FDXRS7690xOB8590 - (**Fatal**) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. **Passed**

CHK-FUNCTIONxOBJECT - (**Fatal**) - All FUNCTION and OBJECT account code combinations must be valid. **Passed**

CHK-FUNDxFUNCTION-A - (**Warning**) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **Passed**

CHK-FUNDxFUNCTION-B - (**Fatal**) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **Passed**

CHK-FUNDxGOAL - (**Warning**) - All FUND and GOAL account code combinations should be valid. **Passed**

CHK-FUNDxOBJECT - (**Fatal**) - All FUND and OBJECT account code combinations must be valid. **Passed**

CHK-FUNDxRESOURCE - (**Warning**) - All FUND and RESOURCE account code combinations should be valid. **Passed**

CHK-GOALxFUNCTION-A - (**Fatal**) - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. **Passed**

CHK-GOALxFUNCTION-B - (**Fatal**) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). **Passed**

CHK-RES6500XOBJ8091 - (**Fatal**) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). **Passed**

CHK-RESOURCExOBJECTA - (**Warning**) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RESOURCExOBJECTB - (**Informational**) - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RS-LOCAL-DEFINED - (**Fatal**) - All locally defined resource codes must roll up to a CDE defined resource code. **Passed**

PY-EFB=CY-BFB - (**Fatal**) - Prior year ending fund balance (preloaded from last year's unaudited actuals submission) must equal current year beginning fund balance (Object 9791). **Passed**

PY-EFB=CY-BFB-RES - (**Fatal**) - Prior year ending balance (preloaded from last year's unaudited actuals submission) must equal current year beginning balance (Object 9791), by fund and resource. **Passed**

SPECIAL-ED-GOAL - (**Fatal**) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, and 3318. **Passed**

GENERAL LEDGER CHECKS

AR-AP-POSITIVE - (**Warning**) - Accounts Receivable (Object 9200), Due from Other Funds (Object 9310), Accounts Payable (Object 9500), and Due to Other Funds (Object 9610) should have a positive balance by resource, by fund. **Passed**

CEFB-POSITIVE - (**Fatal**) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. **Passed**

CONTRIB-RESTR-REV - (**Fatal**) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. **Passed**

CONTRIB-UNREST-REV - (**Fatal**) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. **Passed**

DUE-FROM=DUE-TO - (**Fatal**) - Due from Other Funds (Object 9310) must equal Due to Other Funds (Object 9610). **Passed**

EFB-POSITIVE - (**Warning**) - All ending fund balances (Object 979Z) should be positive by resource, by fund. **Passed**

EPA-CONTRIB - (**Fatal**) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). **Passed**

EXCESS-ASSIGN-REU - (**Fatal**) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). **Passed**

EXP-POSITIVE - (**Warning**) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. **Passed**

INTERFD-DIR-COST - (**Fatal**) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. **Passed**

INTERFD-IN-OUT - (**Fatal**) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). **Passed**

INTERFD-INDIRECT - (**Fatal**) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. **Passed**

INTERFD-INDIRECT-FN - (**Fatal**) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. **Passed**

INTRAFD-DIR-COST - (**Fatal**) - Transfers of Direct Costs (Object 5710) must net to zero by fund. **Passed**

INTRAFD-INDIRECT - (**Fatal**) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. **Passed**

INTRAFD-INDIRECT-FN - (**Fatal**) - Transfers of Indirect Costs (Object 7310) must net to zero by function. **Passed**

LCFF-TRANSFER - (**Fatal**) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. **Passed**

LOTTERY-CONTRIB - (**Fatal**) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). **Passed**

NET-INV-CAP-ASSETS - (**Warning**) - If capital asset amounts are imported/keyed, objects 9400-9489, (Capital Assets) in funds 61-95, then an amount should be recorded for Object 9796 (Net Investment in Capital Assets) within the same fund. **Passed**

OBJ-POSITIVE - (**Warning**) - The following objects have a negative balance by resource, by fund: **Exception**

FUND	RESOURCE	OBJECT	VALUE
01	1100	8660	($3,315.87)

Explanation: Cleared PY Lottery Receivable to CY. Interest came in less then accrued.

PASS-THRU-REV=EXP - (**Warning**) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource. **Passed**

REV-POSITIVE - (**Warning**) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. **Passed**

RS-NET-POSITION-ZERO - (**Fatal**) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. **Passed**

SE-PASS-THRU-REVENUE - (**Warning**) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. **Passed**

UNASSIGNED-NEGATIVE - (**Fatal**) - Unassigned/Unapprorpriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. **Passed**

UNR-NET-POSITION-NEG - (**Fatal**) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. **Passed**

SUPPLEMENTAL CHECKS

ASSET-ACCUM-DEPR-NEG - (**Fatal**) - In Form ASSET, accumulated depreciation and amortization for governmental and business-type activities must be zero or negative. **Passed**

DEBT-ACTIVITY - (**Informational**) - Long-term debt exists, but it appears that no activity has been entered in the Schedule of Long-Term Liabilities (Form DEBT) for the following long-term debt types: **Exception**

Long-Term Liability Type	Beginning Balance	Ending Balance
DEBT.GOV.GO.BONDS.9661	$38,712,000.00	
DEBT.GOV.PENSION.LIAB.9663	$43,625,843.00	
DEBT.GOV.OPEB.9664	$6,040,531.00	
DEBT.GOV.COMP.ABS.9665	$291,731.10	
DEBT.GOV.REV.BONDS.9668	$3,844,189.00	

DEBT-POSITIVE - (**Fatal**) - In Form DEBT, long-term liability ending balances must be positive. **Passed**

EXPORT VALIDATION CHECKS

ADA-PROVIDE - (**Fatal**) - Average Daily Attendance data (Form A) must be provided. **Passed**

CHK-DEPENDENCY - (**Fatal**) - If data has changed that affect other forms, the affected forms must be opened and saved. **Passed**

CHK-UNBALANCED-A - (**Warning**) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. **Passed**

CHK-UNBALANCED-B - (**Fatal**) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed. **Passed**

FORM01-PROVIDE - (**Fatal**) - Form 01 (Form 01I) must be opened and saved. **Passed**

VERSION-CHECK - (**Warning**) - All versions are current. **Passed**

SACS Web System - SACS V15
5/12/2026 9:04:41 AM 27-66134-0000000

Budget, July 1
Budget 2026-27
Technical Review Checks
Phase - All
Display - All Technical Checks

Pacific Grove Unified **Monterey County**

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUNCTION - (**Fatal**) - All FUNCTION codes must be valid. **Passed**

CHECKFUND - (**Fatal**) - All FUND codes must be valid. **Passed**

CHECKGOAL - (**Fatal**) - All GOAL codes must be valid. **Passed**

CHECKOBJECT - (**Fatal**) - All OBJECT codes must be valid. **Passed**

CHECKRESOURCE - (**Warning**) - All RESOURCE codes must be valid. **Passed**

CHK-FDXRS7690xOB8590 - (**Fatal**) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. **Passed**

CHK-FUNCTIONxOBJECT - (**Fatal**) - All FUNCTION and OBJECT account code combinations must be valid. **Passed**

CHK-FUNDxFUNCTION-A - (**Warning**) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **Passed**

CHK-FUNDxFUNCTION-B - (**Fatal**) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **Passed**

CHK-FUNDxGOAL - (**Warning**) - All FUND and GOAL account code combinations should be valid. **Passed**

CHK-FUNDxOBJECT - (**Fatal**) - All FUND and OBJECT account code combinations must be valid. **Passed**

CHK-FUNDxRESOURCE - (**Warning**) - All FUND and RESOURCE account code combinations should be valid. **Passed**

CHK-GOALxFUNCTION-A - (**Fatal**) - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. **Passed**

CHK-GOALxFUNCTION-B - (**Fatal**) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). **Passed**

CHK-RES6500XOBJ8091 - (**Fatal**) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). **Passed**

CHK-RESOURCExOBJECTA - (**Warning**) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RESOURCExOBJECTB - (**Informational**) - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RS-LOCAL-DEFINED - (**Fatal**) - All locally defined resource codes must roll up to a CDE defined resource code. **Passed**

SPECIAL-ED-GOAL - (**Fatal**) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, and 3318. **Passed**

GENERAL LEDGER CHECKS

CEFB-POSITIVE - (**Fatal**) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. **Passed**

CONTRIB-RESTR-REV - (**Fatal**) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. **Passed**

CONTRIB-UNREST-REV - (**Fatal**) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. **Passed**

EFB-POSITIVE - (**Warning**) - All ending fund balances (Object 979Z) should be positive by resource, by fund. **Passed**

EPA-CONTRIB - (**Fatal**) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). **Passed**

EXCESS-ASSIGN-REU - (**Fatal**) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). **Passed**

EXP-POSITIVE - (**Warning**) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. **Passed**

INTERFD-DIR-COST - (**Fatal**) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. **Passed**

INTERFD-IN-OUT - (**Fatal**) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). **Passed**

INTERFD-INDIRECT - (**Fatal**) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. **Passed**

INTERFD-INDIRECT-FN - (**Fatal**) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. **Passed**

INTRAFD-DIR-COST - (**Fatal**) - Transfers of Direct Costs (Object 5710) must net to zero by fund. **Passed**

INTRAFD-INDIRECT - (**Fatal**) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. **Passed**

INTRAFD-INDIRECT-FN - (**Fatal**) - Transfers of Indirect Costs (Object 7310) must net to zero by function. **Passed**

LCFF-TRANSFER - (**Fatal**) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. **Passed**

LOTTERY-CONTRIB - (**Fatal**) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). **Passed**

OBJ-POSITIVE - (**Warning**) - All applicable objects should have a positive balance by resource, by fund. **Passed**

PASS-THRU-REV=EXP - (**Warning**) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource. **Passed**

REV-POSITIVE - (**Warning**) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. **Passed**

RS-NET-POSITION-ZERO - (**Fatal**) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. **Passed**

SE-PASS-THRU-REVENUE - (**Warning**) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. **Passed**

UNASSIGNED-NEGATIVE - (**Fatal**) - Unassigned/Unapprorpriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. **Passed**

UNR-NET-POSITION-NEG - (**Fatal**) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. **Passed**

SUPPLEMENTAL CHECKS

CB-BALANCE-ABOVE-MIN - (**Warning**) - In Form CB, the district checked the box relating to compliance with EC Section 42127(a)(2)(B) and (C). **Passed**

CB-BUDGET-CERTIFY - (**Fatal**) - In Form CB, the district checked the box relating to the required budget certifications. **Passed**

CS-EXPLANATIONS - (**Fatal**) - Explanations must be provided in the Criteria and Standards Review (Form 01CS) for all criteria and for supplemental information items S1 through S6, and S9 if applicable, where the standard has not been met or where the status is Not Met or Yes. **Passed**

CS-YES-NO - (**Fatal**) - Supplemental information items and additional fiscal indicator items in the Criteria and Standards Review (Form 01CS) must be answered Yes or No, where applicable, for the form to be complete. **Passed**

EXPORT VALIDATION CHECKS

ADA-PROVIDE - (**Fatal**) - Average Daily Attendance data (Form A) must be provided. **Passed**

BUDGET-CERT-PROVIDE - (**Fatal**) - Budget Certification (Form CB) must be provided. **Passed**

CASHFLOW-PROVIDE - (**Warning**) - A Cashflow Worksheet (Form CASH) must be provided with your Budget and Interim reports. (Note: LEAs may use a cashflow worksheet other than Form CASH, as long as it provides a monthly cashflow projected through the end of the fiscal year.) **Passed**

CHK-DEPENDENCY - (**Fatal**) - If data has changed that affect other forms, the affected forms must be opened and saved.	**Passed**
CHK-UNBALANCED-A - (**Warning**) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed.	**Passed**
CHK-UNBALANCED-B - (**Fatal**) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed.	**Passed**
CS-PROVIDE - (**Fatal**) - The Criteria and Standards Review (Form 01CS) has been provided.	**Passed**
FORM01-PROVIDE - (**Fatal**) - Form 01 (Form 01I) must be opened and saved.	**Passed**
MYP-PROVIDE - (**Warning**) - A Multiyear Projection Worksheet must be provided with your Budget. (Note: LEAs may use a multiyear projection worksheet other than Form MYP, with approval of their reviewing agency, as long as it provides current year and at least two subsequent fiscal years, and separately projects unrestricted resources, restricted resources, and combined total resources.)	**Passed**
VERSION-CHECK - (**Warning**) - All versions are current.	**Passed**
WK-COMP-CERT-PROVIDE - (**Fatal**) - Workers' Compensation Certification (Form CC) must be provided.	**Passed**



2026–27 Adopted Budget Public Hearing

Pacific Grove Unified School District

A required public hearing to present and receive community input on the District's General Fund Combined (Unrestricted/Restricted) Budget and all other Funds for fiscal year 2026–27, in accordance with California Education Code.

BOARD AGENDA ITEM | FISCAL YEAR 2026–27

Recommendation & Legal Requirement

Board Recommendation

The District Administration recommends that the Board hold a public hearing for the District General Fund Combined (Unrestricted/Restricted) Budget and all other Funds for fiscal year 2026–27, as required by California Education Code.

Legal Authority

Education Code 42127

School districts must adopt their budgets prior to July 1st of each fiscal year for the subsequent fiscal year.

LCAP Public Hearing

Governing Boards must hold at least one public hearing prior to adoption of both the LCAP and the Adopted Budget.

Education Code 52062

The public hearing must occur at a separate meeting from the Board meeting where the LCAP and Adopted Budget are formally adopted.

The PGUSD Adopted Budget reflects the educational programs of the District expressed in terms of the allocation of financial resources, including anticipated revenues and their distribution among educational programs and support services.

2026–27 Budget Overview: Key Financial Indicators

The following figures reflect the most recent assumptions regarding enrollment, retirement contribution rates, property tax revenue, state categorical programs, site allocations, and other pertinent factors used in preparing the final 2026–27 Adopted Budget.

$50.1M

Total Revenues

Combined General Fund revenues of $50,141,223.16 for 2026–27

$50.4M

Total Expenditures

Combined General Fund expenditures of $50,439,082.89 including interfund transfers

($603K)

Gross Operating Deficit

Unrestricted: ($404,349) · Restricted: ($199,011)

8.3%

Reserve Level

Projected reserve balance, above the required 3.0% minimum for economic uncertainty

1,680

Projected Enrollment

A decrease of 14 students from the 2025–26 enrollment of 1,694

Revenue Details: LCFF, Property Tax & State Funds

LCFF & Property Tax Revenue

Property Tax Revenue: $40,758,753 — projected to increase 5% (+$1,871,491) over 2025–26 Estimated Actuals

Ed Protection Account: $318,078 in Educational Protection Account Revenue

LCFF Base + Total: LCFF Base: $2,505,456 · Combined Total LCFF Revenue: $43,582,287

State & Categorical Revenues

Categorical Funding: CTEIG, RS6770 (Music Arts), RS2600 (ELOP), and Lottery Funds estimated at $1,039,373

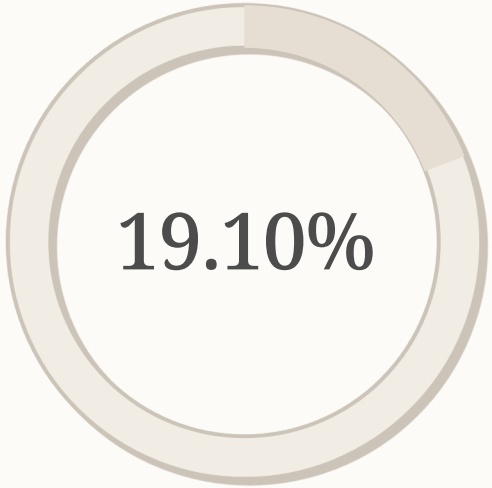
Other State Restricted: $2,341,049 — includes STRS on Behalf and RS 6019 Discretionary Block Grant

Total State Revenues: $3,380,422 in combined state revenue for 2026–27

Retirement Contribution Rates — 2026–27

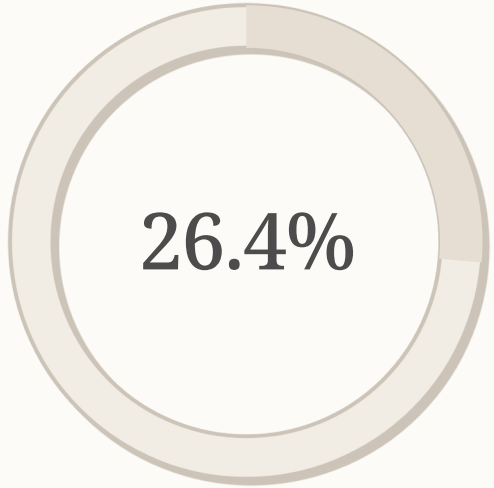
CalSTRS (STRS): Employer contribution rate for 2026–27 is set at 19.10% — unchanged from 2025–26.

CalPERS (PERS): Employer contribution rate for 2026–27 set at 26.4% — a decrease of 0.41% from 2025–26.



CalSTRS Rate

Unchanged from 2025–26

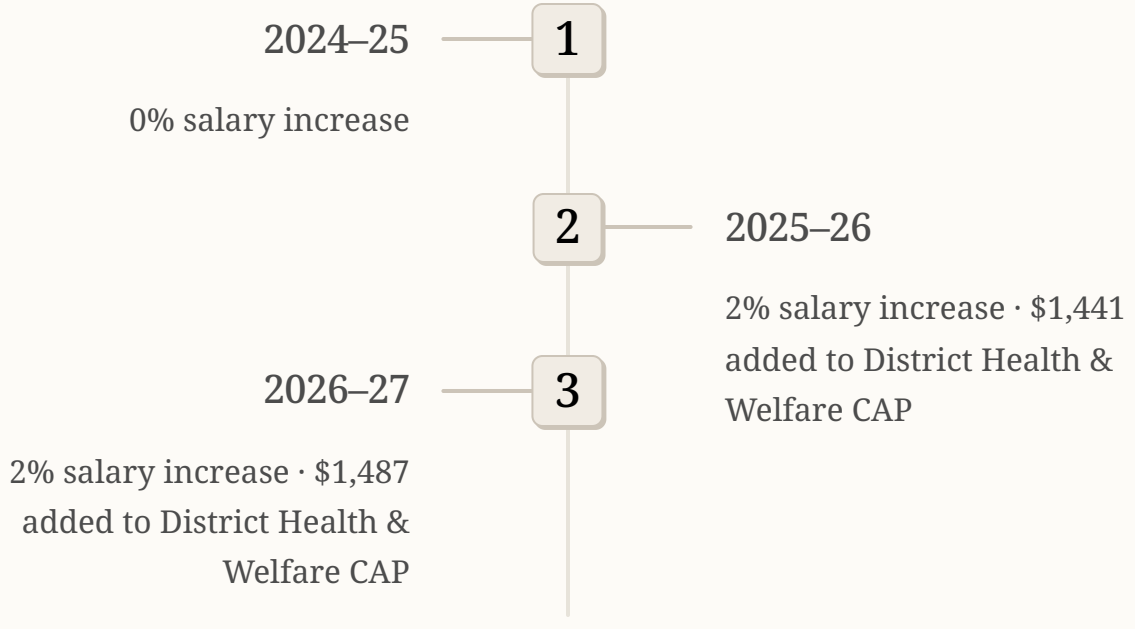


CalPERS Rate

Decrease of 0.41% from 2025–26

Salaries, One-Time Funds & Other Fund Balances

Negotiated Salary & Benefits — Multi-Year Agreement (All Units)



⚠ The 2025–26 CSEA Classification and Compensation Study was not tentatively agreed upon at budget development time. Pending fiscal impacts will require expenditure revisions at the Board's October 2026–27 Budget Revise.

One-Time Discretionary Block Grant

The District received a one-time Discretionary Block Grant (Educational Services Professional Development Discretionary) of **$525,000**, realized in 2025–26. An expenditure plan will be developed and presented to the Board in 2026–27 for approval.

⊗ No expenditures associated with salary and benefits will be assigned to any one-time funds.

Excess Reserve Statement

Per Education Code Sections 42127(a)(2)(C) and 42127(c)(4), the District is required to present a Statement of Reasons for Excess Reserves, as the projected 8.3% reserve exceeds the required 3.0% minimum.

Projected Fund Balances — Other Funds (2026–27)

Fund	Fund Name	Revenues	Expenditures	Projected Balance
08	Student Activity Fund			$452,579.13
11	Adult Education Fund	$2,889,178	$3,421,269	$1,148,850.68
12	Child Development Fund	$465,533	$771,032	$27,515.00
13	Cafeteria Fund	$1,654,810	$1,1825,661	$597,125.23
14	Deferred Maintenance Fund	$187,634	$467,414	$714,576.09
20	Postemployment Benefits Fund	$0	$0	$7,044.59
21	Building Fund (Measure A, B, D)	$11,082,448	$14,075,588	$26,607,189.87
25	Capital Facilities Fund	$1027,727	$354,197	$563,625.06
40	Capital Outlay Facilities Fund	$285,000	$459,506	$638,805.85

Board Cover Sheet

Public Hearing

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

Meeting Date
May 21, 2026

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 2026-2027 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 2 and beginning of year 3 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 23rd, 2026, 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 provided input regarding 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

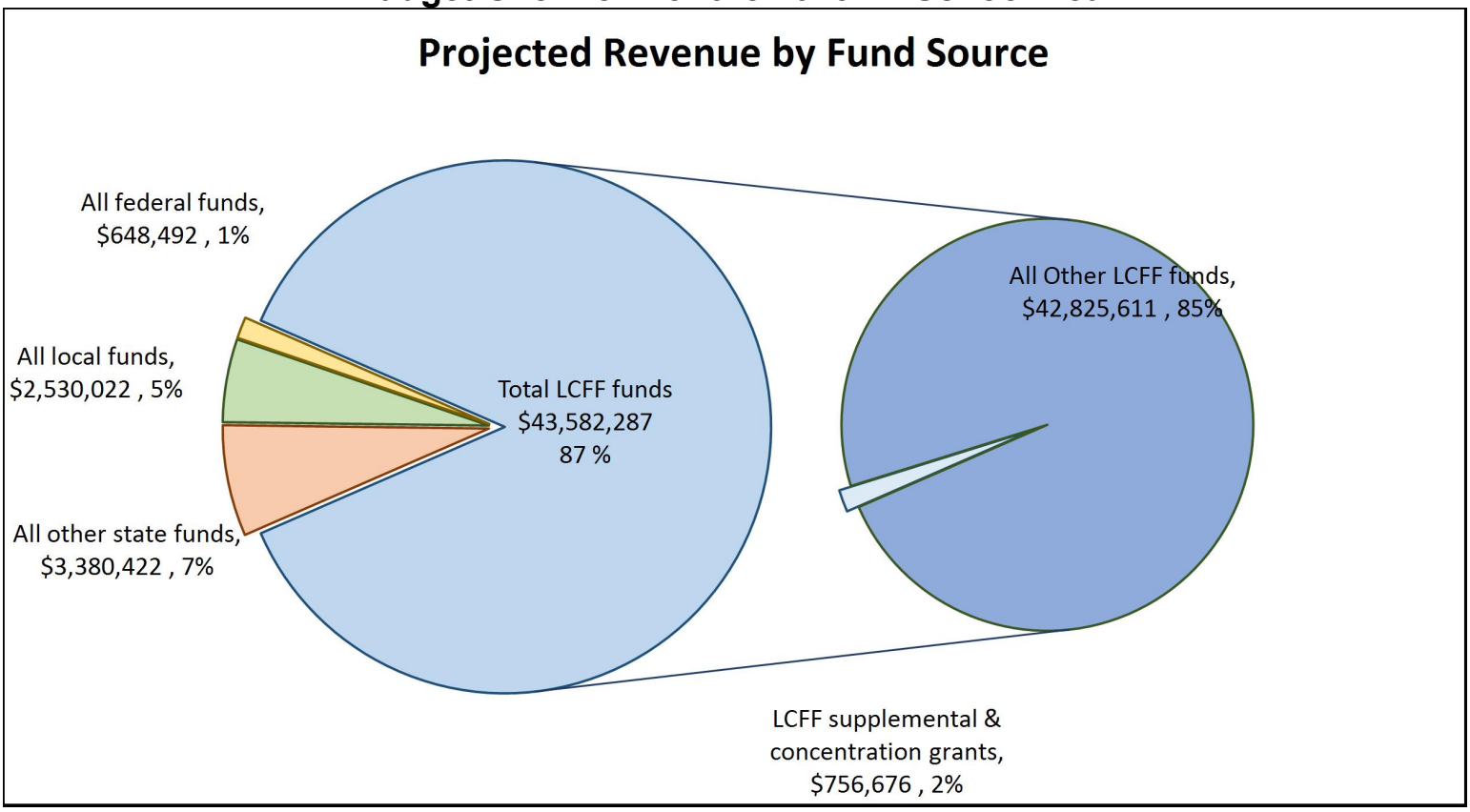
The total budgeted expenditures in the 2026-27 LCAP are **$50,261,448** which is 99.6% of the total planned expenditures for the district general fund. More details related to the fiscal impact of the planned actions for 2026-2027 are documented in the LCAP.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pacific Grove Unified School District
CDS Code: 27661340000000
School Year: 2026-27
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 2026-27 School Year

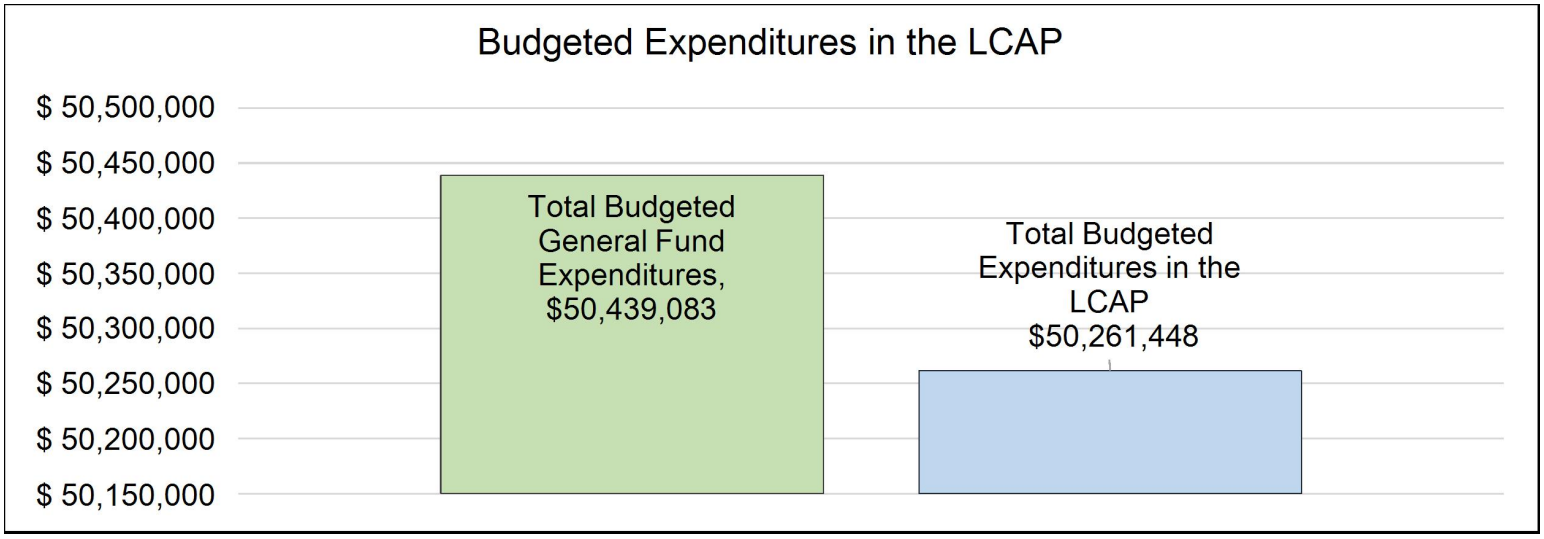


This chart shows the total general purpose revenue Pacific Grove Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pacific Grove Unified School District is $50,141,223, of which $43,582,287 is Local Control Funding Formula (LCFF), $3,380,422 is other state funds, $2,530,022 is local funds, and $648,492 is federal funds. Of the $43,582,287 in LCFF Funds, $756,676 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Pacific Grove Unified School District plans to spend for 2026-27. 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 $50,439,083 for the 2026-27 school year. Of that amount, $50,261,448 is tied to actions/services in the LCAP and $177,635 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

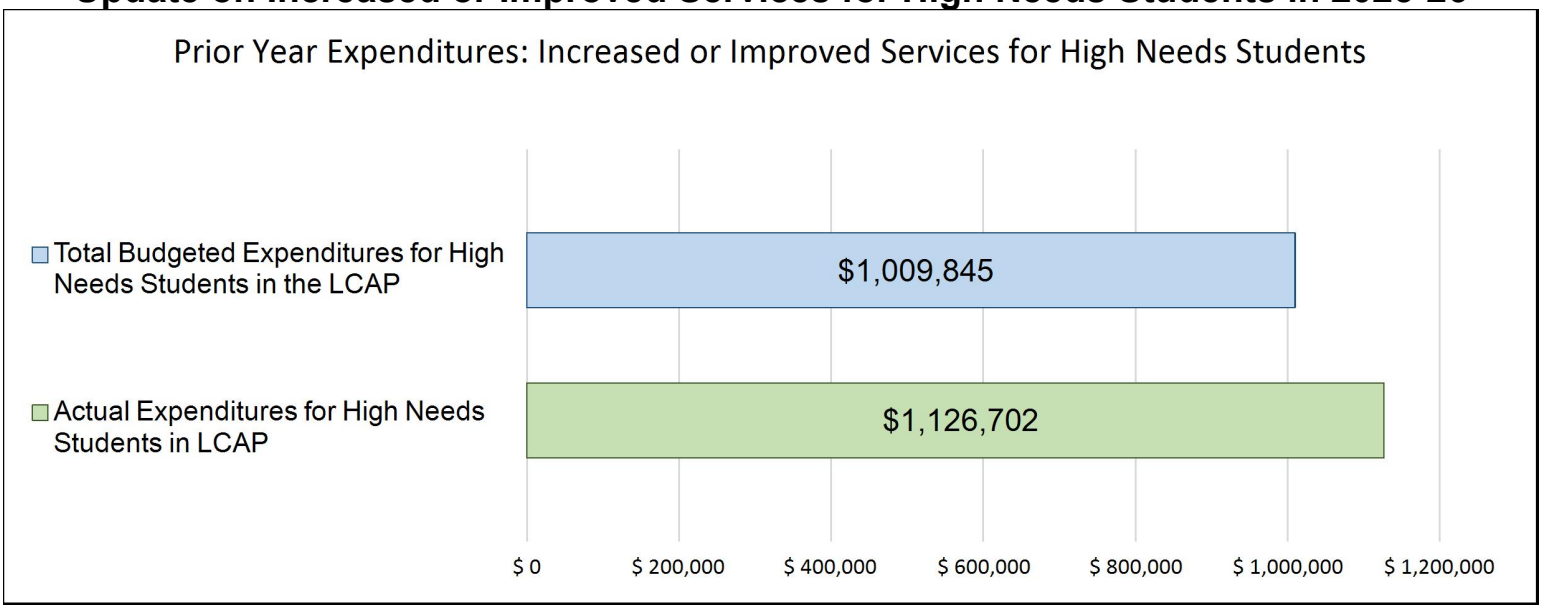
General Fund expenditures not included in the LCAP consist primarily of operational and required district costs such as utilities, insurance, and transfers to other funds. These expenditures support overall district operations but are not directly tied to specific LCAP actions or goals.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Pacific Grove Unified School District is projecting it will receive $756,676 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 $1,195,564 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 2025-26



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 2025-26, Pacific Grove Unified School District's LCAP budgeted $1,009,845 for planned actions to increase or improve services for high needs students. Pacific Grove Unified School District actually spent $1,126,702 for actions to increase or improve services for high needs students in 2025-26.

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 [2026-27]

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.

Pacific Grove Unified School District (PGUSD) is a coastal, community-centered school district serving students in transitional kindergarten through grade 12 through a system of elementary, middle, high school, and alternative education programs designed to meet diverse student needs. The district serves a close-knit community and is committed to ensuring that all students— including English learners, low-income students, foster youth, and students with disabilities—have equitable access to high-quality instruction, meaningful support, and inclusive learning environments.

At the core of PGUSD's work is a deliberate effort to build a "Culture of We," in which every student, staff member, and family experiences a strong sense of belonging, safety, and shared responsibility for success. This culture emphasizes that students are known, valued, and supported, and that schools function as collaborative communities where educators, families, and students partner together. The district's approach reflects a belief that academic success is deeply connected to students' sense of connection, identity, and well-being, and that fostering inclusive and affirming environments is essential to improving outcomes for all students.
To operationalize this vision, PGUSD has aligned several key initiatives that work together to support both academic achievement and social-emotional development. The district is actively advancing a cultural proficiency framework that guides staff in recognizing, valuing, and responding to the diverse cultural assets of students and families, with the goal of moving toward full cultural proficiency where diversity is viewed as a strength. In parallel, the district is implementing restorative justice practices to build strong relationships, promote accountability, and create equitable school environments where conflict is addressed through dialogue, reflection, and repair rather than exclusionary discipline.

PGUSD is also re-establishing Professional Learning Communities (PLCs) across all schools to strengthen instructional practice and ensure a consistent focus on student learning. Through PLCs, educators collaborate regularly to analyze data, share strategies, and respond to the academic and social-emotional needs of students, with particular attention to addressing disparities among student groups. This work is supported by the use of multiple measures of student progress, including state assessments, local benchmarks, and social-emotional indicators, to inform continuous improvement.

These initiatives are intentionally integrated and mutually reinforcing. The “Culture of We” provides the foundation for inclusive and supportive school environments; cultural proficiency ensures that practices are responsive to student identities and experiences; restorative justice strengthens relationships and promotes equity; and PLCs create the structures for ongoing collaboration and improvement. Together, they form a coherent districtwide approach that aligns resources, actions, and practices to support the whole child.

PGUSD’s strategic vision is grounded in continuous improvement and equity, informed by data from the California School Dashboard, local assessments, and extensive educational partner engagement. Through this aligned system of initiatives and a strong culture of collaboration, the district is committed to ensuring that all students are prepared for success in college, career, and civic life while feeling a deep sense of belonging and connection within their schools.

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 continues to demonstrate strong overall academic performance on the 2025 California School Dashboard.

On the 2025 Dashboard, PGUSD’s All Students group performed at the Blue level in English language arts, with students scoring 53.6 points above standard. Several student groups also demonstrated strong ELA outcomes, including Asian students at Blue, White students at Blue, Hispanic or Latino students at Green, and students identifying as Two or More Races at Green. In mathematics, PGUSD’s All Students group performed at the Green level, with students scoring 20.5 points above standard. Asian students performed at Blue, while English learners, White students, and students identifying as Two or More Races performed at Green.

The 2025 CAASPP data file also reflects strong overall achievement. In ELA, 71.78% of all students met or exceeded standard. Student groups with strong ELA outcomes included Asian students at 82.50%, White students at 77.40%, and students identifying as Two or More Races at 74.42% meeting or exceeding standard. In mathematics, 60.22% of all students met or exceeded standard, an increase from 57.93% in 2024. Asian students, White students, and students identifying as Two or More Races also demonstrated strong math outcomes, with 75.29%, 65.41%, and 66.67% meeting or exceeding standard, respectively.

Dashboard Challenges
While PGUSD continues to demonstrate strong overall outcomes, the 2025 California School Dashboard identifies areas requiring continued attention. Chronic absenteeism is a challenge, with the All Students group performing at the Orange level. Student group results show

continued concern for socioeconomically disadvantaged students, students with disabilities, English learners, Asian students, and White students, all of whom were also Orange for chronic absenteeism. Hispanic or Latino students and students identifying as Two or More Races were Yellow.

The Dashboard also shows academic performance gaps for specific student groups. In ELA, English learners and students with disabilities were Orange, while socioeconomically disadvantaged students were Yellow. In mathematics, Hispanic or Latino students and socioeconomically disadvantaged students were Orange, and students with disabilities were Yellow. These Dashboard results indicate the need to continue strengthening targeted academic supports, progress monitoring, and access to grade-level instruction for student groups performing below the districtwide level.

The CAASPP percent met/exceeded data further supports these areas of need. In ELA, English learners had 14.29% meeting or exceeding standard, socioeconomically disadvantaged students had 49.43%, and students with disabilities had 37.41%. In mathematics, socioeconomically disadvantaged students had 35.47% meeting or exceeding standard, Hispanic or Latino students had 39.78%, and students with disabilities had 27.54%. These results show that, while PGUSD performs well overall, achievement gaps persist for English learners, socioeconomically disadvantaged students, Hispanic or Latino students, and students with disabilities.

The district will maintain a focus on reducing chronic absenteeism, strengthening mathematics instruction, supporting English learners, and addressing persistent performance gaps for socioeconomically disadvantaged students and students with disabilities.

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 or 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

PGUSD has continued to make a strong effort to gather meaningful community input during this second year of the three-year LCAP cycle. Through a comprehensive engagement process that included student advisory groups, Parent Advisory Committee (PAC) meetings, DELAC consultation, community forums, and survey data such as the California Healthy Kids Survey (CHKS), families, students, and staff provided consistent and actionable feedback. Across these engagement opportunities, educational partners continued to prioritize strengthening students' sense of connection and belonging, ensuring both the physical and emotional safety of students, and maintaining and improving school facilities. In addition, stakeholders emphasized the importance of inclusive practices, culturally responsive environments, and strong relationships between schools and families as central to student success. This feedback reinforces the district's commitment to a "Culture of We," grounded in belonging, safety, and prosperity, and directly informs the development of LCAP goals, actions, and resource allocation.

Learning Recovery and Emergency Block Grant
589/1387
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 selected with an emphasis on ensuring a diverse representation of student perspectives. Each meeting was held during the school day and lasted approximately one hour. The dates of the meetings were: Pacific Grove High School on February 25, 2026, March 18, 2026, and March 25, 2026; Forest Grove Elementary on March 3, 2026; Pacific Grove Middle School on March 5, 2026; Robert Down Elementary on March 9, 2026; Community High School on March 27, 2026; Pacific Grove High School Special Education on April 7, 2026; Pacific Grove Middle School Special Education on April 7, 2026; and Pacific Grove High School English Language Development students on April 7, 2026. The district also gathered student input through the California Healthy Kids Survey (CHKS), administered to students in grades five, seven, nine, and eleven. The CHKS provided data related to school connectedness, school safety, caring adult relationships, high expectations, student well-being, harassment and bullying, and social-emotional health. Data from the CHKS was incorporated into the metrics and annual review sections of the district's LCAP goals. Additional student voice data was collected through the CORE Social Emotional Learning (SEL) survey administered to students across grade spans. The district also reviewed local indicators including MAP

Educational Partner(s)	Process for Engagement 591/1387
	assessments, DIBELS assessments, and qualitative feedback gathered through student focus groups and student advisory discussions. Other methods of capturing student voice included ongoing feedback provided by student leadership groups and student advisory committees at school sites. Student input gathered throughout the year was used to help identify district strengths, areas for growth, and priorities related to academic achievement, social-emotional learning, school climate, student supports, and student engagement.
Parents	PGUSD held parent advisory and community engagement meetings throughout the 2025-26 LCAP development process. The district held an LCAP Parent Advisory Committee (PAC) meeting on April 1, 2026, and community engagement meetings on March 25, 2026 at Pacific Grove High School and April 8, 2026 at Forest Grove Elementary. These meetings provided families and community members with an overview of the district's LCAP goals, actions, and current outcomes related to the three-year LCAP plan. Participants reviewed district data, discussed areas of strength and growth, and provided input regarding district priorities and actions aligned to academic achievement, social-emotional learning, intervention and support systems, and school climate. The district also gathered parent input through the California Healthy Kids Survey (CHKS) Family Survey. The survey included rating-scale and written response questions related to school climate, communication, caring adult relationships, cultural respect, student motivation, family engagement, and school safety. Feedback gathered through the survey informed the development of LCAP metrics, actions, and annual goal review processes. Topics discussed during parent and community engagement sessions included academic programming, social-emotional learning supports, school safety, restorative practices, communication with families, behavioral expectations, differentiated student supports, and access to intervention programs. Community members also provided input

Educational Partner(s)	Process for Engagement
	regarding student belonging and support systems for historically underserved student groups. Every school site continued to maintain a School Site Council (SSC) that met regularly throughout the school year. School Site Councils reviewed school safety plans, provided input regarding site-level decision making, and supported the development and monitoring of School Plans for Student Achievement (SPSA) aligned to district LCAP goals and actions.
Certificated Staff/Pacific Grove Teachers Association	Certificated staff provided feedback throughout the 2025-26 school year during regular staff meetings and collaborative planning structures held at each school site. All schools continued to maintain site leadership teams that provided counsel to site administration and contributed to decisions regarding school operations, instructional practices, student supports, and school improvement efforts. District administration consulted regularly with the Pacific Grove Teachers Association (PGTA) executive board throughout the year to discuss contractual matters, working conditions, instructional initiatives, and site concerns. District administration also collaborated with PGTA leadership regarding professional development planning, instructional priorities, restorative practices implementation, and districtwide initiatives connected to the LCAP development process. Teachers continued to serve as representatives on School Site Councils (SSC) at every school site. Certificated staff participated in the review of school safety plans, site-level data, and the development and monitoring of School Plans for Student Achievement (SPSA) aligned with district LCAP goals and actions. Certificated staff also participated in several district committees and engagement structures that informed the development of the LCAP. The PGUSD Cultural Proficiency Team, which included 37 teachers, counselors, and administrators representing all school sites, met throughout the year to reflect on Goal 4 of the LCAP and provide input regarding restorative practices, equity-centered instructional

Educational Partner(s)	Process for Engagement
	practices, PLC collaboration, bias response systems, and curriculum implementation efforts. In addition, certificated staff participated in EL Education planning sessions, site visits, restorative practices trainings, district leadership collaboration meetings, and school-based student advisory activities that supported continuous improvement efforts connected to the LCAP development process. Certificated staff also participated in the California Healthy Kids Survey (CHKS) Staff Survey, which provided feedback regarding school climate, student safety, social-emotional supports, parent involvement, and caring adult relationships. Staff input gathered through the survey and community engagement activities informed the development of district goals, metrics, and actions within the LCAP.
Classified Staff/California School Employees Association	PGUSD gathered classified staff feedback through multiple methods during the 2025-26 school year, including participation in the California Healthy Kids Survey (CHKS) Staff Survey. Staff members responded to rating-scale and written response questions related to school climate, student supports, school safety, caring adult relationships, social-emotional learning, parent involvement, and professional development needs. The survey data provided important feedback regarding district strengths and areas for growth and was incorporated into the development of the LCAP goals, metrics, and actions. Classified staff also had opportunities to participate in district committees and collaborative groups that informed the district's educational program and continuous improvement efforts. Classified employees participated in the PGUSD Cultural Proficiency Team, which included representatives from all school sites and departments across the district. The committee met throughout the year to support implementation of restorative practices, bias response systems, culturally responsive practices, and equity-centered professional learning connected to Goal 4 of the LCAP.

Educational Partner(s)	Process for Engagement 594/1387
	In addition, classified staff participated in districtwide planning meetings, restorative practices trainings, technology planning discussions, and collaborative operational meetings that supported district initiatives and student services throughout the year. The California School Employees Association (CSEA) met regularly with district administration throughout the year to discuss contractual matters, working conditions, operational concerns, and issues affecting school sites and district programs. These meetings occurred monthly or as needed to ensure ongoing communication and collaboration between the district and classified staff representatives.
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 two times this year, and the school site council for their sites.
Community Members/Parent Advisory Committee	PGUSD held multiple community engagement and Parent Advisory Committee (PAC) meetings throughout the 2025-26 LCAP development process. Community engagement meetings were held on March 25, 2026 at Pacific Grove High School and April 8, 2026 at Forest Grove Elementary. The March 25th meeting included a strong focus on Cultural Proficiency efforts connected to Goal 4 of the LCAP, including restorative practices, belonging, bias response systems, and culturally responsive practices across the district. The April 8th meeting included discussion and feedback related to school safety, student supports, school climate, and social-emotional well-being,

Educational Partner(s)	Process for Engagement
	with participation and input from members of the district Safety Committee as well. The district also held an LCAP Parent Advisory Committee (PAC) meeting on April 1, 2026. During this meeting, families and community members reviewed district data, discussed progress toward LCAP goals, and provided feedback regarding academic achievement, intervention systems, social-emotional learning supports, communication with families, restorative practices, and school safety priorities. Community members participating in engagement sessions provided feedback regarding academic rigor, student well-being, behavioral expectations, school connectedness, mental health supports, communication with families, intervention programs, and real-world learning opportunities for students. This input was reviewed and incorporated into the development of the district's LCAP goals, actions, and annual updates.
District English Learner Advisory Committee	The PGUSD District English Language Advisory Council met on April 24, 2026, 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 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	91.61% in 2023-2024	95% in 2025-2026	+4.01%

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 2025-2026	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 2025-2026	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.	2025-2026 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	2024-2025 57.3%% graduated A-G eligible 47.8% SED students graduated A-G eligible	2026-2027 75% graduate A to G eligible 50% SED students graduated A-G eligible	+20.1% for A-G eligible +26.7% 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	2024-2025 9.9% 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	2024-2025 4.8% 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.	-2.9%
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	2024-2025 172 students took 319 AP exams 91% of our students received a score of 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	2024-2025 96.4% high school graduation rate 95.7% 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.	+10.5% graduation rate +16.8% 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	2025-2026 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.	are in year 1 of implementing new ELA curriculum. The quality of the EL component in this new curriculum was a significant factor in its selection.		
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	2025-2026 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. This year, PGHS is offering a 1-year Ethnic Studies course. Plans are currently in place to offer a Personal Finance course in 2027-28.	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	2024-2025 81.8% met or exceeded in ELA 54.54% met or exceeded in mathematics	2025-2026 85% prepared in ELA 75% prepared in Math	+0.36% met or exceeded ELA +3.5% met or exceeded in mathematics

Goal Analysis [2025-26]

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 1.1 - Certificated Teachers, Classified Staff, and Administrators - Dashboard data indicates that PGUSD has 91.6% of teachers qualifying as "fully credentialed." This is well ahead of the statewide average of 82.5% and the county average of 78%

Action 1.2 Instructional Materials and Resources: Successfully launched implementation of the EL Education English Language Arts (ELA) curriculum across elementary grade levels during the 2025-26 school year following the completion of the districtwide pilot and adoption process. Highlights identified by the pilot and implementation committees include student-centered lesson design, integration of diverse authors and perspectives, alignment with California ELA/ELD standards, and habits of character embedded throughout instruction. Professional learning and collaboration time were provided to support teacher implementation of the new curriculum. Additional successes include the continued implementation of the new Ethnic Studies course at PGHS and refinement of the Ethnic Studies curriculum through ongoing collaboration with educational partners, staff, students, and community input.

Action 1.3 High School Outreach Counselor - Data 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 a broad and diverse course of study that provides students with multiple pathways for college and career readiness. Despite the district’s relatively small size, students continue to access a wide variety of engaging elective and Career Technical Education (CTE) opportunities, including photography, culinary arts, computer science, engineering, psychology, and expanded English electives. Pacific Grove High School also continued to expand dual enrollment opportunities in partnership with Monterey Peninsula College, including the addition of Sociology and other college-level coursework that allows students to earn transferable college credit while in high school. Continued efforts to expand access to rigorous coursework, Career Technical Education pathways, and dual enrollment opportunities support increased student engagement and preparation for postsecondary success.

Action 1.6 Technology Infrastructure and Educational Support – Continued implementation of the Measure A Educational Technology Bond device refresh initiative, including phased replacement planning for Chromebooks and iPads districtwide. PGTech completed evaluation and selection of the HP G11 Fortis-14 Chromebook model and developed a long-term deployment timeline to support equitable student access, device sustainability, and efficient use of bond resources.

Action 1.7 A-G Completion - New College and Career Counselor at the high school. Successful expansion of California Colleges Guidance Initiative (CCGI) platform use to support college and career exploration, academic planning, and the college application process. Outreach counselor continued supporting early identification and intervention for at-risk students through regular students of concern meetings and coordinated student support efforts.

Action 1.9 Professional Learning Communities – Continued expansion of Professional Learning Community (PLC) work through dedicated site collaboration time focused on analyzing student data, strengthening collaborative instructional planning, and using data-informed practices to support student achievement.

Action 1.10 Facility Improvements – Continued implementation of Measure D facility improvement projects, including HVAC upgrades, roofing, playground improvements, electrical infrastructure, flooring modernization, and energy efficiency projects across district sites. The

district finalized and presented a long-term Facilities Master Plan and continued prioritizing facility needs to support safe, modernized, and well-maintained learning environments.

Action 1.12 Safety Training for Staff – Continued implementation of districtwide safety training and emergency preparedness initiatives based on recommendations from the M.C. Kimball and Associates Threat and Risk Assessment. Staff participated in Incident Command System (ICS) 100-300 trainings, Big Five emergency response training, active intruder protocol preparation, behavioral threat assessment training, and ongoing site-based safety planning to strengthen crisis response readiness across all district sites.

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 California Kindergarten Conference, AVID Summer Institute, AP Institutes, and Allyship in Education conference to support Ethnic Studies. The elementary teachers team also participated in EL Education professional development to support year 1 of implementation. 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 – Site and district leadership continued discussions regarding secondary homework practices and grading consistency through PLC collaboration and instructional planning conversations. Due to continued focus on districtwide professional development priorities, including Cultural Proficiency, PLC implementation, safety training, and instructional initiatives, a comprehensive secondary homework review remains an ongoing priority within the LCAP cycle.

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 $26,390,106 Actuals $26,930,629 Difference due to additional elementary positions
Action 1.2: Budgeted $300,000 Actuals $368,117. Difference due to actual ELA adoption
Action 1.4: Budgeted $28,156 Actuals $76,971. Difference due to new FY25 CTEIG funding
Action 1.8 & 1.9 Budgeted $62,806 Actuals $10,000. Difference was due to instructors meeting during minimum days, which eliminated the need for substitute costs.

Action 1.10: Budgeted $5,259,091 Actuals $9,686,509. Difference due to Measure D bond reprioritization 606/1387

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
Metrics: State assessment data (Metric 3.4 and 3.5), perceptual survey data (Metric 2.4 and 2.5.), local indicators (Metric 1.11)
Effectiveness of Action(s): 3 - Effective
Demonstrated strong effectiveness as supported by state assessment data (Metric 3.4 and 3.5), perceptual survey data (Metric 2.4 and 2.5.), local indicators (Metric 1.11), and LCAP feedback. Dashboard data indicates that PGUSD has 91.6% of teachers qualifying as "fully credentialed." This is well ahead of the statewide average of 82.5% and the county average of 78%.

Action 1.2 Instructional Materials
Metrics: Instructional Materials (Metric 1.2)
Effectiveness of Action(s): 3 - Effective
100% of students have standards-aligned materials. Successfully carried out year 1 of an English Language Arts (ELA) adoption and survey data related to implementation efforts have been strongly positive.

Action 1.3 High School Outreach Counselor
Metrics: State assessment data (Metric 3.4 and 3.5), and Graduation (Metric 1.9)
Effectiveness of Action(s): 3 - Effective
The High School Outreach Counselor continued to effectively support at-risk students through targeted academic intervention, credit recovery, attendance monitoring, students of concern meetings, and coordination of Tier 2 supports. Continued focus on A-G completion, summer school participation, and individualized student support contributed to positive outcomes in graduation and student achievement metrics, particularly for English Learners and Socioeconomically Disadvantaged students.

Action 1.4 Career Technical Education
Metrics: CTE Pathway (Metric 1.6)
Effectiveness of Action(s): 3 - Somewhat Effective
Although there was an increase of 2.9% for the CTE pathway completion metric last year, there was a drop in the metric this year to 9.9%. We are anticipating another drop next year as we restructure the program and a large increase the following year in 2028-29.

Action 1.5 Broad Course of Study
Metrics: Broad course of study (Metric 1.11)
Effectiveness of Action(s): 3 - Effective

PGUSD continues to offer an impressively broad course of study. Students have access and are enrolled in all required areas of study as well as additional subjects such as photography, culinary, computer science, engineering, English, psychology, and sociology.

Action 1.6 Technology Infrastructure and Educational Support
Metrics: Instructional Materials (Metric 1.2)
Effectiveness of Action(s): 3 - Effective
100% of students have standards-aligned materials. Access to modern chromebooks and ipads has facilitated access to instructional materials.

Action 1.7 A-G Completion
Metrics: A-G Completion (Metric 1.5)
Effectiveness of Action(s): 2 - Somewhat Effective
Demonstrated moderate effectiveness as A-G completion scores have increased 20.1% since the establishment of the baseline indicator(Metric 1.5). Despite the increase, we are still falling short of the 3-year target goal of 75%.

Action 1.8 Subject Specific Professional Development
Metrics: State assessment data (Metric 3.4 and 3.5)
Effectiveness of Action(s): 3 - Effective
Educators participated in the California Kindergarten Conference, AVID Summer Institute, Structured Literacy training, AP Institutes, EL Education training, and mCLASS training. In addition to rich qualitative support for the professional development, CAASPP scores also increased by +7.28 in science and +2.29 in Math.

Action 1.9 Professional Learning Communities
Metrics: Post professional development survey
Effectiveness of Action(s): 2 - Somewhat Effective
Demonstrated moderate effectiveness as post professional development survey data revealed that 73.3% of August professional development training attendees reported that the content of the training was excellent or near excellent.

Action 1.10 Facility Improvements
Metrics: FIT Rating for school facitilities (Metric 1.3)
Effectiveness of Action(s): 3 - Effective
A districtwide facilities needs assessment was conducted and presented to the board. All schools remained in the “Good” rating.

Action 1.11 Visitor Access Management and Controls
Metrics: Parent Survey (Metric 2.7)

Effectiveness of Action(s): 2 - Somewhat Effective
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 log into the system. 82% of parents feel welcome to participate at the school; an increase of +5% from baseline.

Action 1.12 Safety Training for Staff
Metrics: Number of trainings held
Effectiveness of Action(s): 3 - Effective
Incident Command System (ICS) 100-300 trainings were held at all sites in the district

Action 1.13 Streamline Communications between PGUSD and Community
Metrics: Survey on Parent Input (Metric 2.1)
Effectiveness of Action(s): 2 - Somewhat Effective
Although there was a significant decline in metric 2.1, qualitative survey data and California Healthy Kids survey date related to "school connectedness" remains strong. .

Action 1.14 Secondary Review of Homework Practices
Metrics:
Effectiveness of Action(s): 1 - Not Yet Effective
This action was not implemented yet and so has not demonstrated effectiveness.

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)	$41,059,069.00	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)	$341,290.00	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

Action #	Title	Description	Total Funds	Contributing
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 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.	$2,664.00	No
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.	$119,607.00	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)	$950,000.00	No

Action #	Title	Description	Total Funds	Contributing
		-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 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.	$25,000.00	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	$15,183.00	No

Action #	Title	Description	Total Funds	Contributing
		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 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.	$4,698,406.00	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.	$30,000.00	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.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
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 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.	$0.00	No

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%	2025-2026 Strongly Agree/Agree "School actively seeks the input of parents before making important decisions.” = 27%	"School actively seeks the input of parents before making important decisions.” = 80%	-36%

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%	2025-2026 Attendance rate through P2 PGUSD = 94.61% Forest Grove = 93.73% Robert Down = 94.51% PGMS = 95.63% PGHS = 94.57% CHS = 14.2%	2026-2027 Attendance rate through P2 District Wide: 95% Forest Grove 95% Robert Down: 95% PGMS: 97% PGHS: 97% CHS: 85%	District Wide: +3.6% Forest Grove =+3.27% Robert Down: =2.64% PGMS: +1.78% PGHS: +.19% CHS: -2.84%
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%	2024-2025 Chronic Absenteeism rates PGUSD = 15.5% Two or more = 14.1% SWD = 20.7% SED = 22.7% Elementary = 14.7% (avg.) PGMS = 16.9%	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: -0.3% Two or more: -6.3% SWD: -4.8% SED: -5.1% PGMS: +8.1%
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 91%	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: +8% Forest Grove: +13% Robert Down: +3%

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 95% Robert Down 86%	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%	2025-2026 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 74% 9th grade 59% 11th grade 72%	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: +18% 9th grade: +7% 11th grade: +7%
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)	2025-2026 "School encourages me to be an active partner with the school in educating my child." = 88% (agree or strongly agree)	"School encourages me to be an active partner with the school in educating my child." = 90%	+6%
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%	2025-2026 "Parents feel welcome to participate at this school." = 82%	"Parents feel welcome to participate at this school." = 90%	+5%

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)	(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	2025-2026 Suspension rate = 0.8% Rating of "blue" on the dashboard	Suspension rate equal to or less than 1.0%. Achieve a rating of "green" or "blue" on the dashboard.	-0.7%
2.9	State Priority 6 B: School Climate Pupil expulsion rate Source: Dataquest	2023-2024 Expulsion rate = 0%	2024-2025 Expulsion rate = 0%	2025-2026 Expulsion rate = 0%	Expulsion rate = 0%	0%

Goal Analysis [2025-26]

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 26% 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 72% of students reporting healthy levels of life satisfaction.

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 136 students (38%) 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 "meaningful participation" and "caring adult relationships" showing growth (+6% and +11% 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. 21% 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% over 2 years).

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 Action 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. During the 2025-26 school year, PGUSD partnered with the team of Ann Jealous and Caroline Haskell who helped facilitate or restorative practices work.

Action 2.3 Increase Awareness of Available Assistance - The district has made efforts to increase communication around the availability of mental health resources. In 2023-24 15% of high school students were not aware that a mental health therapist was available on campus. n 2024-25 year, the number decreased to 7.6%. This year, 2025-26 the percentage is at 7.5%. In 2023-24, 21% of elementary students did not know who to go to for personal reasons. In 2024-25, that number has decreased to 15.4%. This year, 2025-26 the number is 16.2%. While the improvement from baseline 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.

Action 2.5 Clear Consequences - District led Bias Incident Response Training was held at the beginning of the 2024-25 school year and reviewed again at the beginning of 2025-26, as well as during management team meetings. The goal of this redundancy is to increase 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 62% of 7th graders, 80% of 9th graders, and 74% 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 2.1 Counseling Services
Metrics: Caring Relationships (Metric 2.4 and 2.5)
Effectiveness of Action(s): 2 - Somewhat Effective
Demonstrated emerging effectiveness as metrics indicate increased awareness of the availability of counseling services as well as improvement in perceptual data amongst families regarding caring adult relationships (Metric 2.4 and 2.5). In elementary school 85% of students think a teacher cares about them while in 9th grade it is 60%. 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 2.2 Social Emotional Learning Resources
Metrics: Caring Relationships (Metric 2.4 and 2.5)
Effectiveness of Action(s): 2 - Somewhat Effective

Improvement in perceptual data amongst families regarding caring adult relationships (Metric 2.4 and 2.5). In elementary school 85% of students think a teacher cares about them while in 9th grade it is 60%. 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 2.3 Increase Awareness of Available Assistance
Metrics: Student Awareness Survey
Effectiveness of Action(s): 3 - Effective
Demonstrated strong effectiveness as data indicates a significant increase in student awareness of available mental health resources. In 2023-24, 15% of high school students were not aware that a mental health therapist was available on campus. In 2024-25 year, the number decreased to 7.6%. This year, 2025-26 the percentage is at 7.5%

Action 2.4 Increase Student Connection to School/Caring Adults
Metrics: Caring Relationships (Metric 2.4 and 2.5)
Effectiveness of Action(s): 2 - Effective
Demonstrated effectiveness as metrics related to "caring adults on campus" point to improvement at all levels. The "school connectedness" Metric available on the CHKS report also showed a 12% growth over 3 years at the elementary level, 14% growth over the same 3 years at the middle school level, and 5% growth over 3 years at the high school level. These numbers are promising, however, improvement in this area will continue to be an area of focus as the district believes that a sense of belonging is pivotal to student learning. .

Action 2.5 Clear Consequences
Metrics: CHKS Survey
Effectiveness of Action(s): 3 - Effective
The "I feel safe in my school" metric contained in the CHKS indicated that 86% of 5th graders, 62% of 7th graders, 80% of 9th graders, and 74% of 11th graders reported that the agree or strongly agree to the statement.

Action 2.6 High School Licensed Mental Health Therapist
Metrics: CHKS Survey
Effectiveness of Action(s): 3 - Effective
On a positive note, the "life satisfaction" metric on the California Healthy Kids Survey (CHKS) show improvement with 72% of students reporting healthy levels of life satisfaction

Action 2.7 Middle School Mental Health Therapist
Metrics: Caring Relationships (Metric 2.5)
Effectiveness of Action(s): 3 - Effective
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 (+3% and +11% respectively).

Action 2.8 Elementary Licensed Mental Health Therapist
Metrics: Caring Relationships (Metric 2.4)
Effectiveness of Action(s): 3 - Effective
CHKS data indicates considerable growth in the "Do teachers and grown ups care about you?" metric. 85% agree or strongly agree.

Action 2.9 Vector Training Student Safety & Wellness Courses Grades 6-12
Metrics: LCAP Student Survey (Metric 4.1)
Effectiveness of Action(s): 3 - Effective
Vector curriculum addresses mental health, substance abuse, healthy relationships, personal safety, and more. Ultimately, the learning done through this platform aims to improve the sense of belonging fostered at the site. Student LCAP survey data indicated that there has been an overall increase in the sense of belonging with 73.3% of students reporting that they feel like they belong at their school.

Action 2.10 Preventing Chronic Absenteeism
Metrics: Chronic Absenteeism (Metric 2.3)
Effectiveness of Action(s): 1 - Not Yet Effective
Did not achieve desired outcomes as California Dashboard metrics indicate that PGUSD reported essentially the same percentage (15.5%) of chronically absent students in 2025 as it did in 2024. The number was 15.8% in 2024

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.	$1,021,858.00	No
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.	$2,500.00	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

Action #	Title	Description	Total Funds	Contributing
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
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.	$198,674.00	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	$180,907.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	$170,452.00	No
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.	$6,800.00	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),	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		socioeconomically disadvantaged (Robert Down), students with disabilities (Robert Down).		

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 2025–2026, all adopted English Language Arts curriculum materials will include both Integrated and Designated ELD components to ensure consistent support for English learners. In all other content areas, teachers will continue incorporating integrated language development supports within the context of instruction. Designated ELD teachers at each site will collaborate with content area teachers to strengthen instructional practices and support EL student success in the classroom. All curriculum adoptions will include a required	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.	Maintaining, +0%

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.	English learner support component. At the elementary level, the district has adopted EL Education as its core ELA curriculum. A key factor in this adoption was the program's strong English learner support component, including embedded guidance for integrated language development and differentiated instruction within daily lessons. The curriculum provides clear structures to support English learners across proficiency levels, and designated ELD teachers have been actively involved in the adoption and implementation process to ensure		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				alignment with student needs.		
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%	2026 District LCAP Family Survey - UPP results. Strongly Agree/Agree -The school creates a welcoming environment for families = 70.6% -The school staff shows a caring, supportive attitude toward my child. 78.3%	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: -14% Caring attitude: -6.3%
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. Annual meetings for our 156 students who are on a 504 plan.	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 Orientation at start of each school year Orientation at transition from Elem to MS, and MS to HS.	2026: PG serves 300 (300 active/pending) 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.	Maintain current level of compliance.	Maintaining, +2 students on IEPs

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Annual meetings for our 159 (180 Active/Pending) students who are on a 504 plan.	Annual meetings for our 118 (178 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)	2024-2025 71.78% Met/exceeded standards (CAASPP) 53.6 (+.2) distance above standard (Dashboard)	2025-2026 85% Met/exceeded standards 60 distance above standard	+1.71% CAASPP ELA +8.5 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)	2024-2025 60.22 % Met/exceeded standards (CAASPP) 20.5 (+4.2) distance above standard (Dashboard)	2025-2026 70% Met/exceeded standards 30 distance above standard	+3.34% CAASPP Math +10.9 distance above standard)
3.6	State priority 4 C: Statewide Assessment: CAST Source: Dataquest CAASPP report	2022-2023 56.8% Met/exceeded standards	2023-2024 56.62% Met/exceeded standards	2024-2025 63.9% Met/exceeded standards	2025-2026 70% Met/exceeded standards	-7.1%
3.7	State priority 4 H:	2022-2023	2023-2024	2024-2025	2025-2026	+2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of English learners who are making progress Source: California Dashboard	54.4% progressed at least one EL proficiency level	70.4% progressed at least one EL proficiency level	56.4% progressed at least one EL proficiency level	65% will progress at least one EL proficiency level	
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%	2025-2026 English learner reclassification rate = 13.51%	2026-2027 English learner reclassification rate = 25%	-3.79%
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 83.33% prepared in ELA 55.10% prepared in math	2025-2026 90% prepared in ELA 70% prepared in math	+1.89% prepared in ELA +4.06% prepared in math
3.10	State Priority 5 A: School Attendance Rate Source: Synergy Student Information System	2022-2023 District Wide: 91.8% Forest Grove 88.6% Robert Down: 90.2% PGMS: 93.5% PGHS: 93.4% CHS: 78.6%	2023-2024 District Wide: 92.82% Forest Grove 90.44% Robert Down: 91.78% PGMS: 93.89% PGHS: 94.32% CHS: 66.8%	2025-2026 Attendance rate through P2 PGUSD = 94.61% Forest Grove = 93.73% Robert Down = 94.51% PGMS = 95.63% PGHS = 94.57%	2025-2026 District Wide: 95% Forest Grove 95% Robert Down: 95% PGMS: 97% PGHS: 97% CHS: 85%	District Wide: +2.82% Forest Grove +5.13% Robert Down: +4.8% PGMS: +2.13% PGHS: +1.17% CHS: -64.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				CHS = 14.2%		
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%	2024-2025 District Wide: 15.5% Forest Grove: 14.6% Robert Down: 14.8% PGMS: 16.9%	2025-2026 District Wide: 10% Forest Grove: 12% Robert Down: 12% PGMS: 5%	District Wide: -.3% Forest Grove: -8%% Robert Down: -1.8% PGMS: +8.1%
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	2024-2025 0% Dropout rate	2025-2026 0% Dropout rate	0%
3.13	State Priority 5 D: High School dropout rates Source: Calpads/Synergy Student Information System	2022-2023 1.6% (2 students - PGHS) 0% (0 students - CHS)	2023-2024 0% (0 students - PGHS) 0% (0 students - CHS)	2024-2025 0% (0 students - PGHS) 0% (0 students - CHS)	2025-2026 1.5% PGHS 0% CHS	-1.6% PGHS 0 CHS
3.14	State Priority 6 A: Pupil Suspension rates	2022-2023 PGUSD: 1.5% Forest Grove: 0.5% Robert Down: 0.2% PGMS: 1.6%	2023-2024 PGUSD: 1.82% Forest Grove: 1.43%	2024-2025 PGUSD: 0.97% Forest Grove: 0.92%	2025-2026 PGUSD: 1.0% Forest Grove: 0.5%	PGUSD: -0.53% Forest Grove: +.42% Robert Down: +.51%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Calpads/Synergy Student Information System	PGHS: 2.5% CHS: 22.7%	Robert Down: 0.48% PGMS: 2.71% PGHS: 2.34% CHS: 10%	Robert Down: 0.71% PGMS: 1.14% PGHS: 1.09% CHS: 0%	Robert Down: 0.5% PGMS: 1.0% PGHS: 1.5% CHS: 5.0%	PGMS: -.46% PGHS: -1.41% CHS: -22.7%
3.15	State Priority 6 B: Pupil expulsion Source: Calpads/Synergy SIS	2022-2023 0%	2023-2024 0%	2024-2025 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 and integrated English Language Development supports and uses a co-teaching model at the elementary level.	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 study as monitored through CalPads and Synergy. The district also provides designated and integrated English	2025-2026 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 Synergy. The district also provides designated and integrated English	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 study as monitored through CalPads and Illuminate. The district also provides designated and integrated English	Maintaining, 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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.	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.	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% English Learners: Exceeded - 2.94% Met - 5.88% Nearly Met - 50.00% Not Met - 41.18%	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% Socioeconomically Disadvantaged Youth: Exceeded - 33.04% Met - 26.52% Nearly Met - 24.35% Not Met - 16.09%	CAASPP ELA testing data 2025 for specific student groups General population: Exceeded - 40.31% Met - 31.47% Nearly Met - 17.36% Not Met - 10.86% Socioeconomically Disadvantaged Youth: Exceeded - 20.45% Met - 28.98% Nearly Met - 32.39% Not Met - 18.18%	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% Met - 45% Nearly Met - 15% Not Met - 10% English Learners: Exceeded - 15% Met - 25%	General population: Exceeded: +3.98% Met: -2.23% Nearly Met: -1.63% Not Met: -0.12% Socioeconomically Disadvantaged Youth: Exceeded: +0.97% Met: -5.44% Nearly Met: +4.47% Not Met: 0.00% English Learners: Exceeded: +1.82% Met: +3.64% Nearly Met: -21.43% Not Met: +15.96%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities Exceeded - 11.38% Met - 11.38% Nearly Met - 39.84% Not Met - 37.40%	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%	English Learners: Exceeded - 4.76% Met - 9.52% Nearly Met - 28.57% Not Met - 57.14% Students with Disabilities Exceeded - 15.83% Met - 21.58% Nearly Met - 25.90% Not Met - 36.69%	Nearly Met - 50.00% Not Met - 10% Students with Disabilities Exceeded - 20% Met - 20% Nearly Met - 40% Not Met - 20%	Students with Disabilities: Exceeded: +4.45% Met: +10.20% Nearly Met: -13.94% Not Met: -0.71%
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% 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%	CAASPP Math testing data 2024 for specific student groups General population: Exceeded - 33.12% Met - 24.81% Nearly Met - 23.96% Not Met - 18.10% Socioeconomically Disadvantaged Youth: Exceeded - 21.65% Met - 22.51%	CAASPP Math testing data 2025 for specific student groups General population: Exceeded - 19.37% Met - 17.93% Nearly Met - 23.72% Not Met - 38.98% Socioeconomically Disadvantaged Youth: Exceeded - 10.92% Met - 15.27%	CAASPP Math testing data 2026 for specific student groups General population: Exceeded - 30% Met - 40% Nearly Met - 20% Not Met - 10% Socioeconomically Disadvantaged Youth: Exceeded - 25% Met - 35% Nearly Met - 25% Not Met - 15%	General population: Exceeded: -10.65% Met: -8.93% Nearly Met: +0.79% Not Met: +18.78% Socioeconomically Disadvantaged Youth: Exceeded: -3.09% Met: -7.66% Nearly Met: +1.46% Not Met: +9.29% English Learners: Exceeded: -4.95%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 - 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%	Nearly Met - 25.03% Not Met - 48.78% English Learners: Exceeded - 3.16% Met - 7.85% Nearly Met - 19.96% Not Met - 69.04% Students with Disabilities Exceeded - 5.51% Met - 7.59% Nearly Met - 15.83% Not Met - 71.08%	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%	Met: -24.58% Nearly Met: +6.45% Not Met: +23.09% Students with Disabilities: Exceeded: -2.55% Met: -6.12% Nearly Met: -5.94% Not Met: +14.63%
3.19	State Priority 8: Pupil Outcomes Source: DIBELS (reading composite score)	DIBELS Assessment Spring 2024 Robert Down Elementary & Forest Grove Elementary Schools Combined data: Kindergarten: Intensive: 22% Strategic: 9% Proficient: 36% Advanced: 33% First Grade: Intensive: 7%	DIBELS Assessment Spring (EOY) 2025 Robert Down Elementary & Forest Grove Elementary Schools Combined data: Kindergarten: Intensive: 12% Strategic: 12% Proficient: 48% Advanced: 28%	DIBELS Assessment Spring (EOY) 2026 Robert Down Elementary & Forest Grove Elementary Schools Combined data: Kindergarten: Intensive: 11% Strategic: 14% Proficient: 43% Advanced: 32%	DIBELS Assessment Spring 2027 Robert Down Elementary & Forest Grove Elementary Schools Combined data: Kindergarten: Intensive: 15% Strategic:10% Proficient: 40% Advanced: 35%	Kindergarten: Intensive: -11% Strategic: +5% Proficient: +7% Advanced: -1% First Grade: Intensive: +2% Strategic: -1% Proficient: +2% Advanced: -3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% Advanced: 50%	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% Proficient: 16% Advanced: 61%	First Grade: Intensive: 9% Strategic:13% Proficient: 37% Advanced: 41% Second Grade: Intensive: 11% Strategic: 10% Proficient: 24% Advanced: 55% Third Grade: Intensive: 9% Strategic: 16% Proficient: 20% Advanced: 55% Fourth Grade: Intensive: 8% Strategic: 19% Proficient: 33% Advanced: 40% Fifth Grade: Intensive: 24% Strategic: 11% Proficient: 20% Advanced: 45%	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% Proficient: 45% Advanced: 40%	Second Grade: Intensive: 0% Strategic: +2% Proficient: -10% Advanced: +9% Third Grade: Intensive: -8% Strategic: +8% Proficient: -3% Advanced: +3% Fourth Grade: Intensive: -2% Strategic: -3% Proficient: +3% Advanced: +3% Fifth Grade: Intensive: +1% Strategic: +1% Proficient: +2% Advanced: -5%
3.20	State Priority 8: Pupil Outcomes MAP ELA testing data for grade levels that do NOT participate in	MAP ELA Testing results Spring 2024 The following scores are Map growth norm-referenced	MAP ELA Testing results Spring 2025 The following scores are Map	MAP ELA Testing results Spring 2026 The following scores are Map	MAP ELA Testing results Spring 2027 The following scores are Map	FG Grade K:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CAASPP testing (Grades K, 1, 2, 9, and 10)	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,	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 Average, 20% Average, 25% High Average, 33% High	growth norm-referenced FG Grade K : 12% Low, 15% Low Average, 20% Average, 18% High Average, 35% High RD Grade K: 6% Low, 9% Low Average, 21% Average, 12% High Average, 52% High FG Grade 1 : 10% Low, 22% Low Average, 14% Average, 21% High Average, 33% High RD Grade 1: 26% Low, 8% Low Average, 14% Average, 23% High Average, 29% High FG Grade 2: 5% Low,	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% High Average, 30% High FG Grade 2: 5% Low, 10% Low Average, 25% Average, 35% High Average, 25% High	-3% Low, -2% Low Average, +10% Average, -9% High Average, +3% High RD Grade K: -1% Low, -4% Low Average, +11% Average, +4% High Average, -9% High FG Grade 1: +6% Low, +8% Low Average, +5% Average, -2% High Average, -17% High RD Grade 1: -3% Low, 0% Low Average, +4% Average, 0% High Average, -1% High FG Grade 2: +15% Low, +12% Low Average, -20% Average, +1% High Average, -8% High

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		9% Low Average, 17% 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	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	7% Low Average, 28% Average, 24% High Average, 36% High RD Grade 2: 0% Low, 9% Low Average, 17% Average, 37% High Average, 37% High Grade 9: 3% Low, 10% Low Average, 15% Average, 28% High Average, 44% High Grade 10: 11% Low, 22% Low Average, 23% Average, 26% High Average, 18% 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	RD Grade 2: +8% Low, 0% Low Average, 0% Average, -4% High Average, -13% High Grade 9: +15% Low, +6% Low Average, +8% Average, +1% High Average, -28% High Grade 10: +6% Low, +7% Low Average, -2% Average, -4% High Average, -6% High
3.21	State Priority 8: Pupil Outcomes	MAP Math Testing results Spring 2024	MAP Math Testing results Winter 2025	MAP Math Testing results Spring 2026	MAP Testing results Spring 2027	The following scores are Map

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	MAP Math testing data for grade levels that do NOTparticipate in CAASPP testing (Grades K, 1, 2, 9, and 10)	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,	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,	The following scores are Map growth norm-referenced FG Grade K: 13% Low, 10% Low Average, 35% Average, 17% High Average, 25% High RD Grade K: 7% Low, 12% Low Average, 18% Average, 36% High Average, 27% High FG Grade 1: 21% Low, 21% Low Average, 14% Average, 30% High Average, 14% High RD Grade 1: 6% Low, 6% Low Average, 29% Average, 35% High Average, 24% High	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 FG Grade 2: 5% Low, 10% Low Average, 10%	growth norm-referenced FG Grade K: -2% Low, -5% Low Average, +15% Average, -10% High Average, +1% High RD Grade K: +2% Low, -12% Low Average, +7% Average, +2% High Average, -5% High FG Grade 1: +2% Low, -1% Low Average, -13% Average, +16% High Average, -5% High RD Grade 1: -3% Low, -12% Low Average, +3% Average, +13% High Average, -1% High

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		25% High RD Grade 2: 8% Low, 8% Low Average, 24% Average, 24% High Average, 36% High 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	16% Low Average, 14% Average, 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,	FG Grade 2: 8% Low, 5% Low Average, 12% Average, 35% High Average, 40% High RD Grade 2: 2% Low, 8% Low Average, 17% Average, 30% High Average, 43% High Grade 9: 7% Low, 6% Low Average, 17% Average, 17% High Average, 53% High Grade 10: 16% Low, 22% Low Average, 14% Average, 19% High Average, 29% High	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	FG Grade 2: -15% Low, -6% Low Average, -8% Average, +15% High Average, +15% High RD Grade 2: -6% Low, 0% Low Average, -7% Average, +6% High Average, +7% High Grade 9: -9% Low, -3% Low Average, -5% Average, 0% High Average, +17% High Grade 10: +4% Low, +5% Low Average, -3% Average, 0% High Average, -6% High

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			11% High Average, 39% High			
3.22	State Priority 7C: Programs and services developed and provided to students with disabilities Source: PGUSD synopsis of services.	2023-2024 PGUSD provides services to 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. Students with moderate-to-severe disabilities receive	2024-2025 PGUSD provides services to 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	2025-2026 PGUSD provides services to 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	2026-2027 Maintain current level of service.	Maintaining, +0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		services in an inclusion model in a special day setting and general education placement when students are able to access the general education curriculum.	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.	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.		

Goal Analysis [2025-26]

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 and planning sessions throughout the 2025-26 school year, including meetings held on November 12th, 2025 and follow-up sessions scheduled for May 12th, 2026. Professional learning focused on restorative practices, bias incident response, PLC collaboration (data dive), and culturally responsive instructional practices aligned to Goal 4 of the LCAP. Post PD survey data revealed that 82% of attendees felt that the sessions were helpful and in alignment with district priorities. Student climate data continued to reflect positive outcomes in belonging and school connectedness, while parent survey data reflected continued growth in perceptions of respect for cultural beliefs and inclusive school environments.

Action 3.2 Site-based Planning Time - effectively supported site-based planning time as requested by staff. Some examples of this planning include the , middle school advisory lesson planning, planning for Ethnic Studies implementation, AVID Summer Institute, math articulation, world language ELPAC collaboration, and EL Education co-planning, co-teaching sessions. 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 3.11 Districtwide Math Articulation - articulation meetings were held between the elementary and middle school math departments at the 5th and 6th grade level during the fall and between middle and high school level during the spring. This twice a year collaboration has helped alignment of math curriculum at all levels. State math have scores shown strong improvement.

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 - 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 as evidenced by strong Dibels and MAP growth.

Action 3.7 Math Intervention Programs - 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. Another modification occurred because we had an elementary homework support teacher go on maternity leave. Although another teacher stepped in to carry the program forward, the meetings were less frequent.

IMPLEMENTATION CHALLENGES:

Action 3.8 High School Productive Study Class - although the district supported several sections of Independent Productive Study classes at PGHS, challenges with the master schedule and the need to create more diverse and appealing opportunities for students have created a need to reduce the number of IPS sections, which was originally 5.

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.

Actions 3.2, 3.6 Budgeted $26,200; Actual $18,455. Difference due to actuals subs required to cover for planning time
Action 3.7 Budgeted $165,961; Actual $65,727. Difference is primarily due to lower personnel costs achieved by utilizing student tutors instead of higher-cost staff.
Action 3.9 Budgeted $7,000; Actual $0. Difference due to after school program not being launched during the current year, resulting in no associated expenses.
Action 3.11 Budgeted $6,450; Actual $1,500. Difference due to no sub cost associated with teacher meetings.
Action 3.12 Budgeted $212,112. Actual $251,227. Difference due to higher salary & benefits costs than originally budgeted.

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
Metrics: Student Belonging and Culturally Representative (Metrics 4.1 and 4.9)
Effectiveness of Action(s): 3 - Effective
Demonstrated strong effectiveness, as evidenced by 82% of professional development attendees reporting the material as helpful and aligned with district priorities, and 78% finding the activities engaging. Furthermore, student LCAP survey data indicated that 73% of students feel a sense of belonging. Across the board increases in "school connectedness" at all levels (68% HS, 63% MS, 82% ES) indicate efficacy with this action.

Action 3.2, Site-based Planning Time
Metrics: CAASPP Assessments (Metrics 3.4, 3.5, 3.17 and 3.18)
Effectiveness of Action(s): 3 - Effective
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 Ethnic Studies planning, math articulation, middle school advisory lesson

planning, and ELD teacher collaborations, and the district's strong state assessment data (Metrics 3.4, 3.5, 3.17 and 3.18) is indicative of the positive impact of this dedicated planning time on instructional quality.

Action 3.3 AVID Classes at PGHS and PGMS
Metrics: SED A-G (Metric 1.5)
Effectiveness of Action(s): 3 - Effective
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. 66.3% met A-G by graduation (green indicator), a slight increase of 1.8%.

Action 3.4 English Language Arts Support Classes
Metrics: CAASPP ELA (Metrics 3.4, and 3.17)
Effectiveness of Action(s): 3 - Effective
The district showed strong state assessment data with ELA at 53.6 points above standard and maintaining high performance for all students.

Action 3.5 Elementary Schools English Language Arts Intervention
Metrics: CAASPP ELA (Metrics 3.4, and 3.17), DIBELS (Metric 3.19)
Effectiveness of Action(s): 3 - Effective
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 (Metrics 3.4, and 3.17). 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 data (Metric 3.19) indicated a continued need for the ELA intervention that the designated funds are supporting.

Action 3.6 Language Review Teams
Metrics: EL Progress (Metric 3.7)
Effectiveness of Action(s): 3 - Moderately Effective
The percentage of English learners who progressed is 56.4%, a decline from last year, however, 40.98% scored proficient and above on the 2024-25 summative ELPAC, indicating strong reclassification numbers.

Action 3.7 Math Intervention Programs
Metrics: MAP student growth (Metric 3.21), CAASPP Math (Metric 3.18)
Effectiveness of Action(s): 2 - Effective
MAP scores show mixed results depending on grade level, despite this CAASPP results are showing strong positive shifts.

Action 3.8, High School Productive Study Class
Metrics: A-G completion (Metric 1.5)
Effectiveness of Action(s): 1 - Moderately Effective
Beginning to see improvement in desired outcomes, as College Career Readiness scores on the Dashboard for the targeted group decreased by 5.9%, from 45.9%(2023) prepared to 40%(2024) prepared from 2023 to 2024. Modifications made last year may have turned

this trend around, with the targeted group seeing a 10% increase this year to 50% prepared (2025). This indicates that the current structure of the Productive Study Class may be supporting growth in the targeted areas.

Action 3.9 ELD Afterschool Homework Club
Metrics: EL Progress (Metric 3.7)
Effectiveness of Action(s): 3 - Effective
The percentage of English learners who scored proficient and above on the summative ELPAC was 40.98%, an 11.22% increase over the prior year.

Action 3.10 Implement a Robust Peer-to-Peer Tutoring Program
Metrics: CAASPP ELA and Math (Metrics 3.17, 3.18)
Effectiveness of Action(s): 3 - Effective
Peer Tutoring may have contributed to the districtwide improvement of in ELA (.2 points) and in Math (4.2 points)

Action 3.11 Districtwide Math Articulation
Metrics: CAASPP Math (Metric 3.18)
Effectiveness of Action(s): 3 - Effective
Overall, Math scores increased 4.2 points to 20.5 above standard.

Action 3.12 English Language Development
Metrics: DFS on ELA and Math (Metrics 3.4, 3.5, 3.17, 3.18), EL Progress (Metric 3.7)
Effectiveness of Action(s): 3 - Effective
English Learners maintained (2 points) on ELA and increased (+14.4 points) on Math in CAASPP testing. Additionally, the percentage of English learners who scored proficient and above on the summative ELPAC was 40.98%, an 11.22% increase over the prior year.

Action 3.13 Free BASRP for SED Youth
Metrics: CAASPP ELA and Math (Metrics 3.17, 3.18)
Effectiveness of Action(s): 3 - Effective
The Extended Learning Opportunities for SED youth may have contributed to their 4.2 point increase in Math and .2 maintaining level in ELA on CAASPP.

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 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.	$6,000.00	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	$180,253.00	Yes

Action #	Title	Description	Total Funds	Contributing
		future by introducing them to colleges meeting their personal goals and college application support. 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.	$188,639.00	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.	$534,929.00	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.	$1,065.00	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)	$29,488.00	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.	$110,560.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(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.		
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.	$3,337.00	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.	$2,664.00	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)	$310,720.00	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 LCAP 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." 2025-2026	Agree or strongly agree with the statement "I feel like I belong at my school." 2026-2027	All: +7.2% African American: +8.3% American Indian: -34.7%

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: 73% African American: 50% American Indian: 57% Asian/Pacific Islander: 71% Filipino: 45% Hispanic/Latino: 75% Two or more: 72% White: 76%	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%	Asian/Pacific Islander: -14.7% Filipino: -17.5% Hispanic/Latino: +20.6% Two or more: +12.5% White: +5.7%
4.2	5: School climate Student LCAP 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. 2025-2026 All: 94% African American: 70% American Indian: 100% Asian/Pacific Islander: 89% Filipino: 82% Hispanic/Latino: 95% Two or more: 93% White: 97%	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: +17% African American: +32% American Indian: 0% Asian/Pacific Islander: N/A Filipino: N/A Hispanic/Latino: +10% Two or more: +16% White: +3%

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%	Answered "Disagree" to the question that the school encourages students to accept others who are different from them: 2025-2026 All: 9.6% African American: 16.7% American Indian: N/A Filipino: N/A Hispanic/Latino: 16.7% Asian/Pacific Islander: 8.3% Two or more: 12.5% White: 7.6%	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: -1.4% African American: -26.3% American Indian: N/A Asian/Pacific Islander: N/A Filipino: N/A Hispanic/Latino: +0.7% Two or more: -1.5% White: -0.4%
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	Answered "Disagree" to the question that the district consistently provides curriculum that represents diverse populations 2025-2026 All: 17.6% African American: 33.3% 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: +2.6% African American: -23.7% American Indian: N/A Asian Filipino: -14.3% Hispanic/Latino: -14.9% Pacific Islander: N/A Two or more: +17.7% White: +3.5%

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%	Asian Filipino: 16.7% Hispanic/Latino: 11.1% Pacific Islander: N/A Two or more: 29.7% White: 13.5%	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. 2024-2025 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%	Answered "Disagree" to the question: “At PGUSD my child feels they belong; they are welcomed, respected, and feel a strong sense of connection.” 2025-2026 All: 8.8% African American: 16.7% American Indian: N/A Asian Filipino: 8.3% Hispanic/Latino: 11.1% Pacific Islander: N/A Two or more: 12.5% White: 6.7%	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: -3.2% African American: -12.3% American Indian: N/A Asian Filipino: +3.3% Hispanic/Latino: -1.9% Pacific Islander: N/A Two or more: +0.5% White: -3.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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% African American: 29% American Indian: 0% Asian Filipino: 31% Hispanic/Latino: 15% Pacific Islander: 33% Two or more: 16% White: 18%	Answered "Disagree" to the question: I Feel connected to my 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%	Answered "Disagree" to the question: “I feel connected to my child’s school.” 2025-2026 All: 10.4% African American: 16.7% American Indian: N/A Asian Filipino: 8.3% Hispanic/Latino: 16.7% Pacific Islander: N/A Two or more: 12.5% White: 8.6%	Answer "Disagree" to the question: I Feel connected to my child's school. All: 10% African American: 15% American Indian: 0% Asian Filipino: 15% Hispanic/Latino: 5% Pacific Islander: 15% Two or more: 5% White: 5%	All: -7.6% African American: -12.3% American Indian: N/A Asian Filipino: -22.7% Hispanic/Latino: +1.7% Pacific Islander: N/A Two or more: -3.5% White: -9.4%
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%	Answered "Disagree" to the question: “There is at least one staff member at my school who makes me excited about my future.” 2025-2026 All: 18% African American: 30% American Indian: 29% Filipino: 27%	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%	All: +4% African American: +17% American Indian: +12% Filipino: +9% Hispanic/Latino: +5% Asian/Pacific Islander: N/A Two or more: +1% White: +2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic/Latino: 15% Asian/Pacific Islander: 12.1% Two or more: 6% White: 5.7%	Hispanic/Latino: 20% Asian/Pacific Islander: 15% Two or more: 17% White: 16%	Pacific Islander: 10% Two or more: 5% White: 5%	
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." 2025-2026 All: 8% (District Parent Survey)	Answered "Disagree" or "Strongly Disagree" to "This school communicates the importance of respecting different cultural beliefs and practices." All: 5%	-5%
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." 2024-2025 All: 14%	Answered "Disagree" or "Strongly Disagree" to "This school provides instructional materials that reflect my child's culture, ethnicity, and identity." All: 5%	-5%

Goal Analysis [2025-26]

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 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 community engagement meetings related to our cultural proficiency efforts. A cultural proficiency community engagement meeting was held on March 24th in the Library at Pacific Grove High School. A combination LCAP/Safety meeting was held at the District Office on April 1st. Finally, a final community input meeting was held at Forest Grove Elementary on April 8th. Childcare was provided for this event. At these meetings, the community was briefed on the efforts of our Cultural Proficiency and Safety teams. Input was gathered about ways to improve our efforts.

Action 4.5 Board Policy Review - PGUSD implemented the planned actions for this goal by holding board policy review meetings on August 12, 2025; October 28th, 2025, January 27th, 2026, and April 28th, 2026.

Action 4.6 Cultural Proficiency Communication - PGUSD implemented the planned actions for this goal by regularly communicating about Cultural Proficiency actions. This year work with the team of Ann Jealous and Caroline Haskell toward improving our restorative practices fell under the umbrella of cultural proficiency, as did PLC work. A district "Alignment of Initiatives" trifold and poster has been 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 the team of Ann Jealous and Caroline Haskell. This team was instrumental in planning our cultural proficiency team meetings, supporting leadership team training, and facilitating community engagement meetings.

Action 4.8 Community Classes - PGUSD implemented the planned actions for this goal by hosting family leadership meetings under the facilitation of Ivan Lopez of the organization Family Leadership.

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 (planned for fall 2025) that did not fit within professional development schedule and budget. The work with Ann Jealous and Caroline Haskell helped carry the effort forward despite cancellation for the RJP contract. Additionally, as a result of negotiations, the traditional March PD day had to be replaced by a teacher prep day.

Action 4.4 Equitable Grading Practices - PGHS formed a grading task force that met twice during the spring of 2026 to review past grading for equity work and devise action steps to ensure the original work gets carried forward. The continuation of this effort is also a WASC goal. The site will have a mid-cycle WASC visit in 2026-27. It will be important for the leadership teams at all sites 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.

4.1 Budgeted $16,806; Actual $14,305 Difference due to lower professional development costs
4.2 Budgeted $8,441; Actual $5,000. Difference due to lower cost of materials
4.3 Budgeted $3,000; Actual $500. Difference due to lower cost of materials
4.7 Budgeted $10,000; Actual $5,000. Difference due to lower costs of contracted services

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
Metrics: Post-professional development surveys
Effectiveness of Action(s): 3 - Effective
Demonstrated strong effectiveness, as evidenced by strongly positive feedback on post-professional development surveys. 73.3% of staff felt the August PD session (focusing on restorative practices and professional learning communities) was of high quality and engaging. 64.4% of staff felt that the discussions and activities associated with the designed learning sessions were helpful. .

Action 4.2 Diverse Curriculum
Metrics: School Curriculum (Metric 4.4)
Effectiveness of Action(s): 3 - Effective
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 diverse curriculum. Despite the efforts, parent LCAP survey results reveal that only 68% of parents feel that their school school provides instructional materials that reflect their child's culture, ethnicity, and identity.

Action 4.3 Community Outreach
Metrics: School Climate Survey (Metrics 4.8 and 4.9)
Effectiveness of Action(s): 2 - Somewhat Effective

demonstrated emerging effectiveness through increased participation in community engagement meetings. 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. 71% of parents agree or strongly agree that their student's school encourages students to accept others who are different from them.

Action 4.4 Equitable Grading Practices
Metrics: A-G Completion (Metric 1.5)
Effectiveness of Action(s): 2 - Somewhat Effective
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 a new grading committee 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. 66.3% remain prepared for College and Career, as the district maintained it's green status on the dashboard (+1.8)

Action 4.5 Board Policy Review
Metrics: Diverse Instructional Materials (Metric 4.9)
Effectiveness of Action(s): 3 - Effective
Adoption of EL Education Language Arts curriculum was supported by the board. There was a 2% positive shift (5% over two years) in Metric 4.9, with 14% strongly disagree or disagree with the statement, "This school provides instructional materials that reflect my child's culture, ethnicity, and identity."

Action 4.6 Cultural Proficiency Communication
Metrics: School Climate Survey (Metrics 4.8 and 4.9)
Effectiveness of Action(s): 3 - Effective
There is a low percentage of parents (12%) who disagree that the district communicates the importance of respecting different cultural beliefs and practices.

Action 4.7 Community Consultation
Metrics: 4.8 and 4.9 (School Climate Survey)
Effectiveness of Action(s): 3 - Effective
There is a low percentage of parents (15%) who disagree that the district communicates the importance of respecting different cultural beliefs and practices.

Action 4.8 Community Classes
Metrics: 4.8 and 4.9 (School Climate Survey)
Effectiveness of Action(s): 3 - Effective

There is a low percentage of parents (15%) who disagree that the district communicates the importance of respecting different cultural beliefs and practices.

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.	$10,699.00	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	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	$600.00	No
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.	$5,084.45	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	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		services will help develop the focus of our professional development activities and create our messaging about cultural proficiency.		
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.	$5,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$756,676	$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
3.292%	0.000%	$0.00	3.292%

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. These actions are designed with unduplicated students in mind and are tailored to meet their unique needs for college preparation and access. AVID participation involves a rigorous commitment from students, many of whom would not have the resources, guidance, or academic preparation necessary to pursue postsecondary education without such structured support. Although AVID services are offered to all eligible students, the program is principally directed to unduplicated students who face systemic barriers to college access. Implementing AVID LEA-wide ensures all middle and high schools can serve low-income, English learner, and foster youth populations equitably.	The percentage of SED students who complete A-G requirements upon graduation.
3.4	**Action:** English Language Arts Support Classes	This action provides intensive for students two or more grade levels behind in English language, and it helps students transition to a general education	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
	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. **Scope:** Schoolwide	English class. These supports are structured to be LEA-wide because they address a critical academic need impacting multiple unduplicated student groups. While all struggling students may benefit, the design and implementation are principally directed toward unduplicated pupils who are disproportionately represented among those furthest from meeting standards 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.	
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 based on their identified need. 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

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
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:** LEA-wide	In response to the need of our unduplicated students; Hispanic students are 35.1 points below standard, English learners (ELs) are 37.8 points below standard, and socioeconomically disadvantaged (SED) students are 41.2 points below standard, this action will use research based methods and credentialed staff to provide support a tiered, differentiated mathematics support model across all grade spans as a targeted and evidence-based strategy to close these achievement gaps. These actions are designed to be LEA-wide because they align with the needs of unduplicated student groups across all schools and grade levels. They are principally directed to unduplicated pupils, particularly ELs and SED students, because the interventions are strategically focused on those most at risk of not meeting grade-level math standards. 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. Offering the supports LEA-wide ensures access at all school sites where unduplicated students are enrolled while maintaining fidelity to the principles of equity and proportionality.	MAP student growth reports.
3.8	**Action:** High School Productive Study Class	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.	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
	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. **Scope:** Schoolwide	This class is principally directed towards unduplicated students (English Learners, Foster Youth, Low Income) to provide dedicated time and support during the school day for completing coursework and recovering credits towards A-G completion. While the class is available school-wide, the design prioritizes enrollment and targeted support strategies for unduplicated pupils, ensuring they receive increased access to academic assistance and credit recovery opportunities compared to their peers. 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.	
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. Data and input from educational partners, including the Site and District English Learner Advisory Committees (ELACs), indicate that these students need structured afterschool support to complete assignments and access additional English language development opportunities. Many EL and low-income students also face barriers to accessing	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. This action is principally directed toward unduplicated students—particularly English Learners and socioeconomically disadvantaged students—because it targets the specific barriers they face. These students are more likely to lack academic support and technology at home and benefit most from structured, school-based afterschool programs.	EL progress

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
	technology and a quiet, supportive learning environment outside of school hours. **Scope:** Schoolwide	Although the Afterschool Homework Club is available to all students at Forest Grove, it is justified as a school-wide action because the services are designed based on the needs of the unduplicated student population. Given that Forest Grove has the district's highest concentration of EL students, offering this service school-wide ensures access for the intended student group while also supporting an inclusive learning environment.	

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. **Scope:** Limited to Unduplicated Student Group(s)	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
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.

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 ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	672/1387 Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

2026-27 Total Planned Expenditures Table

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	22983242	756,676	3.292%	0.000%	3.292%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$30,342,921.45	$10,679,321.00	$7,651,338.00	$1,587,868.00	$50,261,448.45	$43,982,415.00	$6,279,033.45

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	$41,059,069.00	$0.00	$27,811,137.00	$10,001,076.00	$1,827,480.00	$1,419,376.00	$41,059,069.00	
1	1.2	Instructional Materials and Resources	All	No			All Schools	Ongoing	$0.00	$341,290.00	$212,468.00	$128,822.00			$341,290.00	
1	1.3	High School Outreach Counselor	English Learners Foster Youth Low Income	Yes	Schoolwide	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	$2,664.00	$0.00	$0.00	$2,664.00			$2,664.00	
1	1.5	Broad Course of Study	All	No			Specific Schools: Pacific Grove High School 9-12	Ongoing	$0.00	$119,607.00		$119,607.00			$119,607.00	
1	1.6	Technology Infrastructure and Educational Support	All	No			All Schools	Ongoing	$0.00	$950,000.00			$950,000.00		$950,000.00	
1	1.7	A-G Completion	All	No			Specific Schools: Pacific Grove High School	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.8	Subject Specific Professional Development	All	No			All Schools	Ongoing	$0.00	$25,000.00		$25,000.00			$25,000.00	

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	1.9	Professional Learning Communities	All	No			All Schools	Ongoing	$15,183.00	$0.00	$15,183.00				$15,183.00	
1	1.10	Facility Improvements	All	No			All Schools	Ongoing	$0.00	$4,698,406.00			$4,698,406.00		$4,698,406.00	
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	$30,000.00	$30,000.00				$30,000.00	
1	1.13	Streamline Communications between PGUSD and Community	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
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	$1,021,858.00	$0.00	$1,009,522.00			$12,336.00	$1,021,858.00	
2	2.2	Social Emotional Learning Resources	All	No			All Schools	Ongoing	$0.00	$2,500.00	$0.00	$2,500.00			$2,500.00	
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	$198,674.00	$0.00		$198,674.00			$198,674.00	
2	2.7	Middle School Mental Health Therapist	All	No			Specific Schools: Pacific Grove Middle School 6-8	Ongoing	$180,907.00	$0.00		$180,907.00			$180,907.00	
2	2.8	Elementary Licensed Mental Health Therapist	All	No			Specific Schools: Forest Grove and Robert Down Elementary TK-5	Ongoing	$170,452.00	$0.00			$170,452.00		$170,452.00	

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	2.9	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	$6,800.00		$6,800.00			$6,800.00	
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	$0.00	$6,000.00		$6,000.00			$6,000.00	
3	3.3	AVID Classes at PGHS and PGMS	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove High School, Pacific Grove Middle School 7-12	Ongoing	$141,507.00	$38,746.00	$172,982.00	$7,271.00			$180,253.00	
3	3.4	English Language Arts Support Classes	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove Middle School 6-8	Ongoing	$188,639.00	$0.00	$150,911.00			$37,728.00	$188,639.00	
3	3.5	Elementary Schools English Language Arts Intervention	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Forest Grove Elementary, Robert Down Elementary	Ongoing	$534,929.00	$0.00	$416,501.00			$118,428.00	$534,929.00	

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	3.6	Language Review Teams	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$1,065.00	$0.00	$1,065.00				$1,065.00	
3	3.7	Math Intervention Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$29,488.00	$0.00	$29,488.00				$29,488.00	
3	3.8	High School Productive Study Class	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove High School 9-12	Ongoing	$110,560.00	$0.00	$110,560.00				$110,560.00	
3	3.9	ELD Afterschool Homework Club	English Learners	Yes	Schoolwide	English Learners	Specific Schools: Forest Grove Elementary School	Ongoing	$3,337.00	$0.00	$3,337.00				$3,337.00	
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 TK-12	Ongoing	$2,664.00	$0.00	$2,664.00				$2,664.00	
3	3.12	English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$310,720.00	$0.00	$310,720.00				$310,720.00	
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	2026-2027	$10,699.00	$0.00	$10,699.00				$10,699.00	
4	4.2	Diverse Curriculum	All	No			All Schools	2026-27	$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	**4.3**	Community Outreach	All	No			All Schools	2026-27	$0.00	$600.00	$600.00				$600.00	
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	2027-27	$0.00	$5,084.45	$5,084.45				$5,084.45	
4	**4.5**	Board Policy Review	All	No			All Schools	2026-27	$0.00	$0.00	$0.00				$0.00	
4	**4.6**	Cultural Proficiency Communication	All	No			All Schools	2026-27	$0.00	$0.00	$0.00				$0.00	
4	**4.7**	Community Consultation	All	No			All Schools	2026-27	$0.00	$50,000.00	$50,000.00				$50,000.00	
4	**4.8**	Community Classes	All	No			All Schools	2026-2027	$0.00	$5,000.00	$0.00		$5,000.00		$5,000.00	
5	**5.1**	*Discontinued*Attendance Incentive Program														
5	**5.2**	*Discontinued-Restorative Practices Professional Development														
5	**5.4**	*Discontinued-Professional Learning Community Training														

2026-27 Contributing Actions Table

678/1387

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
22983242	756,676	3.292%	0.000%	3.292%	$1,195,564.00	0.000%	5.202 %	**Total:**	$1,195,564.00
								LEA-wide Total:	$29,488.00
								Limited Total:	$311,785.00
								Schoolwide Total:	$854,291.00

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	$172,982.00	
3	**3.4**	English Language Arts Support Classes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove Middle School 6-8	$150,911.00	
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	$416,501.00	
3	**3.6**	Language Review Teams	Yes	Limited to Unduplicated	English Learners	All Schools	$1,065.00	

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	LEA-wide	English Learners Foster Youth Low Income	All Schools	$29,488.00	
3	3.8	High School Productive Study Class	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove High School 9-12	$110,560.00	
3	3.9	ELD Afterschool Homework Club	Yes	Schoolwide	English Learners	Specific Schools: Forest Grove Elementary School	$3,337.00	
3	3.12	English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$310,720.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$36,289,303.00	$41,221,392.00

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	$26,390,106.00	26930629
1	**1.2**	Instructional Materials and Resources	No	$300,000.00	368117
1	**1.3**	High School Outreach Counselor	Yes	$0.00	0
1	**1.4**	Career Technical Education	No	$28,156.00	76971
1	**1.5**	Broad Course of Study	No	$50,000.00	51138
1	**1.6**	Technology Infrastructure and Educational Support	No	$1,407,486.00	1,406,067
1	**1.7**	A-G Completion	No	$0.00	0
1	**1.8**	Subject Specific Professional Development	No	$56,806.00	10000
1	**1.9**	Professional Learning Communities	No	$6,000.00	0
1	**1.10**	Facility Improvements	No	$5,259,091.00	9686509
1	**1.11**	Visitor Access Management and Controls	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)
1	1.12	Safety Training for Staff	No	$0.00	0
1	1.13	Streamline Communications between PGUSD and Community	No	$2,000.00	510
1	1.14	Secondary Review of Homework Practices	No	$0.00	0
2	2.1	Counseling Services	No	$973,989.00	984788
2	2.2	Social Emotional Learning Resources	No	$10,000.00	10000
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	$191,601.00	190522
2	2.7	Middle School Mental Health Therapist	No	$173,654.00	176101
2	2.8	Elementary Licensed Mental Health Therapist	No	$151,543.00	155511
2	2.9	Vector Training Student Safety & Wellness Courses grades 6-12	No	$6,500.00	6603
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)
					68271387
3	3.1	Site Based Professional Learning Teams	No	$0.00	0
3	3.2	Site Based Planning Time	No	$25,000.00	14919
3	3.3	AVID Classes at PGHS and PGMS	Yes	$211,240.00	185808
3	3.4	English Language Arts Support Classes	Yes	$179,125.00	180745
3	3.5	Elementary Schools English Language Arts Intervention	Yes	$329,424.00	332116
3	3.6	Language Review Teams	Yes	$1,200.00	3536
3	3.7	Math Intervention Programs	Yes	$165,961.00	65727
3	3.8	High School Productive Study Class	Yes	$106,612.00	107543
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	$6,450.00	1500
3	3.12	English Language Development	Yes	$212,112.00	251227
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	$16,806.00	14305
4	**4.2**	Diverse Curriculum	No	$8,441.00	5000
4	**4.3**	Community Outreach	No	$3,000.00	500
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	$10,000.00	5000
4	**4.8**	Community Classes	No	$0.00	0
5	**5.1**	*Discontinued*Attendance Incentive Program		0	0
5	**5.2**	*Discontinued-Restorative Practices Professional Development		0	0
5	**5.3**	*Discontinued-Professional Learning Community Training		0	0

2025-26 Contributing Actions Annual Update Table

684/1387

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)
759926	$1,009,845.00	$1,126,702.00	($116,857.00)	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	$0.00	0		
3	3.3	AVID Classes at PGHS and PGMS	Yes	$156,240.00	185808		
3	3.4	English Language Arts Support Classes	Yes	$143,977.00	180745		
3	3.5	Elementary Schools English Language Arts Intervention	Yes	$216,743.00	332116		
3	3.6	Language Review Teams	Yes	$1,200.00	3536		
3	3.7	Math Intervention Programs	Yes	$165,961.00	65727		
3	3.8	High School Productive Study Class	Yes	$106,612.00	107543		
3	3.9	ELD Afterschool Homework Club	Yes	$7,000.00	0		
3	3.12	English Language Development	Yes	$212,112.00	251227		

2025-26 LCFF Carryover Table

685/1387

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)
22663919	759926	0	3.353%	$1,126,702.00	0.000%	4.971%	$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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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.

695/1387

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.

696/1387

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. 701/1387

- 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. 703/1387

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 32627(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.*** 711/1387

- **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. 716/1387

  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

Board Cover Sheet

Public Hearing

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

Meeting Date
May 21, 2026

Presenter(s)
Buck Roggeman
Chief Human Resources Officer

Item
Public Hearing – Tentative Agreement with the Pacific Grove Teachers Association (PGTA) – Fiscal Year 2026-2027

Recommendation
The District Administration recommends that the Board hold a public hearing of the Tentative Agreement between the Pacific Grove Unified School District and the Pacific Grove Teachers Association (PGTA) for fiscal year 2026-2027.

Background
All changes to contracts between the District and employee groups require a public hearing and approval by the Board. Because PGTA and the District agreed to a multi-year settlement last Spring, the AB 1200 process is not required. For reference, the AB 1200 process requires the District to submit details of all negotiated settlements to the Monterey County Office of Education for approval.

Information
The Pacific Grove Unified School District (District) and the Pacific Grove Teachers' Association (PGTA) hereby resolve all issues in negotiations for the 2025-2026, and 2026-2027 school years on the following terms and conditions:

1. Except as expressly stated herein or in one of the attachments to this document, all provisions of the current collective bargaining agreement will continue without modification for the period of this agreement.
2. The term of the contract shall be from July 1, 2025 through June 30, 2027.
3. All salary schedules (except the stipend schedules) for bargaining unit members shall each be increased effective July 1, 2026 by 2.0%. There shall be reopeners for compensation negotiation as attached.
4. Article II - Wages - regarding language updates to multiple sections of Article II
    a. Section 2.1.7.1.6.3 - Addition of a doctorate stipend
    b. Section 2.1.8.3 - Clarification that new unit members will be granted credit for up to 11 years of service, placing them at step 12 on the salary schedule
    c. Section 2.1.11-2.1.13 - Rewritten professional growth review board (PGRB) language intended to clarify and simplify the process for earning PGRB units
    d. Section 2.1.14.1 - States that coaches and other unit members performing duties related to stipends or extra duties assignments will not be required to use personal necessity leave for games/performances, etc

5. Article III - Benefits- regarding language updates to multiple sections of Article III
    a. Section 3.1.2 - converts allowance amounts from monthly to annual totals.
    b. Section 3.1.5 - strikes antiquated language
    c. Section 3.3.3 - strikes antiquated language
6. Article V - Leaves - regarding language updates to multiple sections of Article V
    a. Section 5.2.6 - adds the requirement of providing a medical note when a unit member requests an extended illness leave
    b. Section 5.5 - adds catastrophic leave language to the contract
    c. Section 5.17.2 - adds May 1 as the deadline to notify a unit member of approval or denial of a job share application
7. Article VI Transfers and Assignments - regarding a language update
    a. Section 6.7.1 - clarifies that an employee has 30 school days from the beginning of the assignment to use their three moving days when involuntarily transferred.
8. Article VIII - Hours of Employment - regarding language updates to multiple sections of Article VIII
    a. Section 8.8 - Entire article is deleted from the contract.
9. Article XII - Class Size - regarding language updates to include 504 caseload management
10. Exhibits 4, 5, and 6 - amends the longevity clause on the salary schedules, so that longevity is calculated based on years of service in the District
11. Exhibit 41 - Stipend/Extra Duty Pay List - amends Dual Enrollment note to ensure that the cost of dual enrollment classes are covered by funding from Monterey Peninsula College and do encroach on the unrestricted general fund
12. Exhibit 46 - Administration of Emergency Anti-Seizure Medication - puts in place procedures to train and prepare unit members who support students experiencing seizures
13. Exhibit 47 - Administration of Emergency Medication and Emergency Protocols - put in place procedures to train and prepare unit members who support students experiencing seizures

---

Fiscal Impact

For fiscal year 2026-2027, **$870,094** ***(inc. H&W & statutory benefits)***

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

TENTATIVE AGREEMENT

BETWEEN

PACIFIC GROVE UNIFIED SCHOOL DISTRICT AND

PACIFIC GROVE TEACHERS ASSOCIATION

The Pacific Grove Unified School District (District) and the Pacific Grove Teachers' Association (PGTA) hereby resolve all issues in negotiations for the 2025-2026, and 2026-2027 school years on the following terms and conditions:

1. Except as expressly stated herein or in one of the attachments to this document, all provisions of the current collective bargaining agreement will continue without modification for the period of this agreement.
2. The term of the contract shall be from July 1, 2025 through June 30, 2027.
3. All salary schedules (except the stipend schedules) for bargaining unit members shall each be increased effective July 1, 2026 by 2.0%. There shall be reopeners for compensation negotiation as attached.
4. Article II - Wages - regarding language updates to multiple sections of Article II.
    a. Section 2.1.7.1.6.3 - Addition of a doctorate stipend
    b. Section 2.1.8.3 - Clarification that new unit members will be granted credit for up to 11 years of service, placing them at step 12 on the salary schedule.
    c. Section 2.1.11-2.1.13 - Rewritten professional growth review board (PGRB) language intended to clarify and simplify the process for earning PGRB units.
    d. Section 2.1.14.1 - States that coaches and other unit members performing duties related to stipends or extra duties assignments will not be required to use personal necessity leave for games/performances, etc.
5. Article III - Benefits- regarding language updates to multiple sections of Article III
    a. Section 3.1.2 - converts allowance amounts from monthly to annual totals.
    b. Section 3.1.5 - strikes antiquated language.
    c. Section 3.3.3 - strikes antiquated language.
6. Article V - Leaves - regarding language updates to multiple sections of Article V
    a. Section 5.2.6 - adds the requirement of providing a medical note when a unit member requests an extended illness leave.
    b. Section 5.5 - adds catastrophic leave language to the contract.
    c. Section 5.17.2 - adds May 1 as the deadline to notify a unit member of approval or denial of a job share application.
7. Article VI Transfers and Assignments - regarding a language update
    a. Section 6.7.1 - clarifies that an employee has 30 *school* days from the beginning of the assignment to use their three moving days when involuntarily transferred.
8. Article VIII - Hours of Employment - regarding language updates to multiple sections of Article VIII

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

a. Section 8.8 - Entire article is deleted from the contract.

9. Article XII - Class Size - regarding language updates to include 504 caseload management.
10. Exhibits 4, 5, and 6 - amends the longevity clause on the salary schedules, so that longevity is calculated based on years of service in the District.
11. Exhibit 41 - Stipend/Extra Duty Pay List - amends Dual Enrollment note to ensure that the cost of dual enrollment classes are covered by funding from Monterey Peninsula College and do encroach on the unrestricted general fund.
12. Exhibit 46 - Administration of Emergency Anti-Seizure Medication - puts in place procedures to train and prepare unit members who support students experiencing seizures.
13. Exhibit 47 - Administration of Emergency Medication and Emergency Protocols - put in place procedures to train and prepare unit members who support students experiencing seizures.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

Pacific Grove Unified School District Proposal to PGTA

April 13, 2026

Salary and Health Benefits

The Pacific Grove Unified School District proposes the following compensation package for 2026-2027:

Effective **July 1, 2026**, the 2025-2026 Certificated salary schedule shall be increased by 2.0%

a. Beginning July 1, 2026 the District will Provide a health benefit program for Full-Time bargaining unit members (.8 FTE shall be considered Full-Time for health benefits purposes only) who are enrolled in a MCSIG medical plan, which shall consist of a medical plan with optional dental and vision. The District's maximum contribution for health benefits for Part-Time bargaining unit members working fewer than eight-tenths (.8) of thirty-seven and one-half (37.5) hours per week but four-tenths (.4) or more of a Full-Time equivalent shall be one-half (.5) of the amounts below. The District's maximum contribution to MCSIG for health benefits for Full-Time Unit Members shall not exceed the following monthly amounts on a 10-month basis:

For Unit Member Only Coverage	$1,312
For Unit Member and Dependents Coverage	$1,774

The District will pay the above amounts on behalf of enrolled bargaining unit members, unless the actual cost of the benefits is less than the above stated amounts, in which case the District shall pay the full cost of actual benefits

Complete Care Program. Bargaining unit members who have opted out of all of the MCSIG medical plans may enroll in MCSIG's Complete Care Program. The District's contribution for

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

premiums for Complete Care Program for Full-Time Unit Members shall not exceed the following amount on a 10-month basis:

Unit member only	$256

b. For 2026-27, the District proposes that unit members' work day conclude 30 minutes after student release on the following minimum days for students:

- The day before Thanksgiving Break
- The day before Winter Break
- The day before Spring Break
- The last day of school

c. The instructional calendar for 2026-2027 shall return to the work year as described in section 8.1.1 of the collective bargaining agreement.

d. For 2026-2027, negotiations shall reopen if property tax revenue increases more than 6% or less than 4% for the 2025-2026 fiscal year. Reopeners regarding salary have to be submitted no later than October 1, 2026. The .5% increase to the health benefits cap would not be reduced in the event of a reopening of compensation negotiation.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

II. WAGES

2.1 The District and the ~~***Association***~~ ***PGTA*** agree that the salary increases for the term of this contract~~,~~ shall be set forth as in (Exhibit 3).

2.1.1 Psychologist's Salary Schedule (Exhibit 5)

2.1.2 Counselor's Salary Schedule (Exhibit 6)

2.1.3 Special Services Salary Schedule

The following ***unit members*** shall be paid in accordance with their normal placement on the teacher's salary schedule:

2.1.3.1 Speech Therapists

2.1.3.2 School Librarians

2.1.3.3 GATE Resource Teacher

2.1.4 part-time unit member Salary Schedule

The ***part-time unit members*** who are employed on a regular basis shall be compensated on a regular basis on a prorated formula of place on the ***unit member's*** salary schedule.

2.1.4.1 Number of hours employed divided by number of hours of ***full-time unit member*** multiplied by placement on the ***unit member's*** salary schedule.

2.1.4.2 The periods of assignment of a member of the unit employed ***part-time*** may be separated by not more than one class period or the equivalent unless by mutual consent.

2.1.4.3 This part-time teaching arrangement shall be of two types:

(1) ***Part-time***, all year during the regular school term~~:~~

(2) ***Full-time*** during one semester with the other semester off~~.~~

2.1.5 Computation of Daily Rate:

2.1.5.1 The computation of the daily rate of pay shall be as follows: Annual salary divided by number of days contracted;

2.1.5.2 A unit member required by the District to serve more than the number of days in their work year shall be paid at the daily rate.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

2.1.6 Placement on the Salary Schedule for Academic Equivalency (Exhibit 7)

2.1.7 Definition of Salary Classifications on Salary Schedule

2.1.7.1 Classifications:

2.1.7.1.1 Column I = Bachelor's ***degree***

2.1.7.1.2 Column II = Bachelor's **degree** plus 15 upper division or graduate college semester units after ***degree.***

2.1.7.1.3 Column III = Bachelor's ***degree*** plus 30 upper division or graduate college semester units after ***degree.***

2.1.7.1.4 Column IV = Bachelor's ***degree*** plus 45 upper division or graduate college semester units after ***degree.***

2.1.7.1.5 Column V = Bachelor's ***degree*** plus sixty (60) upper division or graduate college semester units after ***degree.***

2.1.7.1.6 Column VI = ~~***Commencing July 1, 2006, placement in column VI, may be achieved through the accrual of a b***~~Bachelor's degree, plus 75 "professional credits" as defined on (Exhibit 4), or a master's degree plus 30 units, or a doctorate degree~~. ***Individuals employed by the District in 2005–06 may use previously obtained college units as their "professional credits."***~~

2.1.7.1.6.1 For any column advancement, professional growth units may be used.

2.1.7.1.6.2 ~~An earned doctorate may be substituted for a master's degree.~~
A unit member shall be awarded $2,000 per year for an earned masters degree.

2.1.7.1.6.3 An earned doctorate will be awarded a doctorate stipend. A unit member who holds a masters degree will be awarded an additional $2,000 per year for an earned doctoral degree. If a unit member has a doctorate degree and no master's degree, they will earn a $4,000 stipend per year.

2.1.8 Placement and Type of Salary Schedule

2.1.8.1 The salary schedule recognizes two bases for placement:

(1) Years of experience in education at an accredited institution.

(2) Training or preparation.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

2.1.8.2 The District and PGTA agree effective July 1, 2022, unit members who were initially hired prior to July 1, 2021, but were given fewer than 12 years credit for prior full-time teaching experience in an accredited school and who are not yet on the highest step of their salary schedule column placement on the salary schedule, shall be prospectively advanced on the salary schedule to the step on their appropriate column that reflects their prior full-time teaching experience in an accredited school up to a maximum of 12 years credit for the prior experience outside of the District.

2.1.8.3 The District and PGTA agree certificated unit members who are initially hired on or after July 1, 2022, shall be given year-for-year credit for full-time teaching experience in an accredited school up to a maximum of ~~*12*~~*11* years for initial placement on the salary schedule ***at step 12.***

2.1.8.4 The District and PGTA agree that certificated unit members initially hired for the 2021-2022 school year were placed on the certificated salary schedule based on their prior years of teaching.

2.1.8.5 By August 31 of each year, the District will provide each certificated unit member a written statement indicating the unit member's current step and column placement on the salary schedule for the upcoming school year.

2.1.9 Requirements for Advancement on the Salary Schedule

2.1.9.1 Increment Step (Vertical Advancement)

2.1.9.1.1 The unit member shall receive an increment step advancement for each year's experience in the District up to a maximum stated on the salary schedule.

2.1.9.1.2 Column (Horizontal Advancement) – The unit member shall receive column advancement for professional growth units earned according to provisions of 2.1.10.

2.1.10 Professional Growth/General Provisions

2.1.10.1 The unit member may earn professional growth credits for advancement on the salary schedule by two methods:

2.1.10.1.1 By satisfactorily completing upper division or graduate courses from an accredited college or university.

2.1.10.1.2 By satisfactorily completing professional growth units through the provisions of the

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

Self-Development Program outlined in 2.1.11.

2.1.10.2 Professional growth units may be applied to column or converted to in-service release time (Exhibit 39).

2.1.11 Professional Growth/Self-Development Program

2.1.11.1 A unit member may earn professional growth units by applying to the Professional Growth Review Board (Exhibit 39), BEFORE they commence the activity.

2.1.11.2 The Professional Growth Review Board will ***meet to*** review applications ***quarterly*** and make recommendations to the Superintendent, who shall have the final decision. ***The meeting dates shall be published annually before September 1.***

2.1.11.2.1 If there are no applications to review, the PGRB is not required to meet.

2.1.11.2.2 An expedited meeting may be scheduled if a unit member would like to attend a professional development activity with a start date prior to the next committee meeting. An expedited meeting shall only be held when the professional development activity date was published after the most recent quarterly meeting, and the activity will begin before the next scheduled meeting.

2.1.11.3 If the application is approved ***or denied, the unit member shall be notified in writing within one week of the meeting date. If the committee has questions about the application, the committee shall communicate directly with the unit member in writing.***

2.1.11.4 Once the approved activity is completed, the unit member shall file a notice of completion with the Professional Growth Review Board.

2.1.11.4.1 The application forms and notice of completion form shall be provided by the District (Exhibit 39).

2.1.11.4.2 No more than five professional growth units can be earned for column advancement.

2.1.11.4.3 Verification of the completion of professional growth units shall be determined by the District ***and communicated to the unit member in writing within two weeks of verification.***

2.1.11.5 Guidelines for acceptability of professional growth activities are in Board Policy 4131.~~7~~.

2.1.11.6 Professional growth units may be applied to advancement from one column to the next on the salary schedule or to in-service release time.

2.1.11.7 Professional growth units may be earned by the following activities, upon evidence of satisfactory

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

completion:

2.1.11.7.1 Educational travel

2.1.11.7.2 Action research

2.1.11.7.3 Self-directed study

2.1.11.7.4 Lower division college course work (for unit members already in the District)

2.1.11.7.5 Curriculum development

2.1.11.7.6 Other activities approved by PGRB and the Superintendent.

2.1.11.7.7 Professional growth units are limited as follows:

2.1.11.7.7.1 The units must be related to the unit member's assignment for activities which go substantially beyond the scope of the unit member's regular professional duties.

2.1.11.7.7.2 In general, 15 approved hours of activity equates to one professional growth unit.

2.1.11.7.7.3 No more than one-third (five units) of the units required for any column change on the salary schedule shall be earned in any manner other than upper division or graduate college work.

2.1.11.7.7.4 In-service release time. One professional growth unit will entitle a unit member to one ~~***1***~~ day of in-service release time. ***Unit members*** shall give advance notice to their site administrator before taking release days. The date(s) of such release time shall be at the unit member's discretion, except that in an emergency situation the Superintendent may require the unit member to select an alternative date(s). If preferred, a ***unit member*** may use an in-service release day to cover day(s) normally charged to sick leave.

2.1.11.7.7.5 Professional growth units used by a ***unit member*** for in-service release time shall be carried over from year to year. Only three in-service release days shall be used during one school year unless otherwise approved by the Superintendent.

2.1.11.7.7.6 Activities completed for professional growth units must take place outside the regular school day with the possible exception of action research projects.

~~***2.1.11.7.7.7 All expenses connected with earning professional growth units will be given by the unit member to the immediate Site Administrator.***~~

2.1.11.7.7.7 A copy of each application for professional growth units will be given by the ***unit member*** to

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

the immediate Site Administrator.

2.1.11.7.7.9 All proposals for professional growth units must be received by the Professional Growth Review Board prior to the ***unit member's*** beginning their activity.

~~***2.1.12 Professional Growth Placement, Column VI***~~

~~***2.1.12.1 A unit member may earn professional credits by applying to the Professional Growth Review Board (Exhibit 39) before they commence activity to move into column VI. Professional growth efforts for column VI are intended to establish an area of concentration which will assist the unit member in their assignment in Pacific Grove Unified School District.***~~

~~***2.1.12.2 Professional Growth Review Board will review applications and make recommendations to the Superintendent, who shall have the final decision.***~~

~~***2.1.12.3 If the application is approved and the activity is completed, the unit member shall file a notice of completion with the Professional Growth Review Board.***~~

~~***2.1.12.4 Verification of the completion of professional growth activities or units shall be submitted to the Professional Growth Review Board for their determination as to the completion of the application for professional growth advancement to column VI.***~~

~~***2.1.12.5 The Professional Growth Review Board will forward approved applications to the District for verification of completion of professional growth activities/units.***~~

~~***2.1.12.6 The unit member shall notify the District of the unit member's intent to complete the requisite number of professional growth units for an advancement on the Salary Schedule during the coming school year. The notification shall be delivered to the District by June 1 of the year preceding the advancement. This notification shall be made on a form provided to each unit member by April 15 by the District.***~~

~~***NOTE: Current practice of placing a newly-employed unit member in the column equal to their credits earned will continue. (Example: new hire with BA + 75 units of upper division work or a MA + 30 credits or doctorate from an accredited institution will be placed in column VI.)***~~

2.1.13 Notification and Verification Requirements

2.1.13.1 Verification of the completion of professional growth units shall be determined by the District.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

2.1.13.2 ~~Notification of intent to advance on the Salary Schedule.~~ The unit member shall notify the District of the unit member's intent to complete the requisite number of professional growth units for an advancement on the salary schedule during the coming school year. ~~The notification shall be delivered to the District by May 1 of the year preceding the advancement. This notification shall be made on a form provided to each unit member by April 15 by the District.~~

2.1.13.3 Upon completion of professional growth units, t~~T~~he unit member shall be placed at their new column during the subsequent payroll period upon verification of unit member completion.

2.1.14 Extra-Duty Assignments/Stipend Positions

2.1.14.1 Unless otherwise provided in the article on Hours of Employment, stipend positions are beyond the normal school day. Extra Duty assignments have additional responsibilities. ***If it is not possible to perform stipend duty obligations outside of the unit member's work day (ex. games/performances, dual enrollment), the unit member will be allowed to leave work to fulfill stipend duties designated as school business with the prior approval of site administration.***

2.1.14.2 Increases in stipends must be negotiated separately from the general, total compensation agreement and are no longer factored according to any cell on the PGTA salary schedule.

2.1.14.3 Before any athletic/activity stipend is advertised, the following steps shall be taken:

2.1.14.3.1 All new stipend amounts and extra duty positions will be negotiated and a memorandum of understanding signed with PGTA before they are proposed to the school board.

2.1.14.3.2 The negotiated agreements for any new stipend or extra duty positions will be subject to approval by the Board before being advertised.

2.1.14.4 Stipend Positions/Extra Duty Assignments

2.1.14.4.1 All paid vacant extra-duty/stipend positions (either due to a new position or because the incumbent will not be continuing) will be advertised for five working days.

2.1.14.4.2 Qualified unit members meeting the minimum qualifications stated in the job description will have first right of refusal for any extra duty assignment before a position is offered to non-unit members.

2.1.14.4.3 An interview process shall occur for all qualified applicants for open stipend positions if there are multiple qualified applicants.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

2.1.15.4.4 Individuals who share an extra duty assignment will split the stipend based on the division of labor. A ***unit member*** assigned only a portion of the duties of the regular full assignment shall receive a prorated portion of the total salary (e.g., a coach working only one-half of the full coach assignment will receive one-half of the salary).

2.1.14.4.5 Unfilled stipend positions may be reallocated to other sports/activities in response to increased student participation. Reallocation requests shall be submitted in writing by the site administrator and approved by the Superintendent or designee. If the District reallocates funds, the District will notify the PGTA President.

2.1.14.5 Stipend positions and Extra Duty assignments are approved annually on an assignment order. By January of each school year, unit members will be given an opportunity to express interest in any stipend/extra duty assignment within the professional plan form for the following year. If a unit member expresses interest in a filled position, that position will be posted for the following school year.

2.1.14.6 No later than August 31 of each new school year, the District shall provide the PGTA President with the projected list of the stipend assignment/extra duty assignments and stipend amount for each position.

2.1.15 Overpayment to a Bargaining Unit Member

Any payroll error resulting in an overpayment to a bargaining unit member shall be repaid within a reasonable time frame developed through mutual agreement between the bargaining unit member and the District. When there is a payroll error which results in an overpayment to the bargaining unit member, they shall be allowed to repay through monthly payroll deductions, unless an agreement is reached to repay through alternative means. In no event shall a bargaining unit member's repayment plan reduce their net pay by more than 25% per pay period.

2.1.16 Underpayment to a Bargaining Unit Member

In the event that a bargaining unit member is underpaid due to a payroll error, the District shall follow California Education Code 45048.

2.1.17 Timeliness for Repayment

In the event of overpayment or underpayment to a bargaining unit member, the statute of limitations of three years will apply.

2.1.18 Summer School Pay

Certificated unit members will receive their hourly pay based on their placement on the PGUSD salary schedule or the instructional hourly rate, whichever is higher. The hourly pay rate will be computed as

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

follows: The unit member's annual salary divided by 185 equals the daily rate. The daily rate divided by seven equals the hourly rate.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

III. UNIT MEMBER BENEFITS

3.1 Health Benefits

3.1.1 Mandatory Participation

Solely for the purpose of this Article and for no other purpose, "Full-Time" shall be defined to mean an ***unit member*** who regularly works 37.5 or more hours per week, exclusive of a duty-free lunch. All PGTA members working 0.8 or more of a fulltime assignment (30 or more hours per week) must be enrolled in one of the medical plans offered by the District or meet MCSIG eligibility rules for opting out. Part-Time certificated unit members working fewer than 0.4 of a full-time assignment shall not be eligible for any health benefits. The unit members shall select a plan upon eligibility and may thereafter change to a different plan during any period of open enrollment or as otherwise allowed by the terms and conditions of the applicable plans. While enrollment in District offered dental and vision plans is optional and not mandatory for all eligible ***unit members, unit members*** must be enrolled in a District offered medical plan to be eligible for a District contribution towards dental and vision plans. Unit ***members*** not enrolled in a District offered medical plan may email in a District offered dental and/or vision plan at their own expense.

3.1.2 Allowance

Beginning on July 1, 2025, the District will provide a health benefit program for ***full-time*** bargaining unit members (0.8 FTE shall be considered full-time for health benefits purposes only) who are enrolled in a MCSIG medical plan, which shall consist of a medical plan with optional dental and vision. The District's maximum contribution for health benefits for ***part-time*** bargaining unit members working fewer than 0.8 of ~~37.5~~35 hours per week but 0.4 or more of a ***full-time*** equivalent shall be shall be 0.5 of the amounts below. The District's maximum contribution to MCSIG for health benefits for ***full-time unit members*** shall not exceed the following ~~***monthly amounts on a 10-month basis***~~ ***annual*** amounts:

For Unit Member Only Coverage	~~$1,164.00~~ $11,640.00
For Unit Member and Dependents Coverage	~~$1,626.00~~ $16,260.00

The District will pay the above amounts on behalf of enrolled bargaining unit members, unless the actual cost of the benefits is less than the above slated amounts, in which case the District shall pay the full cost of the actual benefits.

Complete Care Program. Bargaining unit members who have opted out of all of the MCSIG medical plans may enroll in MCSIG's Complete Care Program. The District's contribution for premiums for Complete Care Program for ***full-time unit members*** shall not exceed the following ~~***monthly amount on a 10-month basis***~~ ***annual amount:***

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

Unit Member Only ~~$256.00~~ $2,560.00

3.1.3 Dependent Medical Coverage

If a ***unit member*** enrolls eligible dependents in one of the medical, dental and vision plans offered by the District, then the District contribution toward dependent medical coverage beginning 2019-2020 shall be a total of $4,624.00 per year. This amount shall be paid by the District directly to the benefits provider selected by the ***unit member.***

3.1.4 Choice of Plan

3.1.4.1 The ~~***Association***~~ ***PGTA*** shall have the right to choose its health insurance plans and providers. However, if the selected plan involves the creation of a self-insurance program then the choice must receive mutual agreement from the District prior to implementation of the change process. The District shall make a good faith effort to reach agreement through collaborative efforts with the ~~***Association***~~***PGTA***.

3.1.4.2 In accordance with the requirements of current plan providers, the ~~Association~~ ***PGTA*** shall give timely notice to the District in writing if there is to be a change in the medical plan options to be offered to their membership, both active and retiree, in the succeeding plan year. The ***PGTA~~Association~~*** reserves the right to request a rescission of the notice. Such request shall be presented to the School Board and the Board will act on the request in accordance with the ***PGTA's~~Association's~~*** wishes. No less than 120 days prior to implementation of the new plan(s), the ***PGTA~~Association~~*** shall identify the specific new plan(s) to be offered and, in collaboration with the District, identify all estimated costs to the District and affected ***unit members*** resulting from changing to the new plan(s). While it is the aim of the ~~Association~~ ***PGTA*** to limit District financial obligations due to a change of plan(s), it is understood that any additional costs to the District must be negotiated between the District and the ***PGTA~~Association~~*** and that premium increases, in excess of the District paid allowance or contractual District contribution levels for dependent coverage, shall be the obligation of the ***unit member*** unless changed by negotiations.

~~***3.1.5 Unit Members Without Dependent Coverage***~~

~~***For those Unit Members without dependent coverage, $10.00 may be applied to the following at the Unit Member's discretion:***~~

~~***(1) life insurance***~~

~~***(2) income protection insurance***~~

~~***(3) medical insurance***~~

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

3.1.5 Choice of Insurance Companies and Coverage

The choice of insurance companies and coverage shall be determined by the ~~Association~~***PGTA.***

3.1.6 Maximum Benefit to Part-Time Unit Members

The maximum benefit to ***part-time unit members*** will be the allowance stated above in section 3.1.2, as determined by the percentage of a ***full-time*** assignment that the ***unit member*** actually works.

3.1.7 Eligibility Requirements

Unit members and dependents must meet whatever requirements are set forth by the insurance companies in order to be eligible.

3.1.8 COBRA Coverage

A ***unit member*** shall be given the option of continuing their benefit coverage at their own expense upon resignation of employment in accordance with the consolidated Omnibus Budget Reconciliation Act (COBRA) of 1986.

3.2 Medicare

All ***unit*** members hired after November 1, 1990, will participate in Medicare coverage.

3.3 Medical Coverage for Retired Unit Members

3.3.1 ***Full-time*** unit members who retire from the District with at least 10 years of certificated service, and who previously were eligible to receive the same insurance contribution from the District as active ***unit members***, shall now receive a contribution to their insurance up to the equivalent dollar value of the allowance, identified in 3.1.2 above, if they are enrolled in the three ***District/PGTA~~Association~~*** health insurance plans. The amount of the District contribution shall not, however, exceed the cost of the premium(s) for the plan(s) in which the retiree is enrolled. This benefit shall continue up to the time at which the retired unit member becomes eligible for Medicare or age 65, whichever occurs first.

3.3.2 After the retired unit member reaches age 65, or becomes eligible for Medicare, whichever occurs first, the District will provide $102 per month toward a Medicare supplement insurance policy for those who retired prior to July 1, 2006, and $152 per month for those who retired July 1, 2006 or after. Retired unit members in this category will receive the Medicare supplement subject to the cap, up through age 85. Additionally, the District will provide to retired unit members in this category premiums for dental and vision coverage equal to premiums received by active ***unit members*** up through age 85.

~~3.3.3 After November 1, 1990 a bargaining unit member who retires between the ages of 55 and 65 and is unable to~~

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

~~earn sufficient quarters to be vested in Medicare by their retirement date will be covered under the provisions for retiree health coverage listed in the 1989-90 contract.~~

3.3.4 Additionally, the retiree has the option to purchase medical coverage for one dependent under the foregoing conditions as specified above, if allowable under the rules of the insurance provided.

3.3.5 If allowable, the surviving spouse shall be permitted to purchase coverage at their expense.

3.4 Attendance Incentive/Reward Plan (AIRP)

3.4.1 Eligibility

3.4.1.1 All ***unit members*** who are members of the State Teachers' Retirement System (STRS) are eligible for additional sick leave credit.

3.4.1.2 All ~~***Full and Part-Time Children's Center and***~~ ***State Preschool teachers*** who are members of the ***Public Employees Retirement System (PERS)*** are to be eligible for additional sick leave.

3.4.2 Incentive

3.4.2.1 Unit ***members*** who, by the end of the school year, have not used more than a total of five days of personal necessity leave and sick leave combined, shall be credited with one additional day of sick leave at their FTE rate. ln no event shall a ***unit*** member receive more than one additional day of sick leave per year as part of the AIRP.

3.4.3 Credit

3.4.3.1 Eligible ***unit members*** will be awarded the appropriate additional sick leave by the tenth (10^{th}) day of October of the following school year. Unit ***members*** will be notified of the additional leave hours in October in writing.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

V. LEAVES

5.1 Purpose. The purpose of the Leaves Article is to define the amount of leave earned by each unit member and how each leave can be used.

5.2 Definitions

5.2.1 For the purpose of this Section, differential pay is the unit member's daily rate less the amount actually paid to a substitute ~~***Unit Member***~~ employed to fill the position during the unit member's absence or, if no substitute was employed, the amount that would have been paid if one were employed.

5.2.2 Immediate family includes any of the following:

- The spouse or registered domestic partner of a unit member
- Mother, father, grandfather, grandmother, or grandchild of the unit member
- Mother, father, grandfather, grandmother, or grandchild of the unit member's spouse or registered domestic partner
- Son, son-in-law, daughter, daughter-in-law, brother or sister of the unit member
- Any relative living in the immediate household of the unit member
- Any other relative permitted by California law

5.2.3 A designated person is any individual whose association with the unit member is the equivalent of a family relationship. The designated person, related by blood or in a family-like relationship with the unit member, shall be identified by the unit member at the time the unit member requests leave to care for this individual. Unit members may not identify more than one person as a designated person in any 12-month period. A unit member must have worked for the District at least 1,250 hours in the 12 months prior to their leave. For eligibility purposes, full-time and 0.8 FTE unit members are deemed to have met the 1,250 hour requirement.

5.2.4 Emergency Situation: A situation that demands immediate attention from a unit member. Examples include, but are not limited to, the following:

5.2.4.1 Death or illness of a member of a unit member's immediate family/designated person.

5.2.4.2 Serious accident involving the person or property of the unit member or a member of their immediate family/designated person.

5.2.5 Nothing in this contract shall contradict the requirements and rights of the California Family Rights Act (CFRA) and Family and Medical Leave Act (FMLA).

5.2.6 Extended Illness Leave: Extended illness leave occurs when a unit member has exhausted all available sick

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

leave, including all accumulated sick leave, and continues to be absent from their duties on account of illness or accident for an additional period of up to five months, whether or not the absence arises out of or in the course of the employment. An illness will be considered extended only when a unit member has been absent for 10 consecutive work days or more~~.~~, ***and the unit member provides a note from their health care provider.***

5.3 Sick Leave

5.3.1 Each full-time unit member shall be allowed 10 days of sick leave as provided in the Education Code. Unit members working part-time will be entitled to such leave of absence for illness or injury on a pro-rata basis.

5.3.2 Unit members contracted for more than a 185-day work year, excluding summer school appointments, will receive additional sick leave as follows:

- Unit members working 190-195 days receive an additional 3.5 hours.
- Unit members working 196-205 days receive an additional 7.0 hours.
- Unit members working more than 205 days receive an additional 10.5 hours.

5.3.3 Any days not used shall be accumulated by the unit member for use, if necessary, during the succeeding years. At the termination of employment, accumulated sick leave may be used toward retirement benefits as provided by law.

5.3.4 It shall be the unit member's responsibility to notify the site administrator or their designee before commencing sick leave. Notification shall be as soon as the unit member is aware of the need for the absence.

5.3.5 Verification The use of accumulated sick leave will be authorized if one of the following is on file (Exhibit 8)

a. Personal verification signed by the unit member that ***they*** ~~***she/he***~~ ***have***~~***has***~~ been ill or injured~~.~~

b. Verification signed by a physician that the unit member has been ill or injured~~.~~

c. Verification signed by the unit member that, because of religious reasons, they have not consulted a physician but have been treated by someone in a religious sect~~.~~

5.4 Extended Illness/Injury Leave

5.4.1 Per Ed Code 44977, when a unit member has exhausted all available sick leave, including accumulated sick leave, they are entitled to up to five months of Extended Illness/Injury Leave. During this time, they will receive differential pay as defined in Section 5.2. The unit member’s sick leave, accumulated sick leave, and the five-month period shall run consecutively.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

5.4.2 A unit member shall not be provided more than one five-month period per illness or accident. However, if a school year terminates before the five-month period is exhausted, the unit member may take the balance of the five-month period in the subsequent school year.

5.4.3 The leave under this section may only be taken in full-day increments and shall be compensated only if there is written verification provided by the unit member's healthcare provider that the unit member's illness or accident has disabled them from performing their essential job functions. In addition, the unit member shall provide from their healthcare provider a date of their anticipated return to work.

5.4.4 Failure to provide written verification shall render the unit member's absence without pay. Human Resources shall notify the unit member in writing of any and all missing paperwork before pay is revoked.

5.5 The purpose of the Catastrophic Leave Program is to provide paid leave to eligible unit members who experience a catastrophic illness or injury and have exhausted all accrued sick leave. The Program shall also apply when a unit member must take extended time off work to care for a qualifying family member who meets the criteria for a catastrophic illness or injury, consistent with Education Code section 44043.5.

5.5.1 Definitions

5.5.1.1 Catastrophic illness or injury - A catastrophic illness or injury is one that incapacitates the unit member from performing their job duties for an extended period of time; or incapacitates a qualifying family member, requiring the bargaining unit member to provide care and take extended time off work; and results in the exhaustion of all accrued sick leave.

5.5.1.2 Family member - -For purposes of this article, "family member" shall be defined as it is in 5.2.2. and 5.2.3.

5.5.2 Eligibility to donate catastrophic leave

5.5.2.1 Donations of catastrophic leave shall be voluntary.

5.5.2.2 A unit member donating leave shall maintain a minimum sick leave balance equivalent to 140 hours following the donation. Donations shall not reduce the donor below this threshold.

5.5.2.3 Eligible leave credits for donation shall include accrued sick leave, consistent with Education Code section 44043.5.

5.5.3 Amount and method of donation

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

5.5.3.1 Unit members may donate up to 40 hours of leave per request.

5.5.3.2 Initial donations shall be eight hours. After the initial eight-hour donation, donations shall be in one-hour increments.

5.5.3.3 All donations shall be made in writing on a form provided by the District.

5.5.3.4 Donations shall be irrevocable, except as provided in subsection 5.5.4 below.

5.5.4 Excess donations

5.5.4.1 If the total amount of donated leave exceeds the amount necessary to meet the approved catastrophic leave request, any unused leave shall be returned to the donating unit members, to the extent permitted by Education Code section 44043.5.

5.5.4.2 Donated leave will be used in the following manner - one day, based on the affected employee's contractual work day, will be used from each individual employee who donated beginning with the first employee who donated leave and proceeding to the last.

5.5.5 Confidentiality

5.5.5.1 All catastrophic leave donations and related records shall be maintained as confidential.

5.5.5.2 The identities of donors shall not be disclosed.

5.5.6 Requesting catastrophic leave

5.5.6.1 A full-time or part-time unit member who earns sick leave may apply for catastrophic leave if the unit member has exhausted all accrued sick leave~~;~~, and is unable to work due to the unit member's own catastrophic illness or injury, or that of a qualifying family member.

5.5.6.1.1 If the unit member is incapacitated, a qualifying family member or caretaker may submit the request on the member's behalf.

5.5.6.1.2 A unit member may apply to receive up to 20 workdays of catastrophic leave per school year. Upon exhaustion of the initial 20 days, the unit member may apply for additional days in 20 day increments up to a maximum of 60 days.

5.5.6.1.3 A unit member receiving workers' compensation benefits shall not be eligible to receive catastrophic leave until such benefits are exhausted.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

5.5.7 Form submission and documentation

5.5.7.1 Requests for catastrophic leave shall be submitted in writing to the Chief Human Resources Officer or designee.

5.5.7.2 Required documentation

5.5.7.2.1 A written explanation of the catastrophic condition

5.5.7.2.2 Medical documentation supporting incapacity and anticipated duration

5.5.7.2.3 Identification of the incapacitated family member, if applicable

5.5.8 Notification and review

5.5.8.1 Upon receipt of a request, the Chief Human Resources Officer shall notify the PGTA President.

5.5.8.2 The District and PGTA shall review requests on a case-by-case basis.

5.5.8.3 Upon preliminary approval, the Chief Human Resources Officer or designee shall issue a confidential notification to unit members requesting donations.

5.5.9 Approval and administration

5.5.9.1 Catastrophic leave shall be granted only upon mutual agreement between the District and PGTA, consistent with Education Code section 44043.5.

5.5.9.2 Approved catastrophic leave shall be applied as sick leave to the unit member's payroll record.

5.5.9.3 Unit members receiving catastrophic leave shall use any leave credits accrued during the leave period prior to using donated leave.

5.5.9.4 Donated catastrophic leave must be used within 12 consecutive months of approval. Any unused leave shall revert to the employees who donated leave.

5.5.9.5 The District shall monitor the use of catastrophic leave to ensure compliance with this Article and applicable law.

5.5 Personal Necessity Leave

5.5.1 Up to 11 days of earned and accumulated sick leave per year may be used for reasons of Personal Necessity. Up to three days of leave for Personal Necessity may be taken without disclosing the purpose or reason of leave. The date of such leave shall be at the unit member's discretion. Unit members shall be required to obtain prior

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

authorization from their immediate supervisor or their designee for all personal necessity leave except in an emergency situation, as defined in Section 5.2, Definitions.

5.5.2 In the event leave is denied by the immediate supervisor, the unit member shall have the right to meet with the Superintendent to appeal the decision. The Superintendent's decision shall be presented to the unit member in writing within three working days.

5.5.3 A unit member may convert accumulated sick leave benefits (up to a maximum of the remaining days as eligible for FMLA) to personal necessity leave to care for an immediate family member or designated person with a serious illness or health condition. The unit member shall provide documentation to support the conversion of sick leave to personal necessity upon request by the District.

5.6 Pregnancy Disability Leave

Leaves of absence for a disability caused by or contributed to by pregnancy, miscarriage, or childbirth shall be treated the same as leaves for illness, injury, or disability in that unit members shall have the right to use accumulated sick leave and up to five months of Extended Illness leave with differential pay. The length of the leave of absence, including the date on which the leave shall commence and the date on which the unit member shall resume duties, shall be determined by the unit member and the unit member's physician. Upon request by the District, the unit member shall provide documentation to support the extended leave.

5.7 Parental Leave

5.7.1 For the purpose of this section, Parental Leave means leave for the birth of a unit member's child, or the placement of a child with a unit member in connection with the adoption or foster care.

5.7.2 Per Ed Code 44977.5, unit members may use their sick leave, including accumulated sick leave, for purposes of Parental leave for a period of up to 12 school weeks.

5.7.3 Once sick leave, including accumulated sick leave, is exhausted, a unit member on Parental Leave shall be paid differential pay or 50% of their regular salary, whichever is greater, for the remaining portion of the 12 school week period.

5.7.4 A unit member shall not be provided more than one 12-week period per Parental leave. However, if a school year terminates before the 12-week period is exhausted, the unit member may take the balance of the 12-week period in the subsequent school year, so long as the Parental leave is taken within one year of the birth or adoption of the child.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

5.7.5 Unit members shall provide documentation to support the request for leave upon request by the District.

5.8 Industrial Accident or Illness Leave Per Ed Code 44984, an industrial accident or industrial illness leave is granted to ~~an individual~~***a unit member*** as a result of a job related accident or illness and is in addition to regularly accrued sick leave.

5.8.1 Allowable industrial accident or industrial illness leave with pay shall not exceed 60 working days in any one fiscal year for the same accident or illness. When an industrial accident or industrial illness occurs at a time when the full 60 days will overlap into the next fiscal year, the unit member shall be entitled to utilize only that amount remaining of the 60 days in the following fiscal year.

5.8.2 Allowable industrial accident or industrial illness leave shall not be accumulated from year to year.

5.8.3 Industrial accident or industrial illness leave shall commence on the first day of absence.

5.8.4 Payment for wages lost on any day, when added to an award granted the unit member under Workers' Compensation laws of this State, shall not exceed the unit member's actual wage if they were on the job.

5.8.5 Industrial accident or industrial illness leave will be reduced by one day for each day of authorized absence, regardless of a compensation award made under Workers' Compensation.

5.8.6 Eligibility for this leave will be based upon finding that the disability is due to industrial accident or industrial illness. In such a case, regular sick leave will not be deducted for absence due to the industrial accident or industrial illness until the full 60 days, if granted, has been exhausted.

5.8.7 During any paid leave of absence, the unit member shall endorse to the District the temporary disability indemnity checks received on account of their industrial accident or illness. The District, in turn, shall issue the unit member appropriate salary warrants for payment of the unit member's salary and shall deduct normal retirement and other authorized contributions.

5.8.8 The District reserves the right to secure proof of industrial injury or illness of a unit member. Before salary payments will be made to a unit member because of an industrial injury or illness, a report of such accident or illness, in the form required by the compensation insurance carrier, must be on file with the Human Resources Department.

5.9 Jury Duty Leave

5.9.1 A leave of absence for ~~bargaining~~ unit members called for required jury duty shall be granted according to the provisions of the Education Code, Section 44036**.** Upon return to work, proof of attendance for each day of

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

absence shall be provided to the site administrator or their designee.

5.9.2 The District shall grant such leave with pay. Unit members shall claim jury duty fees and remit the fee to the District, excluding the fee for mileage.

5.9.3 Unit members shall return to work if excused by the court before 11:00 a.m.

5.10 Witness Leave

5.10.1 A leave with pay shall be granted to unit members subpoenaed to appear as a witness (not as a litigant) in a court of law or to appear before another governmental jurisdiction in response to an official order for reasons not brought about through the connivance or misconduct of the unit member.

5.10.2 A unit member requesting such leave shall submit a copy of the subpoena or official order to the site administrator or their designee.

5.10.3 At the conclusion of the appearance, the unit member shall submit verification that they have been on witness leave.

5.10.4 Statutory fees to which the unit member is entitled for appearing as a witness, excluding the statutory mileage fee, shall be paid to the District.

5.10.5 Unit members shall return to work if excused by the court before 11:00 a.m.

5.11 Leave of Absence Without Pay The District may grant an unpaid leave of absence upon the personal request of the unit member. Leaves of this type are requested for personal reasons of the unit member and not for reasons that will necessarily result in a direct benefit to the District.

5.11.1 Requests for unpaid leaves of absence for personal reasons leave shall be submitted to Human Resources for submission to the Board of Trustees. Unit members requesting a leave of absence should, whenever possible, submit the application to Human Resources no later than April 15. Personal leaves must have prior approval by the Board of Trustees before the unit member can take such a leave.

5.11.2 No such leave of absence shall be granted for more than one year at a time, nor may it be extended beyond a second year.

5.11.3 Leaves of absence under this provision shall be without pay.

5.11.4 Unit members on leave status must notify the District by February 1 of their intent to return to work for the following school year.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

5.11.5 At the expiration of a Board approved one-year leave of absence, the unit member shall, unless otherwise agreed, be reinstated in the position held at the time of the granting of the leave of absence, provided that conditions would not have changed the unit member's assignment or status had the unit member remained in active service for the same period. In the event of a leave of absence of more than one year or of changed conditions, the unit member shall be reinstated and assigned work appropriate to the unit member's field of training.

5.12 Health Leave Without Pay

5.12.1 Unit members shall be entitled to one year's health leave at a time, provided the unit member's health care provider verifies that the unit member is unable to perform their duties. The time involved in such a leave shall not constitute a break in continuous service; neither shall this time be counted as employment. No such leave shall be extended beyond a second year unless the State Teachers' Retirement system declares a disability.

5.12.2 All requests for leaves of absence to begin at the start of the school year must be on file with Human Resources not later than the preceding April 15. All requests for leaves of absence for the second semester must be on file not later than the preceding November 15. Exceptions to notification dates will be made in emergency cases. Health leave shall be without pay. At the unit member's option, leave without pay shall commence after accumulated sick leave and Extended Illness/Injury Leave has been exhausted.

5.13 Bereavement Leave

Each unit member is entitled to five days of paid bereavement leave for the death of any member of their immediate family, including pregnancy loss or for the death of a unit member's designated person.

5.14 Sabbatical Leave

5.14.1 The District may grant sabbatical leave to a full-time unit member for the purpose of professional study or travel if such leave will benefit the unit member's work performance and the students of the District and compliance with the State and Board regulations has been achieved. Sabbatical leaves are granted without prejudice to a unit member's assignment or salary status.

5.14.2 It is understood that sabbatical leave is granted as an opportunity to prepare for improved services to the students served by the schools of the District and that such leave is related to the present or prospective service of the ~~applicant~~***unit member***. Sabbatical leave may be granted for the following purposes: travel, independent study, formal study, or a combination of the above.

5.14.2.1 Travel is considered education if it results in a significant contribution to professional growth by

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

exposing the participant to new people, cultures, environments, experiences, and events.

5.14.2.2 Independent study is a program of independent study, research, and/or experience relating to the present or prospective service of the ~~applicant~~***unit member***, which promises professional value equivalent to that derived from formal study at recognized educational institutions.

5.14.2.3 Formal study is upper-division or graduate study in an accredited institution of higher learning, including equivalent study in foreign universities. Courses must relate to the present or prospective service of the unit member or must qualify the ~~applicant~~ ***unit member*** for a needed credential or a higher degree.

5.14.3 The Superintendent is authorized to establish additional conditions that, in their opinion, may be necessary, provided that such details shall be consistent with Education Code sections 44966 and 44967 and this section.

5.14.4 Any unit member who has completed seven or more full years of service in the District and who has received satisfactory evaluations during the last seven years of service shall be eligible to apply for sabbatical leave. After one sabbatical leave, another seven years of service must be performed before the unit member may apply for another sabbatical leave. A full year of service is considered to be 75% of a school year, excluding absences for illness or other causes.

5.14.5 Sabbatical leave may be granted for a minimum of one semester and a maximum of two consecutive semesters.

5.14.6 The ~~applicant~~***unit member*** shall submit a statement of the program that they propose to follow while on sabbatical leave to the Professional Growth Review Board (PGRB) no later than February 1. The PGRB will review all sabbatical leave applications. ~~Applicants~~ ***Unit members*** shall appear in person and discuss plans with the committee, which will then submit, in priority order, the names of qualified applicants as a recommendation to the Superintendent. If the PGRB denies a sabbatical request, the unit member has the right to appeal the decision to the Superintendent within five days.

5.14.7 The Superintendent shall make the final decision regarding the unit members to be recommended for leave. All of the following items shall be used as guides:

a. Whether leave has been taken previously
b. Seniority
c. Relative merits of reasons for desiring leave
d. Benefits to the District
e. ~~Applicant's~~ ***Unit member's*** service record

5.14.8 The Superintendent shall present their recommendations to the Board of Trustees for Board consideration and

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

action between February 15 and March 30. When a unit member must make earlier arrangements for leave than can be accommodated within the dates indicated, earlier requests for intention to take leave and earlier Board action may be taken.

5.14.9 Compensation for unit members on sabbatical leave shall be 50% of the salary which the unit member would have received had they remained in active service or differential pay, whichever is greater. The unit member, at their option, may continue their benefits with the District contributing one-half of the District's responsibility as per Article III- Health Benefits of the collective bargaining agreement. The unit member may accept a fellowship or grant-in-aid for the sabbatical leave.

5.14.10 Compensation shall be processed by the District in the same manner as if the applicant were teaching in the District.

5.14.11 The applicant shall furnish to the District a surety bond of a corporate surety authorized to do business in the State of California to be approved by the Superintendent in an amount equal to the total compensation to be paid to the ~~applicant~~***unit member*** during said leave of absence. This bond shall be conditioned so as to service in the employ of the District following their return from said leave of absence. Bonds are to be delivered to the Human Resources Department.

5.14.12 A unit member who is granted sabbatical leave shall receive when the sabbatical leave is completed, such automatic increases in salary rating as would have been received had they remained in active service and, upon return, indemnify the District against failure of the ~~applicant~~***unit member*** to render appropriate shall assume a position on the salary scale as if they had not been on leave.

5.14.13 At the expiration of the sabbatical leave of absence, the unit member shall, unless otherwise agreed, be reinstated in the position held at the time of the granting of the sabbatical leave of absence, provided that conditions would not have changed the unit member's assignment or status had the unit member remained in active service for the same period. In the event of changed conditions, the unit member shall be reinstated and assigned work appropriate to their field of training.

5.14.14 The ~~applicant~~ ***unit member*** for a sabbatical leave must agree to return to the service of the District immediately following the sabbatical leave for a period of time equal to twice the period of the leave. The unit member who has taken sabbatical leave shall file with the District a detailed report within thirty days after returning, giving evidence that the program has been completed. If a unit member fails to fulfill the terms of their sabbatical leave program, the District may require the repayment of a portion of the District reimbursement paid during the period of the sabbatical leave.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

5.14.15 If a unit member suffers injury or illness during the sabbatical leave, which prevents the completion of the sabbatical program, the leave will be terminated, and all provisions for sick leave will apply. The unit member will notify the Superintendent of such an accident or illness. Notification shall be by registered letter mail within two weeks after such accident or illness. Such notice must include a doctor's verification of the unit member's state of health.

5.14.16 Sabbatical leave time shall count toward retirement in proportion to the unit member's compensation. The unit member's contribution to the retirement system during the sabbatical period shall be consistent with State Teachers Retirement System (STRS) rules and regulations.

5.14.17 The granting of sabbaticals is at the sole discretion of the Board of Trustees.

5.15 Military Leave

Military leave will be granted in accordance with Military and Veterans Code Sections 395.01 and 395.02 and Ed Code Section 44018. Every effort on the unit member's part must be made to aid in an orderly transition in the event the unit member is required to leave in the middle of the school year.

5.16 Overseas or Foreign Teaching Leave

5.16.1 The District may grant permanent unit members leaves for a period not to exceed one school year for the purpose of accepting an appropriate overseas or foreign teaching assignment. This leave shall be without compensation. The unit member shall receive annual step advancement during the leave.

5.16.2 When requesting overseas teaching leave, the unit member shall notify Human Resources in writing of their request prior to March 1.

5.16.3 This request shall state the reasons and dates the unit member wishes to begin and end the leave.

5.16.4 The granting of the leave, the determination of the date on which the leave shall begin, and its duration shall be made by the Board of Trustees.

5.17 Job-Sharing Leave

Job sharing is a plan whereby two unit members, at least one of whom has attained permanent status in the District, share full teaching responsibilities for one identifiable full-time position. Application for Job-Sharing Leave (Exhibit 40) shall be submitted to Human Resources, who will convene a committee composed of the site administrator, a unit member at the grade level/subject in which the job share would occur, and a PGTA representative. The committee

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

shall submit a recommendation to the Superintendent for approval. Prior to the committee's consideration of the plan, the applicant(s) may request a conference with the committee.

5.17.1 By March 1, the unit member must request a partial leave and include a job-sharing plan (Exhibit 40) to Human Resources. The job-sharing plan must identify how each job-share partner will learn the information disseminated during staff meetings and staff development sessions held on days that they are not scheduled to work, including the option of attending such meetings.

5.17.2 The plan must be reviewed and approved by Human Resources. ***Upon approval or denial, the unit member will be notified. Notification will take place before May 1.***

5.17.3 If a permanent unit member is not identified as the job-share partner, the District must be able to employ a fully qualified replacement for the job-share partner.

5.17.4 Job-sharing applicants must meet all credential and job description requirements for the requested position.

5.17.5 The unit member requesting the job share may rescind their request for leave and a job-sharing assignment prior to the hiring of the potential job-share partner.

5.17.6 Any permanent unit member approved for and assigned to a job-sharing plan shall become a part-time unit member in the District.

5.17.7 Any outside applicant approved for and hired to a job-sharing plan assignment shall be on a temporary contract, shall retain no permanency rights in the District, and must reapply and follow recruitment procedures for any future openings for which they are qualified.

5.17.8 Salaries, benefits, and contributions to STRS shall be computed in accordance with Article ***II - Wages*** on a basis that is proportional to full-time service.

5.17.9 If one of two unit members in the job-sharing plan resigns, retires, goes on leave, or returns to full-time employment midyear, the remaining permanent unit member may request that the District recruit another partner or may choose to take the position full-time.

5.17.10 At no time shall a job share pose an undue hardship to the District.

5.17.11 Each job-sharing plan will be only one year in duration. Permanent unit members who wish to continue job sharing must reapply annually by March 1. If one of the job-share partners is a temporary unit member, the position must be advertised within the District prior to selecting the temporary job-share partner for the following

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

year. There is no limit on the number of years a unit member may be approved for job sharing.

5.17.12 Before entering a job-sharing plan, each unit member will receive from the Director of Human Resources an analysis of the rights and benefits that accompany the job-sharing option. This analysis will include information about:

a. ***Salary*** placement
b. ***Salary*** schedule advancement
c. ***Seniority*** and permanent status rights
d. Benefits
e. ***Sick*** leave

5.18 Association Representative Leave

The president of the PGTA or their designee shall be entitled to a reasonable number of days of ***released*** ~~time~~ time for conducting business pertinent to unit affairs. Requests to Human Resources shall be made as far in advance as possible.

5.19 Liability Release

Per Education Code Section 44974: The Board of Trustees and the District shall not be liable for the payment of any compensation or damage arising from the death or injury of a unit member while on leave of absence.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

TRANSFERS/ASSIGNMENTS

6.1 Definitions

6.1.1 A transfer is any change of assignment.

6.1.2 A voluntary transfer is a transfer requested by the unit member.

6.1.3 An involuntary transfer is a transfer initiated by the District. An involuntary transfer includes changes in the following: (a) elementary grade level, (b) secondary department, or (c) school site. Such involuntary transfers may occur when the unit member selected for the transfer did not request a change or when there is a grade-level closure that necessitates the transfer.

6.1.4 Assignment is the current placement of a unit member prior to the voluntary or involuntary transfer.

6.1.5 A vacancy shall include a new position or an opening arising from resignation, retirement, leave, or release at any District location after all district-wide involuntary transfers have been assigned.

6.1.7 Seniority shall be based upon the initial date of full-time or part-time paid employment in a probationary or permanent-status certificated position, and shall remain the same, provided continuous service is maintained pursuant to Education Code Section 44848 and 44956. If more than one qualified person has the same seniority in the District, determination will be based on prior experience, major or minor fields of study, and the specific requirements of the vacant position. In the event that all factors are equal, tie-breaking criteria will be established in coordination with PGTA.

6.1.8 Relocation occurs when a unit member is required to vacate a workspace and re-establish that workspace in another classroom or location. Relocation may occur as a result of a transfer, a reassignment, or a reorganization of classrooms or other spaces.

6.1.9 For this section only, in writing is defined as communication in written form, such as by mail, email, or personal delivery.

6.1.10 An ~~H~~itinerant position is a position in which a unit member is required to work at two or more sites during their regular work day.

6.2 Notification of Assignment

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

Unit members will receive their tentative assignment for the following school year no later than the last teacher work day of the current school year. This shall be communicated in writing and shall provide grade level and/or subject matter.

6.3 Involuntary Transfers

6.3.1 Involuntary transfers include changes initiated by the District in the following: (a) elementary grade level, (b) secondary department, or (c) school site. Such transfers shall be based exclusively on the legitimate, educationally related needs of the District. Transfer of personnel may become necessary due to loss of enrollment and/or program elimination, reduction or revision, or program changes. When there is a need for involuntary transfers, the District shall make an initial attempt to satisfy District staffing needs by soliciting volunteers within the reduced grade level or department at that site. The solicited volunteers would have the same rights as an involuntary transferee. The involuntary transfer shall be documented on the Change of Assignment form (Exhibit 44) and retained in the unit member's personnel file. The affected unit member(s) will be notified as soon as possible, and no later than May 1. An involuntary transfer shall become official when the unit member works their first day in the new position.

6.3.2 When involuntary transfers are necessary, District seniority will be used to determine which unit member will be transferred. If the unit member with the lowest seniority is not qualified for the alternative positions, the unit member who is qualified for the unfilled vacancy with the lowest District seniority will be transferred unless they meet the exemption of 6.3.7 below.

6.3.3 Should a unit member be displaced due to a grade level closure or a reduction in a program or service, Human Resources will provide the affected unit member(s) a list of all vacancies within the District for which they are qualified.

6.3.4 In order of District seniority, each unit member shall meet with Human Resources and the PGTA President or designee to indicate their preferences from the list of available vacancies for which the unit member is qualified. If a unit member does not indicate a preference within three days of their appointed meeting, they will not have an opportunity to select a position until all other involuntary transferees have chosen their positions.

6.3.5 Human Resources will make decisions regarding involuntary assignments in consultation with the PGTA President or their designee. The unit member(s) and the PGTA President will be notified in writing by Human Resources of the involuntary transfer assignments and the reasons for the transfer of each unit member. The involuntary transfer of the displaced unit member shall be documented on the Change of Assignment form (Exhibit 44) and retained in the unit member's personnel file.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

6.3.6 Unit members involuntarily transferred shall have the right to return to their original assignment if it becomes available within the next two years.

6.3.7 Any unit member involuntarily transferred shall not be involuntarily transferred for a minimum of two years unless no other viable alternative is available. If a unit member has been involuntarily transferred three times during the past five-year period, then the unit member shall be exempted from further involuntary transfers for the following five-year period regardless of their years of service in the District. The five-year period timeline starts with the first involuntary transfer assignment.

6.3.8 Any unit member affected by an involuntary transfer shall be informed as soon as the decision is made or at least two weeks before the end of the school year. Exceptions to this notification can only be made for good cause, such as, but not limited to, resignation, death, revision of curriculum, low enrollment, and State or Federal mandates. During the summer break, every reasonable attempt will be made to contact a unit member involuntarily transferred, so they can exercise their right of first refusal for any positions that become open in the District.

6.4 Vacancy Announcements

6.4.1 After all involuntary transfers have been resolved ~~*Dd*~~istrict-wide, vacancies will be advertised internally to District unit members before posting for external candidates.

6.4.2 The District will not advertise a vacancy until all qualified unit members who have applied with an In-House Application/Position Interest Form (Exhibit 45) within vacancy announcement deadlines have been interviewed by a panel of staff, to include at least two PGTA staff members and administration.

6.4.3 In the case of only one qualified internal candidate, Human Resources may assign the transfer without an interview.

6.4.4 All interviewees will be notified of the decision before external interviews are held.

6.4.5 Shifting of unit members' assignments, such as changes in grade-level teaching assignments, departments, or job classifications, will not occur at the site level before vacancy announcements are made available to District unit members.

6.4.6 When a vacancy occurs that must be filled during the current school year or from June 1 through August 30, the District may post internally and externally at the same time. The District will not fill a vacancy until all interested qualified unit members have been interviewed by a panel of staff, to include at least two PGTA staff members and

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

administration. In the case of only one qualified internal candidate, Human Resources may assign the transfer without an interview. If an internal candidate is not selected, external interviews will only be held after all internal candidates have been notified.

6.5 Voluntary Transfer

6.5.1 Unit members interested in a voluntary transfer to fill an advertised vacancy shall indicate their interest in writing by submitting the In-House Application/Position Interest Form (Exhibit 45) to Human Resources on or before the vacancy closing date listed on the vacancy announcement.

6.5.2 Filing a request for a voluntary transfer is without prejudice to the unit member and does not jeopardize the unit member's current assignment.

6.5.3 Decisions on filling all vacancies in the District will be based on clearly defined and pre-established criteria, prior experience, major or minor fields of study, and length of service in the District. Applicants shall not be deemed unqualified for a position for capricious or arbitrary reasons.

6.6 Placement Priority for Additional Vacancies after Involuntary Transfers

6.6.1 Unit members wishing to be considered for a voluntary transfer to a position that may open during summer break shall submit to Human Resources the In-House Application/Position Interest Form (Exhibit 45) for any position within vacancy announcement deadlines.

6.6.2 Unit members who were involuntarily transferred and who selected the option to automatically return to their original assignment on the Change of Assignment Form (Exhibit 45) shall be deemed to have accepted such assignment if it becomes available. Human Resources shall then post the subsequent vacancy in accordance with Section 6.4.

6.6.3 When a vacancy occurs, priority will be given to current unit members in the following order:

6.6.3.1 First priority shall be given to a unit member who was involuntarily transferred and would be returning to their original assignment.

6.6.3.2 Second priority shall be given to a unit member who was involuntarily transferred, with priority within this group based on seniority.

6.6.3.3 Third priority shall be given to a unit member who requested a voluntary transfer based on summer vacancies, with priority within this group, based on seniority.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

6.7 Notification, Preparation, and Compensation for Transfers and Relocations

6.7.1 In the event of a transfer or involuntary relocation, unit members will be given two weeks' notice, if possible. Impacted unit members will be given the choice of three days of compensation at the substitute rate for work performed outside the normal work day or three school days of release time to compensate for the time required to prepare for and effect the move. Release time shall be used prior to the commencement of the assignment or within 30 ***school*** days thereafter. Transportation shall be provided by the District for moving the unit member's materials.

6.7.2 Transportation shall be provided by the District for moving unit member's materials for a voluntary relocation.

6.8 Pupil Personnel Service Members Serving as Substitutes

Pupil Personnel Service unit members shall not be required to temporarily transfer to substitute for any teacher except in an emergency situation where the safety of the students is involved and no other reasonable alternative is available.

6.9 Intra-District Exchange Program

With the consent of the site administrators involved and Human Resources, two unit members may choose to exchange positions for a period not to exceed one school year. Requests for intra-district exchanges shall be made in writing to Human Resources no later than April 15.

6.10 Summer School Assignment

Whenever possible, applications for summer school will be available no later than April 1. The deadline to return applications will be April 15, or 14 calendar days after the date of posting. If there are more internal applicants than available positions for the summer school assignments, interviews will be held. Decisions on filling all vacancies in the District will be based on clearly defined and pre-established criteria, prior experience, major or minor fields of study, and seniority in the District. Applicants shall not be deemed unqualified for a position for capricious or arbitrary reasons.

6.11 General Education Combination Class Assignment

6.11.1 A combination class is one comprised of students from two elementary grade levels. When a combination class is formed, requiring a unit member from one of the affected grades to teach the combination class, the assignment shall be considered an involuntary transfer and the same procedures outlined in Section 6.3 shall be followed.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

6.11.2 The unit member assigned to teach a combination class shall document on the Change of Assignment form (Exhibit 44) which grade level within the combination shall be considered their grade level for purposes of future assignment. This choice may have a bearing on the outcome of future transfers within a grade level.

6.11.3 A unit member transferred to teach a combination class will be given as much advance notice as possible to prepare for the change of assignment. Under no circumstances will a unit member be given fewer than three work-days notice before the transfer.

6.11.4 Three days of compensation at the substitute rate for work performed outside the normal work day or three school days of release time shall be provided to the affected unit member to prepare for the change of assignment. Release time shall be used prior to the commencement of the assignment or within 30 days thereafter.

6.11.5 The site administrator will confer with the unit member teaching the combination class and the other teachers within the affected grades to assign students to the combination class.

6.12 Itinerant Positions

6.12.1 For an itinerant position, unit members will be notified as soon as possible, and no later than May 1. The District shall designate the school site where the unit member is assigned the greatest number of minutes per week as the unit member's primary school site. They will only be required to attend staff meetings at their primary school site. The site administrator at the unit member's primary school site will be the unit member's evaluator. Unit members in itinerant positions will be afforded the same amount of time for lunch and preparation as other unit members at their primary school site. Itinerant unit members will not be required to substitute for other bargaining unit members.

6.12.2 In the event that a unit member is required to move into an itinerant position during the school year, they will be provided two-weeks written notice and will be entitled to either compensation or release days as provided under Sections 6.7. If the decision is made during the summer for a position to become itinerant, the District will attempt to notify the affected unit member using the contact information that is on file. This will be considered an involuntary transfer.

6.12.3 Itinerant unit members shall not be required to travel during their duty-free lunch or preparation time. The unit member and site administrators will agree on which days of the week they will work at each school site.

6.12.4 Itinerant unit members shall be given a designated office area, desk, or workspace where they can keep their supplies and items, as well as an area for them to prepare either at the District Office or at the school sites where

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

they are assigned. Itinerant unit members will be provided a district laptop or Chromebook in which to access district email and a designated staff "mailbox" at each site assigned to receive mail.

6.12.5 Itinerant unit members shall receive a stipend of $500 per year.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

VIII. HOURS OF EMPLOYMENT

Definitions

Staff Meeting: The objective of a staff meeting is to provide updates, deliver announcements, solicit feedback, share information and participate in a team environment on information related to the school's operations.

Professional Development: The continuous process of learning and improving skills and knowledge to help teachers be more effective in the classroom. TPD (Teacher Professional Development) can include

- Staying current with best practices
- Understanding the needs of students, families, and communities
- Being informed about policies and statutes
- Adapting to changing professional responsibilities
- Improving teaching practices
- Collaborating with colleagues
- District safety measures

8.1 Length of Work Year

8.1.1 The length of the work year for teachers will be 185 days inclusive of two teacher preparation days, two District professional development days, and one Welcome Back Day.

8.1.1.1 A teacher preparation day shall be free from meetings and other district-directed activities. Any ***unit member*** ~~***teacher***~~ required by the administration to attend a meeting or activity shall be given flex time off at a later date. In the case of a sudden, unexpected, or unforeseen major event affecting the safety or welfare of staff or students, the District or a site administrator may call a meeting of the entire staff in accordance with Section 8.2.4. In such a case, the flex time requirement shall not apply.

8.1.1.2 Welcome Back Day will be the first day of the 185-day calendar. All unit members will be allocated at least four hours to participate in the mandatory health and safety training. If the health and safety training is more than four hours, equivalent release time will be provided within the seven-hour work day to complete the training by October 1.

8.1.1.3 The District will share plans for the upcoming school year's professional development days with the PGTA Executive Board by the last day of school of the current school year. Time may be allocated for mandated health and safety training during this day at the site administrator's discretion.

8.1.1.4 Any site staff meeting at the start of the school year may be accomplished during the school day on the Welcome Back Day or a professional development day.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

8.1.1.5 Exceptions to the 185 day work year are as follows:

8.1.1.5.1 New Employees: An additional one day to precede the regular work year

8.1.1.5.2 Counselors: An additional ten days to precede or follow the regular work year

8.1.1.5.3 Psychologist: An Additional eighteen (18) days to be spent before or after the regular work year, depending upon the ***needs*** of the parents, students, and District as determined by the individual psychologist.

8.1.2 Calendar Committee

In order to develop a work year calendar that meets the interests of all affected parties, a three-party committee shall be formed (District, PGTA, and CSEA, if CSEA adopts this process). Each party shall choose two representatives to serve on the committee, for a total of six individuals on the committee.

8.1.2.1 The committee shall begin meeting no later than October 1~~st~~ to develop calendar options for the upcoming school year. The committee must reach unanimous agreement on calendar options before presenting them to the Board for final approval. The union representatives shall be authorized by their unions to sign off on calendars, signifying they are ready for Board approval. It shall be the responsibility of the union representatives to complete their union's process for ratifying calendars prior to signing a calendar. The committee may also develop calendars for multiple years and present those to the Board at the same time as the adoption.

8.1.2.2 When a calendar has not yet been agreed upon for an upcoming school year, the District shall convene a meeting of the committee and present a proposed calendar no later than October 1~~st~~. The proposed calendar shall be modeled after the most recent calendar, creating the same basic starting and ending times of the school year and the types and lengths of breaks during the year. The proposed calendar shall be deemed approved by the unions if none of the union representatives on the committee submits a written request to one of the District representatives by November 1~~st~~ to renew the committee process in section (a) above. Also, the District may give written notice to the union representatives on the committee that the District wishes to renew the committee process in section (a) above.

8.1.2.3 If the committee is unable to agree on a calendar by February 1~~st~~, then impasse will be declared, and the parties will request a mediator from the state.

8.1.2.4 Adoption of any state law or regulation that impacts an adopted work year calendar shall trigger a reconvening of the committee to develop calendar options addressing the change.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

8.1.2.5 Proposed changes to an adopted calendar which do not affect CSEA may be agreed upon by District and PGTA without reconvening the committee.

8.2 Work Day

8.2.1 A reasonable effort will be made by teachers, before or after their teaching day, to be available to students and parents. Secondary teachers will post available hours for student/parent contact.

8.2.2 Each teacher's work day shall be defined as being seven hours per day, which shall include a 45 minute, duty-free lunch. The full work day for teacher professional development (non-student days) shall continue to be six hours long.

8.2.3 Start and End Times - The on-site work day for teachers shall be seven hours per day except at the secondary schools where teachers shall work on average seven hours per day per five-day work week. Teachers shall be in their classrooms or on campus engaged in school business at least 15 minutes prior to the beginning of their first assignment, and shall remain in their classrooms or on campus engaged in school business for at least 15 minutes at the conclusion of their last assignment. If a teacher's day begins or ends with a preparation period that period is part of the teacher's assignment.

8.2.3.1 If a teacher's work day ends before student dismissal, the teacher may leave campus 15 minutes after the conclusion of their last assignment or earlier with the approval of the site administration.

8.2.3.2 If a teacher's work day ends with tutoring after student dismissal, the teacher may leave campus at the conclusion of their last assignment.

8.2.3.3 For teachers, the additional 30 minutes will not be required if the added time would cause the work day, as described above, to exceed seven hours, inclusive of lunch.

8.2.3.4 Nothing contained herein shall be construed as precluding the school administration from holding a staff meeting or other professional meetings as provided elsewhere in the collective bargaining agreement.

8.2.4 Attendance at school staff meetings and professional development sessions may be required for no more than one hour up to 25 times per school year. The site administrator may continue this meeting an additional 30 minutes in case of emergency.

8.2.5 Attendance at District staff meetings and professional development sessions may be required until 5:00 p.m. one day per quarter. In the event that a quarterly meeting is held, it will count towards the annual meeting total referenced in 8.2.4.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

8.2.6 Attendance at school related meetings and activities may be required up to five times a year until 8:00 p.m. Each event shall be counted as three hours of duty per event.

8.2.6.1 At the beginning of each school year, unit members will be notified as to the required events for the upcoming school year.

8.2.7 The District may require of each ***unit member*** up to five hours per year beyond the regular work day or work year for specified inservice activities. At the evaluation plan conference the ***unit member*** and the District shall mutually agree on the inservice activities which may be required. If no agreement is reached, the Superintendent shall make the final decision. The required inservice activity will be completed by the following Fall evaluation plan conference. The inservice activities will be of no cost to the ***unit member***.

8.2.8 Additionally, u***nit members*** shall be required to be on duty for agreed to adjunct duties. The total number of hours between adjunct duties and evening events shall not exceed 27 hours for the school year. Each evening event shall be counted as three hours of duty per event.

8.2.9 The normal working hours for the pupil personnel services ***unit members*** are as follows:

8.2.9.1 The psychologist shall have a 37.5 hour work week exclusive of lunch.

8.2.9.2 The speech therapists and librarians shall have a seven hour day, including a 45-minute, duty-free lunch.

8.2.9.3 Elementary, middle and high school counselors shall have a 35 hour work week inclusive of a daily 45-minute duty-free lunch.

8.2.10 The ***State p****P*reschool teachers have a six hour work day.

8.2.11 A unit member may volunteer additional hours beyond those required by the District.

8.2.12 A "Full-Time instructional workday" shall be defined as being six hours long only for the purpose of implementing the State Staff Development Program (E.C. 44579 1[e]).

8.3 Teaching Hours:

8.3.1 A full-time assignment at the secondary level (grades 6-12) shall consist of five sections. A reasonable effort will be made to assign no more than three course preparations to a teacher unless a teacher requests otherwise.

8.3.2 Full-***t***ime teachers of TK through five shall be assigned approximately the same number of student contact hours each day.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

8.3.3 The classroom teaching hours may be reduced for minimum days and other programs as determined by the school calendar and school site administrator.

8.3.4 Every effort will be made not to assign a high school teacher four classes in one block day. In the case a teacher is assigned four classes in one day, the department will be given an opportunity to adjust assignments to better balance the workload among department members.

8.4 Preparation Periods and Professional Learning Communities (PLC)

8.4.1 For full-time teachers of grades 9-12:

8.4.1.1 Teachers shall be assigned one section each week (215 minutes) for preparation time, with one additional class period per week chosen by the department in accordance with section 8.4.1.2, below.

8.4.1.2 PLC meetings within departments shall occur within the school day during a mutual section in which all department members will have no class offerings. The PLC meetings shall occur two times each week for the entire designated class period. The third meeting of this section will be designated an additional preparation period. PLC blocks will vary between departments.

8.4.2 Full-time teachers of grades six through eight shall be assigned one teaching period each day for preparation time. PLC meetings will occur once per week when school has an early release for students.

8.4.3 Full-~~T~~time teachers of grades TK through five shall have at least an average of 170 minutes of preparation time per week. The ***teachers~~faculty~~*** and the site administrator at each elementary site shall determine the manner in which the 170 minutes preparation time shall be distributed throughout the week. Reasonable effort will be made to distribute preparation time equally among teachers within a grade level at each school site. PLC meetings will occur once per week when school has an early release for students.

8.4.4 The length of preparation periods and/or PLC time may be reduced for minimum days and other programs as determined by the school calendar and site administrator.

8.4.5 In emergency situations, teachers may be called upon during their preparation period to assist or provide coverage until a substitute arrives. Events which have been previously scheduled such as State testing programs or District meetings do not constitute an emergency. Unit members will be compensated a minimum of one hour at the instructional rate for coverage of 10-60 minutes and then at the instructional rate for any subsequent required hours.

8.4.6 Site administrators may authorize a teacher to leave school during a preparation period when, in the site

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

administrator's opinion, such leaving is for the benefit of the school's program or an emergency has arisen. If the site administrator is not available, the bargaining unit member shall leave a message with the office staff.

8.4.7 Each psychologist and speech therapist shall be allowed half-day per week for office time which is, in effect, their common preparation time.

8.4.8 If a Special Education teacher is required to have student contact during their student-free minutes, they shall be compensated at the hourly rate.

8.5 Part-Time Teachers Part-Time teachers shall have classroom assignments and preparation periods in the proportion that their assignment bears to full-time teaching.

8.6 Adjunct Duties

Each ***unit member*** shall perform reasonable adjunct duties. Adjunct duties shall be defined as non-instructional duties and responsibilities including supervisory and advisory duties. Adjunct duties shall be determined by the site administrator or designee working with an adjunct duties committee of ***unit members*** ~~***faculty***~~. If there is no agreement, the Superintendent will make the decision. At each school this committee will determine a method for fair distribution of adjunct duties. The PGTA President and Vice President are to be relieved of some site adjunct duties in consideration of fulfilling District responsibilities. All itinerant ***unit members*** shall be responsible for a proportionate share of adjunct duties at their assigned work sites. Adjunct duties for ***part-time unit members*** shall be on a ***pro rata*** basis. The ***unit member*** and the District will select those duties for which the ***unit member*** will be held responsible. Starting with the 2007-08 school year, the School Site Adjunct Duties Committee shall use a numerical point system based on the number of hours required for adjunct duties. The Committee shall use this point system in its effort to fairly distribute adjunct duties. Members of the standing regular SST teams attending meetings held outside the student school day shall be given adjunct duty credit. The District agrees to credit 10 hours of classroom Special Education teachers' school site adjunct duty time for the purpose of participating in the 10 monthly District-wide Special Education meetings.

8.7 IEP, SST, and Section 504 Meetings

8.7.1 IEP Meetings

Individualized Education Plan (IEP) meetings shall be scheduled during the school day, unless there are extenuating circumstances or the team participants prefer to hold the meeting before or after school. A substitute shall be provided if needed to relieve the classroom teacher from their duties. If the IEP meeting falls within the teacher's preparation period, a substitute shall, upon request by the teacher, be provided for a make-up preparation period. Substitute time may be cumulative within a semester; e.g. a teacher may request four hours of substitute time after participating in four hours of SST, Section 504 and/or IEP meetings during preparation time.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

Preparation time shall be spent on campus. IEP meetings that must be held after the student school day shall be limited to one hour unless there are extenuating circumstances.

8.7.2 SST and Section 504 Meetings

Student Study Team (SST) and Section 504 meetings may be held immediately before or after the student's school day and limited to one hour unless there are extenuating circumstances. If an SST or Section 504 meeting is held during the school day, a substitute shall be provided if needed to relieve the classroom teacher from their duties. If the SST or Section 504 meeting falls within the teacher's preparation period, a substitute shall, upon request by the teacher, be provided for a make-up preparation period. Substitute time may be cumulative within a semester; e.g. a teacher may request four hours of substitute time after participating in four hours of SST, Section 504 and/or IEP meetings during preparation time. Preparation time shall be spent on campus.

8.7.3 Miscellaneous

If any of these meetings must be held before school, the meeting shall start no earlier than 45 minutes before the teachers' first class.

~~8.8 Inclusion of students with disabilities who make significant impact on a classroom settin~~ Move to Class Size

~~8.8.1 All students are general education students first, including students with disabilities. Definition of Inclusion: Inclusive education exists when students with significant disability(ies) attend general education class(es).~~

~~8.8.2 Inclusion in general education classrooms and programs should be considered the first setting for all students, unless the individualized education program for a student with a disability determines that another setting is more suitable to guarantee a free and appropriate public education.~~

~~8.8.3 The individualized education program procedure shall be used to place all students with disabilities in the District. The student's individualized education program will drive the placement decision to place the student in the least restrictive educational environment.~~

~~8.8.2 Definition of Significant Impact on a Classroom Setting: Significant impacts on a classroom setting are instances such as, but not limited to, students who require adult aide support, students with significant behavioral or cognitive deficiencies, and/or students with severe physical disabilities/limitations.~~

~~8.8.3 Placement Team Composition: On the school site, the placement team for potentially included students will consist of the site administrator, the Director of Student Services (when possible), a special education teacher, the school psychologist, and at least one general education teacher with whom the student will, or may, be placed. All~~

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

~~teachers who may be affected by the placement will be invited to participate.~~

~~8.8.4 Protocol for Placement: The rights and needs of the other students and staff will be considered as part of the placement process.~~

~~8.8.4.1 New Students from Programs Outside of PGUSD: When a special education student moves to the district, the school psychologist, the site administrator, and counselor will be consulted to determine an initial placement for the student. It is critical that the school psychologist review the student's file as soon as possible to interpret testing information and guide appropriate placement. An initial placement, including possible supports will be made by the school psychologist and the site administrator. If it is determined by any person servicing the student that the student is having a significant impact on the general education class, a placement meeting may be requested. The placement team will convene within five instructional days to discuss the appropriateness of the initial placement and supports. The day following the request for a meeting will be day one of the five-day limit. If the placement and supports are deemed appropriate by the team, the student's placement in specific general education class(es) will continue. If the team decides the placement or supports in specific general education class(es) are not appropriate, they will make an alternative recommendation. In the event the team can not reach agreement, the final decision will be made by the site administrator pending an individual education plan (IEP) meeting.~~

~~8.8.4.2 Students Returning to District Programs from Outside Programs; When a special education student returns to PGUSD after attending a program outside of the district, the placement team will be consulted to determine initial placement for the student. If the District receives advance notice of the incoming student, the site administrator will convene a meeting of the potentially involved staff at the earliest reasonable time prior to the start date to begin the planning process. Appropriate planning could include visits to observe similar programs, visits to observe the student, a preparation meeting with specialists, reading background material, etc. Planning and timelines will conform to the relevant State and Federal laws, regulations and where appropriate, court decisions on similar cases. After discussing the student's needs, probable impact on the classroom, and the needed support services, teachers will be surveyed to see who is interested in participating in the inclusion program for that student. The site administrator will endeavor to place the new student in accordance with expressed teacher interest. In the event the team cannot reach agreement, the final decision will be made by the site administrator pending an individual education plan (IEP) meeting. If the District does not receive advance notice of the incoming student, the process outlined above in Section 8.8.4.1 be followed.~~

~~8.8.4.3 Students Matriculating to the Subsequent Grade: Special education teachers will meet with general education teachers before the end of the school year to discuss the placement and supports of students in~~

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

~~matriculating in the following year. This meeting will be informational in nature; however, teacher input will be considered with regard to student placement.~~

~~8.8.54 Appeal Process: In accordance with special education laws, any member of the IEP team, including the teacher, has the right to compel a convening of the IEP team can request an IEP meeting to review the IEP including placement considerations. convening of the IEP team to reconsider placement if it is believed that the placement is inappropriate.~~

8.***89*** Summer School Hours

The length of a Summer School assignment will be clearly defined in the job posting and shall include one day of preparation before the start of summer school and 30 minutes of preparation time for each day of instruction.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

XII. CLASS SIZE

12.1 Elementary Class Size

12.1.1 The District shall set a goal for the student-to-teacher ratio for elementary school to be the following at any site:

- Grade TK: 1:24 teacher to student ratio, 1:12 adult to student ratio
    - Early Enrollment Transitional Kindergarten: any class with an early enrollment child must meet a 1:10 adult -to-student ratio.
    - "Early enrollment child" means a child whose fourth birthday will be between the June 3 and September 1, inclusive, preceding the school year during which they are enrolled in a transitional kindergarten classroom (CA ed Code 48000.15.4)
- Grade K-2 (Primary Elementary): 25 to one (25:1)
- Grade 3-5 (Intermediate Elementary) 28 to one (28:1)

The maximum class size for an individual class will be the following:

- Grade TK: 1:24 teacher-to-student ratio, 1:12 adult to student ratio.
    - Early Enrollment Transitional Kindergarten: any class with an early enrollment child must meet a 1:10 adult -to-student ratio.
    - "Early enrollment child" means a child whose fourth birthday will be between the June 3 and September 1, inclusive, preceding the school year during which they are enrolled in a transitional kindergarten classroom (CA ed Code 48000.15.4)
- Grade K-2: 27 student maximum
- Grade 3-5: 29 student maximum

Reasonable efforts shall be made to equalize ratios between grade level at each site. When it appears necessary for a class to exceed the maximum, the site administrator shall call a meeting to be held as soon as possible with all teachers assigned at that grade level to discuss alternatives. If no agreement is reached, the provisions of Section 12.1 will be followed.

12.1.2 Elementary P.E. classes shall be staffed at a ratio of 75 students per class if an aide is provided. When it appears necessary for a P.E. class to exceed 75 students, the site administrator shall meet with all the elementary P.E. teachers to discuss alternatives. If no agreement on a satisfactory alternative is reached, the provisions of 12.1 will be followed. If no aide is provided, the class size for PE classes will match the maximum set forth in section 12.1 above.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

12.1.3 Student-to-teacher ratio computation at the elementary school level shall include only general education classroom teachers.

12.1.4 Each year, before the close of the regular session, the site administrator shall meet and consult with the teaching staff concerning student grouping and class size. During the first week of school, a follow up staff meeting will be held to review student grouping and class size for modifications, if necessary.

12.1.5 Combination classes – In recognition of the need for additional preparation and the need to divide teaching time between multiple grade levels, combination classes will have a maximum size four less than the average size of the combined grade levels of the affected grades. No combination class will consist of a combination of primary and intermediate elementary students. The unit member(s) affected will be notified a least two weeks before the start of their combination class teaching assignment. In the event that two weeks' notice is not possible, a substitute will be provided to support the affected unit members(s) for 10 working days.

12.2 Secondary Class Size.

12.2.1 The Middle School shall have the number of teachers necessary to provide a school ratio of one teacher per 26 students. The High School shall have the number of teachers necessary to provide a school ratio of one teacher per 28 students.

12.2.2 Each department shall have an average student-to-teacher ratio of not more than 30 to one. When it appears necessary for an individual class to exceed 32 students, the site administrator shall call a meeting with the department to examine why it is necessary to exceed 32 students and will work with the department to meet particular needs. The Teacher/Student Contact Ratio (the number of students an individual teacher has contact with) for grades 9-12 shall not exceed 160:1. If no agreement is reached, the provision of section 12.1 will be followed.

12.2.3 Exceptions to this maximum are permitted in the following situations:

12.2.3.1 Secondary P.E. classes shall be staffed at a ratio of 45 students per teacher per period. If an individual class exceeds 45 students, an aide will be provided for that class. The maximum class size with an aide is 60 students.

12.2.3.2 The site administrator and the department may exceed maximums as outlined in Section 12.1.

12.2.3.3 Band, orchestra, chorus, and play production class sizes shall be arranged between the site administrator and the instructor.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

12.2.4 In classes with workstations, the number of students shall not exceed the number of workstations in the classroom. Examples include but are not limited to science, culinary arts, art, photo, computer science, and engineering.

12.2.5 Before the close of each semester, the site administrator shall meet and consult with the members of each department concerning class size. During the first week of each semester a follow up department meeting will be held to review student grouping and class size for modifications, if necessary.

12.2.6 Student-to-teacher ratio computation at the secondary level shall include the following teachers:

12.2.6.1 Middle School - General Education teachers (including P.E.) and music teachers only.

12.2.6.2 High School - General Education teachers (including P.E.), and music teachers only

12.3 General Provisions

12.3.1 At any point in the school year, if a teacher's classroom maximum is exceeded or a department's maximum ratio is exceeded, a conference shall be held with the teachers involved, ***a PGTA~~an Association~~*** representative, the site administrator, and the Superintendent or Assistant Superintendent to discuss alternative placement possibilities.

12.3.1.1 If there is no valid alternative placement, the Superintendent may exceed a class size maximum.

12.3.1.2 After the adjustment period of 10 days has passed (item 2 below), the District will pay $250 per month when the class limit is exceeded by either one or two students. For three or more students over the class limit, the payment will increase by $125 per student per month. Payment will be made on a prorated basis anytime the class size is exceeded for less than one full month, excluding the adjustment period.

12.3.1.3 Once the payment period begins, compensation will be paid within 60 days.

12.3.1.4 If enrollment increases during one semester at secondary schools or one trimester at an elementary school, the District will consider employing an additional teacher. Reduction of the teacher's class size may be delayed until the following semester or trimester in order to avoid mid-semester disruption for students that would be removed from the affected class. If the class size exceeds the maximum provided herein, the District will pay the teacher in the same manner described in section 12.3.1.2.

12.3.2 An adjustment period of 10 days will be provided to allow sufficient time for management to make enrollment changes when a class maximum is exceeded. Reasonable effort will be made to complete these changes within 10

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

school days at the beginning of the school year and five days at the second semester. During this adjustment period, no action will be taken by the teachers or the ~~Association~~ ***PGTA*** on student-to-teacher ratios and maximum class sizes.

12.3.3 Reasonable efforts shall be made at all levels to assure equitable class sizes through scheduling. Newly enrolled students will be distributed as equitably as practical. By May, the Assistant Superintendent or their designee shall notify all TK-5 students assigned to a school not in their attendance area for the purpose of class balancing that they shall be returned to their neighborhood school.

12.3.4 A new student may be temporarily placed until permanent placement is made. Permanent placement shall be made within five school days.

12.3.5 Reasonable efforts shall be made at all levels to assure equal distribution of students with exceptional needs among the general education class periods at each building site.

12.4 Resource Special Education

12.4.1 Resource Caseload - After the first 10 school days of each school year, for each student on the regular caseload of an RSP Special Education teacher in excess of 28 for 10 cumulative days, the District will pay the teacher $25 per student per day. Payment shall be made no later than 60 days after the month in which the caseload exceeded 28.

12.4.2 Resource Class Size - After the first 10 school days of each school year, for each resource student on the class roster of an RSP Special Education teacher in excess of 20 for 10 cumulative days, the District will pay the teacher $25 per student, per day. Payment shall be made no later than 60 days after the month in which the class size exceeded 20.

12.4.3 RSP Special Education teachers shall receive six full days of release time per year to complete administrative tasks, including assessments and case management duties. Once the RSP caseload reaches 28, the RSP Special Education teacher shall receive compensation (up to four hours per assessment) at the hourly rate for each additional assessment they are required to complete for any student not already counted in their caseload. A maximum of 40 hours of compensation will be permitted per semester.

12.5 Special Day/Inclusion Special Education

12.5.1 Special Day/Inclusion Caseload- After the first 10 school days of each school year, for each student on the regular caseload of a Special Day/Inclusion Special Education teacher in excess of the Monterey County SELPA

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

recommended class size/caseload maximums for 10 cumulative days, the District will pay the teacher $25 per student, per day. Payment shall be made no later than 60 days after the month in which the caseload maximum was exceeded

SELPA recommended class size/caseload
Preschool (Mild/Mod/Severe) Maximum of 12
Primary SDC/Inclusion (Mod/Severe) Maximum of 8 Intermediate SDC/Inclusion (Mod/Severe) Maximum of 8
Primary SDC/Inclusion (Mild/Mod) Maximum of 12 Intermediate SDC/Inclusion (Mild/Mod) Maximum of 12
Secondary SDC/Inclusion (Mod/Severe) Maximum of 12
Adult Transition Program Life Skills and Community Based Instruction (Mild/Mod/Severe) Maximum of 12

12.5.2 SDC/Inclusion Special Education teachers shall have six full days of release time per year to complete administrative tasks including assessments and case management duties.

12.6 Speech and Language Pathologists

12.6.1 The caseloads for Speech and Language Pathologist shall comply with the California Education Code 56363.3 and shall not exceed 55 students. The maximum caseload for a Speech Language Pathologist providing services exclusively to individuals with exceptional needs, between the ages of three and five years inclusive shall not exceed a count of 40 as defined in Education Code 56441.7.

12.6.2 After the first 10 school days of each school year, for each student on the regular caseload of ***an*** ~~*an*~~ Speech Language Pathologist in excess of the limits defined in Section 12.6. for 10 cumulative days, the District will pay the SLP $25 per student, per day. Payments shall be made no later than 60 days after the month in which the caseload is exceeded.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

12.6.3 Once the SLP caseload exceeds the limits as defined in Section 12.6.1, Speech Language Pathologists shall have the option to receive either one full day of release time or compensation of up to 40 hours per semester at the hourly rate for each assessment they are required to complete for any student not already counted in their caseload.

12.7 504 Case Management

12.7.1 The Section 504 case manager and the district will mutually agree on workload adjustments as needed when 504 case management encroaches on the unit member's essential functions. When the district and the affected unit member cannot come to an agreement, the Superintendent and the PGTA Union President shall meet to make the final decision in the reduction in duties.

12.7.2 Section 504 case management responsibilities include coordination of meetings, compliance with procedural timelines, documentation and record keeping, and communication with parents/guardians and staff.

12.7.3 Prior to assignment of Section 504 case management responsibilities, the District shall provide unit members with training sufficient to carry out such responsibilities in a compliant and effective manner. Training shall occur during the unit member's regular workday or be otherwise compensated at PGTA Instructional Rate.

12.7.4 Unit members acting within the scope of assigned Section 504 case management responsibilities and in accordance with District procedures shall be indemnified and held harmless by the District to the fullest extent permitted by law.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

Exhibit 4

Proposed change to longevity calculation

~~Stipends~~ Longevity payments are based on ~~initial salary placement plus~~ accumulated years of satisfactory service ~~thereafter~~ in the District.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

Exhibit 41 - Notes - Dual Enrollment Compensation

Dual Enrollment Compensation

In order to encourage teachers to teach Dual Enrollment classes through MPC or another qualified community college with whom PGUSD has an agreement, the following compensation will be paid:

Compensation Calculation

After deducting the Local Education Agency (LEA) Indirect Cost Rate (variable by year), sixty-five percent 65% of the remaining ISA amount will be issued as compensation (inclusive of statutory benefits).

Minimum Compensation Amounts for Fully Funded Courses

For fully funded courses (courses that meet or exceed the minimum enrollment identified in the ISA), compensation shall not be less than:

- $1,800 for one (1) semester dual-enrollment course
- $2,600 for two (2) semester dual-enrollment courses
- $3,400 for three (3) semester dual-enrollment courses
- $4,200 for four (4) semester dual-enrollment courses
- $5,000 for five (5) semester or more dual-enrollment courses per year

The remaining 35% of the ISA will be used accordingly:

- 25% of the ISA (inclusive of the LEA variable indirect cost rate) will be used to budget for Materials/Supplies and Services/Other Operational Expenditures associated with the course being taught.
- 10% of the ISA (inclusive of the LEA variable indirect cost rate) will be used for dual enrollment management.

Enrollment Requirements

Courses must maintain a minimum enrollment of fifteen (15) students to receive full reimbursement from MPC.

- If enrollment falls below this threshold, the course may be canceled, resulting in no payment.
- A course may continue based on MPC’s recommendation and with approval of the District. In such cases, the PGUSD teacher will be compensated at fifteen percent (15%) of the originally agreed-upon compensation amount, as defined above.

Rate Adjustments

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

All compensation amounts are subject to adjustment based on MPC's most current salary schedule.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

Administration of Emergency Anti-Seizure Medication

The District may have students who have seizures, a seizure disorder, or epilepsy and have been prescribed anti-seizure medication by their health care provider. Pursuant to Seizure Safe Schools Act (Education Code section 49468.2), unit member volunteers ("volunteers") may administer emergency anti-seizure medication to students.

1.1 General Information and Requirements

Before any unit member is asked to volunteer to administer emergency anti-seizure medication, all of the following conditions must be met:

1.1.1 Written authorization from the student's health care-provider along with parent signature must be received by the District which includes the following:

- Student's name
- Name and purpose of the medication
- Prescribed dosage
- Detailed seizure symptoms, including frequency, type, or length of seizures that identify when the administration of an emergency anti-seizure medication becomes necessary
- Method of administration; the frequency with which the medication may be administered
- Any potential adverse responses by the student and recommended mitigation actions, including when to call emergency services

1.1.2 The District shall provide the student's seizure action plan to the unit member.

1.1.3 A protocol shall be established to inform the volunteer of any anti-seizure medication given to the student outside of school. The healthcare protocol shall be confidential.

1.1.4 Training shall be provided before the student's first day of school, if feasible, or within the first week of their first day of school, or after a new diagnosis, prior to their return to school. Every reasonable effort shall be made to provide training to unit members before the student's first day of school.

1.2 Training

1.2.1 The district shall provide unit members with training from a licensed healthcare professional on the administration of anti-seizure medication and the assigned student's seizure action plan.

1.2.1.1 A licensed healthcare professional is a physician or surgeon, physician's

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

assistant, a credentialed school nurse, a registered nurse, or a certified public health certificated nurse.

1.2.1.2 A unit member who has not been trained, or whose training is not current shall not be asked or required to provide this emergency medical assistance.

1.2.2 Procedural instructions shall be outlined in writing by the licensed healthcare professional and provided to the volunteer. All written materials used in the training shall be retained at the school site and be available to the trained volunteer upon request.

1.2.3 Training shall be required annually.

1.2.4 Training shall be provided during the unit members regular working hours. Any required time beyond the unit members regularly scheduled work hours shall be paid at the instructional rate.

1.3 Contact with Emergency First Responders and Parents

The unit member who administers anti-seizure medication shall not be responsible for calling emergency first responders or contacting the parent or guardian of the student, but should direct another staff member in the immediate area to contact emergency response~~,~~ and the front office. The administrator shall notify the parent or guardian~~,~~ and the District nurse. If no school nurse is assigned, the superintendent or designee must be notified whenever anti-seizure medication or anit-seizure protocols are administered.

1.4 Liability and Indemnification

Unit members shall be provided defense and indemnification by the district for any and all civil liability including punitive damages as provided by State law. This information shall be reduced to writing, provided to the unit member at the time of the training, and retained in the unit member's personnel file. If a unit member is sued in the performance of administering anti-seizure medication life-saving medication or implementing emergency medical protocols, the district must defend the lawsuit and pay all expenses and damages and hold the unit member harmless as provided by State law.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

Administration of Emergency Medication and Medical Protocols

The District may have students with medical conditions that require the administration of life-saving medication or the implementation of emergency medical protocols during the school day. The District shall develop and implement procedures, training, and protocols for the administration of life-saving medications and emergency medical interventions for students during the school day, as authorized under applicable provisions of the California Education Code, including but not limited to sections 49423 and 49414, and related regulations. Such life-saving medications and emergency medical interventions may include, but are not limited to, emergency medication, epinephrine auto-injectors, emergency asthma medication, and the use of automated external defibrillators (AEDs).

1.1 General Information and Requirements

Before any unit member who volunteers to administer life-saving medication or implement emergency medical protocols, all of the following conditions must be met:

1.1.1 A written request/authorization from the parent or guardian must be received prior to administering medication to their child and provide signed notice verifying a nonmedical professional may administer prescribed emergency medication. Written authorization from the student's health care-provider and signed by the parent or guardian to authorize medication administration at school must be received by the District which includes the following:

- Student's name;
- Name and purpose of the medication;
- Prescribed dosage or procedure;
- Detailed symptoms, including frequency, type, or length that identify when the administration of an emergency medication or medical protocol becomes necessary;
- Method of administration;
- Frequency with which the medication may be administered;
- Any potential adverse responses by the student and recommended mitigation actions, including when to call emergency services.

1.1.2 The district shall provide the student’s healthcare protocol to the unit member. The healthcare protocol shall be confidential.

1.1.3 A protocol shall be established to inform the volunteer of any medication given to the student outside of school.

1.1.4 Training shall be provided before the student’s first day of school~~,~~ if feasible, or within the first

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

week of their first day of school, or after a new diagnosis, prior to their return to school. Every reasonable effort will be made to provide training to unit members before the student's first day of school.

1.2 Training

1.2.1 The district shall provide unit members with training from a licensed healthcare professional on the administration of any medication in accordance with the assigned student's healthcare protocol.

1.2.1.1 A licensed healthcare professional is a physician or surgeon, physician's assistant, a credentialed school nurse, a registered nurse, or a certified public health certificated nurse.

1.2.1.2 A unit member who has not been trained, or whose training is not current shall not be asked or required to provide this emergency medical assistance.

1.2.2 Procedural instructions shall be outlined in writing by the licensed healthcare professional and provided to the volunteer. All written materials used in the training shall be retained at the school site and be available to the trained volunteer upon request.

1.2.3 Training shall be required annually.

1.2.4 Training shall be provided during the unit members regular working hours. Any required time beyond the unit members regularly scheduled work hours shall be paid at the instructional rate.

1.3 Contact with Emergency First Responders and Parents

During an emergency, the unit member who administers life-saving medication or implements emergency medical protocols shall not be responsible for calling emergency first responders or contacting the parent or guardian of the student, but should direct another staff member in the immediate area to contact emergency response or the front office. The administrator shall notify the parent or guardian and the District nurse. If no school nurse is assigned, the superintendent or designee must be notified whenever life-saving medication or medical protocols are administered.

1.4 Liability and Indemnification

Unit members shall be provided defense and indemnification by the district for any and all civil liability including punitive damages as provided by State law. This information shall be reduced to writing, provided to the unit member at the time of the training, and retained in the unit member's personnel file. If a unit member is sued in the performance of administering life-saving medication or implementing emergency medical protocols, the district must defend the lawsuit and pay all expenses and damages and hold the unit member harmless as provided by State law.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

Signatures

PGUSD	Date	PGTA	Date
Signed by: Linda Adamson C5B336699E60469...	4/15/2026	Signed by: 2F48665D330D4F3...	4/13/2026
Signed by: Greg O'Meara 832B9C60297E47F...	4/15/2026	Signed by: Greg Enterline 46583E99D9754DD...	4/13/2026
DocuSigned by: Joshua Jorn 5C92D734B41142C...	4/15/2026	Signed by: A656C9EA7C4D4BA...	4/13/2026
DocuSigned by: Lou Lozano ED24186DE114466...	4/20/2026	Signed by: 03FF4606E74C4E2...	4/14/2026
Signed by: Buck Roggeman 5DCCEB0A2E594AE...	4/20/2026	DocuSigned by: Nicole Bulich DA1571D17D7E489...	4/14/2026
		DocuSigned by: 5740D55367B34F1...	4/15/2026

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 21, 2026

Presenter(s)
Linda Adamson
Superintendent

Item
Adoption – Resolution No. 1200 – LGBTQ+ Pride Month (June 2026)

Recommendation
The District Administration recommends that the Board adopt Resolution Number 1200 Proclaiming June 2026 as LGBTQ+ Pride Month.

Background
June is nationally recognized as Lesbian, Gay, Bisexual, Transgender, Queer/Questioning (LGBTQ+) Pride Month. It is an opportunity to celebrate the contributions of LGBTQ+ individuals, increase awareness and understanding, and affirm our shared commitment to maintaining safe, welcoming, and inclusive schools and communities for all.

Information
Adoption of this resolution reaffirms the District's commitment to supporting LGBTQ+ students, staff, and families through inclusive policies, practices, and curriculum. It also reinforces ongoing efforts to promote equity, strengthen school climate, and ensure safe and supportive learning environments, including continued review and consideration of Board policy related to Transgender and Gender Non-Conforming students.

Fiscal Impact
N/A

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

RESOLUTION No. 1200

Resolution Proclaiming June 2026 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 2026 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.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

A PARTNERSHIP IN EXCELLENCE

PASSED AND ADOPTED by the Governing Board of the Pacific Grove Unified School District on this this 21st day of May 2026, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

_____

Jennifer McNary, President

_____

Beth Shammas, Clerk

_____

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 21, 2026

Presenter(s)

Jon Anderson
Director of Maintenance, Operations and Transportation

Item

Measure D & A Citizens Oversight Committee

Recommendation

The District Administration recommends that the Board review committee member applications and select two new members for the Citizen Bond Oversight Committee.

Background

Three committee members have served their full term. Therefore, the District needs to seat two new members.

Information

Two new committee member applications have been made available for the Board to review. The categories that are vacant are as follows:

One (1) member active in a business organization located in the District.

One (1) member of the community at large.

One (1) both parent/guardian and active in PTA/ SSC

Fiscal Impact

None

2026/27

(21) Bond Measures A, B & D

Program/Grant

N/A

BOND OVERSIGHT COMMITTEE SELECTION CRITERIA:

The Measure D Bond was processed as a 55% vote election. Therefore, the District must comply with the provisions of Ed Code 15278 required by Proposition 39. These provisions require that the Board appoint an oversight committee composed of a minimum seven (7) members, with membership from each of the following categories:

1 One (1) member active in a business organization located in the District.
2 One (1) member active in a senior citizen's organization.
3 One (1) member active in a taxpayer's association.
4 One (1) member shall be a parent or guardian of a student enrolled in the District.
5 One (1) member shall be both a parent or guardian of a student enrolled in the District and active in PTA/SSC.
6 Two (2) members of the community at large.

Duties:

1. The Committee shall inform the public concerning the District's expenditures of bond proceeds.
2. The Committee may review quarterly expenditure reports produced by the District to ensure that (a) bond proceeds are expended only for the purposes set forth in the ballot measure; (b) no bond proceeds are used for any teacher or administrative salaries or other operating expenses.

3. The Committee shall present to the Board, in public session, an annual written report which shall include the following:

> *3.1 a statement whether the District is in compliance with the requirements of Article XIIIA, Section 1(b)(3) of the California Constitution; and*
>
> *3.2 (b) a summary of the Committee's proceedings and activities for the preceding year.*

The District will provide the Committee with administrative support and sufficient resources to publicize the committee reports.

Where is more information available?

Please visit the Pacific Grove Unified School District website at www.pgusd.org or call (831) 646-6553 for additional information.

The respondent's email (**dmbattcher@gmail.com**) was recorded on submission of this form.

Email *

[redacted]

Applicant's Full Name *

Duane Battcher

Applicant's home address *

[redacted]

Applicant's telephone Number *

[redacted]

I am active in a business organization representing the business community located within the Pacific Grove Unified School District. If yes, list the organization name under Other. *

- (●) No
- ( ) Other: _____

I am active in a senior citizen's organization. If yes, list the organization name under Other. *

- (●) No
- ( ) Other: _____

I am a parent or guardian of a child enrolled in the Pacific Grove Unified School District. *

- ( ) Yes
- (●) No

I am a parent or guardian of a child enrolled in Pacific Grove Unified School District **and** active in a parent-teacher organization. If yes, list the organization name under Other. *

- (●) No
- ( ) Other: _____

I am active in a bona fide taxpayer's organization. If yes, list the organization name under Other. *

- (●) No
- ( ) Other: _____

I am not applying to meet one of the foregoing criteria; I am applying as a citizen at large. *

- (●) Yes
- ( ) No

I am currently an employee of the Pacific Grove Unified School District? *

(Note: employees of the District are prohibited by law from being members of the Committee)

- ( ) Yes
- (●) No

I am a vendor, contractor or consultant to the Pacific Grove Unified School District. *

(Note: vendors, contractors and consultants to the District are prohibited by law from serving on the Committee)

- ( ) Yes
- (●) No

I am able to regularly attend meetings, complete a two-year term as a member of the Committee and refrain from becoming an employee, vendor, contractor or consultant to the Pacific Grove Unified School District during my term. *

- (●) Yes
- ( ) No

I will, to the best of my knowledge, be able to maintain qualification in the membership category previously checked. *

- (●) Yes
- ( ) No

Please provide any information that you believe would be helpful to the District in making its determination of Committee membership (for example, educational or professional background, knowledge of financial matters or construction, service on other boards or committees, or any other relevant information)

Prior COO of Nationwide Businesses. MBA, Six Sigma Black Belt. Founder and Prior Board Member of 4 startups. knowledge of financial matters

This form was created inside of Pacific Grove Unified School District.

Google Forms

Pacific Grove Unified School District

Application for Bond Oversight Committee

The Pacific Grove Unified School District is establishing a Citizens' Bond Oversight Committee to monitor activities associated with Measure A & D, General Obligation Bonds.

Applicant's Name: Michael E. Gibbs

Home address: [redacted]

City/State/ZIP: [redacted]

Home Telephone:

Work Telephone: [redacted]

Fax:

Email: Dr.mike@bizsmartglobal.com

Proposition 39 requires that the Committee have at least seven members, with one member representing each of five categories. Please check all that apply to you.

1. __X___I am active in a business organization representing the business community located within the Pacific Grove Unified School District – Please specify:

Co-Founder and CFO for Pacific Grove Cares

2. _____I am active in a senior citizen's organization – please specify:

3. _____I am a parent or guardian of a child enrolled in the Pacific Grove Unified School District.

4. _____I am active in a parent-teacher organization and a parent or guardian of a child enrolled in Pacific Grove Unified School District – please specify:

5. _____I am active in a bona fide taxpayer's organization. Please specify:

6. _____I am not applying to meet one of the foregoing criteria; I am applying as a citizen at large.

Please answer the following questions:

1. Are you an employee of the Pacific Grove Unified School District? NO
   (Note: employees of the District are prohibited by law from being members of the Committee)

2. Are you a vender, contractor or consultant to the Pacific Grove Unified School District? NO
   (Note: vendors, contractors and consultants to the District are prohibited by law from serving on the Committee)

3. Are you able to regularly attend meetings and complete a two-year term as a member of the Committee and refrain from becoming an employee, vendor, contractor or consultant to the Pacific Grove Unified School District? YES

4. Will you, to the best of your knowledge, be able to maintain qualification in the membership category previously checked? YES

Please provide any information that you believe would be helpful to the District in making its determination of Committee membership (for example, educational or professional background, knowledge of financial matters or construction, service on other boards or committees, or any other relevant information):

I have been an active member of the Pacific Grove community, founded several volunteer organizations and served on the Pacific Grove Economic Development Commission. I am the CFO of a local non-profit and serve on the finance committee of an organization in Carmel. Since 2008 my wife and I, through our education company BizSmart, have offered business & entrepreneurship skills training to young people 11 – 18 on premier university campuses like Stanford and top American schools in Zurich, Mumbai, Dubai, Mexico City, Hong Kong and other international locations. We have over 9,000 graduates from more than 20 countries. Appointed by the Governor I served on an Ohio Blue Ribbon Committee to turn around the bankrupt Cincinnati School system. I was on the Superintendents team to help design the new high school for the Ohio Lakota school district. While at GE and Texas Instruments I designed and delivered productivity and quality improvement programs and later was hired by the University of California Berkeley International Executive Department to deliver executive training around the world.

Signature of Applicant: 

Dated: February 10, 2026

This completed application must be received no later than 5:00 PM on March 22, 2024 to:

Joshua Jorn, Assistant Superintendent
Pacific Grove Unified School District
435 Hillcrest Avenue, Pacific Grove, CA 93950
OR
A scanned copy can be sent via email to josh.jorn@pgusd.org

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 21, 2026

Presenter(s)

Josh Jorn
Assistant Superintendent

Item

PGUSD Transportation Plan for Home to School Transportation (HTS) and reimbursement expenditure plan for 2026-27

Recommendation

The District Administration recommends that the Board review and approve the Transportation Plan for Home to School Transportation (HTS) and reimbursement expenditure plan.

Background

The District has provided bus transportation to and from school for many years. When ridership began to decline in 2006-07 and 2007-08, the District reduced bus fees in order to entice more riders.

Ed Code 39800.1 requires an LEA as a condition of receiving apportionments under EC Section 41850.1, to develop a plan describing the transportation services it will offer to its pupils, and how it will prioritize planned transportation services for pupils. The plan shall include the following components:

> (1) A description of the local educational agency's transportation services that would be accessible to pupils with disabilities and homeless children and youth.
> (2)A description of how unduplicated pupils would be able to access available home-to-school transportation at no cost to the pupils.
> (3) The plan shall be developed in consultation with classified staff, teachers, school administrators, regional local transit authorities, local air pollution control districts and air quality management districts, parents, pupils, and other stakeholders.

While most families pay a fee per student, families that qualify for the Free-and-Reduced-Meal program and those on an Individualized Educational plan (IEP) qualify for free transportation.

Fiscal Impact

Projected reimbursement of $242,477 for transportation services minus the LCFF transportation add-on ($114,946) for a total transportation allowance of $127,531

$127,531 will be transferred into Local 7900 Transportation which will offset total Transportation operational expenditures of $404,1269

Pacific Grove Unified School District

Transportation Services Expenditure Plan
FY 2026-27

Per Education Code (EC) Section 39800.1, as a condition of receiving apportionments for Transportation Services (under EC Section 41850.1), a local educational agency shall develop a plan describing the transportation services. The plan shall be presented and adopted by the governing board of the local educational agency on or before APRIL 1, 2026 in an open meeting with the opportunity for in-person and remote public comment. The plan may provide for the local educational agency to partner with a municipally owned transit system to provide service pursuant to this section to middle school and high school pupils. Nothing in a local educational agency's plan shall preclude a local educational agency from providing no-cost transit passes to pupils.

1. Enter description of your district's plan of the transportation services it will offer to pupils, and how it will prioritize transportation services for pupils in transitional kindergarten, kindergarten, and any of grades 1 to 6, inclusive, and pupils who are low income.

Description: The current transportation program for PGUSD is available to students living in all geographical areas within the district's boundaries. Students who are identified as low-income, and/or are on an IEP qualify for a free transportation services during the school year. Parents who are interested busing respond to an email that is sent once students have been identified at enrollment

2. Enter description of your district's transportation services that would be accessible to pupils with disabilities, and homeless children and youth.

The current transportation program for PGUSD is available to students who are identified as low-income, and/or are on an IEP recieve free busing throughout the school year. Parents who are interested in busing respond to an email that is sent once students have been identified at enrollment. **Enrollment will begin on May 1, 2026.** All students who hold an Individualized Educational Plan (IEP) and qualify for Special Education services, receive free transportation. Modifications and resources are outline in each Individualized Educational Plan (IEP).

3. Enter description of how unduplicated pupils would be able to access available home-to-school transportation at no cost to the pupils.

Description: The district offers all unduplicated pupils and students on an IEP home to school transportation at no cost.

4. Your plan must be developed in consultation with classified staff, teachers, school administrators, regional local transit authorities, local air pollution control districts and air quality management districts, parents, pupils, and other stakeholders. Enter description of your plan consultation with those parties.

Description: The plan was discussed with classified staff members, teachers, parents, pupils, and the one school administrator at a staff meeting at a School Site Council meetings.

Transportation Services Allowance Calculations	
A. Total 2024-25 Transportation Expenses (Function 3600)	$404,129
B. Less Capital Outlay (Object 6xxx, Function 3600)	$0
C. Less Nonagency Expenditures (Goal 7110, 7150, Function 3600)	$0
D. Estimated 60% Reimbursement	$242,477
E. Less 2024-25 Transportation Add-on from LCFF (if >0, the Transportation Allowance shall be zero):	-$114,946
Total Transportation Allowance (Object 8590, Resource 0000)	**$127,531**

Expenditures and Other Financing Uses	
2000-2999: Classified Salaries	$244,628
3000-3999: Employee Benefits	$96,279
4000-4999: Books and Supplies	$38,918
5000-5999: Services and Other Operating Expenditures	$24,304
6000-6999: Capital Outlay	$0
7000-7999: Other Outgo	$0
Total Expenditures	**$404,129**

LEA Board Approval Date: Before April 3, 2025

Resources:

California Education Code (EC) Section 39800.1:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=39800.1.&lawCode=EDC

California Education Code (EC) Section 41850.1:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=41850.1.&lawCode=EDC

Home-to-School Transportation Reimbursement FAQs:

https://www.cde.ca.gov/ls/tn/tr/#TransportationServicePlan

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 21, 2026

Presenter(s)

Josh Jorn
Assistant Superintendent

Item

Professional Services Candidates Pool for On-Call Engineering Services

Recommendation

The District Administration recommends that the Board review and approve the List of Qualified Engineers for District Projects

Background

The District periodically requires professional engineering services to support facilities, infrastructure, maintenance, modernization, and capital improvement projects. To improve efficiency and responsiveness, administration is requesting approval to establish a pool of qualified on-call engineering firms through a Request for Qualifications (RFQ) process.

The on-call pool will allow the District to utilize pre-qualified firms for specialized engineering services on an as-needed basis. Inclusion in the pool does not guarantee work but provides the District flexibility to assign projects based on expertise, project needs, and available funding while streamlining procurement timelines for time-sensitive projects.

Administration recommends approval of the on-call engineering services pool to support the timely and efficient delivery of District projects and operational needs.

The District issued a Request for Qualifications (RFQ) for on-call professional engineering (for the disciplines of civil, structural, mechanical/plumbing, electrical, telecommunications, and fire protection) services in order to establish a pool of qualified firms. Following the review and evaluation process, administration identified seven (7) firms that demonstrated the experience, qualifications, and technical expertise necessary to provide professional engineering services to the District.

Pursuant to ***California Government Code Section 4526***, professional engineering services are procured on the basis of demonstrated competence and professional qualifications rather than through a traditional low-bid process.

Additionally, ***Public Contract Code Section 20615*** authorizes school districts to contract for professional engineering services in accordance with these qualifications-based selection requirements.

Information

The District issued the Request for Qualifications (RFQ) on April 9, 2026 with Statement of Qualifications due on April 30, 2026. A total of (7) firms submitted SOQs with varying disciplines. A review of each SOQ was conducted by (5) individuals of the bond program management team and were done separately, impartially, and unbiased.

Scoring criteria included responsiveness to the RFQ, planning and design experience, past performance record, project team, current and contracted projects, and proposed compensation. All (5) individual review scores were tallied, then an average taken for final ranking purposes.

Fiscal Impact

TBD

MPC On-Going Engineering Services RFQ - Scoring Sheet TALLY

April 30, 2026

Company Name	Submitting Discipline	Cody Scores	Dustin Scores	Imani Scores	Jill Scores	Mario Scores	TOTAL	Average	Notes
Aurum Consulting Engineers	E, T	34	46	50	40	44	214	42.80	Local electrical has experience with district; response needed more clarity;
Capital Engineering	M/P, E, T, FP, Cx	50	45	47	49	47	238	47.60	Large range of options and out of Sacramento; good response and references; thorough submittal
ColeBreit Engineering	M/P, E, FP, Cx	49	45	47	48	46	235	47.00	Good response and references, women owned and DVBE; thorough submittal
Cypress Engineering Group	M/P, FP, Cx	48	47	50	50	44	239	47.80	Local office and knows the area
The Engineering Enterprise	E, T	50	45	46	48	47	236	47.20	Lots of K-12 renovation projects; strong EE experience; thorough submittal
Whitson Engineers	C	48	45	47	49	46	235	47.00	Only civil to respond; local office; local architect listed for DSA assistance
ZFA Structural Engineers	S	49	41	50	48	46	234	46.80	Good response and references; in south bay area; numerous offices to share in workload

MPC On-Going Engineering Services RFQ - Final Ranking

Company	Total Score	Ranking
Civil		
Whitson Engineers	47.00	1
Structural		
ZFA Structural Engineers	46.80	1
Mechanical / Plumbing		
Cypress Engineering Group	47.80	1
Capital Engineering	47.60	2
ColeBreit Engineering	47.00	3
Electrical		
Capital Engineering	47.60	1
The Engineering Enterprise	47.20	2
ColeBreit Engineering	47.00	3
Aurum Consulting Engineers	42.80	4
Telecommunications		
Capital Engineering	47.60	1
The Engineering Enterprise	47.20	2
Aurum Consulting Engineers	42.80	3
Fire Protection		
Cypress Engineering Group	47.80	1
Capital Engineering	47.60	2
ColeBreit Engineering	47.00	3

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 21, 2026

Presenter(s)
Josh Jorn
Assistant Superintendent

Item
Resolution No. 1199 Education Protection Account (EPA) for 2026-27

Recommendation
It is recommended that the Board of Education review and approve Resolution No. 1199 regarding the Education Protection Account (EPA) for the 2026-27 fiscal year.

Background
The Schools and Local Public Safety Protection Act of 2012, approved by the voters on November 6, 2012, temporarily increases the state's 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).

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.

The estimated EPA for fiscal year 2026-27 is $318,078

Attached is the ***Pacific Grove Unified School District EPA Revenue and Expenditures*** highlighting 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.

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 took effect on January 1, 2019, and remains in effect through December 31, 2030.

Information

Resolution No. 1199 summarizes the District's Education Protection Account for FY 2026-27

PGUSD must adhere to the following requirements with respect to funds received from the EPA:

- Adopt an expenditure plan *(attached, Pacific Grove Unified School District EPA Revenue and Expenditures)*
- PGUSD must post a report on the website of the amount of EPA funds received and how the funds were spent *(posted under Business Office Documents following Board action)*
- Make the necessary information available for the external auditor to confirm compliance during the annual financial audit

Fiscal Impact

(None) No Fiscal Impact

Pacific Grove Unified School District
Board of Education
Resolution Number 1199

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;

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

A PARTNERSHIP IN EXCELLENCE

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 21st day of May, 2026 by the following vote;

AYES: NOES: ABSENT:

_____	_____
Jennifer McNary, President	Beth Shammas, Clerk
_____	_____
Elliott Hazen, Board Member	Laura Ottmar, Board Member
_____	_____
Mike Wachs, Board Member	Dr. Linda Adamson, Superintendent

Board Cover Sheet

Action/Discussion

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

Meeting Date

May 21, 2026

Presenter(s)

Buck Roggeman
Chief Human Resources Officer

Item

Tentative Agreement with the Pacific Grove Teachers Association (PGTA) – Fiscal Year 2026-2027

Recommendation

The District Administration recommends that the Board approve the Tentative Agreement between the Pacific Grove Unified School District and the Pacific Grove Teachers Association (PGTA) for fiscal year 2026-2027.

Background

All changes to contracts between the District and employee groups require approval by the Board. Because PGTA and the District agreed to a multi-year settlement last Spring, the AB 1200 process is not required. For reference, the AB 1200 process requires the District to submit details of all negotiated settlements to the Monterey County Office of Education for approval.

Information

The Pacific Grove Unified School District (District) and the Pacific Grove Teachers' Association (PGTA) hereby resolve all issues in negotiations for the 2025-2026, and 2026-2027 school years on the following terms and conditions:

1. Except as expressly stated herein or in one of the attachments to this document, all provisions of the current collective bargaining agreement will continue without modification for the period of this agreement.
2. The term of the contract shall be from July 1, 2025 through June 30, 2027.
3. All salary schedules (except the stipend schedules) for bargaining unit members shall each be increased effective July 1, 2026 by 2.0%. There shall be reopeners for compensation negotiation as attached.
4. Article II - Wages - regarding language updates to multiple sections of Article II
    a. Section 2.1.7.1.6.3 - Addition of a doctorate stipend
    b. Section 2.1.8.3 - Clarification that new unit members will be granted credit for up to 11 years of service, placing them at step 12 on the salary schedule
    c. Section 2.1.11-2.1.13 - Rewritten professional growth review board (PGRB) language intended to clarify and simplify the process for earning PGRB units
    d. Section 2.1.14.1 - States that coaches and other unit members performing duties related to stipends or extra duties assignments will not be required to use personal necessity leave for games/performances, etc
5. Article III - Benefits- regarding language updates to multiple sections of Article III

   a. Section 3.1.2 - converts allowance amounts from monthly to annual totals.
   b. Section 3.1.5 - strikes antiquated language
   c. Section 3.3.3 - strikes antiquated language
6. Article V - Leaves - regarding language updates to multiple sections of Article V
   a. Section 5.2.6 - adds the requirement of providing a medical note when a unit member requests an extended illness leave
   b. Section 5.5 - adds catastrophic leave language to the contract
   c. Section 5.17.2 - adds May 1 as the deadline to notify a unit member of approval or denial of a job share application
7. Article VI Transfers and Assignments - regarding a language update
   a. Section 6.7.1 - clarifies that an employee has 30 school days from the beginning of the assignment to use their three moving days when involuntarily transferred.
8. Article VIII - Hours of Employment - regarding language updates to multiple sections of Article VIII
   a. Section 8.8 - Entire article is deleted from the contract.
9. Article XII - Class Size - regarding language updates to include 504 caseload management
10. Exhibits 4, 5, and 6 - amends the longevity clause on the salary schedules, so that longevity is calculated based on years of service in the District
11. Exhibit 41 - Stipend/Extra Duty Pay List - amends Dual Enrollment note to ensure that the cost of dual enrollment classes are covered by funding from Monterey Peninsula College and do encroach on the unrestricted general fund
12. Exhibit 46 - Administration of Emergency Anti-Seizure Medication - puts in place procedures to train and prepare unit members who support students experiencing seizures
13. Exhibit 47 - Administration of Emergency Medication and Emergency Protocols - put in place procedures to train and prepare unit members who support students experiencing seizures

---

Fiscal Impact

For fiscal year 2026-2027, **$870,094** ***(inc. H&W & statutory benefits)***

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

TENTATIVE AGREEMENT

BETWEEN

PACIFIC GROVE UNIFIED SCHOOL DISTRICT AND

PACIFIC GROVE TEACHERS ASSOCIATION

The Pacific Grove Unified School District (District) and the Pacific Grove Teachers' Association (PGTA) hereby resolve all issues in negotiations for the 2025-2026, and 2026-2027 school years on the following terms and conditions:

1. Except as expressly stated herein or in one of the attachments to this document, all provisions of the current collective bargaining agreement will continue without modification for the period of this agreement.
2. The term of the contract shall be from July 1, 2025 through June 30, 2027.
3. All salary schedules (except the stipend schedules) for bargaining unit members shall each be increased effective July 1, 2026 by 2.0%. There shall be reopeners for compensation negotiation as attached.
4. Article II - Wages - regarding language updates to multiple sections of Article II.
    a. Section 2.1.7.1.6.3 - Addition of a doctorate stipend
    b. Section 2.1.8.3 - Clarification that new unit members will be granted credit for up to 11 years of service, placing them at step 12 on the salary schedule.
    c. Section 2.1.11-2.1.13 - Rewritten professional growth review board (PGRB) language intended to clarify and simplify the process for earning PGRB units.
    d. Section 2.1.14.1 - States that coaches and other unit members performing duties related to stipends or extra duties assignments will not be required to use personal necessity leave for games/performances, etc.
5. Article III - Benefits- regarding language updates to multiple sections of Article III
    a. Section 3.1.2 - converts allowance amounts from monthly to annual totals.
    b. Section 3.1.5 - strikes antiquated language.
    c. Section 3.3.3 - strikes antiquated language.
6. Article V - Leaves - regarding language updates to multiple sections of Article V
    a. Section 5.2.6 - adds the requirement of providing a medical note when a unit member requests an extended illness leave.
    b. Section 5.5 - adds catastrophic leave language to the contract.
    c. Section 5.17.2 - adds May 1 as the deadline to notify a unit member of approval or denial of a job share application.
7. Article VI Transfers and Assignments - regarding a language update
    a. Section 6.7.1 - clarifies that an employee has 30 *school* days from the beginning of the assignment to use their three moving days when involuntarily transferred.
8. Article VIII - Hours of Employment - regarding language updates to multiple sections of Article VIII

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

a. Section 8.8 - Entire article is deleted from the contract.

9. Article XII - Class Size - regarding language updates to include 504 caseload management.
10. Exhibits 4, 5, and 6 - amends the longevity clause on the salary schedules, so that longevity is calculated based on years of service in the District.
11. Exhibit 41 - Stipend/Extra Duty Pay List - amends Dual Enrollment note to ensure that the cost of dual enrollment classes are covered by funding from Monterey Peninsula College and do encroach on the unrestricted general fund.
12. Exhibit 46 - Administration of Emergency Anti-Seizure Medication - puts in place procedures to train and prepare unit members who support students experiencing seizures.
13. Exhibit 47 - Administration of Emergency Medication and Emergency Protocols - put in place procedures to train and prepare unit members who support students experiencing seizures.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

Pacific Grove Unified School District Proposal to PGTA

April 13, 2026

Salary and Health Benefits

The Pacific Grove Unified School District proposes the following compensation package for 2026-2027:

Effective **July 1, 2026**, the 2025-2026 Certificated salary schedule shall be increased by 2.0%

a. Beginning July 1, 2026 the District will Provide a health benefit program for Full-Time bargaining unit members (.8 FTE shall be considered Full-Time for health benefits purposes only) who are enrolled in a MCSIG medical plan, which shall consist of a medical plan with optional dental and vision. The District's maximum contribution for health benefits for Part-Time bargaining unit members working fewer than eight-tenths (.8) of thirty-seven and one-half (37.5) hours per week but four-tenths (.4) or more of a Full-Time equivalent shall be one-half (.5) of the amounts below. The District's maximum contribution to MCSIG for health benefits for Full-Time Unit Members shall not exceed the following monthly amounts on a 10-month basis:

For Unit Member Only Coverage	$1,312
For Unit Member and Dependents Coverage	$1,774

The District will pay the above amounts on behalf of enrolled bargaining unit members, unless the actual cost of the benefits is less than the above stated amounts, in which case the District shall pay the full cost of actual benefits

Complete Care Program. Bargaining unit members who have opted out of all of the MCSIG medical plans may enroll in MCSIG's Complete Care Program. The District's contribution for

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

premiums for Complete Care Program for Full-Time Unit Members shall not exceed the following amount on a 10-month basis:

Unit member only	$256

b. For 2026-27, the District proposes that unit members' work day conclude 30 minutes after student release on the following minimum days for students:

- The day before Thanksgiving Break
- The day before Winter Break
- The day before Spring Break
- The last day of school

c. The instructional calendar for 2026-2027 shall return to the work year as described in section 8.1.1 of the collective bargaining agreement.

d. For 2026-2027, negotiations shall reopen if property tax revenue increases more than 6% or less than 4% for the 2025-2026 fiscal year. Reopeners regarding salary have to be submitted no later than October 1, 2026. The .5% increase to the health benefits cap would not be reduced in the event of a reopening of compensation negotiation.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

II. WAGES

2.1 The District and the ~~***Association***~~ ***PGTA*** agree that the salary increases for the term of this contract~~,~~ shall be set forth as in (Exhibit 3).

2.1.1 Psychologist's Salary Schedule (Exhibit 5)

2.1.2 Counselor's Salary Schedule (Exhibit 6)

2.1.3 Special Services Salary Schedule

The following ***unit members*** shall be paid in accordance with their normal placement on the teacher's salary schedule:

2.1.3.1 Speech Therapists

2.1.3.2 School Librarians

2.1.3.3 GATE Resource Teacher

2.1.4 part-time unit member Salary Schedule

The ***part-time unit members*** who are employed on a regular basis shall be compensated on a regular basis on a prorated formula of place on the ***unit member's*** salary schedule.

2.1.4.1 Number of hours employed divided by number of hours of ***full-time unit member*** multiplied by placement on the ***unit member's*** salary schedule.

2.1.4.2 The periods of assignment of a member of the unit employed ***part-time*** may be separated by not more than one class period or the equivalent unless by mutual consent.

2.1.4.3 This part-time teaching arrangement shall be of two types:

(1) ***Part-time***, all year during the regular school term~~:~~

(2) ***Full-time*** during one semester with the other semester off~~.~~

2.1.5 Computation of Daily Rate:

2.1.5.1 The computation of the daily rate of pay shall be as follows: Annual salary divided by number of days contracted;

2.1.5.2 A unit member required by the District to serve more than the number of days in their work year shall be paid at the daily rate.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

2.1.6 Placement on the Salary Schedule for Academic Equivalency (Exhibit 7)

2.1.7 Definition of Salary Classifications on Salary Schedule

2.1.7.1 Classifications:

2.1.7.1.1 Column I = Bachelor's ***degree***

2.1.7.1.2 Column II = Bachelor's **degree** plus 15 upper division or graduate college semester units after ***degree.***

2.1.7.1.3 Column III = Bachelor's ***degree*** plus 30 upper division or graduate college semester units after ***degree.***

2.1.7.1.4 Column IV = Bachelor's ***degree*** plus 45 upper division or graduate college semester units after ***degree.***

2.1.7.1.5 Column V = Bachelor's ***degree*** plus sixty (60) upper division or graduate college semester units after ***degree.***

2.1.7.1.6 Column VI = ~~***Commencing July 1, 2006, placement in column VI, may be achieved through the accrual of a b***~~Bachelor's degree, plus 75 "professional credits" as defined on (Exhibit 4), or a master's degree plus 30 units, or a doctorate degree~~. ***Individuals employed by the District in 2005–06 may use previously obtained college units as their "professional credits."***~~

2.1.7.1.6.1 For any column advancement, professional growth units may be used.

2.1.7.1.6.2 ~~An earned doctorate may be substituted for a master's degree.~~
A unit member shall be awarded $2,000 per year for an earned masters degree.

2.1.7.1.6.3 An earned doctorate will be awarded a doctorate stipend. A unit member who holds a masters degree will be awarded an additional $2,000 per year for an earned doctoral degree. If a unit member has a doctorate degree and no master's degree, they will earn a $4,000 stipend per year.

2.1.8 Placement and Type of Salary Schedule

2.1.8.1 The salary schedule recognizes two bases for placement:

(1) Years of experience in education at an accredited institution.

(2) Training or preparation.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

2.1.8.2 The District and PGTA agree effective July 1, 2022, unit members who were initially hired prior to July 1, 2021, but were given fewer than 12 years credit for prior full-time teaching experience in an accredited school and who are not yet on the highest step of their salary schedule column placement on the salary schedule, shall be prospectively advanced on the salary schedule to the step on their appropriate column that reflects their prior full-time teaching experience in an accredited school up to a maximum of 12 years credit for the prior experience outside of the District.

2.1.8.3 The District and PGTA agree certificated unit members who are initially hired on or after July 1, 2022, shall be given year-for-year credit for full-time teaching experience in an accredited school up to a maximum of ~~12~~***11*** years for initial placement on the salary schedule ***at step 12.***

2.1.8.4 The District and PGTA agree that certificated unit members initially hired for the 2021-2022 school year were placed on the certificated salary schedule based on their prior years of teaching.

2.1.8.5 By August 31 of each year, the District will provide each certificated unit member a written statement indicating the unit member's current step and column placement on the salary schedule for the upcoming school year.

2.1.9 Requirements for Advancement on the Salary Schedule

2.1.9.1 Increment Step (Vertical Advancement)

2.1.9.1.1 The unit member shall receive an increment step advancement for each year's experience in the District up to a maximum stated on the salary schedule.

2.1.9.1.2 Column (Horizontal Advancement) – The unit member shall receive column advancement for professional growth units earned according to provisions of 2.1.10.

2.1.10 Professional Growth/General Provisions

2.1.10.1 The unit member may earn professional growth credits for advancement on the salary schedule by two methods:

2.1.10.1.1 By satisfactorily completing upper division or graduate courses from an accredited college or university.

2.1.10.1.2 By satisfactorily completing professional growth units through the provisions of the

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

Self-Development Program outlined in 2.1.11.

2.1.10.2 Professional growth units may be applied to column or converted to in-service release time (Exhibit 39).

2.1.11 Professional Growth/Self-Development Program

2.1.11.1 A unit member may earn professional growth units by applying to the Professional Growth Review Board (Exhibit 39), BEFORE they commence the activity.

2.1.11.2 The Professional Growth Review Board will ***meet to*** review applications ***quarterly*** and make recommendations to the Superintendent, who shall have the final decision. ***The meeting dates shall be published annually before September 1.***

2.1.11.2.1 If there are no applications to review, the PGRB is not required to meet.

2.1.11.2.2 An expedited meeting may be scheduled if a unit member would like to attend a professional development activity with a start date prior to the next committee meeting. An expedited meeting shall only be held when the professional development activity date was published after the most recent quarterly meeting, and the activity will begin before the next scheduled meeting.

2.1.11.3 If the application is approved ***or denied, the unit member shall be notified in writing within one week of the meeting date. If the committee has questions about the application, the committee shall communicate directly with the unit member in writing.***

2.1.11.4 Once the approved activity is completed, the unit member shall file a notice of completion with the Professional Growth Review Board.

2.1.11.4.1 The application forms and notice of completion form shall be provided by the District (Exhibit 39).

2.1.11.4.2 No more than five professional growth units can be earned for column advancement.

2.1.11.4.3 Verification of the completion of professional growth units shall be determined by the District ***and communicated to the unit member in writing within two weeks of verification.***

2.1.11.5 Guidelines for acceptability of professional growth activities are in Board Policy 4131.~~7~~.

2.1.11.6 Professional growth units may be applied to advancement from one column to the next on the salary schedule or to in-service release time.

2.1.11.7 Professional growth units may be earned by the following activities, upon evidence of satisfactory

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

completion:

2.1.11.7.1 Educational travel

2.1.11.7.2 Action research

2.1.11.7.3 Self-directed study

2.1.11.7.4 Lower division college course work (for unit members already in the District)

2.1.11.7.5 Curriculum development

2.1.11.7.6 Other activities approved by PGRB and the Superintendent.

2.1.11.7.7 Professional growth units are limited as follows:

2.1.11.7.7.1 The units must be related to the unit member's assignment for activities which go substantially beyond the scope of the unit member's regular professional duties.

2.1.11.7.7.2 In general, 15 approved hours of activity equates to one professional growth unit.

2.1.11.7.7.3 No more than one-third (five units) of the units required for any column change on the salary schedule shall be earned in any manner other than upper division or graduate college work.

2.1.11.7.7.4 In-service release time. One professional growth unit will entitle a unit member to one ~~***1***~~ day of in-service release time. ***Unit members*** shall give advance notice to their site administrator before taking release days. The date(s) of such release time shall be at the unit member's discretion, except that in an emergency situation the Superintendent may require the unit member to select an alternative date(s). If preferred, a ***unit member*** may use an in-service release day to cover day(s) normally charged to sick leave.

2.1.11.7.7.5 Professional growth units used by a ***unit member*** for in-service release time shall be carried over from year to year. Only three in-service release days shall be used during one school year unless otherwise approved by the Superintendent.

2.1.11.7.7.6 Activities completed for professional growth units must take place outside the regular school day with the possible exception of action research projects.

~~***2.1.11.7.7.7 All expenses connected with earning professional growth units will be given by the unit member to the immediate Site Administrator.***~~

2.1.11.7.7.7 A copy of each application for professional growth units will be given by the ***unit member*** to

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

the immediate Site Administrator.

2.1.11.7.7.9 All proposals for professional growth units must be received by the Professional Growth Review Board prior to the ***unit member's*** beginning their activity.

~~***2.1.12 Professional Growth Placement, Column VI***~~

~~***2.1.12.1 A unit member may earn professional credits by applying to the Professional Growth Review Board (Exhibit 39) before they commence activity to move into column VI. Professional growth efforts for column VI are intended to establish an area of concentration which will assist the unit member in their assignment in Pacific Grove Unified School District.***~~

~~***2.1.12.2 Professional Growth Review Board will review applications and make recommendations to the Superintendent, who shall have the final decision.***~~

~~***2.1.12.3 If the application is approved and the activity is completed, the unit member shall file a notice of completion with the Professional Growth Review Board.***~~

~~***2.1.12.4 Verification of the completion of professional growth activities or units shall be submitted to the Professional Growth Review Board for their determination as to the completion of the application for professional growth advancement to column VI.***~~

~~***2.1.12.5 The Professional Growth Review Board will forward approved applications to the District for verification of completion of professional growth activities/units.***~~

~~***2.1.12.6 The unit member shall notify the District of the unit member's intent to complete the requisite number of professional growth units for an advancement on the Salary Schedule during the coming school year. The notification shall be delivered to the District by June 1 of the year preceding the advancement. This notification shall be made on a form provided to each unit member by April 15 by the District.***~~

~~***NOTE: Current practice of placing a newly-employed unit member in the column equal to their credits earned will continue. (Example: new hire with BA + 75 units of upper division work or a MA + 30 credits or doctorate from an accredited institution will be placed in column VI.)***~~

2.1.13 Notification and Verification Requirements

2.1.13.1 Verification of the completion of professional growth units shall be determined by the District.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

2.1.13.2 ~~Notification of intent to advance on the Salary Schedule.~~ The unit member shall notify the District of the unit member's intent to complete the requisite number of professional growth units for an advancement on the salary schedule during the coming school year. ~~The notification shall be delivered to the District by May 1 of the year preceding the advancement. This notification shall be made on a form provided to each unit member by April 15 by the District.~~

2.1.13.3 Upon completion of professional growth units, t~~T~~he unit member shall be placed at their new column during the subsequent payroll period upon verification of unit member completion.

2.1.14 Extra-Duty Assignments/Stipend Positions

2.1.14.1 Unless otherwise provided in the article on Hours of Employment, stipend positions are beyond the normal school day. Extra Duty assignments have additional responsibilities. ***If it is not possible to perform stipend duty obligations outside of the unit member's work day (ex. games/performances, dual enrollment), the unit member will be allowed to leave work to fulfill stipend duties designated as school business with the prior approval of site administration.***

2.1.14.2 Increases in stipends must be negotiated separately from the general, total compensation agreement and are no longer factored according to any cell on the PGTA salary schedule.

2.1.14.3 Before any athletic/activity stipend is advertised, the following steps shall be taken:

2.1.14.3.1 All new stipend amounts and extra duty positions will be negotiated and a memorandum of understanding signed with PGTA before they are proposed to the school board.

2.1.14.3.2 The negotiated agreements for any new stipend or extra duty positions will be subject to approval by the Board before being advertised.

2.1.14.4 Stipend Positions/Extra Duty Assignments

2.1.14.4.1 All paid vacant extra-duty/stipend positions (either due to a new position or because the incumbent will not be continuing) will be advertised for five working days.

2.1.14.4.2 Qualified unit members meeting the minimum qualifications stated in the job description will have first right of refusal for any extra duty assignment before a position is offered to non-unit members.

2.1.14.4.3 An interview process shall occur for all qualified applicants for open stipend positions if there are multiple qualified applicants.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

2.1.15.4.4 Individuals who share an extra duty assignment will split the stipend based on the division of labor. A ***unit member*** assigned only a portion of the duties of the regular full assignment shall receive a prorated portion of the total salary (e.g., a coach working only one-half of the full coach assignment will receive one-half of the salary).

2.1.14.4.5 Unfilled stipend positions may be reallocated to other sports/activities in response to increased student participation. Reallocation requests shall be submitted in writing by the site administrator and approved by the Superintendent or designee. If the District reallocates funds, the District will notify the PGTA President.

2.1.14.5 Stipend positions and Extra Duty assignments are approved annually on an assignment order. By January of each school year, unit members will be given an opportunity to express interest in any stipend/extra duty assignment within the professional plan form for the following year. If a unit member expresses interest in a filled position, that position will be posted for the following school year.

2.1.14.6 No later than August 31 of each new school year, the District shall provide the PGTA President with the projected list of the stipend assignment/extra duty assignments and stipend amount for each position.

2.1.15 Overpayment to a Bargaining Unit Member

Any payroll error resulting in an overpayment to a bargaining unit member shall be repaid within a reasonable time frame developed through mutual agreement between the bargaining unit member and the District. When there is a payroll error which results in an overpayment to the bargaining unit member, they shall be allowed to repay through monthly payroll deductions, unless an agreement is reached to repay through alternative means. In no event shall a bargaining unit member's repayment plan reduce their net pay by more than 25% per pay period.

2.1.16 Underpayment to a Bargaining Unit Member

In the event that a bargaining unit member is underpaid due to a payroll error, the District shall follow California Education Code 45048.

2.1.17 Timeliness for Repayment

In the event of overpayment or underpayment to a bargaining unit member, the statute of limitations of three years will apply.

2.1.18 Summer School Pay

Certificated unit members will receive their hourly pay based on their placement on the PGUSD salary schedule or the instructional hourly rate, whichever is higher. The hourly pay rate will be computed as

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

follows: The unit member's annual salary divided by 185 equals the daily rate. The daily rate divided by seven equals the hourly rate.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

III. UNIT MEMBER BENEFITS

3.1 Health Benefits

3.1.1 Mandatory Participation

Solely for the purpose of this Article and for no other purpose, "Full-Time" shall be defined to mean an ***unit member*** who regularly works 37.5 or more hours per week, exclusive of a duty-free lunch. All PGTA members working 0.8 or more of a fulltime assignment (30 or more hours per week) must be enrolled in one of the medical plans offered by the District or meet MCSIG eligibility rules for opting out. Part-Time certificated unit members working fewer than 0.4 of a full-time assignment shall not be eligible for any health benefits. The unit members shall select a plan upon eligibility and may thereafter change to a different plan during any period of open enrollment or as otherwise allowed by the terms and conditions of the applicable plans. While enrollment in District offered dental and vision plans is optional and not mandatory for all eligible ***unit members, unit members*** must be enrolled in a District offered medical plan to be eligible for a District contribution towards dental and vision plans. Unit ***members*** not enrolled in a District offered medical plan may email in a District offered dental and/or vision plan at their own expense.

3.1.2 Allowance

Beginning on July 1, 2025, the District will provide a health benefit program for ***full-time*** bargaining unit members (0.8 FTE shall be considered full-time for health benefits purposes only) who are enrolled in a MCSIG medical plan, which shall consist of a medical plan with optional dental and vision. The District's maximum contribution for health benefits for ***part-time*** bargaining unit members working fewer than 0.8 of ~~37.5~~35 hours per week but 0.4 or more of a ***full-time*** equivalent shall be shall be 0.5 of the amounts below. The District's maximum contribution to MCSIG for health benefits for ***full-time unit members*** shall not exceed the following ~~***monthly amounts on a 10-month basis***~~ ***annual*** amounts:

For Unit Member Only Coverage	~~$1,164.00~~ $11,640.00
For Unit Member and Dependents Coverage	~~$1,626.00~~ $16,260.00

The District will pay the above amounts on behalf of enrolled bargaining unit members, unless the actual cost of the benefits is less than the above slated amounts, in which case the District shall pay the full cost of the actual benefits.

Complete Care Program. Bargaining unit members who have opted out of all of the MCSIG medical plans may enroll in MCSIG's Complete Care Program. The District's contribution for premiums for Complete Care Program for ***full-time unit members*** shall not exceed the following ~~***monthly amount on a 10-month basis***~~ ***annual amount:***

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

Unit Member Only ~~$256.00~~ $2,560.00

3.1.3 Dependent Medical Coverage

If a ***unit member*** enrolls eligible dependents in one of the medical, dental and vision plans offered by the District, then the District contribution toward dependent medical coverage beginning 2019-2020 shall be a total of $4,624.00 per year. This amount shall be paid by the District directly to the benefits provider selected by the ***unit member.***

3.1.4 Choice of Plan

3.1.4.1 The ~~***Association***~~ ***PGTA*** shall have the right to choose its health insurance plans and providers. However, if the selected plan involves the creation of a self-insurance program then the choice must receive mutual agreement from the District prior to implementation of the change process. The District shall make a good faith effort to reach agreement through collaborative efforts with the ~~***Association***~~***PGTA***.

3.1.4.2 In accordance with the requirements of current plan providers, the ~~Association~~ ***PGTA*** shall give timely notice to the District in writing if there is to be a change in the medical plan options to be offered to their membership, both active and retiree, in the succeeding plan year. The ***PGTA~~Association~~*** reserves the right to request a rescission of the notice. Such request shall be presented to the School Board and the Board will act on the request in
accordance with the ***PGTA's~~Association's~~*** wishes. No less than 120 days prior to implementation of the new plan(s), the ***PGTA~~Association~~*** shall identify the specific new plan(s) to be offered and, in collaboration with the District, identify all estimated costs to the District and affected ***unit members*** resulting from changing to the new plan(s). While it is the aim of the ~~Association~~ ***PGTA*** to limit District financial obligations due to a change of plan(s), it is understood that any additional costs to the District must be negotiated between the District and the ***PGTA~~Association~~*** and that premium increases, in excess of the District paid allowance or contractual District contribution levels for dependent coverage, shall be the obligation of the ***unit member*** unless changed by negotiations.

~~***3.1.5 Unit Members Without Dependent Coverage***~~

~~***For those Unit Members without dependent coverage, $10.00 may be applied to the following at the Unit Member's discretion:***~~

~~***(1) life insurance***~~

~~***(2) income protection insurance***~~

~~***(3) medical insurance***~~

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

3.1.5 Choice of Insurance Companies and Coverage

The choice of insurance companies and coverage shall be determined by the ~~Association~~***PGTA.***

3.1.6 Maximum Benefit to Part-Time Unit Members

The maximum benefit to ***part-time unit members*** will be the allowance stated above in section 3.1.2, as determined by the percentage of a ***full-time*** assignment that the ***unit member*** actually works.

3.1.7 Eligibility Requirements

Unit members and dependents must meet whatever requirements are set forth by the insurance companies in order to be eligible.

3.1.8 COBRA Coverage

A ***unit member*** shall be given the option of continuing their benefit coverage at their own expense upon resignation of employment in accordance with the consolidated Omnibus Budget Reconciliation Act (COBRA) of 1986.

3.2 Medicare

All ***unit*** members hired after November 1, 1990, will participate in Medicare coverage.

3.3 Medical Coverage for Retired Unit Members

3.3.1 ***Full-time*** unit members who retire from the District with at least 10 years of certificated service, and who previously were eligible to receive the same insurance contribution from the District as active ***unit members***, shall now receive a contribution to their insurance up to the equivalent dollar value of the allowance, identified in 3.1.2 above, if they are enrolled in the three ***District/PGTA~~Association~~*** health insurance plans. The amount of the District contribution shall not, however, exceed the cost of the premium(s) for the plan(s) in which the retiree is enrolled. This benefit shall continue up to the time at which the retired unit member becomes eligible for Medicare or age 65, whichever occurs first.

3.3.2 After the retired unit member reaches age 65, or becomes eligible for Medicare, whichever occurs first, the District will provide $102 per month toward a Medicare supplement insurance policy for those who retired prior to July 1, 2006, and $152 per month for those who retired July 1, 2006 or after. Retired unit members in this category will receive the Medicare supplement subject to the cap, up through age 85. Additionally, the District will provide to retired unit members in this category premiums for dental and vision coverage equal to premiums received by active ***unit members*** up through age 85.

~~3.3.3 After November 1, 1990 a bargaining unit member who retires between the ages of 55 and 65 and is unable to~~

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

~~earn sufficient quarters to be vested in Medicare by their retirement date will be covered under the provisions for retiree health coverage listed in the 1989-90 contract.~~

3.3.4 Additionally, the retiree has the option to purchase medical coverage for one dependent under the foregoing conditions as specified above, if allowable under the rules of the insurance provided.

3.3.5 If allowable, the surviving spouse shall be permitted to purchase coverage at their expense.

3.4 Attendance Incentive/Reward Plan (AIRP)

3.4.1 Eligibility

3.4.1.1 All ***unit members*** who are members of the State Teachers' Retirement System (STRS) are eligible for additional sick leave credit.

3.4.1.2 All ~~***Full and Part-Time Children's Center and***~~ ***State Preschool teachers*** who are members of the ***Public Employees Retirement System (PERS)*** are to be eligible for additional sick leave.

3.4.2 Incentive

3.4.2.1 Unit ***members*** who, by the end of the school year, have not used more than a total of five days of personal necessity leave and sick leave combined, shall be credited with one additional day of sick leave at their FTE rate. ln no event shall a ***unit*** member receive more than one additional day of sick leave per year as part of the AIRP.

3.4.3 Credit

3.4.3.1 Eligible ***unit members*** will be awarded the appropriate additional sick leave by the tenth (10^{th}) day of October of the following school year. Unit ***members*** will be notified of the additional leave hours in October in writing.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

V. LEAVES

5.1 Purpose. The purpose of the Leaves Article is to define the amount of leave earned by each unit member and how each leave can be used.

5.2 Definitions

5.2.1 For the purpose of this Section, differential pay is the unit member's daily rate less the amount actually paid to a substitute ~~***Unit Member***~~ employed to fill the position during the unit member's absence or, if no substitute was employed, the amount that would have been paid if one were employed.

5.2.2 Immediate family includes any of the following:

- The spouse or registered domestic partner of a unit member
- Mother, father, grandfather, grandmother, or grandchild of the unit member
- Mother, father, grandfather, grandmother, or grandchild of the unit member's spouse or registered domestic partner
- Son, son-in-law, daughter, daughter-in-law, brother or sister of the unit member
- Any relative living in the immediate household of the unit member
- Any other relative permitted by California law

5.2.3 A designated person is any individual whose association with the unit member is the equivalent of a family relationship. The designated person, related by blood or in a family-like relationship with the unit member, shall be identified by the unit member at the time the unit member requests leave to care for this individual. Unit members may not identify more than one person as a designated person in any 12-month period. A unit member must have worked for the District at least 1,250 hours in the 12 months prior to their leave. For eligibility purposes, full-time and 0.8 FTE unit members are deemed to have met the 1,250 hour requirement.

5.2.4 Emergency Situation: A situation that demands immediate attention from a unit member. Examples include, but are not limited to, the following:

5.2.4.1 Death or illness of a member of a unit member's immediate family/designated person.

5.2.4.2 Serious accident involving the person or property of the unit member or a member of their immediate family/designated person.

5.2.5 Nothing in this contract shall contradict the requirements and rights of the California Family Rights Act (CFRA) and Family and Medical Leave Act (FMLA).

5.2.6 Extended Illness Leave: Extended illness leave occurs when a unit member has exhausted all available sick

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

leave, including all accumulated sick leave, and continues to be absent from their duties on account of illness or accident for an additional period of up to five months, whether or not the absence arises out of or in the course of the employment. An illness will be considered extended only when a unit member has been absent for 10 consecutive work days or more~~.~~, ***and the unit member provides a note from their health care provider.***

5.3 Sick Leave

5.3.1 Each full-time unit member shall be allowed 10 days of sick leave as provided in the Education Code. Unit members working part-time will be entitled to such leave of absence for illness or injury on a pro-rata basis.

5.3.2 Unit members contracted for more than a 185-day work year, excluding summer school appointments, will receive additional sick leave as follows:

- Unit members working 190-195 days receive an additional 3.5 hours.
- Unit members working 196-205 days receive an additional 7.0 hours.
- Unit members working more than 205 days receive an additional 10.5 hours.

5.3.3 Any days not used shall be accumulated by the unit member for use, if necessary, during the succeeding years. At the termination of employment, accumulated sick leave may be used toward retirement benefits as provided by law.

5.3.4 It shall be the unit member's responsibility to notify the site administrator or their designee before commencing sick leave. Notification shall be as soon as the unit member is aware of the need for the absence.

5.3.5 Verification The use of accumulated sick leave will be authorized if one of the following is on file (Exhibit 8)

a. Personal verification signed by the unit member that ***they*** ~~***she/he***~~ ***have***~~***has***~~ been ill or injured~~.~~

b. Verification signed by a physician that the unit member has been ill or injured~~.~~

c. Verification signed by the unit member that, because of religious reasons, they have not consulted a physician but have been treated by someone in a religious sect~~.~~

5.4 Extended Illness/Injury Leave

5.4.1 Per Ed Code 44977, when a unit member has exhausted all available sick leave, including accumulated sick leave, they are entitled to up to five months of Extended Illness/Injury Leave. During this time, they will receive differential pay as defined in Section 5.2. The unit member’s sick leave, accumulated sick leave, and the five-month period shall run consecutively.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

5.4.2 A unit member shall not be provided more than one five-month period per illness or accident. However, if a school year terminates before the five-month period is exhausted, the unit member may take the balance of the five-month period in the subsequent school year.

5.4.3 The leave under this section may only be taken in full-day increments and shall be compensated only if there is written verification provided by the unit member's healthcare provider that the unit member's illness or accident has disabled them from performing their essential job functions. In addition, the unit member shall provide from their healthcare provider a date of their anticipated return to work.

5.4.4 Failure to provide written verification shall render the unit member's absence without pay. Human Resources shall notify the unit member in writing of any and all missing paperwork before pay is revoked.

5.5 The purpose of the Catastrophic Leave Program is to provide paid leave to eligible unit members who experience a catastrophic illness or injury and have exhausted all accrued sick leave. The Program shall also apply when a unit member must take extended time off work to care for a qualifying family member who meets the criteria for a catastrophic illness or injury, consistent with Education Code section 44043.5.

5.5.1 Definitions

5.5.1.1 Catastrophic illness or injury - A catastrophic illness or injury is one that incapacitates the unit member from performing their job duties for an extended period of time; or incapacitates a qualifying family member, requiring the bargaining unit member to provide care and take extended time off work; and results in the exhaustion of all accrued sick leave.

5.5.1.2 Family member - -For purposes of this article, "family member" shall be defined as it is in 5.2.2. and 5.2.3.

5.5.2 Eligibility to donate catastrophic leave

5.5.2.1 Donations of catastrophic leave shall be voluntary.

5.5.2.2 A unit member donating leave shall maintain a minimum sick leave balance equivalent to 140 hours following the donation. Donations shall not reduce the donor below this threshold.

5.5.2.3 Eligible leave credits for donation shall include accrued sick leave, consistent with Education Code section 44043.5.

5.5.3 Amount and method of donation

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

5.5.3.1 Unit members may donate up to 40 hours of leave per request.

5.5.3.2 Initial donations shall be eight hours. After the initial eight-hour donation, donations shall be in one-hour increments.

5.5.3.3 All donations shall be made in writing on a form provided by the District.

5.5.3.4 Donations shall be irrevocable, except as provided in subsection 5.5.4 below.

5.5.4 Excess donations

5.5.4.1 If the total amount of donated leave exceeds the amount necessary to meet the approved catastrophic leave request, any unused leave shall be returned to the donating unit members, to the extent permitted by Education Code section 44043.5.

5.5.4.2 Donated leave will be used in the following manner - one day, based on the affected employee's contractual work day, will be used from each individual employee who donated beginning with the first employee who donated leave and proceeding to the last.

5.5.5 Confidentiality

5.5.5.1 All catastrophic leave donations and related records shall be maintained as confidential.

5.5.5.2 The identities of donors shall not be disclosed.

5.5.6 Requesting catastrophic leave

5.5.6.1 A full-time or part-time unit member who earns sick leave may apply for catastrophic leave if the unit member has exhausted all accrued sick leave~~;~~, and is unable to work due to the unit member's own catastrophic illness or injury, or that of a qualifying family member.

5.5.6.1.1 If the unit member is incapacitated, a qualifying family member or caretaker may submit the request on the member's behalf.

5.5.6.1.2 A unit member may apply to receive up to 20 workdays of catastrophic leave per school year. Upon exhaustion of the initial 20 days, the unit member may apply for additional days in 20 day increments up to a maximum of 60 days.

5.5.6.1.3 A unit member receiving workers' compensation benefits shall not be eligible to receive catastrophic leave until such benefits are exhausted.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

5.5.7 Form submission and documentation

5.5.7.1 Requests for catastrophic leave shall be submitted in writing to the Chief Human Resources Officer or designee.

5.5.7.2 Required documentation

5.5.7.2.1 A written explanation of the catastrophic condition

5.5.7.2.2 Medical documentation supporting incapacity and anticipated duration

5.5.7.2.3 Identification of the incapacitated family member, if applicable

5.5.8 Notification and review

5.5.8.1 Upon receipt of a request, the Chief Human Resources Officer shall notify the PGTA President.

5.5.8.2 The District and PGTA shall review requests on a case-by-case basis.

5.5.8.3 Upon preliminary approval, the Chief Human Resources Officer or designee shall issue a confidential notification to unit members requesting donations.

5.5.9 Approval and administration

5.5.9.1 Catastrophic leave shall be granted only upon mutual agreement between the District and PGTA, consistent with Education Code section 44043.5.

5.5.9.2 Approved catastrophic leave shall be applied as sick leave to the unit member's payroll record.

5.5.9.3 Unit members receiving catastrophic leave shall use any leave credits accrued during the leave period prior to using donated leave.

5.5.9.4 Donated catastrophic leave must be used within 12 consecutive months of approval. Any unused leave shall revert to the employees who donated leave.

5.5.9.5 The District shall monitor the use of catastrophic leave to ensure compliance with this Article and applicable law.

5.5 Personal Necessity Leave

5.5.1 Up to 11 days of earned and accumulated sick leave per year may be used for reasons of Personal Necessity. Up to three days of leave for Personal Necessity may be taken without disclosing the purpose or reason of leave. The date of such leave shall be at the unit member's discretion. Unit members shall be required to obtain prior

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

authorization from their immediate supervisor or their designee for all personal necessity leave except in an emergency situation, as defined in Section 5.2, Definitions.

5.5.2 In the event leave is denied by the immediate supervisor, the unit member shall have the right to meet with the Superintendent to appeal the decision. The Superintendent's decision shall be presented to the unit member in writing within three working days.

5.5.3 A unit member may convert accumulated sick leave benefits (up to a maximum of the remaining days as eligible for FMLA) to personal necessity leave to care for an immediate family member or designated person with a serious illness or health condition. The unit member shall provide documentation to support the conversion of sick leave to personal necessity upon request by the District.

5.6 Pregnancy Disability Leave

Leaves of absence for a disability caused by or contributed to by pregnancy, miscarriage, or childbirth shall be treated the same as leaves for illness, injury, or disability in that unit members shall have the right to use accumulated sick leave and up to five months of Extended Illness leave with differential pay. The length of the leave of absence, including the date on which the leave shall commence and the date on which the unit member shall resume duties, shall be determined by the unit member and the unit member's physician. Upon request by the District, the unit member shall provide documentation to support the extended leave.

5.7 Parental Leave

5.7.1 For the purpose of this section, Parental Leave means leave for the birth of a unit member's child, or the placement of a child with a unit member in connection with the adoption or foster care.

5.7.2 Per Ed Code 44977.5, unit members may use their sick leave, including accumulated sick leave, for purposes of Parental leave for a period of up to 12 school weeks.

5.7.3 Once sick leave, including accumulated sick leave, is exhausted, a unit member on Parental Leave shall be paid differential pay or 50% of their regular salary, whichever is greater, for the remaining portion of the 12 school week period.

5.7.4 A unit member shall not be provided more than one 12-week period per Parental leave. However, if a school year terminates before the 12-week period is exhausted, the unit member may take the balance of the 12-week period in the subsequent school year, so long as the Parental leave is taken within one year of the birth or adoption of the child.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

5.7.5 Unit members shall provide documentation to support the request for leave upon request by the District.

5.8 Industrial Accident or Illness Leave Per Ed Code 44984, an industrial accident or industrial illness leave is granted to ~~an individual~~***a unit member*** as a result of a job related accident or illness and is in addition to regularly accrued sick leave.

5.8.1 Allowable industrial accident or industrial illness leave with pay shall not exceed 60 working days in any one fiscal year for the same accident or illness. When an industrial accident or industrial illness occurs at a time when the full 60 days will overlap into the next fiscal year, the unit member shall be entitled to utilize only that amount remaining of the 60 days in the following fiscal year.

5.8.2 Allowable industrial accident or industrial illness leave shall not be accumulated from year to year.

5.8.3 Industrial accident or industrial illness leave shall commence on the first day of absence.

5.8.4 Payment for wages lost on any day, when added to an award granted the unit member under Workers' Compensation laws of this State, shall not exceed the unit member's actual wage if they were on the job.

5.8.5 Industrial accident or industrial illness leave will be reduced by one day for each day of authorized absence, regardless of a compensation award made under Workers' Compensation.

5.8.6 Eligibility for this leave will be based upon finding that the disability is due to industrial accident or industrial illness. In such a case, regular sick leave will not be deducted for absence due to the industrial accident or industrial illness until the full 60 days, if granted, has been exhausted.

5.8.7 During any paid leave of absence, the unit member shall endorse to the District the temporary disability indemnity checks received on account of their industrial accident or illness. The District, in turn, shall issue the unit member appropriate salary warrants for payment of the unit member's salary and shall deduct normal retirement and other authorized contributions.

5.8.8 The District reserves the right to secure proof of industrial injury or illness of a unit member. Before salary payments will be made to a unit member because of an industrial injury or illness, a report of such accident or illness, in the form required by the compensation insurance carrier, must be on file with the Human Resources Department.

5.9 Jury Duty Leave

5.9.1 A leave of absence for ~~bargaining~~ unit members called for required jury duty shall be granted according to the provisions of the Education Code, Section 44036**.** Upon return to work, proof of attendance for each day of

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

absence shall be provided to the site administrator or their designee.

5.9.2 The District shall grant such leave with pay. Unit members shall claim jury duty fees and remit the fee to the District, excluding the fee for mileage.

5.9.3 Unit members shall return to work if excused by the court before 11:00 a.m.

5.10 Witness Leave

5.10.1 A leave with pay shall be granted to unit members subpoenaed to appear as a witness (not as a litigant) in a court of law or to appear before another governmental jurisdiction in response to an official order for reasons not brought about through the connivance or misconduct of the unit member.

5.10.2 A unit member requesting such leave shall submit a copy of the subpoena or official order to the site administrator or their designee.

5.10.3 At the conclusion of the appearance, the unit member shall submit verification that they have been on witness leave.

5.10.4 Statutory fees to which the unit member is entitled for appearing as a witness, excluding the statutory mileage fee, shall be paid to the District.

5.10.5 Unit members shall return to work if excused by the court before 11:00 a.m.

5.11 Leave of Absence Without Pay The District may grant an unpaid leave of absence upon the personal request of the unit member. Leaves of this type are requested for personal reasons of the unit member and not for reasons that will necessarily result in a direct benefit to the District.

5.11.1 Requests for unpaid leaves of absence for personal reasons leave shall be submitted to Human Resources for submission to the Board of Trustees. Unit members requesting a leave of absence should, whenever possible, submit the application to Human Resources no later than April 15. Personal leaves must have prior approval by the Board of Trustees before the unit member can take such a leave.

5.11.2 No such leave of absence shall be granted for more than one year at a time, nor may it be extended beyond a second year.

5.11.3 Leaves of absence under this provision shall be without pay.

5.11.4 Unit members on leave status must notify the District by February 1 of their intent to return to work for the following school year.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

5.11.5 At the expiration of a Board approved one-year leave of absence, the unit member shall, unless otherwise agreed, be reinstated in the position held at the time of the granting of the leave of absence, provided that conditions would not have changed the unit member's assignment or status had the unit member remained in active service for the same period. In the event of a leave of absence of more than one year or of changed conditions, the unit member shall be reinstated and assigned work appropriate to the unit member's field of training.

5.12 Health Leave Without Pay

5.12.1 Unit members shall be entitled to one year's health leave at a time, provided the unit member's health care provider verifies that the unit member is unable to perform their duties. The time involved in such a leave shall not constitute a break in continuous service; neither shall this time be counted as employment. No such leave shall be extended beyond a second year unless the State Teachers' Retirement system declares a disability.

5.12.2 All requests for leaves of absence to begin at the start of the school year must be on file with Human Resources not later than the preceding April 15. All requests for leaves of absence for the second semester must be on file not later than the preceding November 15. Exceptions to notification dates will be made in emergency cases. Health leave shall be without pay. At the unit member's option, leave without pay shall commence after accumulated sick leave and Extended Illness/Injury Leave has been exhausted.

5.13 Bereavement Leave

Each unit member is entitled to five days of paid bereavement leave for the death of any member of their immediate family, including pregnancy loss or for the death of a unit member's designated person.

5.14 Sabbatical Leave

5.14.1 The District may grant sabbatical leave to a full-time unit member for the purpose of professional study or travel if such leave will benefit the unit member's work performance and the students of the District and compliance with the State and Board regulations has been achieved. Sabbatical leaves are granted without prejudice to a unit member's assignment or salary status.

5.14.2 It is understood that sabbatical leave is granted as an opportunity to prepare for improved services to the students served by the schools of the District and that such leave is related to the present or prospective service of the ~~applicant~~***unit member***. Sabbatical leave may be granted for the following purposes: travel, independent study, formal study, or a combination of the above.

5.14.2.1 Travel is considered education if it results in a significant contribution to professional growth by

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

exposing the participant to new people, cultures, environments, experiences, and events.

5.14.2.2 Independent study is a program of independent study, research, and/or experience relating to the present or prospective service of the ~~applicant~~***unit member***, which promises professional value equivalent to that derived from formal study at recognized educational institutions.

5.14.2.3 Formal study is upper-division or graduate study in an accredited institution of higher learning, including equivalent study in foreign universities. Courses must relate to the present or prospective service of the unit member or must qualify the ~~applicant~~ ***unit member*** for a needed credential or a higher degree.

5.14.3 The Superintendent is authorized to establish additional conditions that, in their opinion, may be necessary, provided that such details shall be consistent with Education Code sections 44966 and 44967 and this section.

5.14.4 Any unit member who has completed seven or more full years of service in the District and who has received satisfactory evaluations during the last seven years of service shall be eligible to apply for sabbatical leave. After one sabbatical leave, another seven years of service must be performed before the unit member may apply for another sabbatical leave. A full year of service is considered to be 75% of a school year, excluding absences for illness or other causes.

5.14.5 Sabbatical leave may be granted for a minimum of one semester and a maximum of two consecutive semesters.

5.14.6 The ~~applicant~~***unit member*** shall submit a statement of the program that they propose to follow while on sabbatical leave to the Professional Growth Review Board (PGRB) no later than February 1. The PGRB will review all sabbatical leave applications. ~~Applicants~~ ***Unit members*** shall appear in person and discuss plans with the committee, which will then submit, in priority order, the names of qualified applicants as a recommendation to the Superintendent. If the PGRB denies a sabbatical request, the unit member has the right to appeal the decision to the Superintendent within five days.

5.14.7 The Superintendent shall make the final decision regarding the unit members to be recommended for leave. All of the following items shall be used as guides:

a. Whether leave has been taken previously
b. Seniority
c. Relative merits of reasons for desiring leave
d. Benefits to the District
e. ~~Applicant's~~ ***Unit member's*** service record

5.14.8 The Superintendent shall present their recommendations to the Board of Trustees for Board consideration and

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

action between February 15 and March 30. When a unit member must make earlier arrangements for leave than can be accommodated within the dates indicated, earlier requests for intention to take leave and earlier Board action may be taken.

5.14.9 Compensation for unit members on sabbatical leave shall be 50% of the salary which the unit member would have received had they remained in active service or differential pay, whichever is greater. The unit member, at their option, may continue their benefits with the District contributing one-half of the District's responsibility as per Article III- Health Benefits of the collective bargaining agreement. The unit member may accept a fellowship or grant-in-aid for the sabbatical leave.

5.14.10 Compensation shall be processed by the District in the same manner as if the applicant were teaching in the District.

5.14.11 The applicant shall furnish to the District a surety bond of a corporate surety authorized to do business in the State of California to be approved by the Superintendent in an amount equal to the total compensation to be paid to the ~~applicant~~***unit member*** during said leave of absence. This bond shall be conditioned so as to service in the employ of the District following their return from said leave of absence. Bonds are to be delivered to the Human Resources Department.

5.14.12 A unit member who is granted sabbatical leave shall receive when the sabbatical leave is completed, such automatic increases in salary rating as would have been received had they remained in active service and, upon return, indemnify the District against failure of the ~~applicant~~***unit member*** to render appropriate shall assume a position on the salary scale as if they had not been on leave.

5.14.13 At the expiration of the sabbatical leave of absence, the unit member shall, unless otherwise agreed, be reinstated in the position held at the time of the granting of the sabbatical leave of absence, provided that conditions would not have changed the unit member's assignment or status had the unit member remained in active service for the same period. In the event of changed conditions, the unit member shall be reinstated and assigned work appropriate to their field of training.

5.14.14 The ~~applicant~~ ***unit member*** for a sabbatical leave must agree to return to the service of the District immediately following the sabbatical leave for a period of time equal to twice the period of the leave. The unit member who has taken sabbatical leave shall file with the District a detailed report within thirty days after returning, giving evidence that the program has been completed. If a unit member fails to fulfill the terms of their sabbatical leave program, the District may require the repayment of a portion of the District reimbursement paid during the period of the sabbatical leave.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

5.14.15 If a unit member suffers injury or illness during the sabbatical leave, which prevents the completion of the sabbatical program, the leave will be terminated, and all provisions for sick leave will apply. The unit member will notify the Superintendent of such an accident or illness. Notification shall be by registered letter mail within two weeks after such accident or illness. Such notice must include a doctor's verification of the unit member's state of health.

5.14.16 Sabbatical leave time shall count toward retirement in proportion to the unit member's compensation. The unit member's contribution to the retirement system during the sabbatical period shall be consistent with State Teachers Retirement System (STRS) rules and regulations.

5.14.17 The granting of sabbaticals is at the sole discretion of the Board of Trustees.

5.15 Military Leave

Military leave will be granted in accordance with Military and Veterans Code Sections 395.01 and 395.02 and Ed Code Section 44018. Every effort on the unit member's part must be made to aid in an orderly transition in the event the unit member is required to leave in the middle of the school year.

5.16 Overseas or Foreign Teaching Leave

5.16.1 The District may grant permanent unit members leaves for a period not to exceed one school year for the purpose of accepting an appropriate overseas or foreign teaching assignment. This leave shall be without compensation. The unit member shall receive annual step advancement during the leave.

5.16.2 When requesting overseas teaching leave, the unit member shall notify Human Resources in writing of their request prior to March 1.

5.16.3 This request shall state the reasons and dates the unit member wishes to begin and end the leave.

5.16.4 The granting of the leave, the determination of the date on which the leave shall begin, and its duration shall be made by the Board of Trustees.

5.17 Job-Sharing Leave

Job sharing is a plan whereby two unit members, at least one of whom has attained permanent status in the District, share full teaching responsibilities for one identifiable full-time position. Application for Job-Sharing Leave (Exhibit 40) shall be submitted to Human Resources, who will convene a committee composed of the site administrator, a unit member at the grade level/subject in which the job share would occur, and a PGTA representative. The committee

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

shall submit a recommendation to the Superintendent for approval. Prior to the committee's consideration of the plan, the applicant(s) may request a conference with the committee.

5.17.1 By March 1, the unit member must request a partial leave and include a job-sharing plan (Exhibit 40) to Human Resources. The job-sharing plan must identify how each job-share partner will learn the information disseminated during staff meetings and staff development sessions held on days that they are not scheduled to work, including the option of attending such meetings.

5.17.2 The plan must be reviewed and approved by Human Resources. ***Upon approval or denial, the unit member will be notified. Notification will take place before May 1.***

5.17.3 If a permanent unit member is not identified as the job-share partner, the District must be able to employ a fully qualified replacement for the job-share partner.

5.17.4 Job-sharing applicants must meet all credential and job description requirements for the requested position.

5.17.5 The unit member requesting the job share may rescind their request for leave and a job-sharing assignment prior to the hiring of the potential job-share partner.

5.17.6 Any permanent unit member approved for and assigned to a job-sharing plan shall become a part-time unit member in the District.

5.17.7 Any outside applicant approved for and hired to a job-sharing plan assignment shall be on a temporary contract, shall retain no permanency rights in the District, and must reapply and follow recruitment procedures for any future openings for which they are qualified.

5.17.8 Salaries, benefits, and contributions to STRS shall be computed in accordance with Article ***II - Wages*** on a basis that is proportional to full-time service.

5.17.9 If one of two unit members in the job-sharing plan resigns, retires, goes on leave, or returns to full-time employment midyear, the remaining permanent unit member may request that the District recruit another partner or may choose to take the position full-time.

5.17.10 At no time shall a job share pose an undue hardship to the District.

5.17.11 Each job-sharing plan will be only one year in duration. Permanent unit members who wish to continue job sharing must reapply annually by March 1. If one of the job-share partners is a temporary unit member, the position must be advertised within the District prior to selecting the temporary job-share partner for the following

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

year. There is no limit on the number of years a unit member may be approved for job sharing.

5.17.12 Before entering a job-sharing plan, each unit member will receive from the Director of Human Resources an analysis of the rights and benefits that accompany the job-sharing option. This analysis will include information about:

a. ***Salary*** placement
b. ***Salary*** schedule advancement
c. ***Seniority*** and permanent status rights
d. Benefits
e. ***Sick*** leave

5.18 Association Representative Leave

The president of the PGTA or their designee shall be entitled to a reasonable number of days of ***released*** ~~d~~ time for conducting business pertinent to unit affairs. Requests to Human Resources shall be made as far in advance as possible.

5.19 Liability Release

Per Education Code Section 44974: The Board of Trustees and the District shall not be liable for the payment of any compensation or damage arising from the death or injury of a unit member while on leave of absence.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

TRANSFERS/ASSIGNMENTS

6.1 Definitions

6.1.1 A transfer is any change of assignment.

6.1.2 A voluntary transfer is a transfer requested by the unit member.

6.1.3 An involuntary transfer is a transfer initiated by the District. An involuntary transfer includes changes in the following: (a) elementary grade level, (b) secondary department, or (c) school site. Such involuntary transfers may occur when the unit member selected for the transfer did not request a change or when there is a grade-level closure that necessitates the transfer.

6.1.4 Assignment is the current placement of a unit member prior to the voluntary or involuntary transfer.

6.1.5 A vacancy shall include a new position or an opening arising from resignation, retirement, leave, or release at any District location after all district-wide involuntary transfers have been assigned.

6.1.7 Seniority shall be based upon the initial date of full-time or part-time paid employment in a probationary or permanent-status certificated position, and shall remain the same, provided continuous service is maintained pursuant to Education Code Section 44848 and 44956. If more than one qualified person has the same seniority in the District, determination will be based on prior experience, major or minor fields of study, and the specific requirements of the vacant position. In the event that all factors are equal, tie-breaking criteria will be established in coordination with PGTA.

6.1.8 Relocation occurs when a unit member is required to vacate a workspace and re-establish that workspace in another classroom or location. Relocation may occur as a result of a transfer, a reassignment, or a reorganization of classrooms or other spaces.

6.1.9 For this section only, in writing is defined as communication in written form, such as by mail, email, or personal delivery.

6.1.10 An ~~H~~itinerant position is a position in which a unit member is required to work at two or more sites during their regular work day.

6.2 Notification of Assignment

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

Unit members will receive their tentative assignment for the following school year no later than the last teacher work day of the current school year. This shall be communicated in writing and shall provide grade level and/or subject matter.

6.3 Involuntary Transfers

6.3.1 Involuntary transfers include changes initiated by the District in the following: (a) elementary grade level, (b) secondary department, or (c) school site. Such transfers shall be based exclusively on the legitimate, educationally related needs of the District. Transfer of personnel may become necessary due to loss of enrollment and/or program elimination, reduction or revision, or program changes. When there is a need for involuntary transfers, the District shall make an initial attempt to satisfy District staffing needs by soliciting volunteers within the reduced grade level or department at that site. The solicited volunteers would have the same rights as an involuntary transferee. The involuntary transfer shall be documented on the Change of Assignment form (Exhibit 44) and retained in the unit member's personnel file. The affected unit member(s) will be notified as soon as possible, and no later than May 1. An involuntary transfer shall become official when the unit member works their first day in the new position.

6.3.2 When involuntary transfers are necessary, District seniority will be used to determine which unit member will be transferred. If the unit member with the lowest seniority is not qualified for the alternative positions, the unit member who is qualified for the unfilled vacancy with the lowest District seniority will be transferred unless they meet the exemption of 6.3.7 below.

6.3.3 Should a unit member be displaced due to a grade level closure or a reduction in a program or service, Human Resources will provide the affected unit member(s) a list of all vacancies within the District for which they are qualified.

6.3.4 In order of District seniority, each unit member shall meet with Human Resources and the PGTA President or designee to indicate their preferences from the list of available vacancies for which the unit member is qualified. If a unit member does not indicate a preference within three days of their appointed meeting, they will not have an opportunity to select a position until all other involuntary transferees have chosen their positions.

6.3.5 Human Resources will make decisions regarding involuntary assignments in consultation with the PGTA President or their designee. The unit member(s) and the PGTA President will be notified in writing by Human Resources of the involuntary transfer assignments and the reasons for the transfer of each unit member. The involuntary transfer of the displaced unit member shall be documented on the Change of Assignment form (Exhibit 44) and retained in the unit member's personnel file.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

6.3.6 Unit members involuntarily transferred shall have the right to return to their original assignment if it becomes available within the next two years.

6.3.7 Any unit member involuntarily transferred shall not be involuntarily transferred for a minimum of two years unless no other viable alternative is available. If a unit member has been involuntarily transferred three times during the past five-year period, then the unit member shall be exempted from further involuntary transfers for the following five-year period regardless of their years of service in the District. The five-year period timeline starts with the first involuntary transfer assignment.

6.3.8 Any unit member affected by an involuntary transfer shall be informed as soon as the decision is made or at least two weeks before the end of the school year. Exceptions to this notification can only be made for good cause, such as, but not limited to, resignation, death, revision of curriculum, low enrollment, and State or Federal mandates. During the summer break, every reasonable attempt will be made to contact a unit member involuntarily transferred, so they can exercise their right of first refusal for any positions that become open in the District.

6.4 Vacancy Announcements

6.4.1 After all involuntary transfers have been resolved ~~Dd~~district-wide, vacancies will be advertised internally to District unit members before posting for external candidates.

6.4.2 The District will not advertise a vacancy until all qualified unit members who have applied with an In-House Application/Position Interest Form (Exhibit 45) within vacancy announcement deadlines have been interviewed by a panel of staff, to include at least two PGTA staff members and administration.

6.4.3 In the case of only one qualified internal candidate, Human Resources may assign the transfer without an interview.

6.4.4 All interviewees will be notified of the decision before external interviews are held.

6.4.5 Shifting of unit members' assignments, such as changes in grade-level teaching assignments, departments, or job classifications, will not occur at the site level before vacancy announcements are made available to District unit members.

6.4.6 When a vacancy occurs that must be filled during the current school year or from June 1 through August 30, the District may post internally and externally at the same time. The District will not fill a vacancy until all interested qualified unit members have been interviewed by a panel of staff, to include at least two PGTA staff members and

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

administration. In the case of only one qualified internal candidate, Human Resources may assign the transfer without an interview. If an internal candidate is not selected, external interviews will only be held after all internal candidates have been notified.

6.5 Voluntary Transfer

6.5.1 Unit members interested in a voluntary transfer to fill an advertised vacancy shall indicate their interest in writing by submitting the In-House Application/Position Interest Form (Exhibit 45) to Human Resources on or before the vacancy closing date listed on the vacancy announcement.

6.5.2 Filing a request for a voluntary transfer is without prejudice to the unit member and does not jeopardize the unit member's current assignment.

6.5.3 Decisions on filling all vacancies in the District will be based on clearly defined and pre-established criteria, prior experience, major or minor fields of study, and length of service in the District. Applicants shall not be deemed unqualified for a position for capricious or arbitrary reasons.

6.6 Placement Priority for Additional Vacancies after Involuntary Transfers

6.6.1 Unit members wishing to be considered for a voluntary transfer to a position that may open during summer break shall submit to Human Resources the In-House Application/Position Interest Form (Exhibit 45) for any position within vacancy announcement deadlines.

6.6.2 Unit members who were involuntarily transferred and who selected the option to automatically return to their original assignment on the Change of Assignment Form (Exhibit 45) shall be deemed to have accepted such assignment if it becomes available. Human Resources shall then post the subsequent vacancy in accordance with Section 6.4.

6.6.3 When a vacancy occurs, priority will be given to current unit members in the following order:

6.6.3.1 First priority shall be given to a unit member who was involuntarily transferred and would be returning to their original assignment.

6.6.3.2 Second priority shall be given to a unit member who was involuntarily transferred, with priority within this group based on seniority.

6.6.3.3 Third priority shall be given to a unit member who requested a voluntary transfer based on summer vacancies, with priority within this group, based on seniority.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

6.7 Notification, Preparation, and Compensation for Transfers and Relocations

6.7.1 In the event of a transfer or involuntary relocation, unit members will be given two weeks' notice, if possible. Impacted unit members will be given the choice of three days of compensation at the substitute rate for work performed outside the normal work day or three school days of release time to compensate for the time required to prepare for and effect the move. Release time shall be used prior to the commencement of the assignment or within 30 ***school*** days thereafter. Transportation shall be provided by the District for moving the unit member's materials.

6.7.2 Transportation shall be provided by the District for moving unit member's materials for a voluntary relocation.

6.8 Pupil Personnel Service Members Serving as Substitutes

Pupil Personnel Service unit members shall not be required to temporarily transfer to substitute for any teacher except in an emergency situation where the safety of the students is involved and no other reasonable alternative is available.

6.9 Intra-District Exchange Program

With the consent of the site administrators involved and Human Resources, two unit members may choose to exchange positions for a period not to exceed one school year. Requests for intra-district exchanges shall be made in writing to Human Resources no later than April 15.

6.10 Summer School Assignment

Whenever possible, applications for summer school will be available no later than April 1. The deadline to return applications will be April 15, or 14 calendar days after the date of posting. If there are more internal applicants than available positions for the summer school assignments, interviews will be held. Decisions on filling all vacancies in the District will be based on clearly defined and pre-established criteria, prior experience, major or minor fields of study, and seniority in the District. Applicants shall not be deemed unqualified for a position for capricious or arbitrary reasons.

6.11 General Education Combination Class Assignment

6.11.1 A combination class is one comprised of students from two elementary grade levels. When a combination class is formed, requiring a unit member from one of the affected grades to teach the combination class, the assignment shall be considered an involuntary transfer and the same procedures outlined in Section 6.3 shall be followed.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

6.11.2 The unit member assigned to teach a combination class shall document on the Change of Assignment form (Exhibit 44) which grade level within the combination shall be considered their grade level for purposes of future assignment. This choice may have a bearing on the outcome of future transfers within a grade level.

6.11.3 A unit member transferred to teach a combination class will be given as much advance notice as possible to prepare for the change of assignment. Under no circumstances will a unit member be given fewer than three work-days notice before the transfer.

6.11.4 Three days of compensation at the substitute rate for work performed outside the normal work day or three school days of release time shall be provided to the affected unit member to prepare for the change of assignment. Release time shall be used prior to the commencement of the assignment or within 30 days thereafter.

6.11.5 The site administrator will confer with the unit member teaching the combination class and the other teachers within the affected grades to assign students to the combination class.

6.12 Itinerant Positions

6.12.1 For an itinerant position, unit members will be notified as soon as possible, and no later than May 1. The District shall designate the school site where the unit member is assigned the greatest number of minutes per week as the unit member's primary school site. They will only be required to attend staff meetings at their primary school site. The site administrator at the unit member's primary school site will be the unit member's evaluator. Unit members in itinerant positions will be afforded the same amount of time for lunch and preparation as other unit members at their primary school site. Itinerant unit members will not be required to substitute for other bargaining unit members.

6.12.2 In the event that a unit member is required to move into an itinerant position during the school year, they will be provided two-weeks written notice and will be entitled to either compensation or release days as provided under Sections 6.7. If the decision is made during the summer for a position to become itinerant, the District will attempt to notify the affected unit member using the contact information that is on file. This will be considered an involuntary transfer.

6.12.3 Itinerant unit members shall not be required to travel during their duty-free lunch or preparation time. The unit member and site administrators will agree on which days of the week they will work at each school site.

6.12.4 Itinerant unit members shall be given a designated office area, desk, or workspace where they can keep their supplies and items, as well as an area for them to prepare either at the District Office or at the school sites where

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

they are assigned. Itinerant unit members will be provided a district laptop or Chromebook in which to access district email and a designated staff "mailbox" at each site assigned to receive mail.

6.12.5 Itinerant unit members shall receive a stipend of $500 per year.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

VIII. HOURS OF EMPLOYMENT

Definitions

Staff Meeting: The objective of a staff meeting is to provide updates, deliver announcements, solicit feedback, share information and participate in a team environment on information related to the school's operations.

Professional Development: The continuous process of learning and improving skills and knowledge to help teachers be more effective in the classroom. TPD (Teacher Professional Development) can include

- Staying current with best practices
- Understanding the needs of students, families, and communities
- Being informed about policies and statutes
- Adapting to changing professional responsibilities
- Improving teaching practices
- Collaborating with colleagues
- District safety measures

8.1 Length of Work Year

8.1.1 The length of the work year for teachers will be 185 days inclusive of two teacher preparation days, two District professional development days, and one Welcome Back Day.

8.1.1.1 A teacher preparation day shall be free from meetings and other district-directed activities. Any ***unit member~~teacher~~*** required by the administration to attend a meeting or activity shall be given flex time off at a later date. In the case of a sudden, unexpected, or unforeseen major event affecting the safety or welfare of staff or students, the District or a site administrator may call a meeting of the entire staff in accordance with Section 8.2.4. In such a case, the flex time requirement shall not apply.

8.1.1.2 Welcome Back Day will be the first day of the 185-day calendar. All unit members will be allocated at least four hours to participate in the mandatory health and safety training. If the health and safety training is more than four hours, equivalent release time will be provided within the seven-hour work day to complete the training by October 1.

8.1.1.3 The District will share plans for the upcoming school year's professional development days with the PGTA Executive Board by the last day of school of the current school year. Time may be allocated for mandated health and safety training during this day at the site administrator's discretion.

8.1.1.4 Any site staff meeting at the start of the school year may be accomplished during the school day on the Welcome Back Day or a professional development day.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

8.1.1.5 Exceptions to the 185 day work year are as follows:

8.1.1.5.1 New Employees: An additional one day to precede the regular work year

8.1.1.5.2 Counselors: An additional ten days to precede or follow the regular work year

8.1.1.5.3 Psychologist: An Additional eighteen (18) days to be spent before or after the regular work year, depending upon the ***needs*** of the parents, students, and District as determined by the individual psychologist.

8.1.2 Calendar Committee

In order to develop a work year calendar that meets the interests of all affected parties, a three-party committee shall be formed (District, PGTA, and CSEA, if CSEA adopts this process). Each party shall choose two representatives to serve on the committee, for a total of six individuals on the committee.

8.1.2.1 The committee shall begin meeting no later than October 1~~st~~ to develop calendar options for the upcoming school year. The committee must reach unanimous agreement on calendar options before presenting them to the Board for final approval. The union representatives shall be authorized by their unions to sign off on calendars, signifying they are ready for Board approval. It shall be the responsibility of the union representatives to complete their union's process for ratifying calendars prior to signing a calendar. The committee may also develop calendars for multiple years and present those to the Board at the same time as the adoption.

8.1.2.2 When a calendar has not yet been agreed upon for an upcoming school year, the District shall convene a meeting of the committee and present a proposed calendar no later than October 1~~st~~. The proposed calendar shall be modeled after the most recent calendar, creating the same basic starting and ending times of the school year and the types and lengths of breaks during the year. The proposed calendar shall be deemed approved by the unions if none of the union representatives on the committee submits a written request to one of the District representatives by November 1~~st~~ to renew the committee process in section (a) above. Also, the District may give written notice to the union representatives on the committee that the District wishes to renew the committee process in section (a) above.

8.1.2.3 If the committee is unable to agree on a calendar by February 1~~st~~, then impasse will be declared, and the parties will request a mediator from the state.

8.1.2.4 Adoption of any state law or regulation that impacts an adopted work year calendar shall trigger a reconvening of the committee to develop calendar options addressing the change.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

8.1.2.5 Proposed changes to an adopted calendar which do not affect CSEA may be agreed upon by District and PGTA without reconvening the committee.

8.2 Work Day

8.2.1 A reasonable effort will be made by teachers, before or after their teaching day, to be available to students and parents. Secondary teachers will post available hours for student/parent contact.

8.2.2 Each teacher's work day shall be defined as being seven hours per day, which shall include a 45 minute, duty-free lunch. The full work day for teacher professional development (non-student days) shall continue to be six hours long.

8.2.3 Start and End Times - The on-site work day for teachers shall be seven hours per day except at the secondary schools where teachers shall work on average seven hours per day per five-day work week. Teachers shall be in their classrooms or on campus engaged in school business at least 15 minutes prior to the beginning of their first assignment, and shall remain in their classrooms or on campus engaged in school business for at least 15 minutes at the conclusion of their last assignment. If a teacher's day begins or ends with a preparation period that period is part of the teacher's assignment.

8.2.3.1 If a teacher's work day ends before student dismissal, the teacher may leave campus 15 minutes after the conclusion of their last assignment or earlier with the approval of the site administration.

8.2.3.2 If a teacher's work day ends with tutoring after student dismissal, the teacher may leave campus at the conclusion of their last assignment.

8.2.3.3 For teachers, the additional 30 minutes will not be required if the added time would cause the work day, as described above, to exceed seven hours, inclusive of lunch.

8.2.3.4 Nothing contained herein shall be construed as precluding the school administration from holding a staff meeting or other professional meetings as provided elsewhere in the collective bargaining agreement.

8.2.4 Attendance at school staff meetings and professional development sessions may be required for no more than one hour up to 25 times per school year. The site administrator may continue this meeting an additional 30 minutes in case of emergency.

8.2.5 Attendance at District staff meetings and professional development sessions may be required until 5:00 p.m. one day per quarter. In the event that a quarterly meeting is held, it will count towards the annual meeting total referenced in 8.2.4.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

8.2.6 Attendance at school related meetings and activities may be required up to five times a year until 8:00 p.m. Each event shall be counted as three hours of duty per event.

8.2.6.1 At the beginning of each school year, unit members will be notified as to the required events for the upcoming school year.

8.2.7 The District may require of each ***unit member*** up to five hours per year beyond the regular work day or work year for specified inservice activities. At the evaluation plan conference the ***unit member*** and the District shall mutually agree on the inservice activities which may be required. If no agreement is reached, the Superintendent shall make the final decision. The required inservice activity will be completed by the following Fall evaluation plan conference. The inservice activities will be of no cost to the ***unit member***.

8.2.8 Additionally, u***nit members*** shall be required to be on duty for agreed to adjunct duties. The total number of hours between adjunct duties and evening events shall not exceed 27 hours for the school year. Each evening event shall be counted as three hours of duty per event.

8.2.9 The normal working hours for the pupil personnel services ***unit members*** are as follows:

8.2.9.1 The psychologist shall have a 37.5 hour work week exclusive of lunch.

8.2.9.2 The speech therapists and librarians shall have a seven hour day, including a 45-minute, duty-free lunch.

8.2.9.3 Elementary, middle and high school counselors shall have a 35 hour work week inclusive of a daily 45-minute duty-free lunch.

8.2.10 The ***State p****P*reschool teachers have a six hour work day.

8.2.11 A unit member may volunteer additional hours beyond those required by the District.

8.2.12 A "Full-Time instructional workday" shall be defined as being six hours long only for the purpose of implementing the State Staff Development Program (E.C. 44579 1[e]).

8.3 Teaching Hours:

8.3.1 A full-time assignment at the secondary level (grades 6-12) shall consist of five sections. A reasonable effort will be made to assign no more than three course preparations to a teacher unless a teacher requests otherwise.

8.3.2 Full-***t***ime teachers of TK through five shall be assigned approximately the same number of student contact hours each day.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

8.3.3 The classroom teaching hours may be reduced for minimum days and other programs as determined by the school calendar and school site administrator.

8.3.4 Every effort will be made not to assign a high school teacher four classes in one block day. In the case a teacher is assigned four classes in one day, the department will be given an opportunity to adjust assignments to better balance the workload among department members.

8.4 Preparation Periods and Professional Learning Communities (PLC)

8.4.1 For full-time teachers of grades 9-12:

8.4.1.1 Teachers shall be assigned one section each week (215 minutes) for preparation time, with one additional class period per week chosen by the department in accordance with section 8.4.1.2, below.

8.4.1.2 PLC meetings within departments shall occur within the school day during a mutual section in which all department members will have no class offerings. The PLC meetings shall occur two times each week for the entire designated class period. The third meeting of this section will be designated an additional preparation period. PLC blocks will vary between departments.

8.4.2 Full-time teachers of grades six through eight shall be assigned one teaching period each day for preparation time. PLC meetings will occur once per week when school has an early release for students.

8.4.3 Full-~~T~~time teachers of grades TK through five shall have at least an average of 170 minutes of preparation time per week. The ***teachers~~faculty~~*** and the site administrator at each elementary site shall determine the manner in which the 170 minutes preparation time shall be distributed throughout the week. Reasonable effort will be made to distribute preparation time equally among teachers within a grade level at each school site. PLC meetings will occur once per week when school has an early release for students.

8.4.4 The length of preparation periods and/or PLC time may be reduced for minimum days and other programs as determined by the school calendar and site administrator.

8.4.5 In emergency situations, teachers may be called upon during their preparation period to assist or provide coverage until a substitute arrives. Events which have been previously scheduled such as State testing programs or District meetings do not constitute an emergency. Unit members will be compensated a minimum of one hour at the instructional rate for coverage of 10-60 minutes and then at the instructional rate for any subsequent required hours.

8.4.6 Site administrators may authorize a teacher to leave school during a preparation period when, in the site

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

administrator's opinion, such leaving is for the benefit of the school's program or an emergency has arisen. If the site administrator is not available, the bargaining unit member shall leave a message with the office staff.

8.4.7 Each psychologist and speech therapist shall be allowed half-day per week for office time which is, in effect, their common preparation time.

8.4.8 If a Special Education teacher is required to have student contact during their student-free minutes, they shall be compensated at the hourly rate.

8.5 Part-Time Teachers Part-Time teachers shall have classroom assignments and preparation periods in the proportion that their assignment bears to full-time teaching.

8.6 Adjunct Duties

Each ***unit member*** shall perform reasonable adjunct duties. Adjunct duties shall be defined as non-instructional duties and responsibilities including supervisory and advisory duties. Adjunct duties shall be determined by the site administrator or designee working with an adjunct duties committee of ***unit members*** ~~***faculty***~~. If there is no agreement, the Superintendent will make the decision. At each school this committee will determine a method for fair distribution of adjunct duties. The PGTA President and Vice President are to be relieved of some site adjunct duties in consideration of fulfilling District responsibilities. All itinerant ***unit members*** shall be responsible for a proportionate share of adjunct duties at their assigned work sites. Adjunct duties for ***part-time unit members*** shall be on a ***pro rata*** basis. The ***unit member*** and the District will select those duties for which the ***unit member*** will be held responsible. Starting with the 2007-08 school year, the School Site Adjunct Duties Committee shall use a numerical point system based on the number of hours required for adjunct duties. The Committee shall use this point system in its effort to fairly distribute adjunct duties. Members of the standing regular SST teams attending meetings held outside the student school day shall be given adjunct duty credit. The District agrees to credit 10 hours of classroom Special Education teachers' school site adjunct duty time for the purpose of participating in the 10 monthly District-wide Special Education meetings.

8.7 IEP, SST, and Section 504 Meetings

8.7.1 IEP Meetings

Individualized Education Plan (IEP) meetings shall be scheduled during the school day, unless there are extenuating circumstances or the team participants prefer to hold the meeting before or after school. A substitute shall be provided if needed to relieve the classroom teacher from their duties. If the IEP meeting falls within the teacher's preparation period, a substitute shall, upon request by the teacher, be provided for a make-up preparation period. Substitute time may be cumulative within a semester; e.g. a teacher may request four hours of substitute time after participating in four hours of SST, Section 504 and/or IEP meetings during preparation time.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

Preparation time shall be spent on campus. IEP meetings that must be held after the student school day shall be limited to one hour unless there are extenuating circumstances.

8.7.2 SST and Section 504 Meetings

Student Study Team (SST) and Section 504 meetings may be held immediately before or after the student's school day and limited to one hour unless there are extenuating circumstances. If an SST or Section 504 meeting is held during the school day, a substitute shall be provided if needed to relieve the classroom teacher from their duties. If the SST or Section 504 meeting falls within the teacher's preparation period, a substitute shall, upon request by the teacher, be provided for a make-up preparation period. Substitute time may be cumulative within a semester; e.g. a teacher may request four hours of substitute time after participating in four hours of SST, Section 504 and/or IEP meetings during preparation time. Preparation time shall be spent on campus.

8.7.3 Miscellaneous

If any of these meetings must be held before school, the meeting shall start no earlier than 45 minutes before the teachers' first class.

~~8.8 Inclusion of students with disabilities who make significant impact on a classroom settin~~ Move to Class Size

~~8.8.1 All students are general education students first, including students with disabilities. Definition of Inclusion: Inclusive education exists when students with significant disability(ies) attend general education class(es).~~

~~8.8.2 Inclusion in general education classrooms and programs should be considered the first setting for all students, unless the individualized education program for a student with a disability determines that another setting is more suitable to guarantee a free and appropriate public education.~~

~~8.8.3 The individualized education program procedure shall be used to place all students with disabilities in the District. The student's individualized education program will drive the placement decision to place the student in the least restrictive educational environment.~~

~~8.8.2 Definition of Significant Impact on a Classroom Setting: Significant impacts on a classroom setting are instances such as, but not limited to, students who require adult aide support, students with significant behavioral or cognitive deficiencies, and/or students with severe physical disabilities/limitations.~~

~~8.8.3 Placement Team Composition: On the school site, the placement team for potentially included students will consist of the site administrator, the Director of Student Services (when possible), a special education teacher, the school psychologist, and at least one general education teacher with whom the student will, or may, be placed. All~~

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

~~teachers who may be affected by the placement will be invited to participate.~~

~~8.8.4 Protocol for Placement: The rights and needs of the other students and staff will be considered as part of the placement process.~~

~~8.8.4.1 New Students from Programs Outside of PGUSD: When a special education student moves to the district, the school psychologist, the site administrator, and counselor will be consulted to determine an initial placement for the student. It is critical that the school psychologist review the student's file as soon as possible to interpret testing information and guide appropriate placement. An initial placement, including possible supports will be made by the school psychologist and the site administrator. If it is determined by any person servicing the student that the student is having a significant impact on the general education class, a placement meeting may be requested. The placement team will convene within five instructional days to discuss the appropriateness of the initial placement and supports. The day following the request for a meeting will be day one of the five-day limit. If the placement and supports are deemed appropriate by the team, the student's placement in specific general education class(es) will continue. If the team decides the placement or supports in specific general education class(es) are not appropriate, they will make an alternative recommendation. In the event the team can not reach agreement, the final decision will be made by the site administrator pending an individual education plan (IEP) meeting.~~

~~8.8.4.2 Students Returning to District Programs from Outside Programs; When a special education student returns to PGUSD after attending a program outside of the district, the placement team will be consulted to determine initial placement for the student. If the District receives advance notice of the incoming student, the site administrator will convene a meeting of the potentially involved staff at the earliest reasonable time prior to the start date to begin the planning process. Appropriate planning could include visits to observe similar programs, visits to observe the student, a preparation meeting with specialists, reading background material, etc. Planning and timelines will conform to the relevant State and Federal laws, regulations and where appropriate, court decisions on similar cases. After discussing the student's needs, probable impact on the classroom, and the needed support services, teachers will be surveyed to see who is interested in participating in the inclusion program for that student. The site administrator will endeavor to place the new student in accordance with expressed teacher interest. In the event the team cannot reach agreement, the final decision will be made by the site administrator pending an individual education plan (IEP) meeting. If the District does not receive advance notice of the incoming student, the process outlined above in Section 8.8.4.1 be followed.~~

~~8.8.4.3 Students Matriculating to the Subsequent Grade: Special education teachers will meet with general education teachers before the end of the school year to discuss the placement and supports of students in~~

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

~~matriculating in the following year. This meeting will be informational in nature; however, teacher input will be considered with regard to student placement.~~

~~8.8.54 Appeal Process: In accordance with special education laws, any member of the IEP team, including the teacher, has the right to compel a convening of the IEP team can request an IEP meeting to review the IEP including placement considerations. convening of the IEP team to reconsider placement if it is believed that the placement is inappropriate.~~

8.***89*** Summer School Hours

The length of a Summer School assignment will be clearly defined in the job posting and shall include one day of preparation before the start of summer school and 30 minutes of preparation time for each day of instruction.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

XII. CLASS SIZE

12.1 Elementary Class Size

12.1.1 The District shall set a goal for the student-to-teacher ratio for elementary school to be the following at any site:

- Grade TK: 1:24 teacher to student ratio, 1:12 adult to student ratio
    - Early Enrollment Transitional Kindergarten: any class with an early enrollment child must meet a 1:10 adult -to-student ratio.
    - "Early enrollment child" means a child whose fourth birthday will be between the June 3 and September 1, inclusive, preceding the school year during which they are enrolled in a transitional kindergarten classroom (CA ed Code 48000.15.4)
- Grade K-2 (Primary Elementary): 25 to one (25:1)
- Grade 3-5 (Intermediate Elementary) 28 to one (28:1)

The maximum class size for an individual class will be the following:

- Grade TK: 1:24 teacher-to-student ratio, 1:12 adult to student ratio.
    - Early Enrollment Transitional Kindergarten: any class with an early enrollment child must meet a 1:10 adult -to-student ratio.
    - "Early enrollment child" means a child whose fourth birthday will be between the June 3 and September 1, inclusive, preceding the school year during which they are enrolled in a transitional kindergarten classroom (CA ed Code 48000.15.4)
- Grade K-2: 27 student maximum
- Grade 3-5: 29 student maximum

Reasonable efforts shall be made to equalize ratios between grade level at each site. When it appears necessary for a class to exceed the maximum, the site administrator shall call a meeting to be held as soon as possible with all teachers assigned at that grade level to discuss alternatives. If no agreement is reached, the provisions of Section 12.1 will be followed.

12.1.2 Elementary P.E. classes shall be staffed at a ratio of 75 students per class if an aide is provided. When it appears necessary for a P.E. class to exceed 75 students, the site administrator shall meet with all the elementary P.E. teachers to discuss alternatives. If no agreement on a satisfactory alternative is reached, the provisions of 12.1 will be followed. If no aide is provided, the class size for PE classes will match the maximum set forth in section 12.1 above.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

12.1.3 Student-to-teacher ratio computation at the elementary school level shall include only general education classroom teachers.

12.1.4 Each year, before the close of the regular session, the site administrator shall meet and consult with the teaching staff concerning student grouping and class size. During the first week of school, a follow up staff meeting will be held to review student grouping and class size for modifications, if necessary.

12.1.5 Combination classes – In recognition of the need for additional preparation and the need to divide teaching time between multiple grade levels, combination classes will have a maximum size four less than the average size of the combined grade levels of the affected grades. No combination class will consist of a combination of primary and intermediate elementary students. The unit member(s) affected will be notified a least two weeks before the start of their combination class teaching assignment. In the event that two weeks' notice is not possible, a substitute will be provided to support the affected unit members(s) for 10 working days.

12.2 Secondary Class Size.

12.2.1 The Middle School shall have the number of teachers necessary to provide a school ratio of one teacher per 26 students. The High School shall have the number of teachers necessary to provide a school ratio of one teacher per 28 students.

12.2.2 Each department shall have an average student-to-teacher ratio of not more than 30 to one. When it appears necessary for an individual class to exceed 32 students, the site administrator shall call a meeting with the department to examine why it is necessary to exceed 32 students and will work with the department to meet particular needs. The Teacher/Student Contact Ratio (the number of students an individual teacher has contact with) for grades 9-12 shall not exceed 160:1. If no agreement is reached, the provision of section 12.1 will be followed.

12.2.3 Exceptions to this maximum are permitted in the following situations:

12.2.3.1 Secondary P.E. classes shall be staffed at a ratio of 45 students per teacher per period. If an individual class exceeds 45 students, an aide will be provided for that class. The maximum class size with an aide is 60 students.

12.2.3.2 The site administrator and the department may exceed maximums as outlined in Section 12.1.

12.2.3.3 Band, orchestra, chorus, and play production class sizes shall be arranged between the site administrator and the instructor.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

12.2.4 In classes with workstations, the number of students shall not exceed the number of workstations in the classroom. Examples include but are not limited to science, culinary arts, art, photo, computer science, and engineering.

12.2.5 Before the close of each semester, the site administrator shall meet and consult with the members of each department concerning class size. During the first week of each semester a follow up department meeting will be held to review student grouping and class size for modifications, if necessary.

12.2.6 Student-to-teacher ratio computation at the secondary level shall include the following teachers:

12.2.6.1 Middle School - General Education teachers (including P.E.) and music teachers only.

12.2.6.2 High School - General Education teachers (including P.E.), and music teachers only

12.3 General Provisions

12.3.1 At any point in the school year, if a teacher's classroom maximum is exceeded or a department's maximum ratio is exceeded, a conference shall be held with the teachers involved, ***a PGTA~~an Association~~*** representative, the site administrator, and the Superintendent or Assistant Superintendent to discuss alternative placement possibilities.

12.3.1.1 If there is no valid alternative placement, the Superintendent may exceed a class size maximum.

12.3.1.2 After the adjustment period of 10 days has passed (item 2 below), the District will pay $250 per month when the class limit is exceeded by either one or two students. For three or more students over the class limit, the payment will increase by $125 per student per month. Payment will be made on a prorated basis anytime the class size is exceeded for less than one full month, excluding the adjustment period.

12.3.1.3 Once the payment period begins, compensation will be paid within 60 days.

12.3.1.4 If enrollment increases during one semester at secondary schools or one trimester at an elementary school, the District will consider employing an additional teacher. Reduction of the teacher's class size may be delayed until the following semester or trimester in order to avoid mid-semester disruption for students that would be removed from the affected class. If the class size exceeds the maximum provided herein, the District will pay the teacher in the same manner described in section 12.3.1.2.

12.3.2 An adjustment period of 10 days will be provided to allow sufficient time for management to make enrollment changes when a class maximum is exceeded. Reasonable effort will be made to complete these changes within 10

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

school days at the beginning of the school year and five days at the second semester. During this adjustment period, no action will be taken by the teachers or the ~~Association~~ ***PGTA*** on student-to-teacher ratios and maximum class sizes.

12.3.3 Reasonable efforts shall be made at all levels to assure equitable class sizes through scheduling. Newly enrolled students will be distributed as equitably as practical. By May, the Assistant Superintendent or their designee shall notify all TK-5 students assigned to a school not in their attendance area for the purpose of class balancing that they shall be returned to their neighborhood school.

12.3.4 A new student may be temporarily placed until permanent placement is made. Permanent placement shall be made within five school days.

12.3.5 Reasonable efforts shall be made at all levels to assure equal distribution of students with exceptional needs among the general education class periods at each building site.

12.4 Resource Special Education

12.4.1 Resource Caseload - After the first 10 school days of each school year, for each student on the regular caseload of an RSP Special Education teacher in excess of 28 for 10 cumulative days, the District will pay the teacher $25 per student per day. Payment shall be made no later than 60 days after the month in which the caseload exceeded 28.

12.4.2 Resource Class Size - After the first 10 school days of each school year, for each resource student on the class roster of an RSP Special Education teacher in excess of 20 for 10 cumulative days, the District will pay the teacher $25 per student, per day. Payment shall be made no later than 60 days after the month in which the class size exceeded 20.

12.4.3 RSP Special Education teachers shall receive six full days of release time per year to complete administrative tasks, including assessments and case management duties. Once the RSP caseload reaches 28, the RSP Special Education teacher shall receive compensation (up to four hours per assessment) at the hourly rate for each additional assessment they are required to complete for any student not already counted in their caseload. A maximum of 40 hours of compensation will be permitted per semester.

12.5 Special Day/Inclusion Special Education

12.5.1 Special Day/Inclusion Caseload- After the first 10 school days of each school year, for each student on the regular caseload of a Special Day/Inclusion Special Education teacher in excess of the Monterey County SELPA

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

recommended class size/caseload maximums for 10 cumulative days, the District will pay the teacher $25 per student, per day. Payment shall be made no later than 60 days after the month in which the caseload maximum was exceeded

SELPA recommended class size/caseload
Preschool (Mild/Mod/Severe) Maximum of 12
Primary SDC/Inclusion (Mod/Severe) Maximum of 8 Intermediate SDC/Inclusion (Mod/Severe) Maximum of 8
Primary SDC/Inclusion (Mild/Mod) Maximum of 12 Intermediate SDC/Inclusion (Mild/Mod) Maximum of 12
Secondary SDC/Inclusion (Mod/Severe) Maximum of 12
Adult Transition Program Life Skills and Community Based Instruction (Mild/Mod/Severe) Maximum of 12

12.5.2 SDC/Inclusion Special Education teachers shall have six full days of release time per year to complete administrative tasks including assessments and case management duties.

12.6 Speech and Language Pathologists

12.6.1 The caseloads for Speech and Language Pathologist shall comply with the California Education Code 56363.3 and shall not exceed 55 students. The maximum caseload for a Speech Language Pathologist providing services exclusively to individuals with exceptional needs, between the ages of three and five years inclusive shall not exceed a count of 40 as defined in Education Code 56441.7.

12.6.2 After the first 10 school days of each school year, for each student on the regular caseload of ***an*** ~~an~~ Speech Language Pathologist in excess of the limits defined in Section 12.6. for 10 cumulative days, the District will pay the SLP $25 per student, per day. Payments shall be made no later than 60 days after the month in which the caseload is exceeded.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

12.6.3 Once the SLP caseload exceeds the limits as defined in Section 12.6.1, Speech Language Pathologists shall have the option to receive either one full day of release time or compensation of up to 40 hours per semester at the hourly rate for each assessment they are required to complete for any student not already counted in their caseload.

12.7 504 Case Management

12.7.1 The Section 504 case manager and the district will mutually agree on workload adjustments as needed when 504 case management encroaches on the unit member's essential functions. When the district and the affected unit member cannot come to an agreement, the Superintendent and the PGTA Union President shall meet to make the final decision in the reduction in duties.

12.7.2 Section 504 case management responsibilities include coordination of meetings, compliance with procedural timelines, documentation and record keeping, and communication with parents/guardians and staff.

12.7.3 Prior to assignment of Section 504 case management responsibilities, the District shall provide unit members with training sufficient to carry out such responsibilities in a compliant and effective manner. Training shall occur during the unit member's regular workday or be otherwise compensated at PGTA Instructional Rate.

12.7.4 Unit members acting within the scope of assigned Section 504 case management responsibilities and in accordance with District procedures shall be indemnified and held harmless by the District to the fullest extent permitted by law.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

Exhibit 4

Proposed change to longevity calculation

~~Stipends~~ Longevity payments are based on ~~initial salary placement plus~~ accumulated years of satisfactory service ~~thereafter~~ in the District.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

Exhibit 41 - Notes - Dual Enrollment Compensation

Dual Enrollment Compensation

In order to encourage teachers to teach Dual Enrollment classes through MPC or another qualified community college with whom PGUSD has an agreement, the following compensation will be paid:

Compensation Calculation

After deducting the Local Education Agency (LEA) Indirect Cost Rate (variable by year), sixty-five percent 65% of the remaining ISA amount will be issued as compensation (inclusive of statutory benefits).

Minimum Compensation Amounts for Fully Funded Courses

For fully funded courses (courses that meet or exceed the minimum enrollment identified in the ISA), compensation shall not be less than:

- $1,800 for one (1) semester dual-enrollment course
- $2,600 for two (2) semester dual-enrollment courses
- $3,400 for three (3) semester dual-enrollment courses
- $4,200 for four (4) semester dual-enrollment courses
- $5,000 for five (5) semester or more dual-enrollment courses per year

The remaining 35% of the ISA will be used accordingly:

- 25% of the ISA (inclusive of the LEA variable indirect cost rate) will be used to budget for Materials/Supplies and Services/Other Operational Expenditures associated with the course being taught.
- 10% of the ISA (inclusive of the LEA variable indirect cost rate) will be used for dual enrollment management.

Enrollment Requirements

Courses must maintain a minimum enrollment of fifteen (15) students to receive full reimbursement from MPC.

- If enrollment falls below this threshold, the course may be canceled, resulting in no payment.
- A course may continue based on MPC’s recommendation and with approval of the District. In such cases, the PGUSD teacher will be compensated at fifteen percent (15%) of the originally agreed-upon compensation amount, as defined above.

Rate Adjustments

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

All compensation amounts are subject to adjustment based on MPC’s most current salary schedule.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

Administration of Emergency Anti-Seizure Medication

The District may have students who have seizures, a seizure disorder, or epilepsy and have been prescribed anti-seizure medication by their health care provider. Pursuant to Seizure Safe Schools Act (Education Code section 49468.2), unit member volunteers ("volunteers") may administer emergency anti-seizure medication to students.

1.1 General Information and Requirements

Before any unit member is asked to volunteer to administer emergency anti-seizure medication, all of the following conditions must be met:

1.1.1 Written authorization from the student's health care-provider along with parent signature must be received by the District which includes the following:

- Student's name
- Name and purpose of the medication
- Prescribed dosage
- Detailed seizure symptoms, including frequency, type, or length of seizures that identify when the administration of an emergency anti-seizure medication becomes necessary
- Method of administration; the frequency with which the medication may be administered
- Any potential adverse responses by the student and recommended mitigation actions, including when to call emergency services

1.1.2 The District shall provide the student's seizure action plan to the unit member.

1.1.3 A protocol shall be established to inform the volunteer of any anti-seizure medication given to the student outside of school. The healthcare protocol shall be confidential.

1.1.4 Training shall be provided before the student's first day of school, if feasible, or within the first week of their first day of school, or after a new diagnosis, prior to their return to school. Every reasonable effort shall be made to provide training to unit members before the student's first day of school.

1.2 Training

1.2.1 The district shall provide unit members with training from a licensed healthcare professional on the administration of anti-seizure medication and the assigned student's seizure action plan.

1.2.1.1 A licensed healthcare professional is a physician or surgeon, physician's

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

assistant, a credentialed school nurse, a registered nurse, or a certified public health certificated nurse.

1.2.1.2 A unit member who has not been trained, or whose training is not current shall not be asked or required to provide this emergency medical assistance.

1.2.2 Procedural instructions shall be outlined in writing by the licensed healthcare professional and provided to the volunteer. All written materials used in the training shall be retained at the school site and be available to the trained volunteer upon request.

1.2.3 Training shall be required annually.

1.2.4 Training shall be provided during the unit members regular working hours. Any required time beyond the unit members regularly scheduled work hours shall be paid at the instructional rate.

1.3 Contact with Emergency First Responders and Parents

The unit member who administers anti-seizure medication shall not be responsible for calling emergency first responders or contacting the parent or guardian of the student, but should direct another staff member in the immediate area to contact emergency response~~,~~ and the front office. The administrator shall notify the parent or guardian~~,~~ and the District nurse. If no school nurse is assigned, the superintendent or designee must be notified whenever anti-seizure medication or anit-seizure protocols are administered.

1.4 Liability and Indemnification

Unit members shall be provided defense and indemnification by the district for any and all civil liability including punitive damages as provided by State law. This information shall be reduced to writing, provided to the unit member at the time of the training, and retained in the unit member's personnel file. If a unit member is sued in the performance of administering anti-seizure medication life-saving medication or implementing emergency medical protocols, the district must defend the lawsuit and pay all expenses and damages and hold the unit member harmless as provided by State law.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

Administration of Emergency Medication and Medical Protocols

The District may have students with medical conditions that require the administration of life-saving medication or the implementation of emergency medical protocols during the school day. The District shall develop and implement procedures, training, and protocols for the administration of life-saving medications and emergency medical interventions for students during the school day, as authorized under applicable provisions of the California Education Code, including but not limited to sections 49423 and 49414, and related regulations. Such life-saving medications and emergency medical interventions may include, but are not limited to, emergency medication, epinephrine auto-injectors, emergency asthma medication, and the use of automated external defibrillators (AEDs).

1.1 General Information and Requirements

Before any unit member who volunteers to administer life-saving medication or implement emergency medical protocols, all of the following conditions must be met:

1.1.1 A written request/authorization from the parent or guardian must be received prior to administering medication to their child and provide signed notice verifying a nonmedical professional may administer prescribed emergency medication. Written authorization from the student's health care-provider and signed by the parent or guardian to authorize medication administration at school must be received by the District which includes the following:

- Student's name;
- Name and purpose of the medication;
- Prescribed dosage or procedure;
- Detailed symptoms, including frequency, type, or length that identify when the administration of an emergency medication or medical protocol becomes necessary;
- Method of administration;
- Frequency with which the medication may be administered;
- Any potential adverse responses by the student and recommended mitigation actions, including when to call emergency services.

1.1.2 The district shall provide the student’s healthcare protocol to the unit member. The healthcare protocol shall be confidential.

1.1.3 A protocol shall be established to inform the volunteer of any medication given to the student outside of school.

1.1.4 Training shall be provided before the student’s first day of school~~,~~ if feasible, or within the first

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

week of their first day of school, or after a new diagnosis, prior to their return to school. Every reasonable effort will be made to provide training to unit members before the student's first day of school.

1.2 Training

1.2.1 The district shall provide unit members with training from a licensed healthcare professional on the administration of any medication in accordance with the assigned student's healthcare protocol.

1.2.1.1 A licensed healthcare professional is a physician or surgeon, physician's assistant, a credentialed school nurse, a registered nurse, or a certified public health certificated nurse.

1.2.1.2 A unit member who has not been trained, or whose training is not current shall not be asked or required to provide this emergency medical assistance.

1.2.2 Procedural instructions shall be outlined in writing by the licensed healthcare professional and provided to the volunteer. All written materials used in the training shall be retained at the school site and be available to the trained volunteer upon request.

1.2.3 Training shall be required annually.

1.2.4 Training shall be provided during the unit members regular working hours. Any required time beyond the unit members regularly scheduled work hours shall be paid at the instructional rate.

1.3 Contact with Emergency First Responders and Parents

During an emergency, the unit member who administers life-saving medication or implements emergency medical protocols shall not be responsible for calling emergency first responders or contacting the parent or guardian of the student, but should direct another staff member in the immediate area to contact emergency response or the front office. The administrator shall notify the parent or guardian and the District nurse. If no school nurse is assigned, the superintendent or designee must be notified whenever life-saving medication or medical protocols are administered.

1.4 Liability and Indemnification

Unit members shall be provided defense and indemnification by the district for any and all civil liability including punitive damages as provided by State law. This information shall be reduced to writing, provided to the unit member at the time of the training, and retained in the unit member's personnel file. If a unit member is sued in the performance of administering life-saving medication or implementing emergency medical protocols, the district must defend the lawsuit and pay all expenses and damages and hold the unit member harmless as provided by State law.

Docusign Envelope ID: 057C5AF0-933C-889A-8336-C5EC99490612

Signatures

PGUSD	Date	PGTA	Date
Signed by: Linda Adamson C5B336699E60469...	4/15/2026	Signed by: 2F48665D330D4F3...	4/13/2026
Signed by: Greg O'Meara 832B9C60297E47F...	4/15/2026	Signed by: Greg Enterline 46583E99D9754DD...	4/13/2026
DocuSigned by: Joshua Jorn 5C92D734B41142C...	4/15/2026	Signed by: A656C9EA7C4D4BA...	4/13/2026
DocuSigned by: Lou Lozano ED24186DE114466...	4/20/2026	Signed by: 03FF4606E74C4E2...	4/14/2026
Signed by: Buck Roggeman 5DCCEB0A2E594AE...	4/20/2026	DocuSigned by: Nicole Bulich DA1571D17D7E489...	4/14/2026
		DocuSigned by: 5740D55367B34F1...	4/15/2026

Board Cover Sheet

Action/Discussion

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

Meeting Date
May 21, 2026

Presenter(s)
Dr. Linda Adamson
Superintendent

Item
Proposed Board Meeting(s) Calendar

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

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

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

Fiscal Impact
N/A

2025/26

(None) No Fiscal Impact

Program/Grant
N/A

BOARD MEETING CALENDAR

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

2025-26 School Year **|** August-December 2025

Note: Session times vary; consult PGUSD website for details.

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

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

KEY
Italicized: Moved/Added/Changed
Asterisk*: Does Not Repeat*
Underlined: Possible

Updated: April 28, 2026

	TRAN Resolution Resolution Recognizing May as Mental Health Awareness Month CIF Representatives *National School Principals' Day Resolution (May 1)* *Williams Uniform Complaint Report (Quarterly)* *Parcel Tax information Item*
Special Meeting Thursday | Apr 23	Employees of the Year Recognition LCAP Study Session
Regular Meeting Thursday | May 7	● California Day of the Teacher ● Bond Program Update - Schedule and Delivery Methods ● Week of the CSEA Employee ● Retiree Recognition ● Begin Superintendent Evaluation ● CSBA Policy Update – First Reading ● *Board Meeting Calendar (January-June 2027)* ● *Refunding Resolution (2015 Series B and 2016), and Resolution for Measure B, Series A)* ● *FCMAT and SSC Information Item*
Regular Meeting Thursday | May 21	☐ Student Board Representative Recognition ☐ Review Governor's Revised Budget ☐ 2026-27 Budget Public Hearing ☐ LCAP Public Hearing/LCAP Board Presentation ☐ Educational Protection Account Resolution Subsequent Year Projections ☐ Resolution Recognizing June as LGBTQ+ Month ☐ Continue Superintendent Evaluation ☐ CSBA Policy Update – Approval ☐ School Plans for Student Achievement (SPSA)
Regular Meeting Thursday | Jun 4	☐ 2026-27 Budget Public Adoption ☐ Approval of Contracts & Purchase Orders for 2026-27 ☐ Resolution Recognizing Juneteenth ☐ Instructional Material & Curriculum Adoption Plan ☐ CA Dashboard Local Indicators ☐ Superintendent Evaluation & Contract ☐ LCAP Approval ☐ 2026-27 Prequalified Vendors List

KEY
Italicized: Moved/Added/Changed
Asterisk*: Does Not Repeat*
Underlined: Possible

Updated: April 28, 2026

	☐ 2025-26 Solicitation of Funds ☐ *Williams Uniform Complaint Report (Quarterly)* ☐ *Safety Assessment/Audit – Annual Update* ☐ *Communications Audit/Plan Update*
Special Meeting Thursday | Jun 18	Board Governance with Lou Lozano
JULY 2026	**NO BOARD MEETINGS**

KEY
Italicized: Moved/Added/Changed
Asterisk*: Does Not Repeat*
Underlined: Possible

BOARD MEETING CALENDAR

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

2026-27 School Year | August-December 2026

Note: Session times vary; consult agendas for details.

DATES	AGENDA ITEMS
Regular Meeting Thursday | Aug 13	☐ Quarterly Facilities Project Updates ☐ Student Enrollment Update ☐ Property Tax Report ☐ Consolidated Application for Federal Funding ☐ TK-12 VAPA, Spanish & Programmatic Overview ☐ 2025-26 Solicitation of Funds ☐ Resolution Recognizing September 15-October 15 as National Hispanic Heritage Month
Special Meeting Thursday | Aug 27	☐ Board Governance
Regular Meeting Thursday | Sep 10	☐ Public Hearing & Resolution: Sufficiency of Instructional Materials for Fiscal Year 2025-26 ☐ CSBA Policy Update – First Reading ☐ Facilities Master Plan Update (Committee Development) ☐ Safety Plan Update ☐ Budget Committee Update ☐ Declaration of Need for Fully Qualified Educators ☐ Resolution for the GANN Limit for 2025-26 ☐ Unaudited Actuals
Special Meeting Thursday | Sep 24	• Board Governance
Regular Meeting Thursday | Oct 8	• Resolution Proclaiming Week of the School Administrator • FY 2026-27 Budget Revision #1 • PGTA Sunshine List • CSEA Sunshine List • CSBA Policy Update – Approval • Resolution Recognizing November as National Native American Heritage Month

KEY
Italicized: Moved/Added/Changed
Asterisk*: Does Not Repeat*
Underlined: Possible

Updated: April 28, 2026

	● Annual Review of Legal Services Costs ● Measure A – Series E ● Measure D – Series D ● Summer Program Presentation ● Williams Uniform Complaint Report (Quarterly) ● Board Meeting Calendar (August-December 2028)
Special Meeting Thursday | Oct 22	● Board Governance
Regular Meeting Thursday | Nov 5	● CSBA Policy Update – First Reading ● Educational Protection Account Actuals ● Review of 2025-26 Data ● 2026 State Testing Results
Special Meeting Thursday | Nov 19	● Board Governance
Regular Meeting Thursday | Dec 3	● Quarterly Facilities Project Updates ● First Interim Report ● CSBA Board Comments ● Election of 2026-27 Board President & Clerk ● CSBA Policy Update – *Approval* ● Elected Office Interest Forms Due (Board President/Clerk) ● <u>Swearing In – New Board Members</u> ● HS Course Catalog – Information Item ● MCSBA 2027 Excellence In Education Award ● Authorized Agents to Sign School Orders ● Committee Representatives: MCSBA | CHS | City of PG Joint | District (Policy/Facilities/Budget)
Special Meeting Thursday | Dec 17	● Board Governance ●

KEY
Italicized: Moved/Added/Changed
Asterisk*: Does Not Repeat*
<u>Underlined</u>: <u>Possible</u>

BOARD MEETING CALENDAR

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

2026-27 School Year | January-July 2027

Note: Session times vary; consult agendas for details.

Regular Meeting Thursday | Jan 14, 2027	● Preliminary Enrollment Projection for 2027-28 SY ● Resolution Recognizing February as Black History Month ● School Accountability Report Cards (SARC) ● 2026-27 Audit Report ● *Williams Uniform Complaint Report (Quarterly)* ● *School Board Member Recognition Month – Proclamation*
Special Meeting Thursday | Jan 21, 2027	● Board Budget Study Session ● Board Governance & Self-Evaluation ● District Goals Update
Regular Meeting Thursday | Feb 4, 2027	● Budget Development Calendar ● *Property Tax Update*
Regular Meeting Thursday | Feb 25, 2027	● *Resolution Recognizing March as Women's History Month* ● *CSBA Policy Update – Approval* ● LCAP 2026-27 Midyear Report
Regular Meeting Thursday | Mar 4, 2027	● Personnel Action Presented as Information (RIF) ● Non-reelects Resolution ● *Second Interim*
Regular Meeting Thursday | Mar 18, 2027	● *Superintendent Goals – Midyear Check-In* ● *Curriculum & Textbook Adoption Mapping & Planning*
Special Meeting *Thursday | Mar 25, 2027*	● *Board Governance* ● *Board Self-Evaluation* ● *Board Ethics Training*
Regular Meeting Thursday | Apr 8, 2027	● Resolution Recognizing May as Asian American Pacific Islander Heritage Month

KEY
Italicized: Moved/Added/Changed
Asterisk*: Does Not Repeat*
Underlined: Possible

Updated: April 28, 2026

	● TRAN Resolution ● Resolution Recognizing May as Mental Health Awareness Month ● CIF Representatives ● *National School Principals' Day Resolution (May 1)* ● *Williams Uniform Complaint Report (Quarterly)* ● *Parcel Tax information Item*
Special Meeting Thursday | Apr 22, 2027	● Employees of the Year Recognition ● LCAP Study Session
Regular Meeting Thursday | May 6, 2027	● California Day of the Teacher ● Bond Program Update - Schedule and Delivery Methods ● Week of the CSEA Employee ● Retiree Recognition ● Begin Superintendent Evaluation ● CSBA Policy Update – First Reading ● *Board Meeting Calendar (January-June 2027)* ● *Refunding Resolution (2015 Series B and 2016), and Resolution for Measure B, Series A)* ● *FCMAT and SSC Information Item*
Regular Meeting Thursday | May 20, 2027	● Student Board Representative Recognition ● Review Governor's Revised Budget ● 2027-28 Budget Public Hearing ● LCAP Public Hearing/LCAP Board Presentation ● Educational Protection Account Resolution Subsequent Year Projections ● Resolution Recognizing June as LGBTQ+ Month ● Continue Superintendent Evaluation ● CSBA Policy Update – Approval ● School Plans for Student Achievement (SPSA)
Regular Meeting Thursday | Jun 3, 2027	● 2027-28 Budget Public Adoption ● Approval of Contracts & Purchase Orders for 2027-28 ● Resolution Recognizing Juneteenth ● Instructional Material & Curriculum Adoption Plan ● CA Dashboard Local Indicators ● Superintendent Evaluation & Contract ● LCAP Approval ● 2027-28 Prequalified Vendors List ● 2026-27 Solicitation of Funds

KEY
Italicized: Moved/Added/Changed
Asterisk*: Does Not Repeat*
Underlined: Possible

	● *Williams Uniform Complaint Report (Quarterly)* ● *Safety Assessment/Audit – Annual Update* ● *Communications Audit/Plan Update*
Special Meeting Thursday | Jun 17, 2027	● Board Governance
JULY 2027	**NO BOARD MEETINGS**

KEY
Italicized: Moved/Added/Changed
Asterisk*: Does Not Repeat*
Underlined: Possible

Board Cover Sheet

Information/Discussion

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

Meeting Date

May 21, 2026

Presenter(s)

Josh Jorn
Assistant Superintendent

Item

Presentation by Dale Scott and Company - Parcel Tax Survey Results

Recommendation

The District Administration recommends that the Board review the information regarding the Parcel Tax Community Survey Results

Background

As one of the concepts to support the District's continued financial health, Administration is initiating a multi-year planning process to include the exploration of new revenue.

This roadmap focuses on applying a proactive, five-year strategy that prioritizes sustainable revenue generation and standardized fiscal oversight.

Information

A Parcel Tax is a flat rate assessed on all taxable properties within the District. It may be used to support educational programs, staff, and general operating purposes. Parcel taxes must be approved by two-thirds of voters.

Dale Scott will be covering the results of the recent community survey and next steps should the Board pursue a parcel tax.

Fiscal Impact

None

MAY 21, 2026

Thinking forward for schools and communities.



DS&C

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

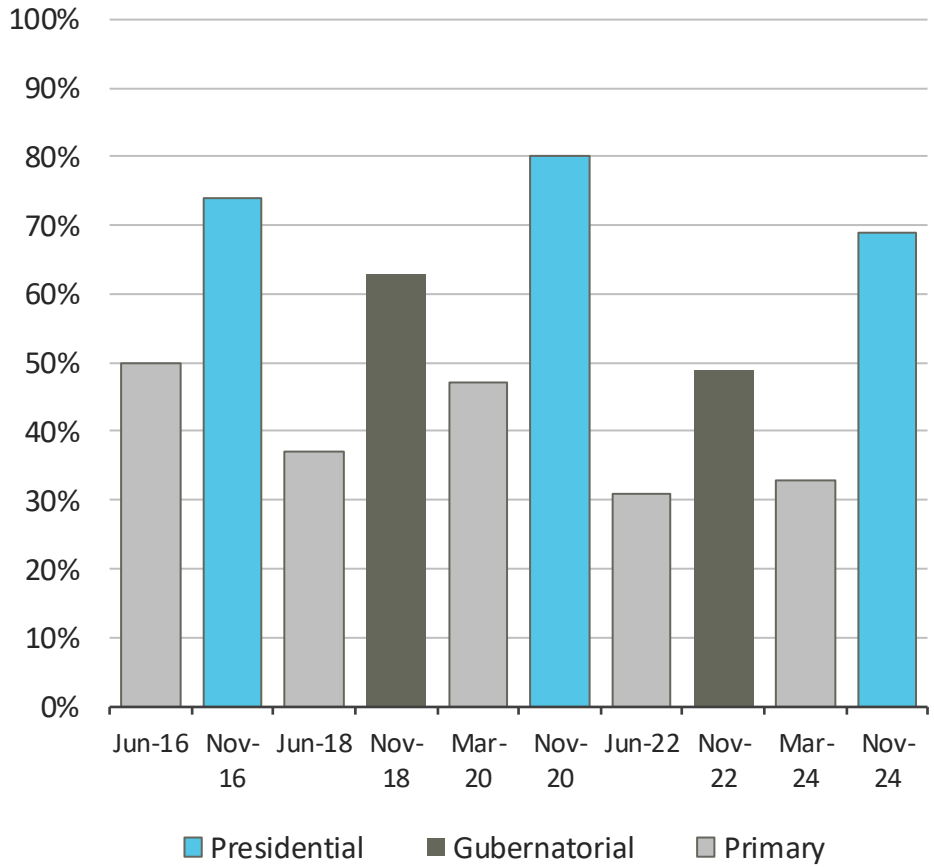
PARCEL TAX VOTER SURVEY RESULTS

548 Market Street, Suite 44410 | San Francisco, CA 94104 | 415.956.1030 | www.dalescott.com

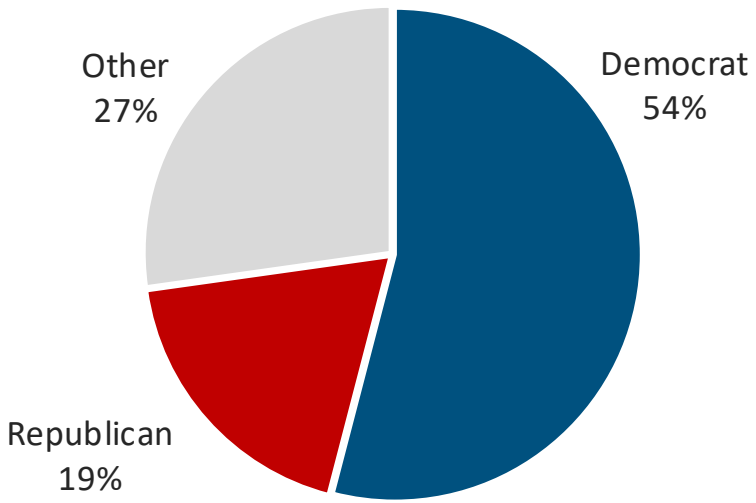
Voter Information

12,461 PACIFIC GROVE UNIFIED SCHOOL DISTRICT REGISTERED VOTERS

Monterey County:
Voter Turnout



Pacific Grove USD:
Political Party Affiliations



Source : CA SOS and Political Data, Inc.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

OVERVIEW

Survey Methodology

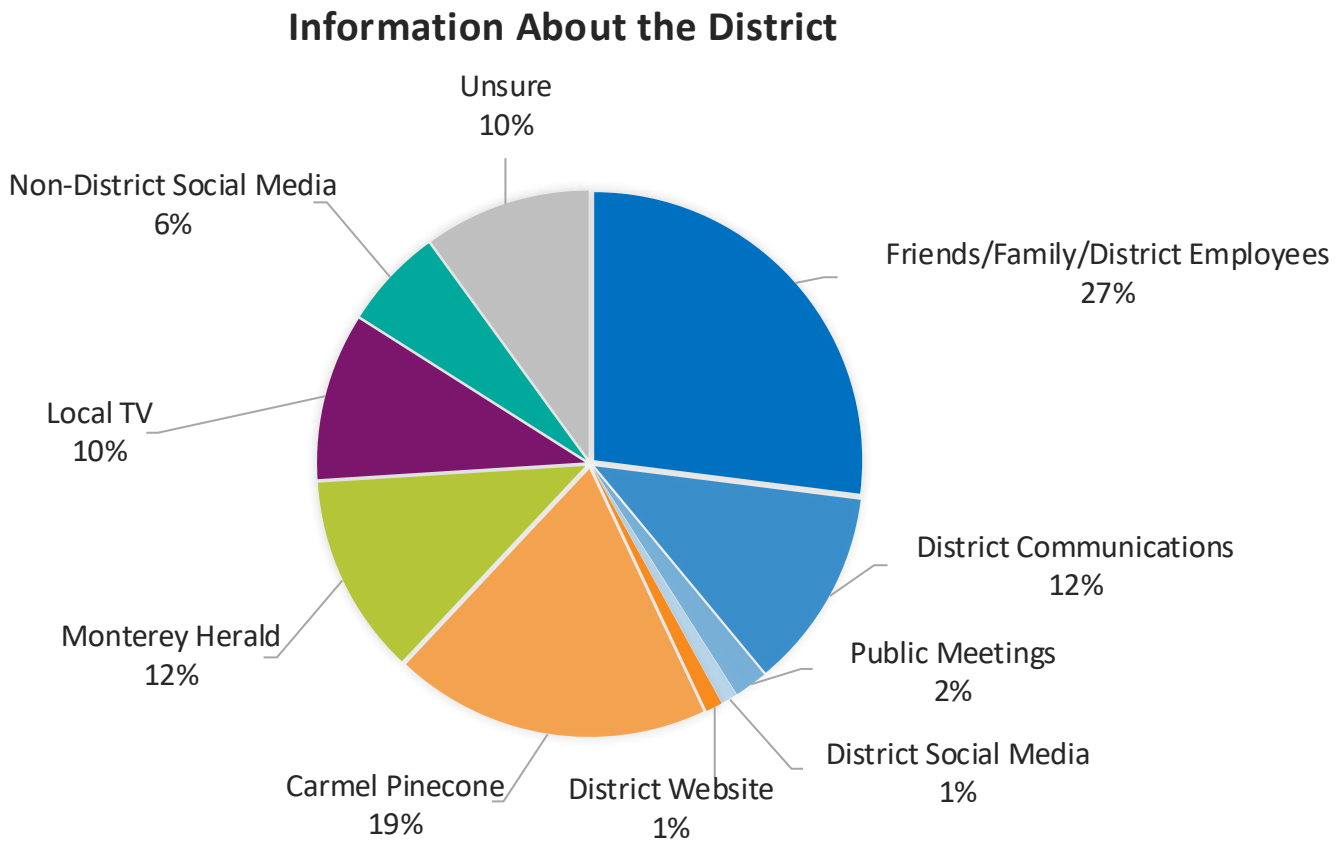
RANDOM SURVEY OF LIKELY VOTERS CONDUCTED IN APRIL 2026

- Surveys were conducted between 4/24/26 and 5/1/26 in English
- 214 completed surveys
  - 23% text-to-web
  - 54% cell phones
  - 13% email-to-web
  - 10% land lines
- The average length of the survey was 11.1 minutes
- Margin of Error for the survey is +/- 6.731%

Voter Information

INFORMATION ABOUT PACIFIC GROVE UNIFIED SCHOOL DISTRICT

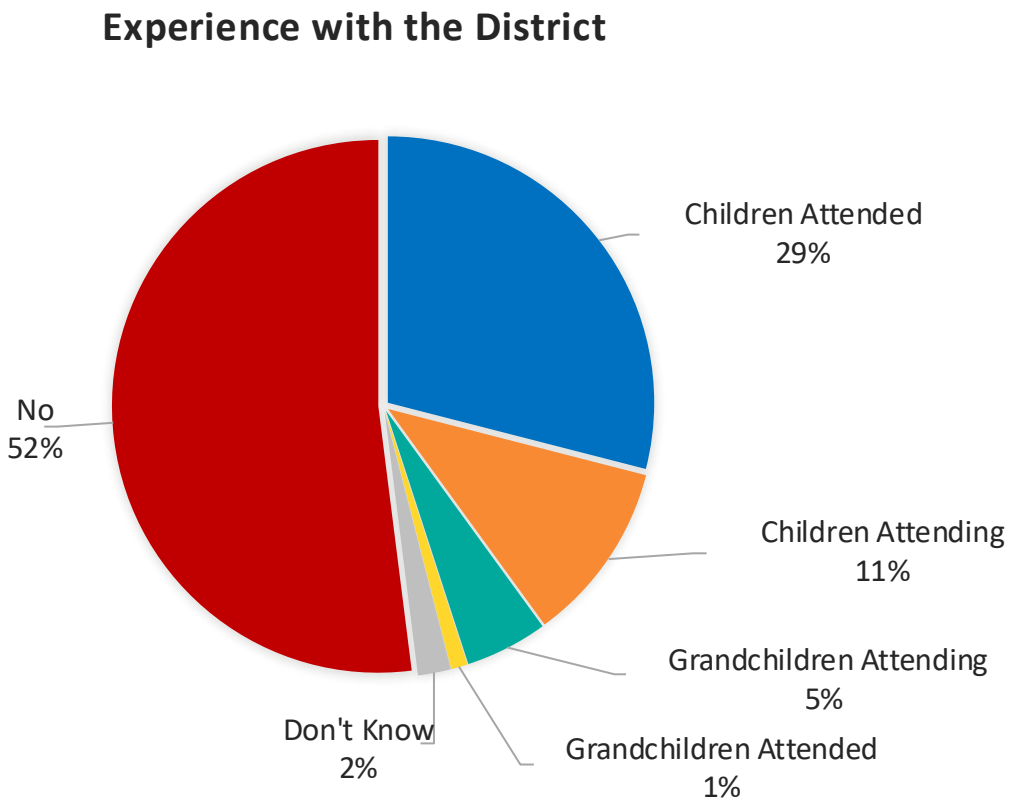
What is the main way you receive information about the Pacific Grove Unified School District?



Core Values

EXPERIENCE WITH THE SCHOOL DISTRICT

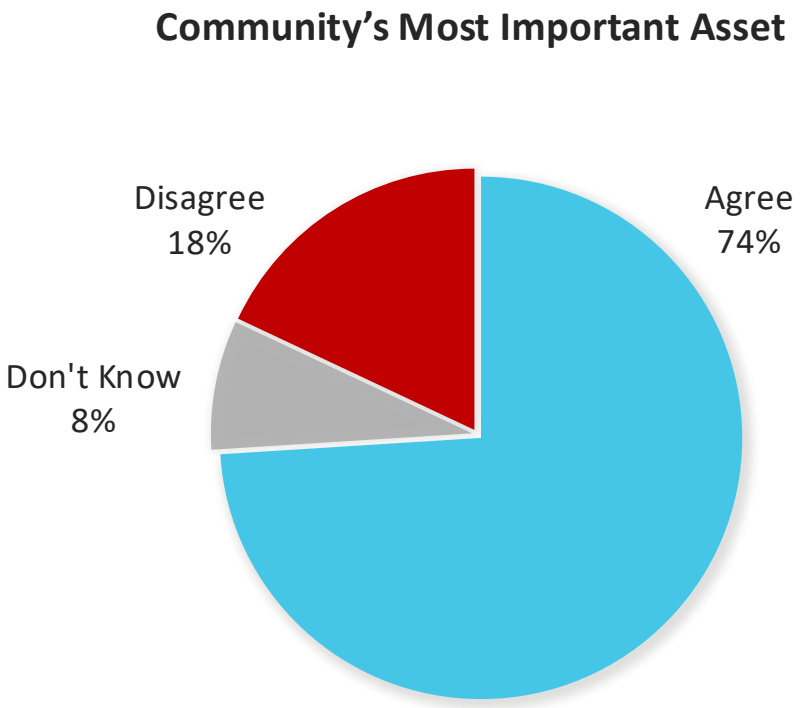
Do you have, or have you ever had, any children or grandchildren who attend or have attended schools in the Pacific Grove Unified School District?



Core Values

PUBLIC SCHOOLS WITHIN THE COMMUNITY

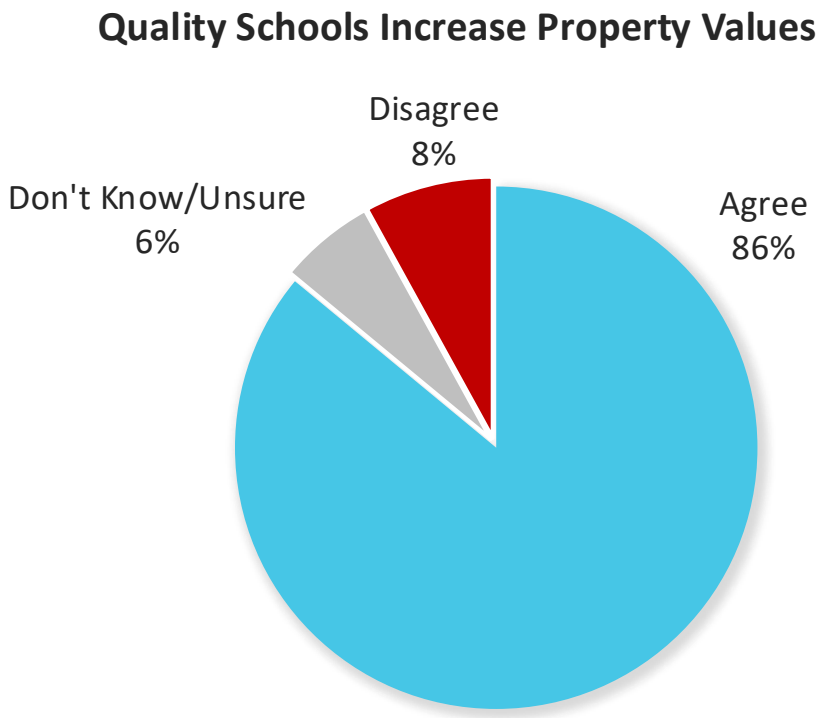
Do you agree or disagree that… Pacific Grove's public schools are our community's most important asset and should be our number one priority.



Core Values

SCHOOLS IMPACT ON PROPERTY VALUES

Do you agree or disagree that…Quality schools increase property values.



PACIFIC GROVE UNIFIED SCHOOL DISTRICT

VOTER ATTITUDES

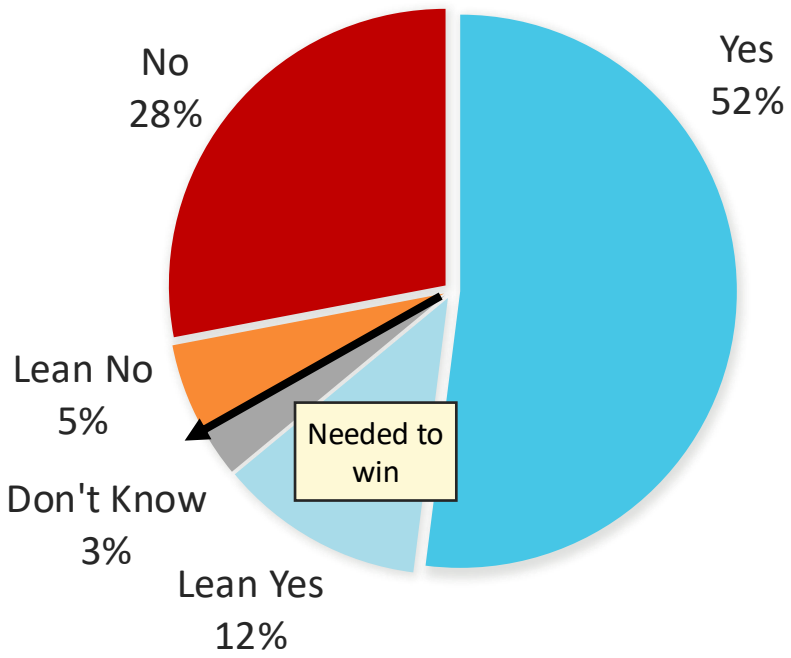
Voter Attitudes

$85 PER PARCEL BALLOT LANGUAGE WITHOUT OFFICIALS: (BEFORE INFORMATION)

If the election were held today, would you vote
"yes" to approve or "no" to reject the measure?

"With funds that cannot be taken by the State or Federal Government and spent elsewhere, shall Pacific Grove Unified School District's measure to improve academic achievement services; enhance student safety; and expand student mental health counseling, before- and after-school programs, and services for students with disabilities at Forest Grove Elementary School, Robert Down Elementary School, Pacific Grove Middle School, Pacific Grove Adult Education Center, Pacific Grove Community High School and Pacific Grove High School be adopted at $85 per parcel for five years, raising approximately $800,000 annually, with independent oversight, senior citizen exemptions, and full disclosure of spending?"

BEFORE INFORMATION



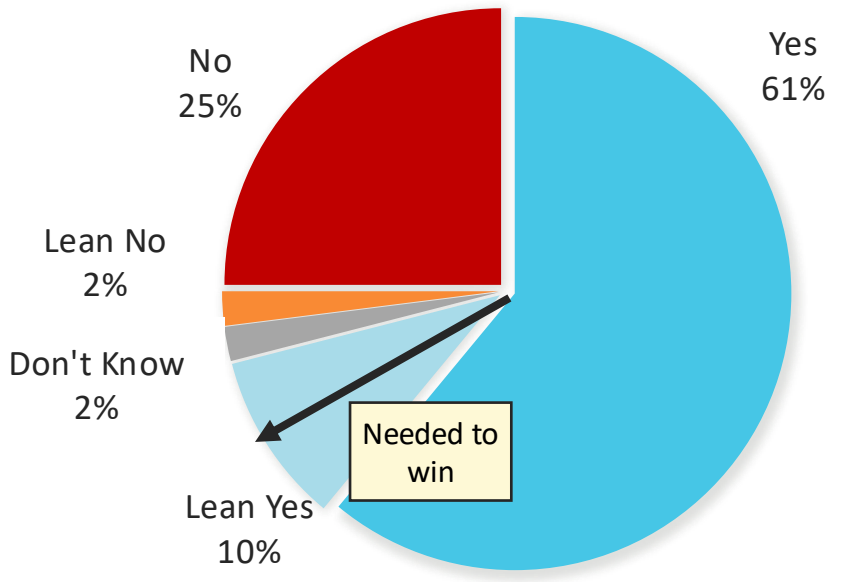
Voter Attitudes

$85 PER PARCEL BALLOT LANGUAGE WITH OFFICIALS: (BEFORE INFORMATION)

If the election were held today, would you vote
"yes" to approve or "no" to reject the measure?

"With funds that cannot be taken by the State or Federal Government **officials** and spent elsewhere, shall Pacific Grove Unified School District's measure to improve academic achievement services, enhance student safety; and expand student mental health counseling, before- and after-school programs and services for students with disabilities at Forest Grove Elementary School, Robert Down Elementary School, Pacific Grove Middle School, Pacific Grove Adult Education Center, Pacific Grove Community High School and Pacific Grove High School be adopted at $85 per parcel for five years, raising approximately $800,000 annually, with independent oversight, senior citizen exemptions, and full disclosure of spending?"

BEFORE INFORMATION



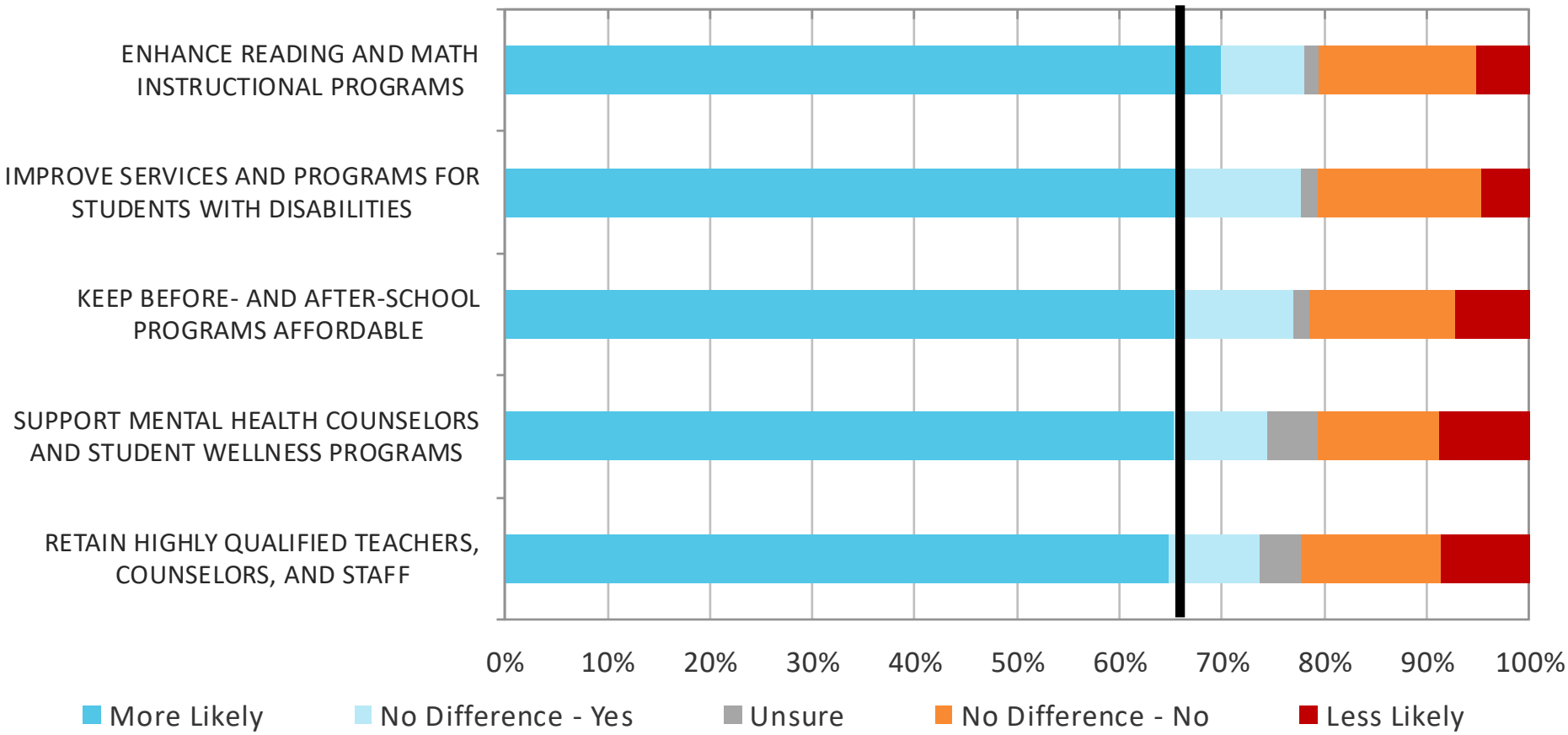
PACIFIC GROVE UNIFIED SCHOOL DISTRICT

PROJECTS

Voter Attitudes

IMPACT OF SPECIFIC PROJECTS (RANKED BY MORE LIKELY)

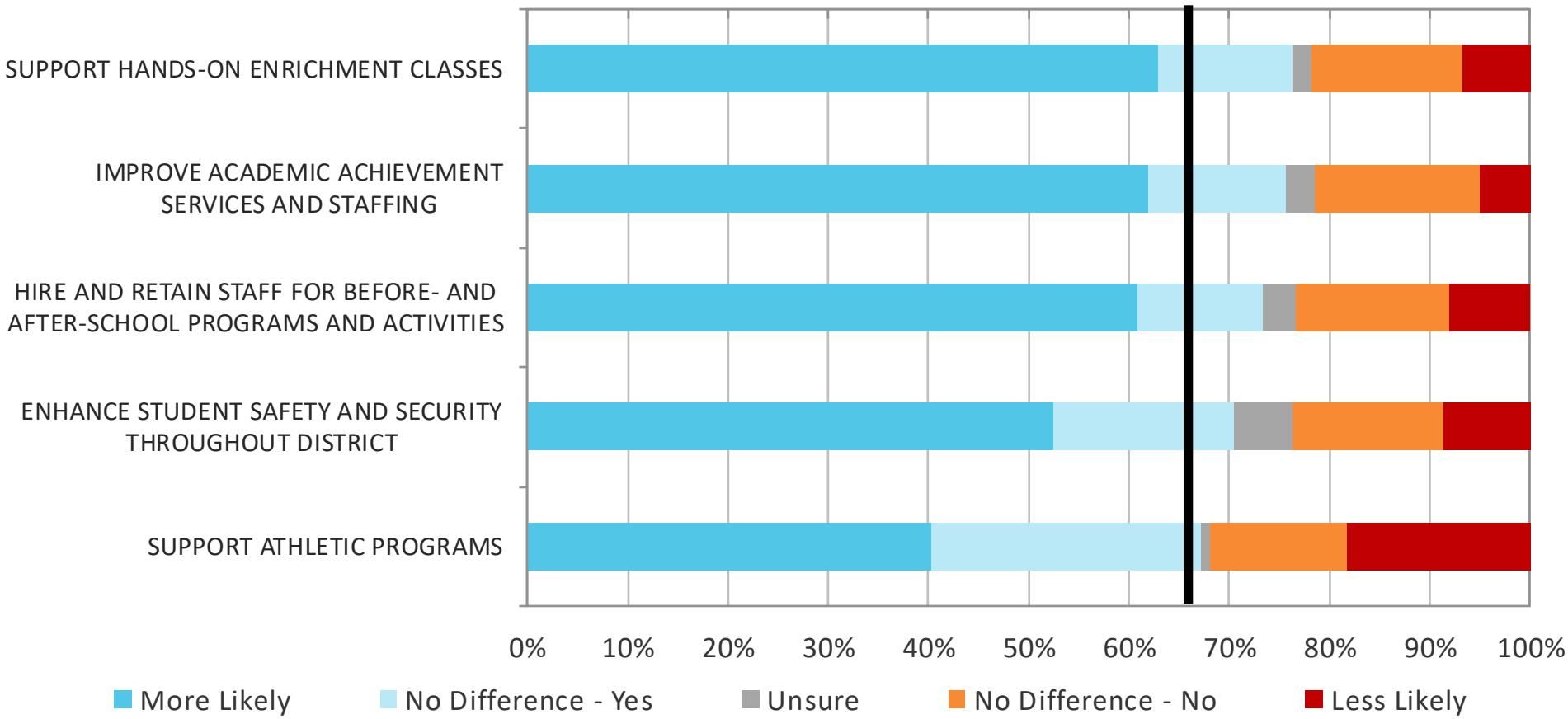
Here are some details regarding the proposed parcel tax. For each statement, please tell me if it would make you more or less likely to vote for the parcel tax?



Voter Attitudes

IMPACT OF SPECIFIC PROJECTS (RANKED BY MORE LIKELY)

Here are some details regarding the proposed parcel tax. For each statement, please tell me if it would make you more or less likely to vote for the parcel tax?



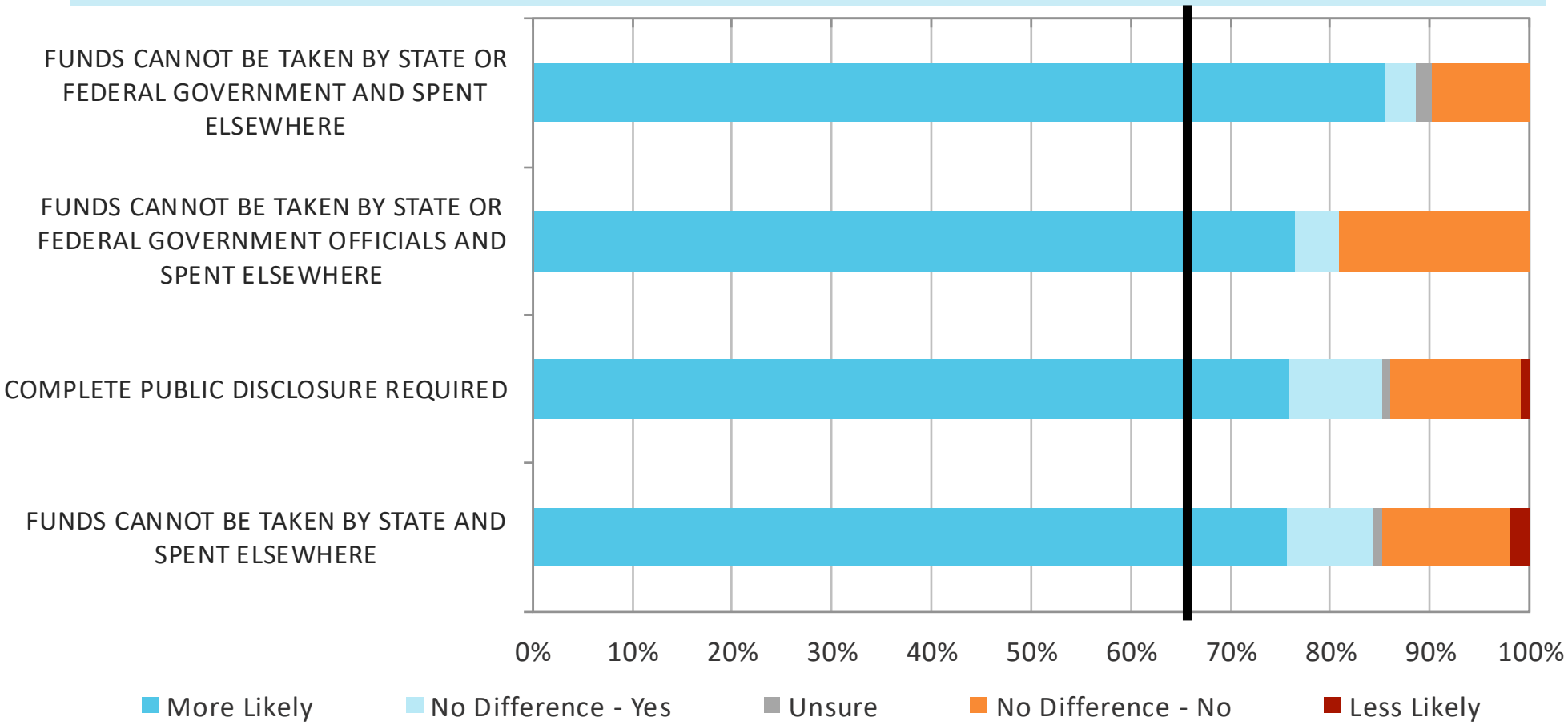
PACIFIC GROVE UNIFIED SCHOOL DISTRICT

TAXPAYER PROTECTIONS

Voter Attitudes

TAXPAYER PROTECTIONS (RANKED BY MORE LIKELY)

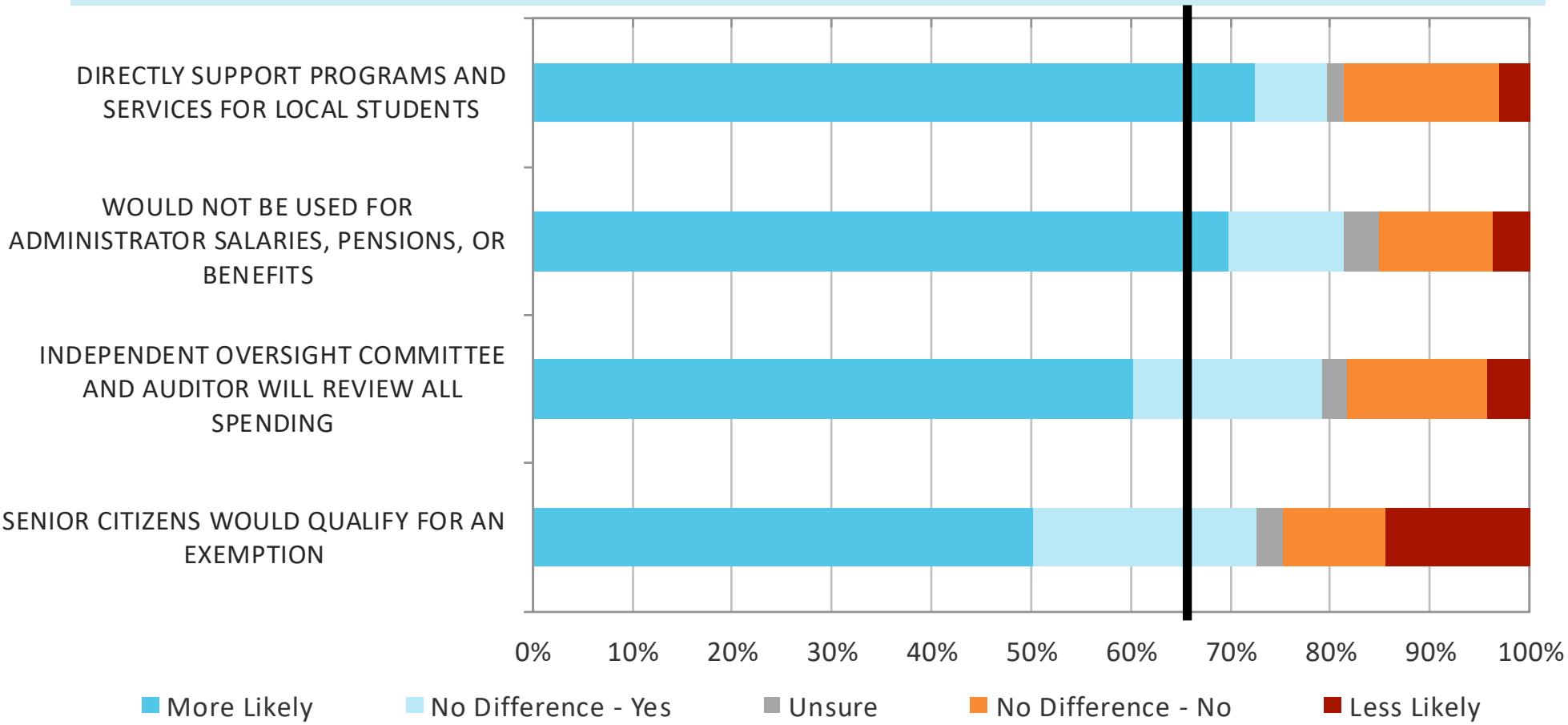
Here are some details regarding the proposed parcel tax. For each statement, please tell me if it would make you more or less likely to vote for the parcel tax?



Voter Attitudes

TAXPAYER PROTECTIONS (RANKED BY MORE LIKELY)

Here are some details regarding the proposed parcel tax. For each statement, please tell me if it would make you more or less likely to vote for the parcel tax?



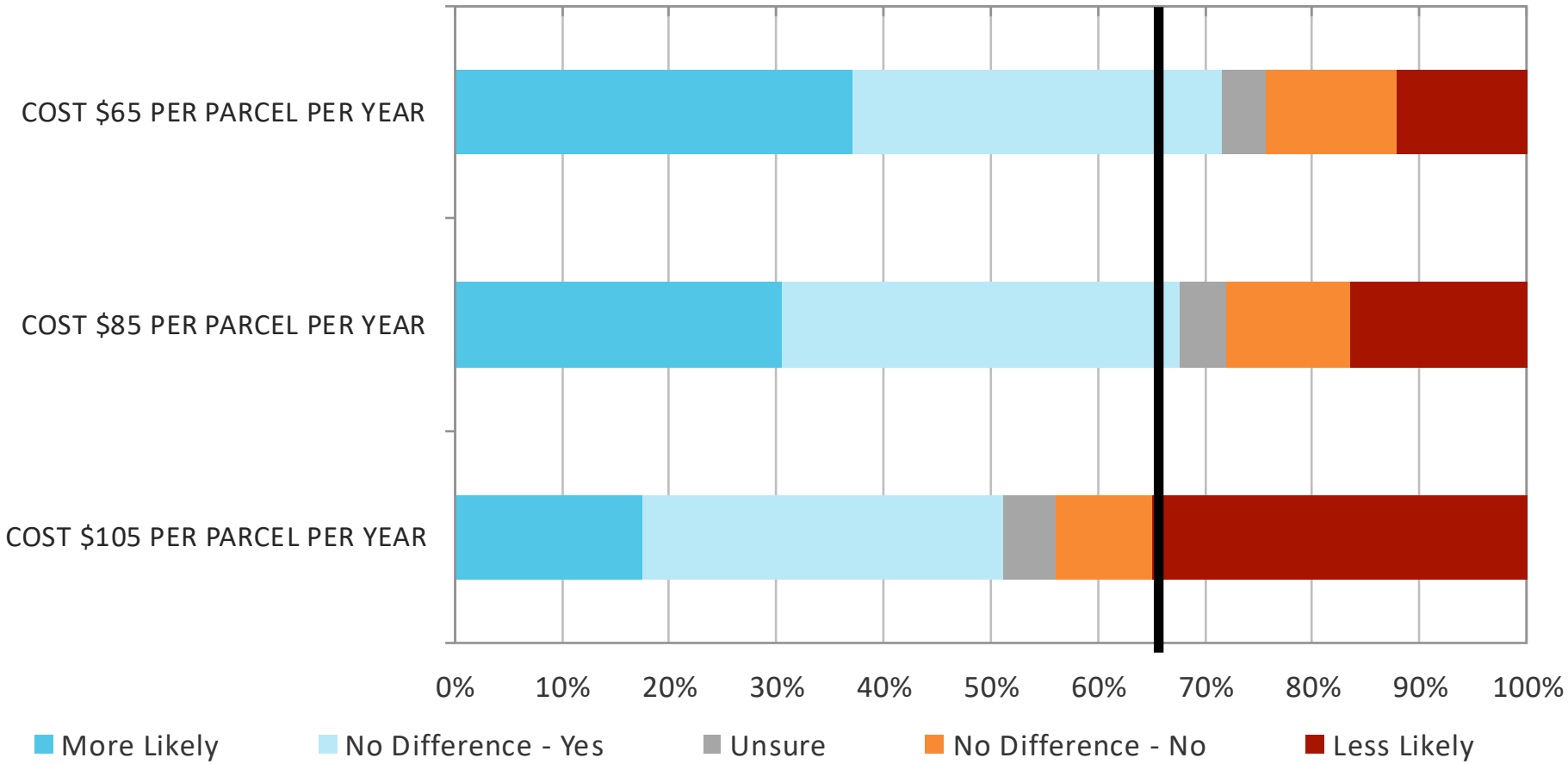
PACIFIC GROVE UNIFIED SCHOOL DISTRICT

PARCEL TAX RATE SENSITIVITY

Voter Attitudes

PARCEL TAX RATE SENSITIVITY

Would you be more likely or less likely to vote for the parcel tax if you knew the parcel tax



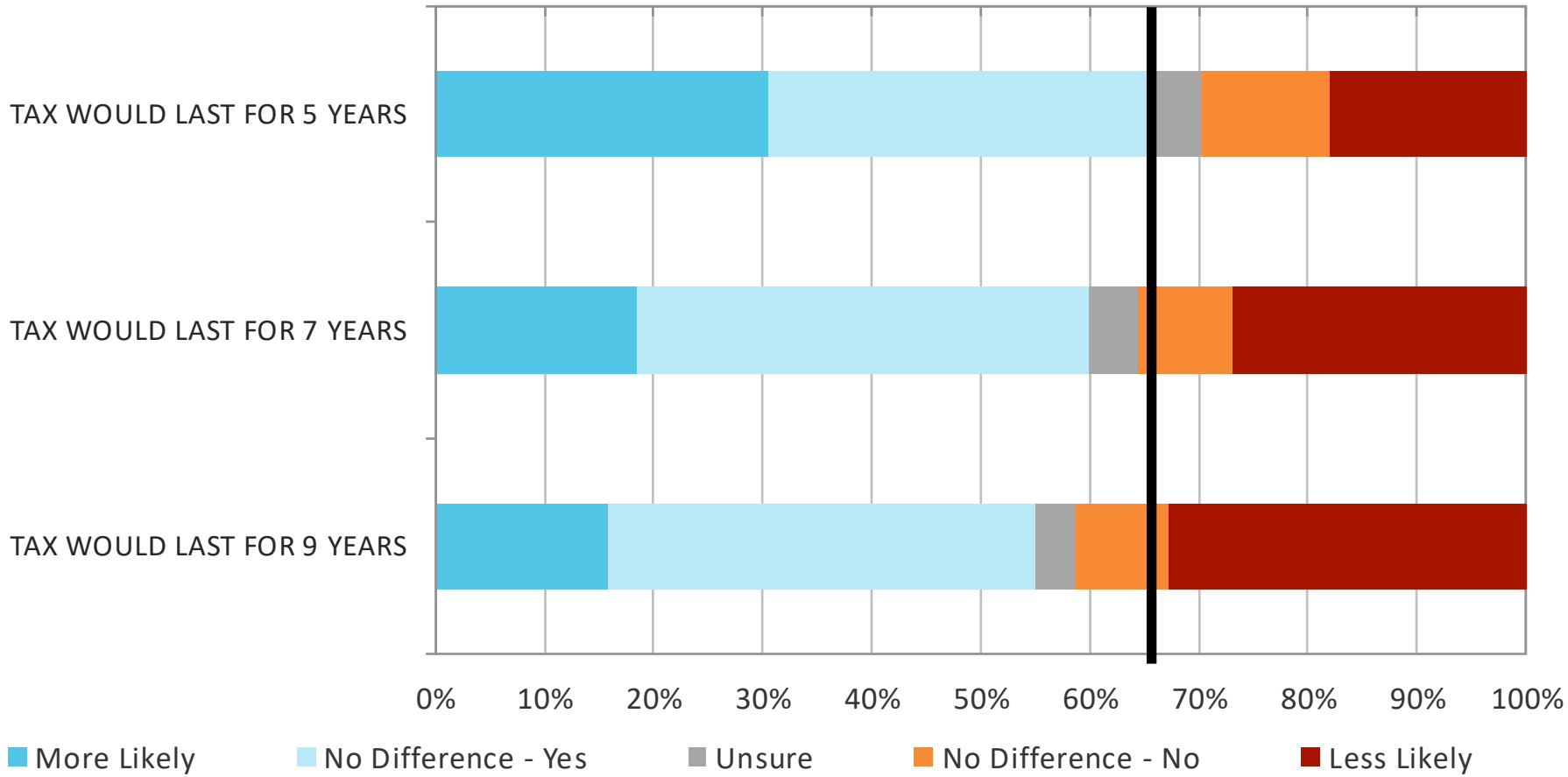
PACIFIC GROVE UNIFIED SCHOOL DISTRICT

PARCEL TAX DURATION SENSITIVITY

Voter Attitudes

PARCEL TAX DURATION SENSITIVITY

Would you be more likely or less likely to vote for the parcel tax if you knew the length of the parcel tax would be



MORGAN HILL UNIFIED SCHOOL DISTRICT

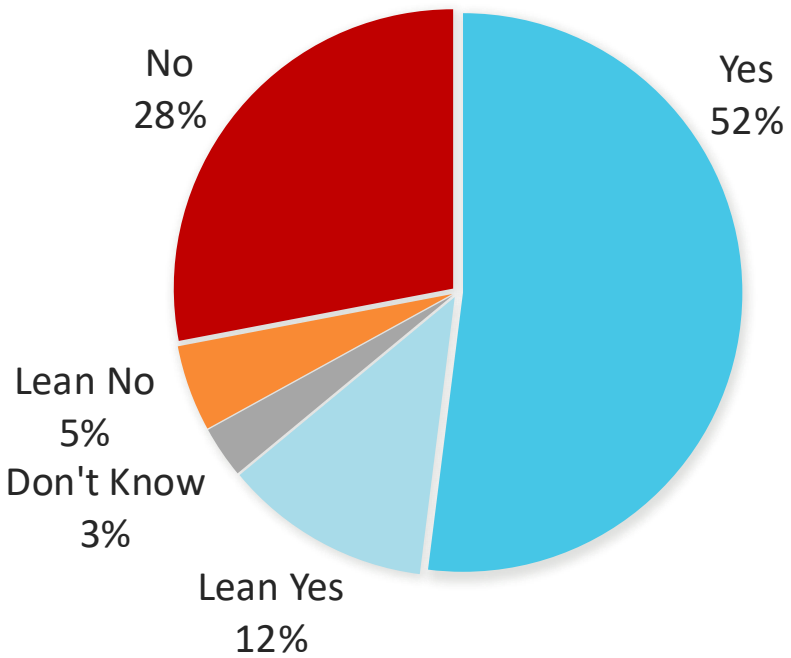
RESULTS

Voter Attitudes

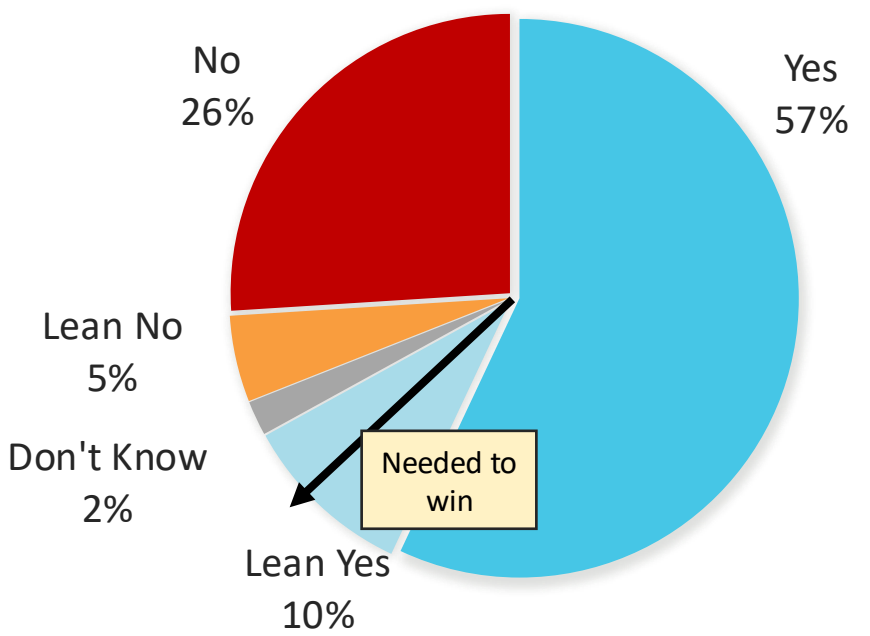
$85 PER PARCEL BALLOT LANGUAGE WITHOUT OFFICIALS: (BEFORE VS AFTER INFORMATION)

Now that you have heard more information regarding the proposed $85 per parcel Pacific Grove Unified School District parcel tax measure, if the election were held today, would you vote 'yes' to approve or 'no' to reject the measure?

BEFORE INFORMATION



AFTER INFORMATION

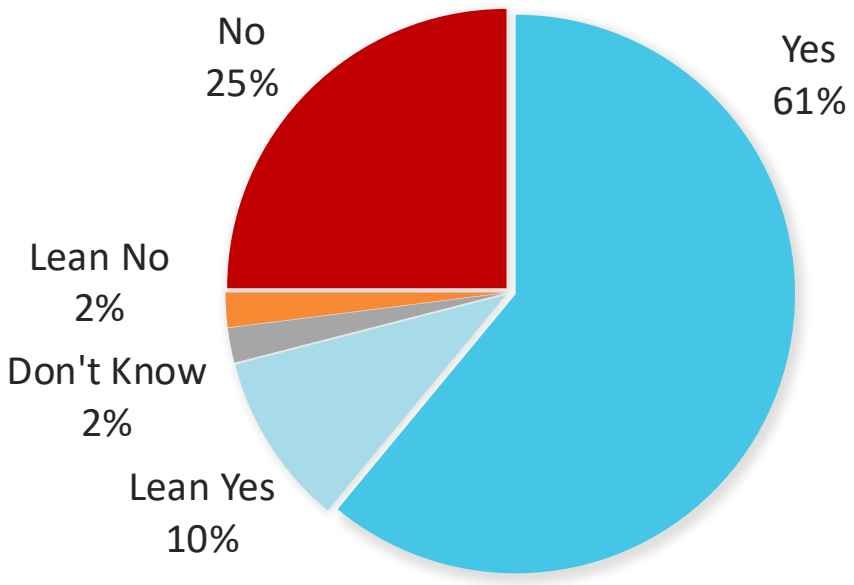


Voter Attitudes

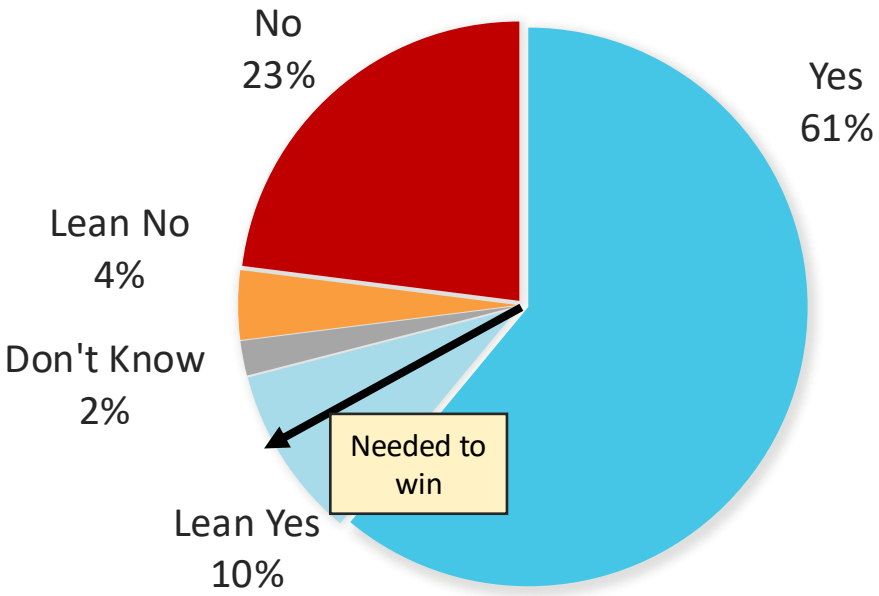
$85 PER PARCEL BALLOT LANGUAGE WITH OFFICIALS: (BEFORE VS AFTER INFORMATION)

Now that you have heard more information regarding the proposed $85 per parcel Pacific Grove Unified School District parcel tax measure, if the election were held today, would you vote 'yes' to approve or 'no' to reject the measure?

BEFORE INFORMATION



AFTER INFORMATION

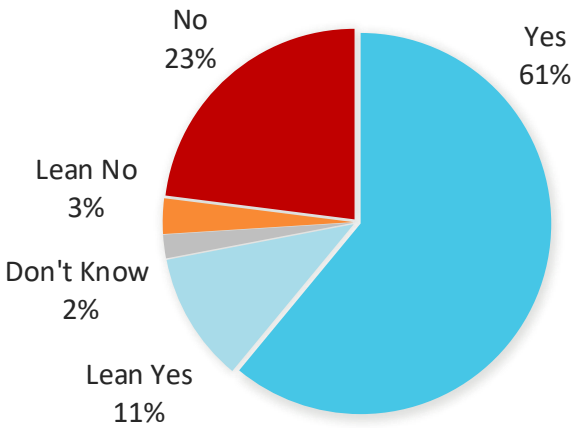


Voter Attitudes

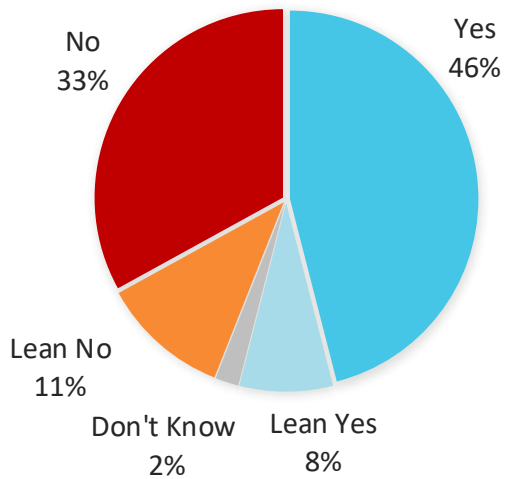
$85 PER PARCEL WITHOUT OFFICIALS BALLOT LANGUAGE BY VOTER RELIABILTY*: (AFTER INFORMATION)

Now that you have heard more information regarding the proposed $85 per parcel Pacific Grove Unified School District parcel tax measure, if the election were held today, would you vote 'yes' to approve or 'no' to reject the measure?

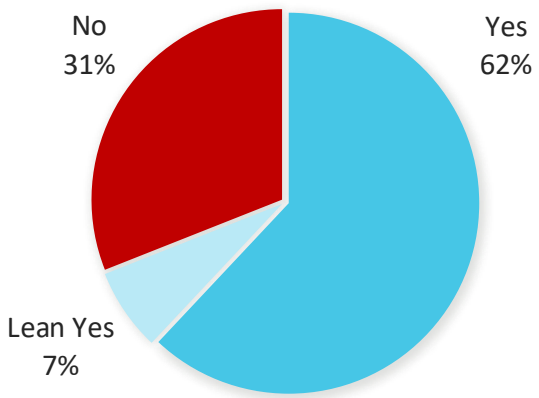
VERY RELIABLE – 55%



RELIABLE – 25%



UNRELIABLE – 20%



Very Reliable – Voting History is 4/4 or 3/3

Reliable – Voting History is 3/4 or 2/4 or 2/3 or 2/2 or 1/2 or 1/1

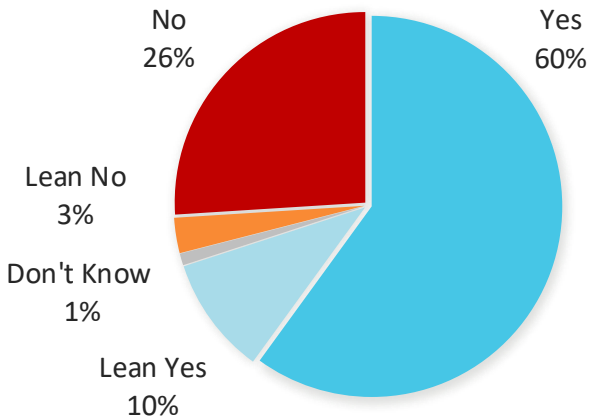
Unreliable – Voting History is 1/4 or 1/3

Voter Attitudes

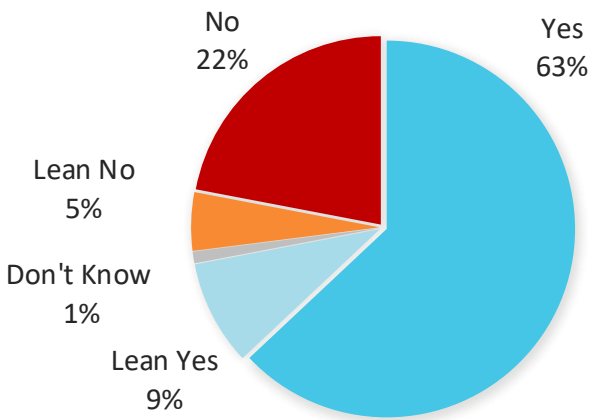
$85 PER PARCEL WITH OFFICIALS BALLOT LANGUAGE BY VOTER RELIABILTY*: (AFTER INFORMATION)

Now that you have heard more information regarding the proposed $85 per parcel Pacific Grove Unified School District parcel tax measure, if the election were held today, would you vote 'yes' to approve or 'no' to reject the measure?

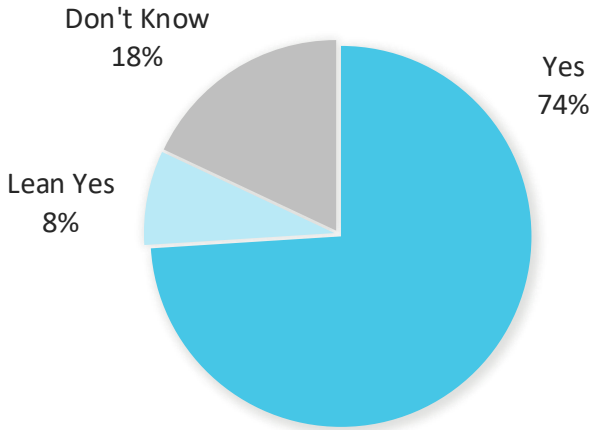
VERY RELIABLE – 47%



RELIABLE – 45%



UNRELIABLE – 8%



Very Reliable – Voting History is 4/4 or 3/3

Reliable – Voting History is 3/4 or 2/4 or 2/3 or 2/2 or 1/2 or 1/1

Unreliable – Voting History is 1/4 or 1/3

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

2026 ELECTION

Overview of Election Timeline

PREPARING FOR NOVEMBER 2026

November 2026 Election



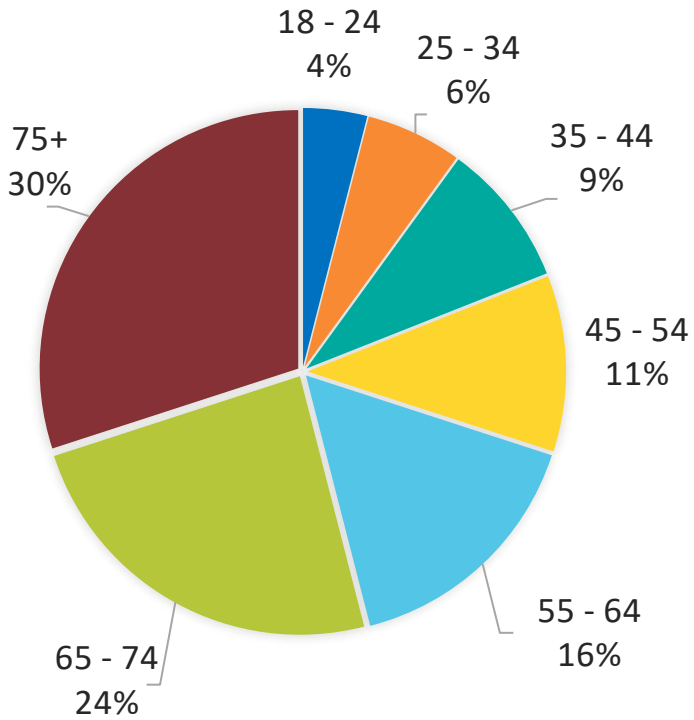
PACIFIC GROVE UNIFIED SCHOOL DISTRICT

APPENDIX

Voter Information

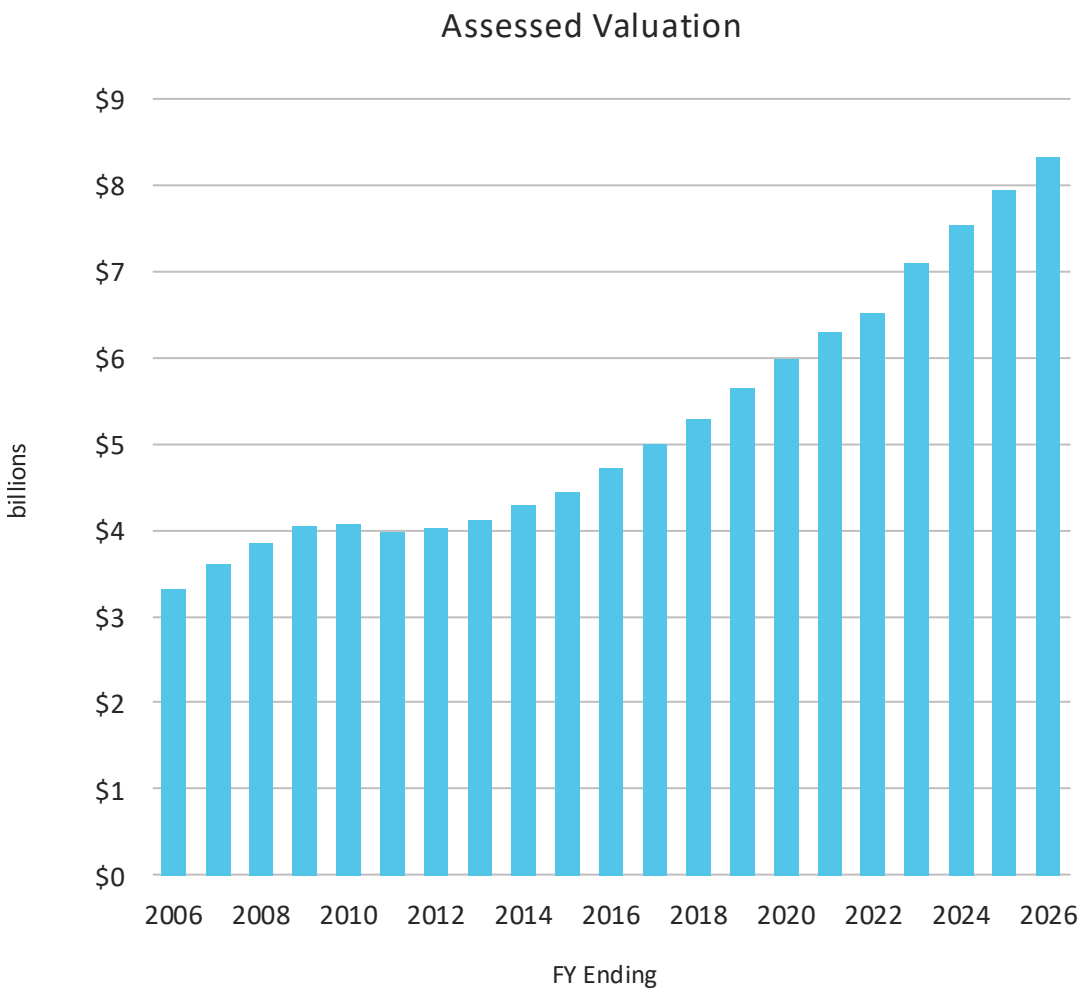
DEMOGRAPHIC INFORMATION OF RESPONDENTS

Age of the Respondents



Assessed Valuation

DISTRICT ASSESSED VALUATION HAS GROWN BY 17% OVER THE PAST THREE YEARS

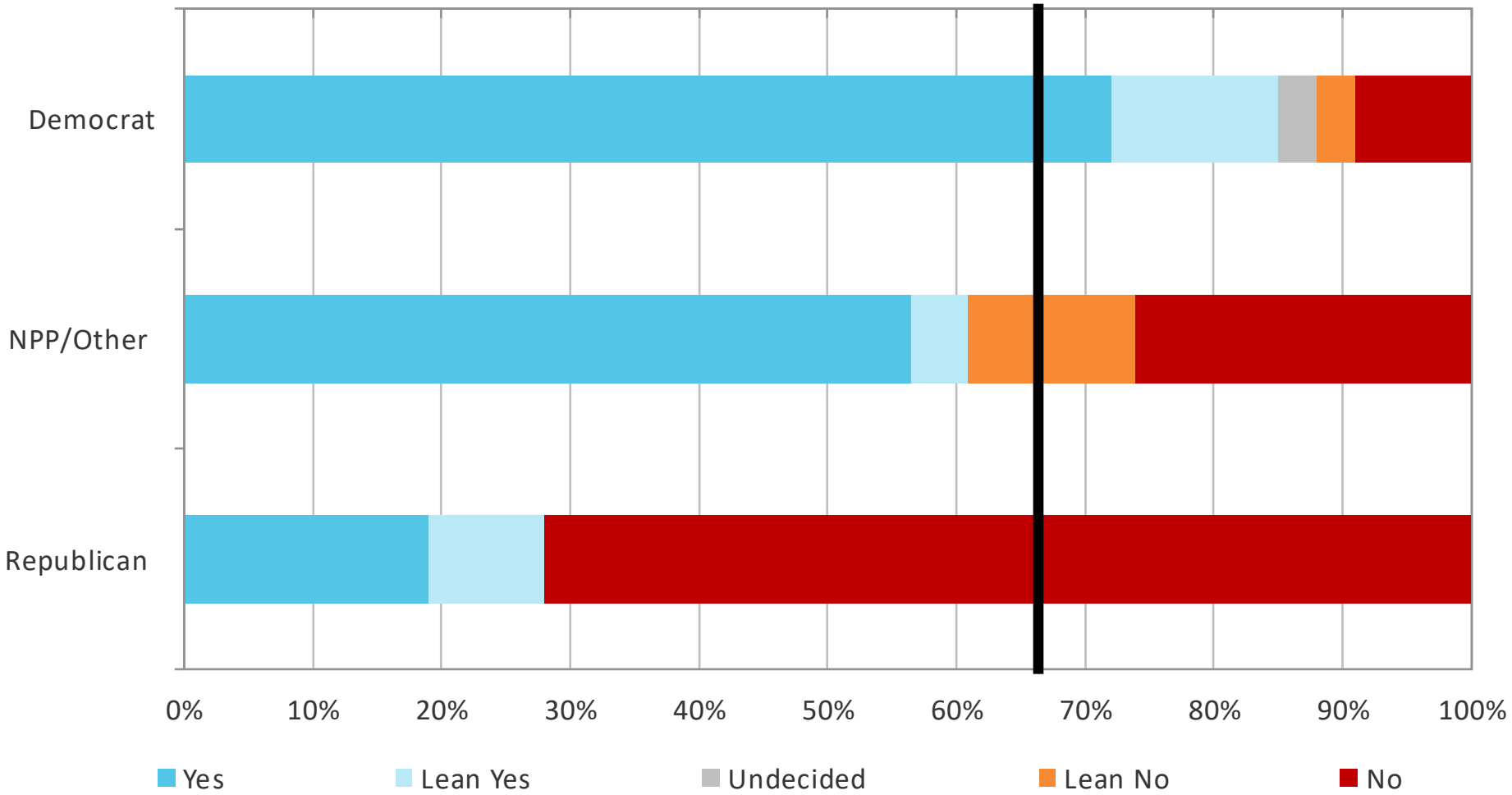


Assessed Valuation: 2006 to 2026		
FY Ending	(billions)	% change
2006	$3.3	9.4%
2007	$3.6	9.3%
2008	$3.8	6.6%
2009	$4.0	5.2%
2010	$4.1	0.7%
2011	$4.0	-2.5%
2012	$4.0	1.4%
2013	$4.1	2.2%
2014	$4.3	4.3%
2015	$4.5	3.7%
2016	$4.7	5.8%
2017	$5.0	6.4%
2018	$5.3	5.8%
2019	$5.6	6.6%
2020	$6.0	6.0%
2021	$6.3	5.3%
2022	$6.5	3.3%
2023	$7.1	8.9%
2024	$7.5	6.2%
2025	$7.9	5.4%
2026	$8.3	4.8%
5 Year Average		5.7%
10 Year Average		5.9%
20 Year Average		4.7%

Sources: California Municipal Statistics

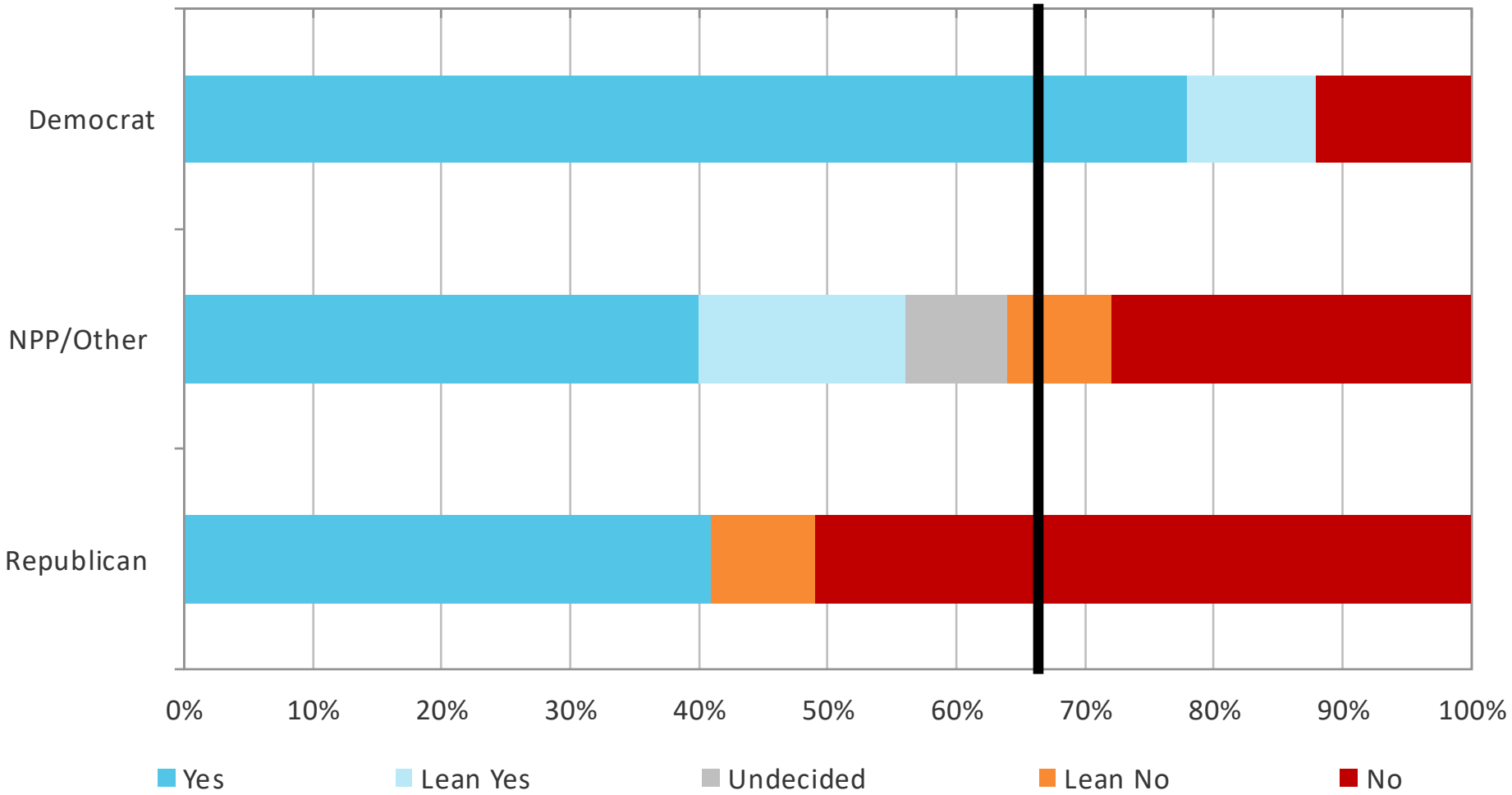
Voter Attitudes

PARTY AFFILIATION AND $85 PER PARCEL WITHOUT OFFICIALS SUPPORT: AFTER INFORMATION



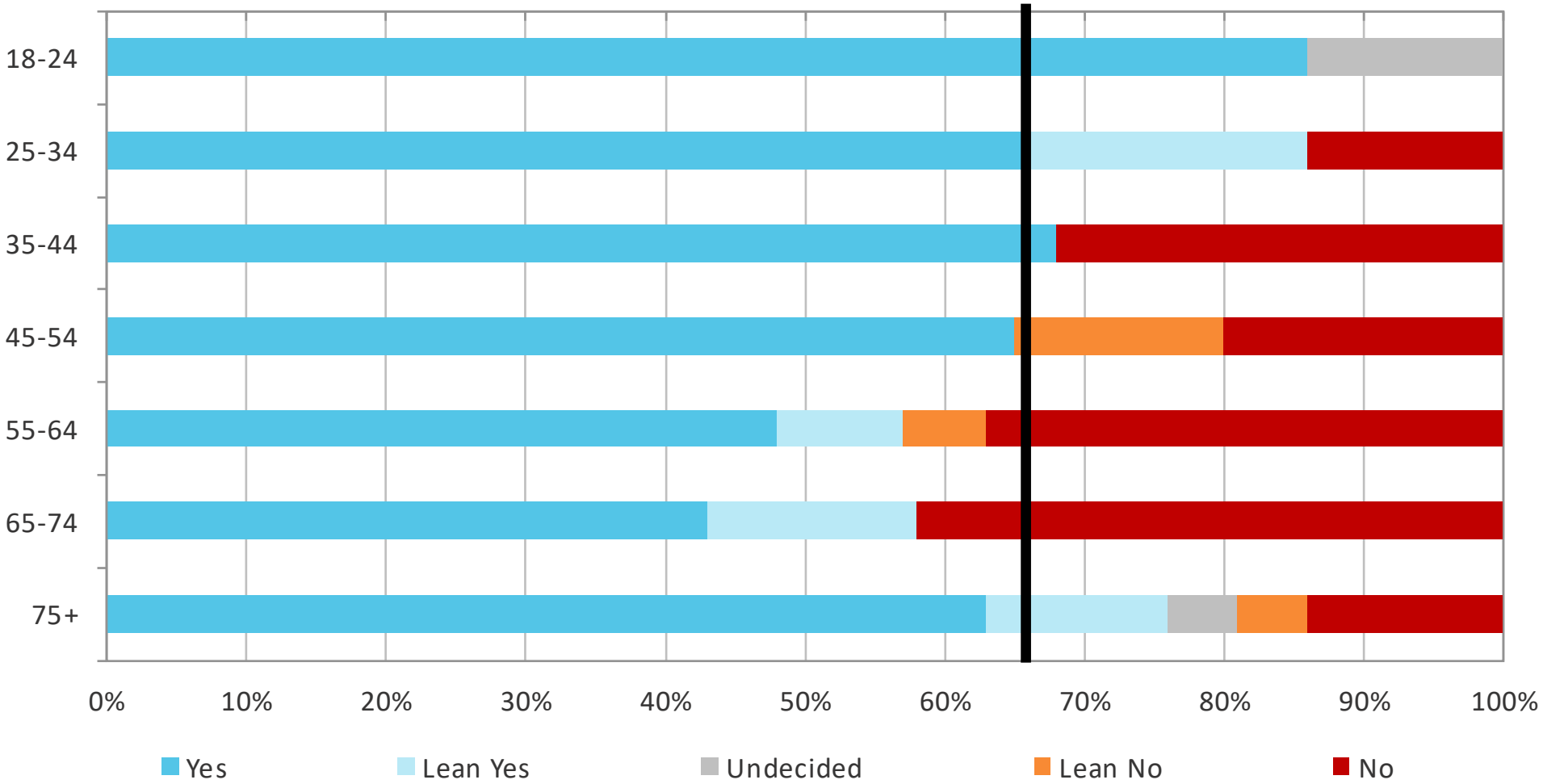
Voter Attitudes

PARTY AFFILIATION AND $85 PER PARCEL WITH OFFICIALS SUPPORT: AFTER INFORMATION



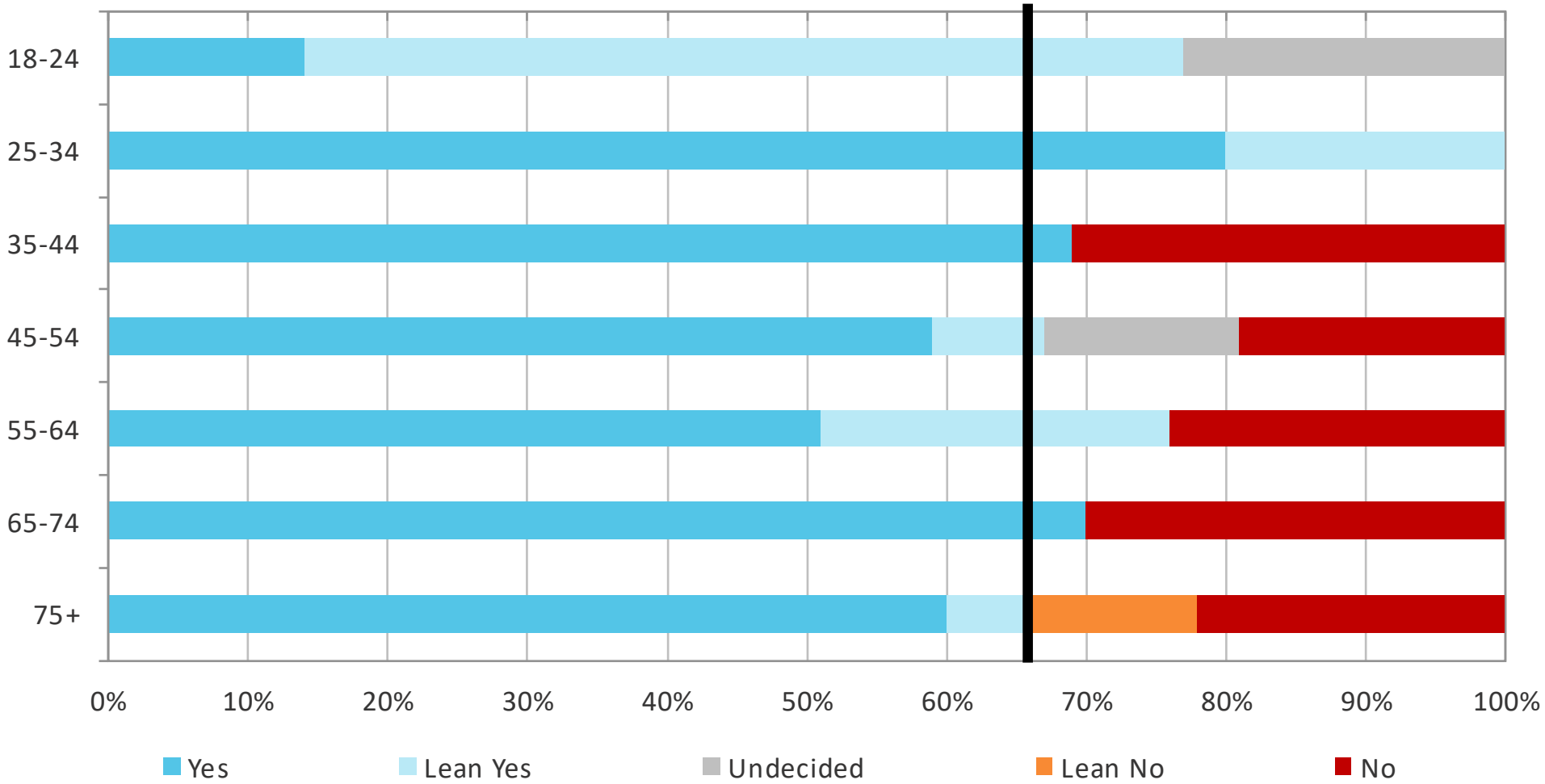
Voter Attitudes

AGE OF VOTER AND $85 PER PARCEL WITHOUT OFFICIALS SUPPORT: AFTER INFORMATION



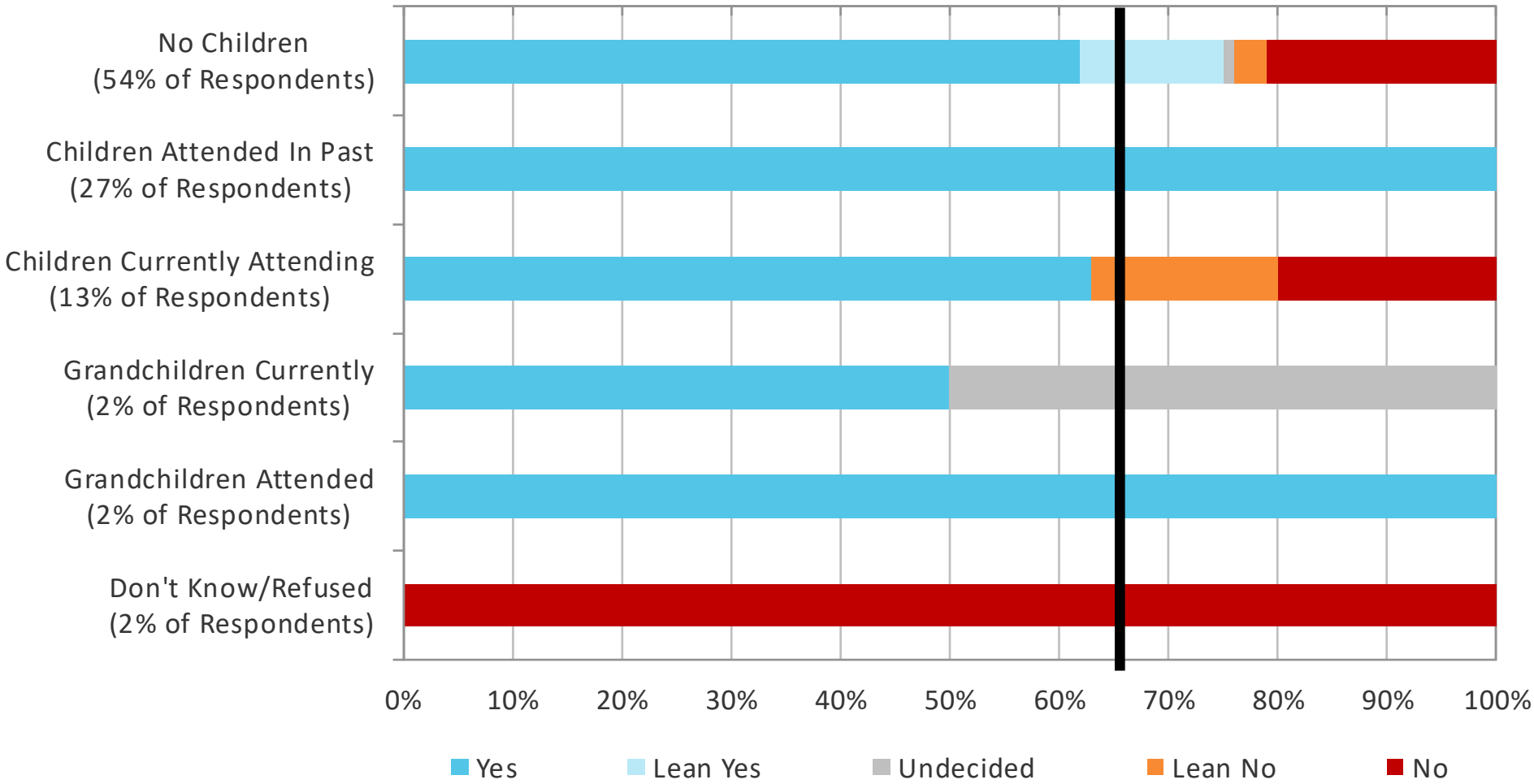
Voter Attitudes

AGE OF VOTER AND $85 PER PARCEL WITH OFFICIALS SUPPORT: AFTER INFORMATION



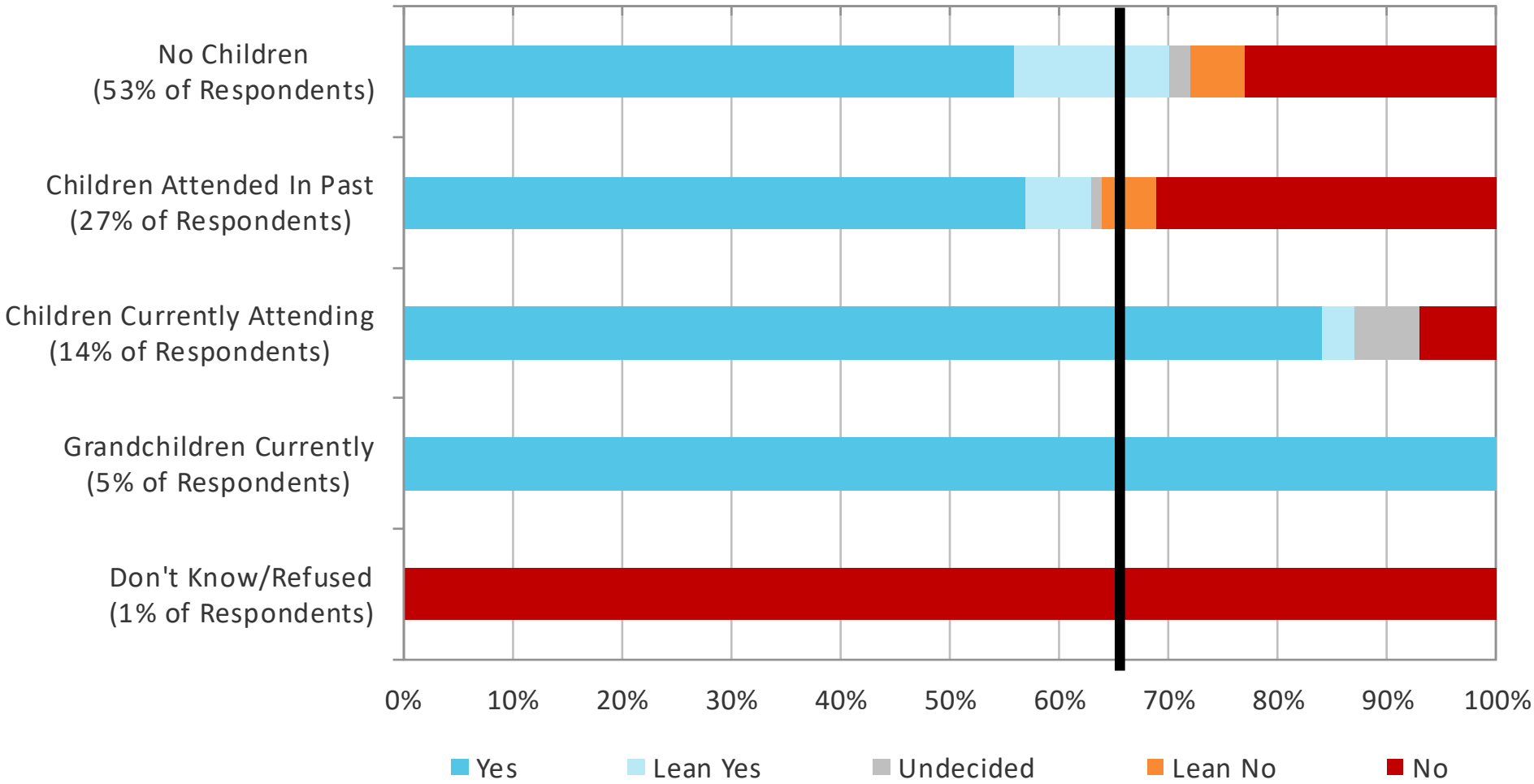
Voter Attitudes

EXPERIENCE WITH DISTRICT AND $85 PER PARCEL WITHOUT OFFICIALS SUPPORT: AFTER INFORMATION



Voter Attitudes

EXPERIENCE WITH DISTRICT AND $85 PER PARCEL WITH OFFICIALS SUPPORT: AFTER INFORMATION



Board Cover Sheet

Information/Discussion

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

Meeting Date

May 21, 2026

Presenter(s)

Josh Jorn
Assistant Superintendent

Item

Bond Update - Measure B Schedule and Quick Start Summer Projects Update

Recommendation

The District Administration recommends that the Board receive and review the Bond Program Update, including the Master Schedule and Quick Start Projects status update.

Background

The Board previously approved the 2026 Measure D Quick Start project list and the Measure B Master Project List.

Information

Tonight's presentation provides an overview of progress to date on development of the Measure B Master Schedule, including how projects are planned to be phased and implemented over the duration of the bond program. The presentation will also include a status update on the Quick Start Projects approved by the Board.

Fiscal Impact

(None) No Fiscal Impact

Bond Update Board Meeting

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

May 21, 2026



AUSONIO INCORPORATED

BRAILSFORD DUNLAVEY

AKG A KENNEDY GROUP

Agenda

01 Overall Bond Update

02 Master Schedule Review

03 Quick Start Projects Update

04 Next Steps



01

Overall Bond Update



Progress to Date

- Complete Stakeholder Engagement
- Subcommittee Meeting #1 – 10/27
- Complete Estimating
- Prepare Proposed Project Master List
- Subcommittee Meeting #2 12/15
- Refine Proposed Project Master List
- Subcommittee Meeting #3 Jan 2026
- Request Approval of Master Bond Project List at February 2026 Board Meeting
- Finalize Project Budgets in BMET
- ★ Prepare Master Schedule
- Subcommittee Meeting #4 May 2026
- Procure First Phase Design Consultants for Summer 2027 Projects

Progress to Date

The **Master Bond Project List** is the **key tracking document** of a bond program, to which the **remainder of the program elements tie.**

- Quick start project list approved by the BOD in August 2025
- Several quick start projects in progress
- Measure B master bond project list approved by the BOD in February 2026
- Consultant procurement for ‘On-Going Engineering’ services
- Master schedule discussions in progress

Approved Master Project List

BMET REPORT March 31, 2026

Master Project List Report

Pacific Grove Unified School District

PGUSD Bond Programs

Reporting Period: Inception through March 31, 2026 - Measure B Only

Location/Project		Status	Budget	Description
Forest Grove Elementary				
FGE-B101	Building B Electrical Upgrades	Accepted	$650,000	Electrical upgrades to Building B including replacement of main switchgear and transformer.
FGE-B102	Site Improvements, ADA, Security and Infrastructure	Accepted	$560,000	Campus-wide improvements to infrastructure, site and safety. Includes replacement of aging sewer and waterlines campus-wide.
FGE-B103	New Playground Equipment	Accepted	$1,275,000	Purchase and installation of new playground equipment with fall zones for improved safety.
FGE-B104	Multi-Purpose Room Modernization	Accepted	$675,000	Complete modernization of the Multi-Purpose Room, including a new stage floor, new interior flooring, painting, and ceiling repair.
FGE-B105	Campus-wide Classroom Modernization	Accepted	$1,275,000	Modernization of classroom buildings campus-wide including replacement of flooring, ceilings, paint, casework and storage space. Apply STEAM programming where appropriate and feasible.
FGE-B106	Window Replacement	Accepted	$100,000	Replace single-pane windows campus-wide for efficiency.
	Forest Grove Elementary Totals:		**$4,535,000**	
Robert Down Elementary				
RDE-B201	Special Education Classroom Upgrade	Accepted	$400,000	Upgrades and reconfiguration of the classroom space. Addition of an all-gender restroom.
RDE-B202	Fire Life Safety, Site Improvements, ADA, Security and Infrastructure	Accepted	$775,000	Campus-wide improvements to infrastructure, site and safety. Safety upgrades include code-compliant panic door and gate hardware, emergency exit signage; analysis of egress and path of travel. Add buzzer and camera at ADA entrance gate. Improvements to ADA accessibility and wayfinding campus-wide. Also includes replacing aging sewer and water lines.
RDE-B203	Campus-wide HVAC System Upgrades	Accepted	$2,325,000	HVAC system upgrades including replacement of furnaces, outdoor AC units, exterior heat pumps and water heaters. Purchase and installation of new air handling unit for Multipurpose Room and incorporate into EMS system.
RDE-B204	Auditorium Restoration	Accepted	$1,350,000	Restoration and upgrades to existing auditorium including refinishing of seats, walls, handrails and historic elements, upgrades to the flooring, ceiling and HVAC, replace lighting and storage space.
RDE-B205	De-Escalation Room	Accepted	$150,000	Reconfigure existing space to be used as a de-escalation room. The room will be furnished with soft furnishings, will provide sensory tools and calming elements to provide a safe, quiet space where students can step away from stressful or triggering situations.
RDE-B206	Outdoor Amphitheater / Classroom	Accepted	$500,000	Add outdoor amphitheater and classroom space to play yard project. Configured to enable STEAM learning opportunities.
	Robert Down Elementary Totals:		**$5,500,000**	
Pacific Grove Middle School				

02

Master Schedule Review

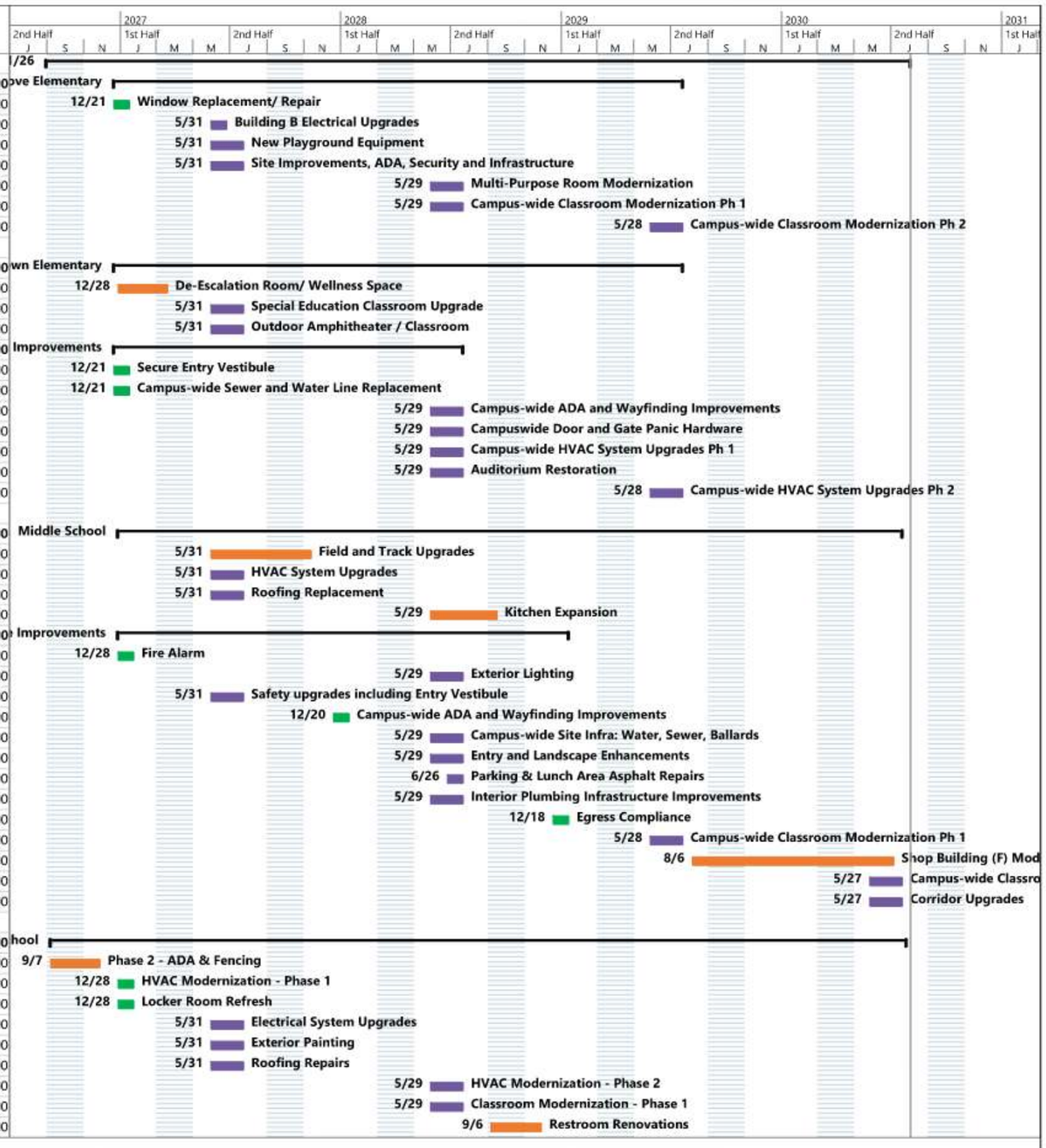


MASTER SCHEDULE METHODOLOGY

- Guidance from Facilities Master Plan
- District Priority from project list development meetings
- Project Size
- Conditions of Current Facilities
- Available Swing Space
- District Operations/ Logistics
- Cash Flow/ Bond Sales

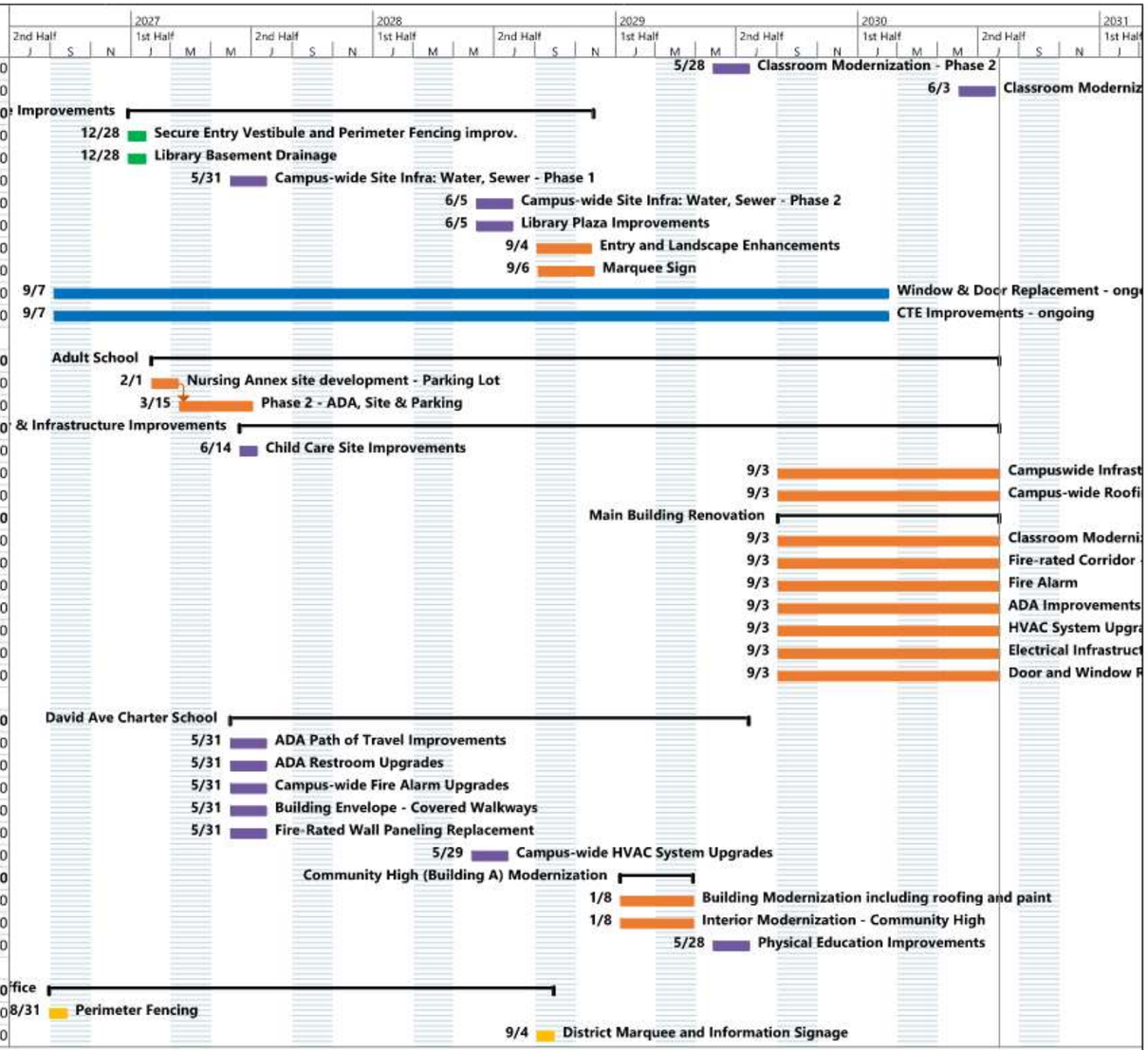
- Development Timeline:
  - Meeting with Facilities Department 3/5/26
  - Meeting with District Leadership 3/26/26
  - Adult School Schedule review 4/8/26
  - High School Schedule review 4/14/26
  - Community High Schedule review 4/14/26
  - Forest Grove Schedule review 4/15/26
  - Middle School Schedule review 5/4/26
  - Robert Down Schedule review 5/6/26
  - Facilities Committee Master Schedule review 5/11/26

ID	Project Name	Project #	Start	Finish	Duration	Cost
1	**PGUSD Measure B Master Schedule - Draft 5/11/26**					
2	**Forest Grove Elementary**		**Mon 12/21/26**	**Fri 7/20/29**	**675 days**	**$4,535,000**
3	Window Replacement/ Repair	FGE-B106	Mon 12/21/26	Fri 1/15/27	1 mon	$100,000
4	Building B Electrical Upgrades	FGE-B101	Mon 5/31/27	Fri 6/25/27	1 mon	$650,000
5	New Playground Equipment	FGE-B103	Mon 5/31/27	Fri 7/23/27	2 mons	$1,275,000
6	Site Improvements, ADA, Security and Infrastructure	FGE-B102	Mon 5/31/27	Fri 7/23/27	2 mons	$560,000
7	Multi-Purpose Room Modernization	FGE-B104	Mon 5/29/28	Fri 7/21/28	2 mons	$675,000
8	Campus-wide Classroom Modernization Ph 1	FGE-B105	Mon 5/29/28	Fri 7/21/28	2 mons	$637,500
9	Campus-wide Classroom Modernization Ph 2	FGE-B105	Mon 5/28/29	Fri 7/20/29	2 mons	$637,500
10						
11	**Robert Down Elementary**		**Mon 12/21/26**	**Fri 7/20/29**	**675 days**	**$5,500,000**
12	De-Escalation Room/ Wellness Space	RDE-B205	Mon 12/28/26	Fri 3/19/27	3 mons	$150,000
13	Special Education Classroom Upgrade	RDE-B201	Mon 5/31/27	Fri 7/23/27	2 mons	$400,000
14	Outdoor Amphitheater / Classroom	RDE-B206	Mon 5/31/27	Fri 7/23/27	2 mons	$500,000
15	*RHD Safety & Infrastructure Improvements*	**RDE-B202**	**Mon 12/21/26**	**Fri 7/21/28**	**415 days**	**$775,000**
16	Secure Entry Vestibule	RDE-B202	Mon 12/21/26	Fri 1/15/27	1 mon	$50,000
17	Campus-wide Sewer and Water Line Replacement	RDE-B202	Mon 12/21/26	Fri 1/15/27	1 mon	$200,000
18	Campus-wide ADA and Wayfinding Improvements	RDE-B202	Mon 5/29/28	Fri 7/21/28	2 mons	$400,000
19	Campuswide Door and Gate Panic Hardware	RDE-B202	Mon 5/29/28	Fri 7/21/28	2 mons	$125,000
20	Campus-wide HVAC System Upgrades Ph 1	RDE-B203	Mon 5/29/28	Fri 7/21/28	2 mons	$1,162,500
21	Auditorium Restoration	RDE-B204	Mon 5/29/28	Fri 7/21/28	2 mons	$1,350,000
22	Campus-wide HVAC System Upgrades Ph 2		Mon 5/28/29	Fri 7/20/29	2 mons	$1,162,500
23						
24	**Middle School**		**Mon 12/28/26**	**Fri 7/19/30**	**930 days**	**$15,110,000**
25	Field and Track Upgrades	MS-B308	Mon 5/31/27	Fri 11/12/27	6 mons	$3,000,000
26	HVAC System Upgrades	MS-B302	Mon 5/31/27	Fri 7/23/27	2 mons	$3,600,000
27	Roofing Replacement	MS-B303	Mon 5/31/27	Fri 7/23/27	2 mons	$450,000
28	Kitchen Expansion	MS-B307	Mon 5/29/28	Fri 9/15/28	4 mons	$1,250,000
29	*MS Safety & Infrastructure Improvements*	**MS-B301**	**Mon 12/28/26**	**Fri 1/12/29**	**535 days**	**$1,510,000**
30	Fire Alarm	MS-B301	Mon 12/28/26	Fri 1/22/27	1 mon	$100,000
31	Exterior Lighting	MS-B301	Mon 5/29/28	Fri 7/21/28	2 mons	$150,000
32	Safety upgrades including Entry Vestibule	MS-B301	Mon 5/31/27	Fri 7/23/27	2 mons	$200,000
33	Campus-wide ADA and Wayfinding Improvements	MS-B301	Mon 12/20/27	Fri 1/14/28	1 mon	$60,000
34	Campus-wide Site Infra: Water, Sewer, Ballards	MS-B301	Mon 5/29/28	Fri 7/21/28	2 mons	$100,000
35	Entry and Landscape Enhancements	MS-B301	Mon 5/29/28	Fri 7/21/28	2 mons	$300,000
36	Parking & Lunch Area Asphalt Repairs	MS-B301	Mon 6/26/28	Fri 7/21/28	1 mon	$250,000
37	Interior Plumbing Infrastructure Improvements	MS-B301	Mon 5/29/28	Fri 7/21/28	2 mons	$100,000
38	Egress Compliance	MS-B301	Mon 12/18/28	Fri 1/12/29	1 mon	$250,000
39	Campus-wide Classroom Modernization Ph 1	MS-B304	Mon 5/28/29	Fri 7/20/29	2 mons	$650,000
40	Shop Building (F) Modernization & Wellness Center	MS-B306	Mon 8/6/29	Fri 7/5/30	12 mons	$3,250,000
41	Campus-wide Classroom Modernization Ph 2	MS-B304	Mon 5/27/30	Fri 7/19/30	2 mons	$650,000
42	Corridor Upgrades		Mon 5/27/30	Fri 7/19/30	2 mons	$750,000
43						
44	**High School**		**Mon 9/7/26**	**Fri 7/26/30**	**1015 days**	**$17,951,000**
45	Phase 2 - ADA & Fencing	HS-B401	Mon 9/7/26	Fri 11/27/26	3 mons	$956,000
46	HVAC Modernization - Phase 1	HS-B403	Mon 12/28/26	Fri 1/22/27	1 mon	$2,000,000
47	Locker Room Refresh		Mon 12/28/26	Fri 1/22/27	1 mon	$125,000
48	Electrical System Upgrades	HS-B404	Mon 5/31/27	Fri 7/23/27	2 mons	$125,000
49	Exterior Painting	HS-B406	Mon 5/31/27	Fri 7/23/27	2 mons	$350,000
50	Roofing Repairs	HS-B405	Mon 5/31/27	Fri 7/23/27	2 mons	$2,400,000
51	HVAC Modernization - Phase 2	HS-B403	Mon 5/29/28	Fri 7/21/28	2 mons	$2,000,000
52	Classroom Modernization - Phase 1	HS-B407	Mon 5/29/28	Fri 7/21/28	2 mons	$1,800,000
53	Restroom Renovations	HS-B411	Wed 9/6/28	Tue 11/28/28	3 mons	$800,000



Construction durations shown in gantt chart — Summer Project — Winter Project — School Year Project — Ongoing Project

ID	Project Name	Project #	Start	Finish	Duration	Cost
54	Classroom Modernization - Phase 2	HS-B407	Mon 5/28/29	Fri 7/20/29	2 mons	$1,800,000
55	Classroom Modernization - Phase 3	HS-B407	Mon 6/3/30	Fri 7/26/30	2 mons	$1,800,000
56	*HS Safety & Infrastructure Improvements*	**HS-B402**	**Mon 12/28/26**	**Tue 11/28/28**	**502 days**	**$2,870,000**
57	Secure Entry Vestibule and Perimeter Fencing improv.	HS-B402	Mon 12/28/26	Fri 1/22/27	1 mon	$120,000
58	Library Basement Drainage	HS-B402	Mon 12/28/26	Fri 1/22/27	1 mon	$125,000
59	Campus-wide Site Infra: Water, Sewer - Phase 1	HS-B402	Mon 5/31/27	Fri 7/23/27	2 mons	$500,000
60	Campus-wide Site Infra: Water, Sewer - Phase 2	HS-B402	Mon 6/5/28	Fri 7/28/28	2 mons	$500,000
61	Library Plaza Improvements	HS-B402	Mon 6/5/28	Fri 7/28/28	2 mons	$1,200,000
62	Entry and Landscape Enhancements	HS-B402	Mon 9/4/28	Fri 11/24/28	3 mons	$300,000
63	Marquee Sign	HS-B402	Wed 9/6/28	Tue 11/28/28	3 mons	$125,000
64	Window & Door Replacement - ongoing	HS-B408	Mon 9/7/26	Fri 2/15/30	45 mons	$625,000
65	CTE Improvements - ongoing	HS-B410	Mon 9/7/26	Fri 2/15/30	45 mons	$300,000
66						
67	**Adult School**		**Mon 2/1/27**	**Fri 8/2/30**	**915 days**	**$9,884,000**
68	Nursing Annex site development - Parking Lot	AS-B503	Mon 2/1/27	Fri 3/12/27	6 wks	$500,000
69	Phase 2 - ADA, Site & Parking	AS-B505	Mon 3/15/27	Fri 7/2/27	4 mons	$1,434,000
70	*AS Safety & Infrastructure Improvements*	**AS-B502**	**Mon 6/14/27**	**Fri 8/2/30**	**820 days**	**$250,000**
71	Child Care Site Improvements	AS-B502	Mon 6/14/27	Fri 7/9/27	1 mon	$50,000
72	Campuswide Infrastructure, Site & Safety Improvements	AS-B502	Mon 9/3/29	Fri 8/2/30	12 mons	$200,000
73	Campus-wide Roofing Replacement	AS-B501	Mon 9/3/29	Fri 8/2/30	12 mons	$1,600,000
74	*Main Building Renovation*	**AS-B504**	**Mon 9/3/29**	**Fri 8/2/30**	**240 days**	**$6,100,000**
75	Classroom Modernization	AS-B504	Mon 9/3/29	Fri 8/2/30	12 mons	$2,765,000
76	Fire-rated Corridor - Main Building	AS-B504	Mon 9/3/29	Fri 8/2/30	12 mons	$325,000
77	Fire Alarm	AS-B504	Mon 9/3/29	Fri 8/2/30	12 mons	$325,000
78	ADA Improvements	AS-B504	Mon 9/3/29	Fri 8/2/30	12 mons	$85,000
79	HVAC System Upgrades	AS-B504	Mon 9/3/29	Fri 8/2/30	12 mons	$2,000,000
80	Electrical Infrastructure Upgrade	AS-B504	Mon 9/3/29	Fri 8/2/30	12 mons	$100,000
81	Door and Window Replacement	AS-B504	Mon 9/3/29	Fri 8/2/30	12 mons	$500,000
82						
83	**David Ave Charter School**		**Mon 5/31/27**	**Fri 7/20/29**	**560 days**	**$6,385,000**
84	ADA Path of Travel Improvements	DA-B601	Mon 5/31/27	Fri 7/23/27	2 mons	$2,000,000
85	ADA Restroom Upgrades	DA-B602	Mon 5/31/27	Fri 7/23/27	2 mons	$300,000
86	Campus-wide Fire Alarm Upgrades	DA-B603	Mon 5/31/27	Fri 7/23/27	2 mons	$550,000
87	Building Envelope - Covered Walkways	DA-B605	Mon 5/31/27	Fri 7/23/27	2 mons	$125,000
88	Fire-Rated Wall Paneling Replacement	DA-B604	Mon 5/31/27	Fri 7/23/27	2 mons	$160,000
89	Campus-wide HVAC System Upgrades	DA-B606	Mon 5/29/28	Fri 7/21/28	2 mons	$1,000,000
90	Community High (Building A) Modernization	**DA-B607**	**Mon 1/8/29**	**Fri 4/27/29**	**80 days**	**$1,950,000**
91	Building Modernization including roofing and paint	DA-B607	Mon 1/8/29	Fri 4/27/29	4 mons	$1,350,000
92	Interior Modernization - Community High	DA-B607	Mon 1/8/29	Fri 4/27/29	4 mons	$600,000
93	Physical Education Improvements	DA-B608	Mon 5/28/29	Fri 7/20/29	2 mons	$300,000
94						
95	**District Office**		**Mon 8/31/26**	**Fri 9/29/28**	**545 days**	**$305,000**
96	Perimeter Fencing	DO-B801	Mon 8/31/26	Fri 9/25/26	1 mon	$50,000
97	District Marquee and Information Signage	DO-B802	Mon 9/4/28	Fri 9/29/28	1 mon	$255,000



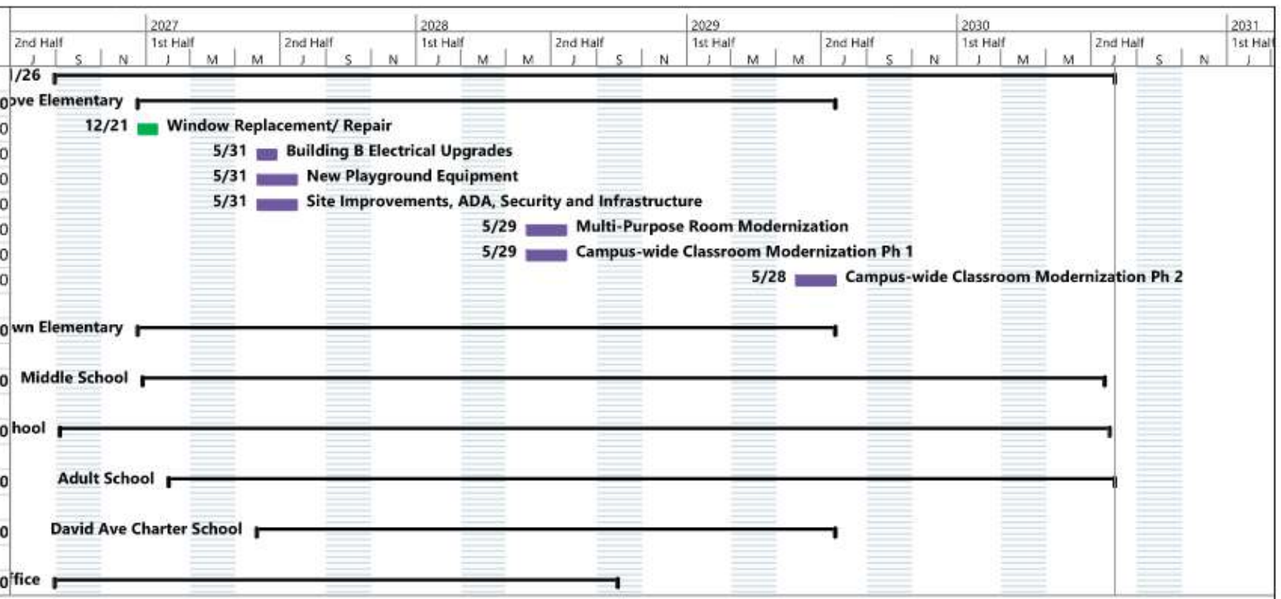
Construction durations shown in gantt chart

Summer Project Winter Project School Year Project Ongoing Project

MASTER SCHEDULE

FOREST GROVE

ID	Project Name	Project #	Start	Finish	Duration	Cost
1	**PGUSD Measure B Master Schedule - Draft 5/11/26**					
2	**Forest Grove Elementary**		**Mon 12/21/26**	**Fri 7/20/29**	**675 days**	**$4,535,000**
3	Window Replacement/ Repair	FGE-B106	Mon 12/21/26	Fri 1/15/27	1 mon	$100,000
4	Building B Electrical Upgrades	FGE-B101	Mon 5/31/27	Fri 6/25/27	1 mon	$650,000
5	New Playground Equipment	FGE-B103	Mon 5/31/27	Fri 7/23/27	2 mons	$1,275,000
6	Site Improvements, ADA, Security and Infrastructure	FGE-B102	Mon 5/31/27	Fri 7/23/27	2 mons	$560,000
7	Multi-Purpose Room Modernization	FGE-B104	Mon 5/29/28	Fri 7/21/28	2 mons	$675,000
8	Campus-wide Classroom Modernization Ph 1	FGE-B105	Mon 5/29/28	Fri 7/21/28	2 mons	$637,500
9	Campus-wide Classroom Modernization Ph 2	FGE-B105	Mon 5/28/29	Fri 7/20/29	2 mons	$637,500
10						
11	**Robert Down Elementary**		**Mon 12/21/26**	**Fri 7/20/29**	**675 days**	**$5,500,000**
23						
24	**Middle School**		**Mon 12/28/26**	**Fri 7/19/30**	**930 days**	**$15,110,000**
43						
44	**High School**		**Mon 9/7/26**	**Fri 7/26/30**	**1015 days**	**$17,951,000**
66						
67	**Adult School**		**Mon 2/1/27**	**Fri 8/2/30**	**915 days**	**$9,884,000**
82						
83	**David Ave Charter School**		**Mon 5/31/27**	**Fri 7/20/29**	**560 days**	**$6,385,000**
94						
95	**District Office**		**Mon 8/31/26**	**Fri 9/29/28**	**545 days**	**$305,000**

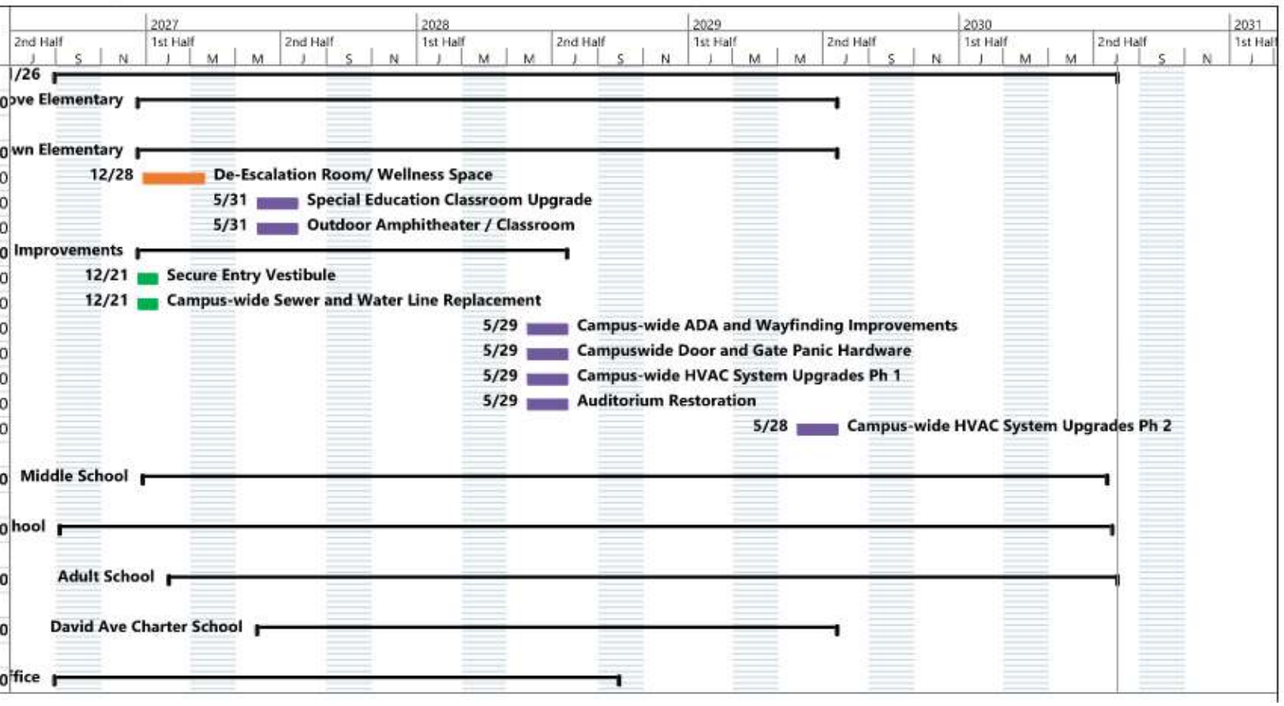


Construction durations shown in gantt chart — Summer Project — Winter Project — School Year Project — Ongoing Project

MASTER SCHEDULE

ROBERT DOWN

ID	Project Name	Project #	Start	Finish	Duration	Cost
1	**PGUSD Measure B Master Schedule - Draft 5/11/26**					
2	**Forest Grove Elementary**		**Mon 12/21/26**	**Fri 7/20/29**	**675 days**	**$4,535,000**
10						
11	**Robert Down Elementary**		**Mon 12/21/26**	**Fri 7/20/29**	**675 days**	**$5,500,000**
12	De-Escalation Room/ Wellness Space	RDE-B205	Mon 12/28/26	Fri 3/19/27	3 mons	$150,000
13	Special Education Classroom Upgrade	RDE-B201	Mon 5/31/27	Fri 7/23/27	2 mons	$400,000
14	Outdoor Amphitheater / Classroom	RDE-B206	Mon 5/31/27	Fri 7/23/27	2 mons	$500,000
15	*RHD Safety & Infrastructure Improvements*	**RDE-B202**	**Mon 12/21/26**	**Fri 7/21/28**	**415 days**	**$775,000**
16	Secure Entry Vestibule	RDE-B202	Mon 12/21/26	Fri 1/15/27	1 mon	$50,000
17	Campus-wide Sewer and Water Line Replacement	RDE-B202	Mon 12/21/26	Fri 1/15/27	1 mon	$200,000
18	Campus-wide ADA and Wayfinding Improvements	RDE-B202	Mon 5/29/28	Fri 7/21/28	2 mons	$400,000
19	Campuswide Door and Gate Panic Hardware	RDE-B202	Mon 5/29/28	Fri 7/21/28	2 mons	$125,000
20	Campus-wide HVAC System Upgrades Ph 1	RDE-B203	Mon 5/29/28	Fri 7/21/28	2 mons	$1,162,500
21	Auditorium Restoration	RDE-B204	Mon 5/29/28	Fri 7/21/28	2 mons	$1,350,000
22	Campus-wide HVAC System Upgrades Ph 2		Mon 5/28/29	Fri 7/20/29	2 mons	$1,162,500
23						
24	**Middle School**		**Mon 12/28/26**	**Fri 7/19/30**	**930 days**	**$15,110,000**
43						
44	**High School**		**Mon 9/7/26**	**Fri 7/26/30**	**1015 days**	**$17,951,000**
66						
67	**Adult School**		**Mon 2/1/27**	**Fri 8/2/30**	**915 days**	**$9,884,000**
82						
83	**David Ave Charter School**		**Mon 5/31/27**	**Fri 7/20/29**	**560 days**	**$6,385,000**
94						
95	**District Office**		**Mon 8/31/26**	**Fri 9/29/28**	**545 days**	**$305,000**

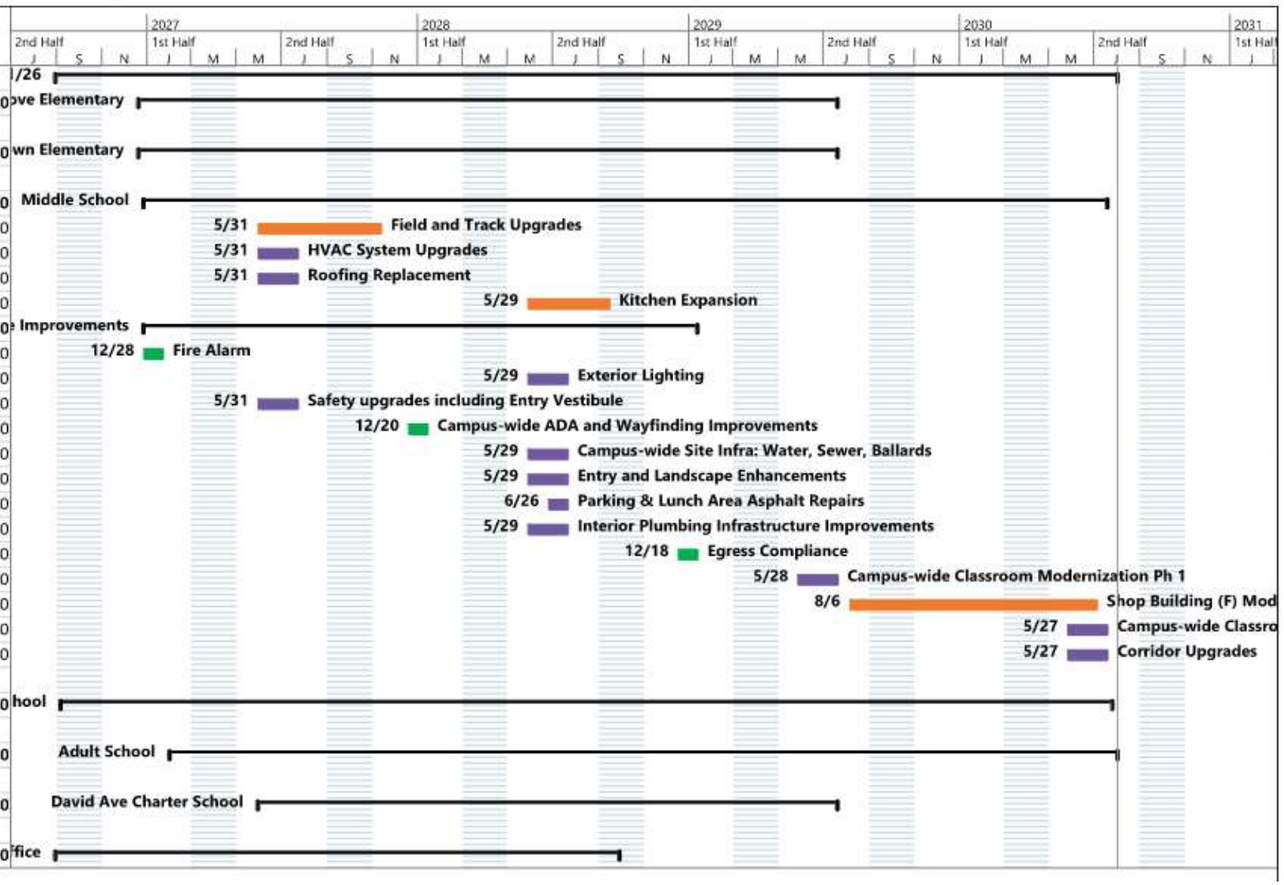


Construction durations shown in gantt chart — Summer Project — Winter Project — School Year Project — Ongoing Project

MASTER SCHEDULE

MIDDLE SCHOOL

ID	Project Name	Project #	Start	Finish	Duration	Cost
1	**PGUSD Measure B Master Schedule - Draft 5/11/26**					
2	**Forest Grove Elementary**		**Mon 12/21/26**	**Fri 7/20/29**	**675 days**	**$4,535,000**
10						
11	**Robert Down Elementary**		**Mon 12/21/26**	**Fri 7/20/29**	**675 days**	**$5,500,000**
23						
24	**Middle School**		**Mon 12/28/26**	**Fri 7/19/30**	**930 days**	**$15,110,000**
25	Field and Track Upgrades	MS-B308	Mon 5/31/27	Fri 11/12/27	6 mons	$3,000,000
26	HVAC System Upgrades	MS-B302	Mon 5/31/27	Fri 7/23/27	2 mons	$3,600,000
27	Roofing Replacement	MS-B303	Mon 5/31/27	Fri 7/23/27	2 mons	$450,000
28	Kitchen Expansion	MS-B307	Mon 5/29/28	Fri 9/15/28	4 mons	$1,250,000
29	*MS Safety & Infrastructure Improvements*	**MS-B301**	**Mon 12/28/26**	**Fri 1/12/29**	**535 days**	**$1,510,000**
30	Fire Alarm	MS-B301	Mon 12/28/26	Fri 1/22/27	1 mon	$100,000
31	Exterior Lighting	MS-B301	Mon 5/29/28	Fri 7/21/28	2 mons	$150,000
32	Safety upgrades including Entry Vestibule	MS-B301	Mon 5/31/27	Fri 7/23/27	2 mons	$200,000
33	Campus-wide ADA and Wayfinding Improvements	MS-B301	Mon 12/20/27	Fri 1/14/28	1 mon	$60,000
34	Campus-wide Site Infra: Water, Sewer, Ballards	MS-B301	Mon 5/29/28	Fri 7/21/28	2 mons	$100,000
35	Entry and Landscape Enhancements	MS-B301	Mon 5/29/28	Fri 7/21/28	2 mons	$300,000
36	Parking & Lunch Area Asphalt Repairs	MS-B301	Mon 6/26/28	Fri 7/21/28	1 mon	$250,000
37	Interior Plumbing Infrastructure Improvements	MS-B301	Mon 5/29/28	Fri 7/21/28	2 mons	$100,000
38	Egress Compliance	MS-B301	Mon 12/18/28	Fri 1/12/29	1 mon	$250,000
39	Campus-wide Classroom Modernization Ph 1	MS-B304	Mon 5/28/29	Fri 7/20/29	2 mons	$650,000
40	Shop Building (F) Modernization & Wellness Center	MS-B306	Mon 8/6/29	Fri 7/5/30	12 mons	$3,250,000
41	Campus-wide Classroom Modernization Ph 2	MS-B304	Mon 5/27/30	Fri 7/19/30	2 mons	$650,000
42	Corridor Upgrades		Mon 5/27/30	Fri 7/19/30	2 mons	$750,000
43						
44	**High School**		**Mon 9/7/26**	**Fri 7/26/30**	**1015 days**	**$17,951,000**
66						
67	**Adult School**		**Mon 2/1/27**	**Fri 8/2/30**	**915 days**	**$9,884,000**
82						
83	**David Ave Charter School**		**Mon 5/31/27**	**Fri 7/20/29**	**560 days**	**$6,385,000**
94						
95	**District Office**		**Mon 8/31/26**	**Fri 9/29/28**	**545 days**	**$305,000**

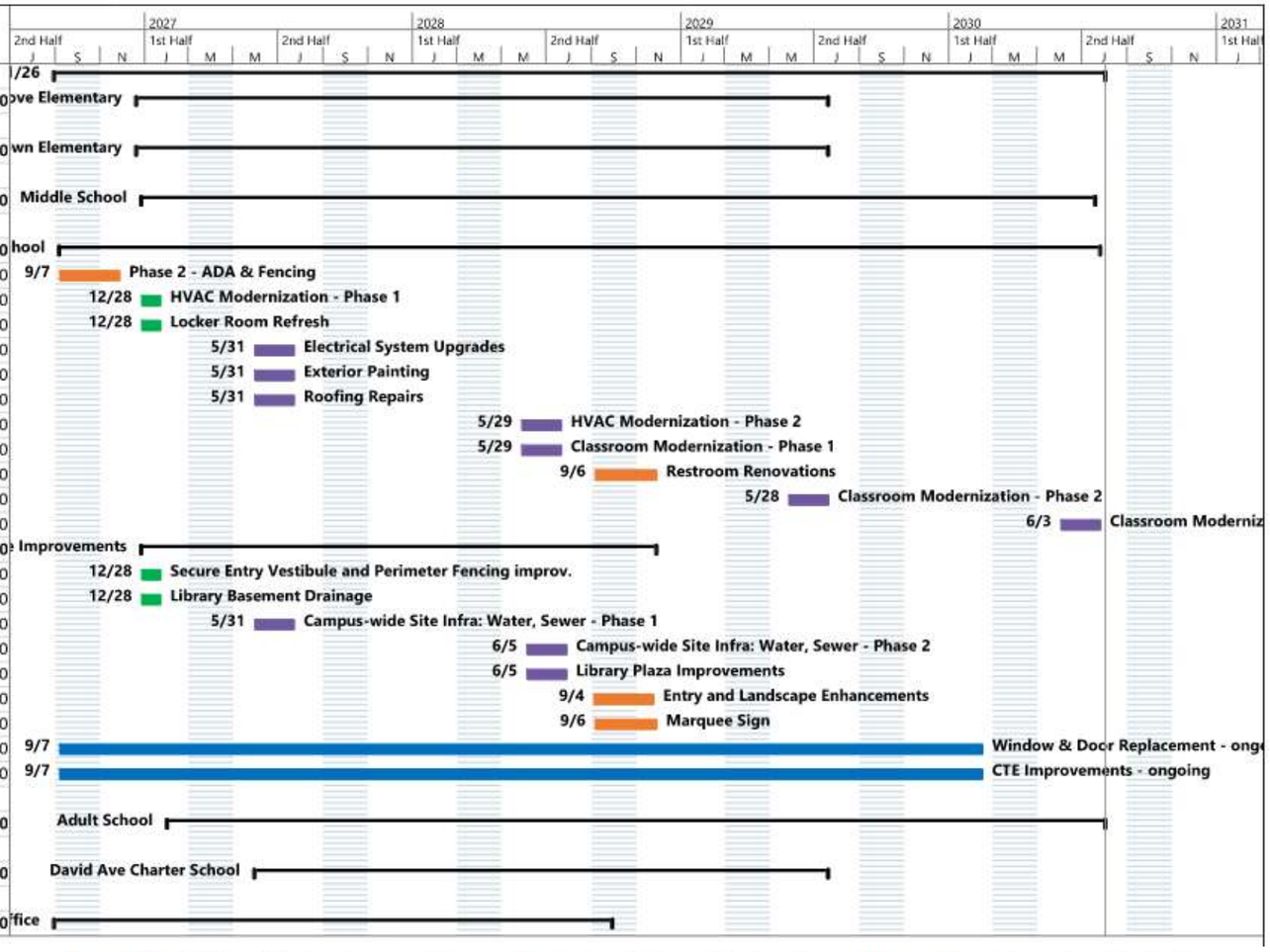


Construction durations shown in gantt chart — Summer Project — Winter Project — School Year Project — Ongoing Project

MASTER SCHEDULE

HIGH SCHOOL

ID	Project Name	Project #	Start	Finish	Duration	Cost
1	**PGUSD Measure B Master Schedule - Draft 5/11/26**					
2	**Forest Grove Elementary**		**Mon 12/21/26**	**Fri 7/20/29**	**675 days**	**$4,535,000**
10						
11	**Robert Down Elementary**		**Mon 12/21/26**	**Fri 7/20/29**	**675 days**	**$5,500,000**
23						
24	**Middle School**		**Mon 12/28/26**	**Fri 7/19/30**	**930 days**	**$15,110,000**
43						
44	**High School**		**Mon 9/7/26**	**Fri 7/26/30**	**1015 days**	**$17,951,000**
45	Phase 2 - ADA & Fencing	HS-B401	Mon 9/7/26	Fri 11/27/26	3 mons	$956,000
46	HVAC Modernization - Phase 1	HS-B403	Mon 12/28/26	Fri 1/22/27	1 mon	$2,000,000
47	Locker Room Refresh		Mon 12/28/26	Fri 1/22/27	1 mon	$125,000
48	Electrical System Upgrades	HS-B404	Mon 5/31/27	Fri 7/23/27	2 mons	$125,000
49	Exterior Painting	HS-B406	Mon 5/31/27	Fri 7/23/27	2 mons	$350,000
50	Roofing Repairs	HS-B405	Mon 5/31/27	Fri 7/23/27	2 mons	$2,400,000
51	HVAC Modernization - Phase 2	HS-B403	Mon 5/29/28	Fri 7/21/28	2 mons	$2,000,000
52	Classroom Modernization - Phase 1	HS-B407	Mon 5/29/28	Fri 7/21/28	2 mons	$1,800,000
53	Restroom Renovations	HS-B411	Wed 9/6/28	Tue 11/28/28	3 mons	$800,000
54	Classroom Modernization - Phase 2	HS-B407	Mon 5/28/29	Fri 7/20/29	2 mons	$1,800,000
55	Classroom Modernization - Phase 3	HS-B407	Mon 6/3/30	Fri 7/26/30	2 mons	$1,800,000
56	*HS Safety & Infrastructure Improvements*	**HS-B402**	**Mon 12/28/26**	**Tue 11/28/28**	**502 days**	**$2,870,000**
57	Secure Entry Vestibule and Perimeter Fencing improv.	HS-B402	Mon 12/28/26	Fri 1/22/27	1 mon	$120,000
58	Library Basement Drainage	HS-B402	Mon 12/28/26	Fri 1/22/27	1 mon	$125,000
59	Campus-wide Site Infra: Water, Sewer - Phase 1	HS-B402	Mon 5/31/27	Fri 7/23/27	2 mons	$500,000
60	Campus-wide Site Infra: Water, Sewer - Phase 2	HS-B402	Mon 6/5/28	Fri 7/28/28	2 mons	$500,000
61	Library Plaza Improvements	HS-B402	Mon 6/5/28	Fri 7/28/28	2 mons	$1,200,000
62	Entry and Landscape Enhancements	HS-B402	Mon 9/4/28	Fri 11/24/28	3 mons	$300,000
63	Marquee Sign	HS-B402	Wed 9/6/28	Tue 11/28/28	3 mons	$125,000
64	Window & Door Replacement - ongoing	HS-B408	Mon 9/7/26	Fri 2/15/30	45 mons	$625,000
65	CTE Improvements - ongoing	HS-B410	Mon 9/7/26	Fri 2/15/30	45 mons	$300,000
66						
67	**Adult School**		**Mon 2/1/27**	**Fri 8/2/30**	**915 days**	**$9,884,000**
82						
83	**David Ave Charter School**		**Mon 5/31/27**	**Fri 7/20/29**	**560 days**	**$6,385,000**
94						
95	**District Office**		**Mon 8/31/26**	**Fri 9/29/28**	**545 days**	**$305,000**

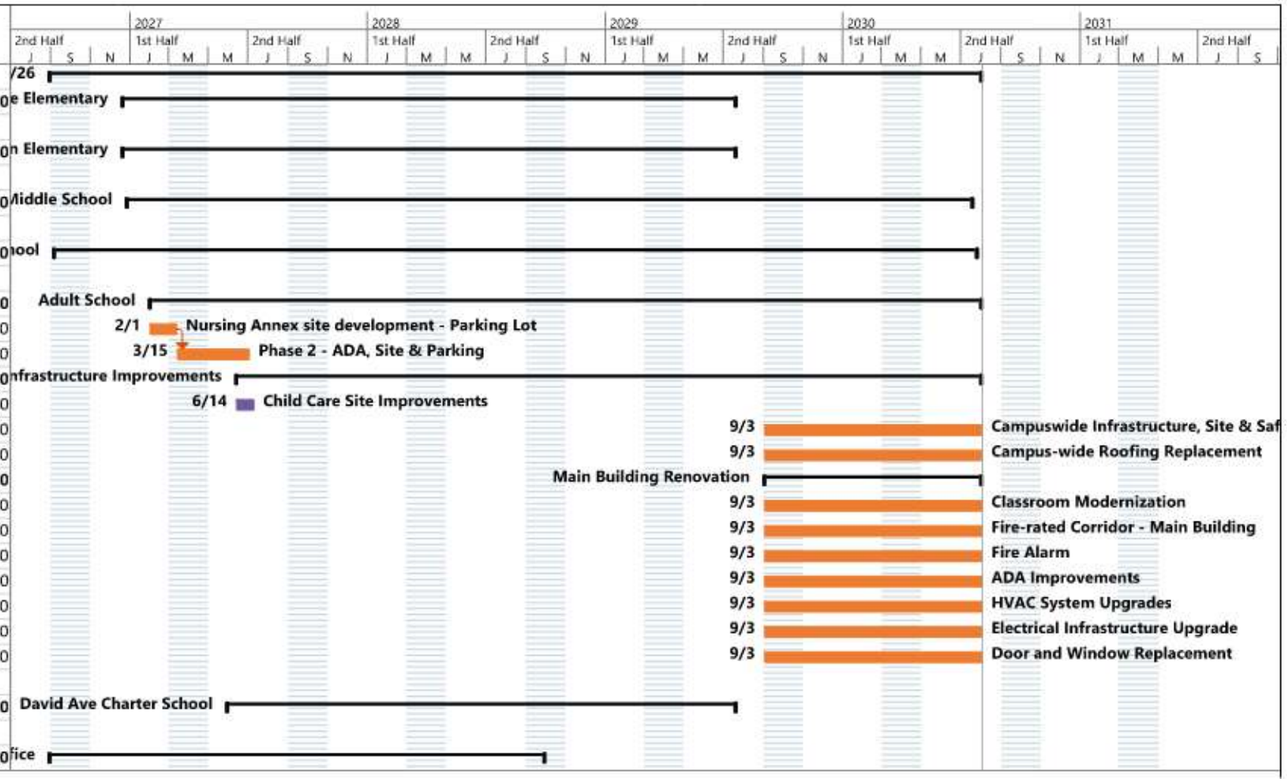


Construction durations shown in gantt chart — Summer Project — Winter Project — School Year Project — Ongoing Project

MASTER SCHEDULE

ADULT SCHOOL

ID	Project Name	Project #	Start	Finish	Duration	Cost
1	**PGUSD Measure B Master Schedule - Draft 5/11/26**					
2	**Forest Grove Elementary**		**Mon 12/21/26**	**Fri 7/20/29**	**675 days**	**$4,535,000**
10						
11	**Robert Down Elementary**		**Mon 12/21/26**	**Fri 7/20/29**	**675 days**	**$5,500,000**
23						
24	**Middle School**		**Mon 12/28/26**	**Fri 7/19/30**	**930 days**	**$15,110,000**
43						
44	**High School**		**Mon 9/7/26**	**Fri 7/26/30**	**1015 days**	**$17,951,000**
66						
67	**Adult School**		**Mon 2/1/27**	**Fri 8/2/30**	**915 days**	**$9,884,000**
68	Nursing Annex site development - Parking Lot	AS-B503	Mon 2/1/27	Fri 3/12/27	6 wks	$500,000
69	Phase 2 - ADA, Site & Parking	AS-B505	Mon 3/15/27	Fri 7/2/27	4 mons	$1,434,000
70	*AS Safety & Infrastructure Improvements*	**AS-B502**	**Mon 6/14/27**	**Fri 8/2/30**	**820 days**	**$250,000**
71	Child Care Site Improvements	AS-B502	Mon 6/14/27	Fri 7/9/27	1 mon	$50,000
72	Campuswide Infrastructure, Site & Safety Improvements	AS-B502	Mon 9/3/29	Fri 8/2/30	12 mons	$200,000
73	Campus-wide Roofing Replacement	AS-B501	Mon 9/3/29	Fri 8/2/30	12 mons	$1,600,000
74	*Main Building Renovation*	**AS-B504**	**Mon 9/3/29**	**Fri 8/2/30**	**240 days**	**$6,100,000**
75	Classroom Modernization	AS-B504	Mon 9/3/29	Fri 8/2/30	12 mons	$2,765,000
76	Fire-rated Corridor - Main Building	AS-B504	Mon 9/3/29	Fri 8/2/30	12 mons	$325,000
77	Fire Alarm	AS-B504	Mon 9/3/29	Fri 8/2/30	12 mons	$325,000
78	ADA Improvements	AS-B504	Mon 9/3/29	Fri 8/2/30	12 mons	$85,000
79	HVAC System Upgrades	AS-B504	Mon 9/3/29	Fri 8/2/30	12 mons	$2,000,000
80	Electrical Infrastructure Upgrade	AS-B504	Mon 9/3/29	Fri 8/2/30	12 mons	$100,000
81	Door and Window Replacement	AS-B504	Mon 9/3/29	Fri 8/2/30	12 mons	$500,000
82						
83	**David Ave Charter School**		**Mon 5/31/27**	**Fri 7/20/29**	**560 days**	**$6,385,000**
94						
95	**District Office**		**Mon 8/31/26**	**Fri 9/29/28**	**545 days**	**$305,000**

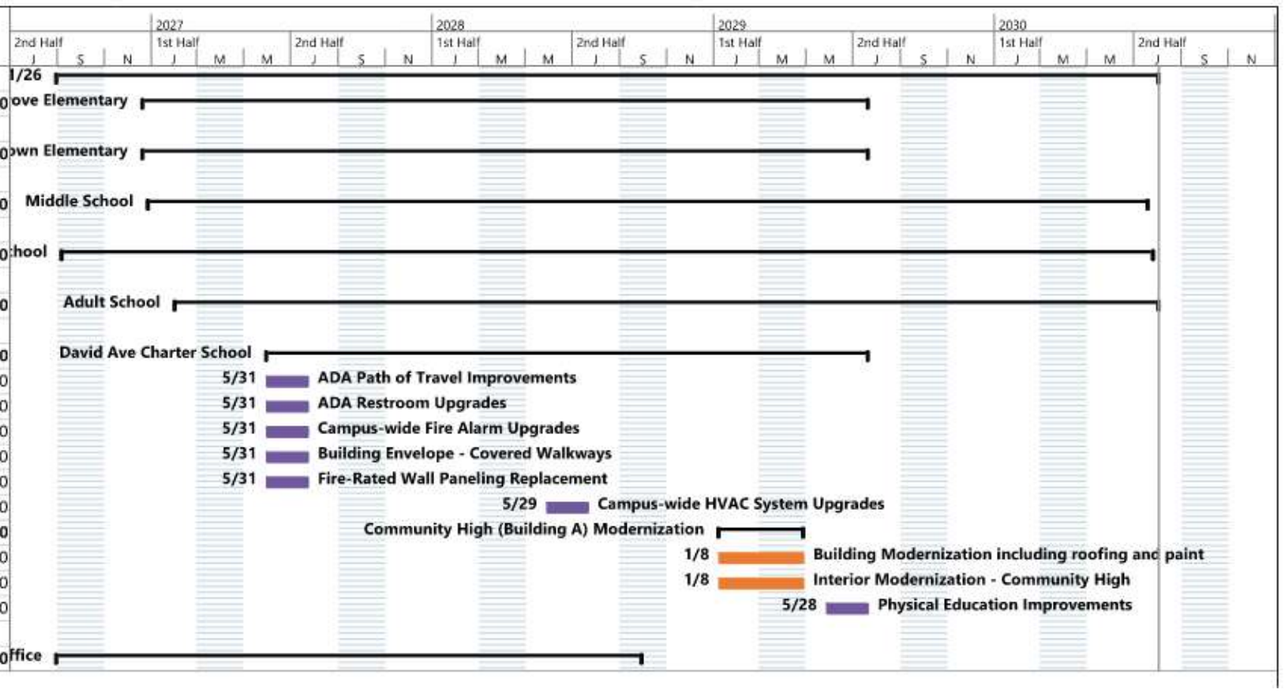


Construction durations shown in gantt chart — Summer Project — Winter Project — School Year Project — Ongoing Project

MASTER SCHEDULE

DAVID AVE CHARTER SCHOOL

ID	Project Name	Project #	Start	Finish	Duration	Cost
1	**PGUSD Measure B Master Schedule - Draft 5/11/26**					
2	**Forest Grove Elementary**		**Mon 12/21/26**	**Fri 7/20/29**	**675 days**	**$4,535,000**
10						
11	**Robert Down Elementary**		**Mon 12/21/26**	**Fri 7/20/29**	**675 days**	**$5,500,000**
23						
24	**Middle School**		**Mon 12/28/26**	**Fri 7/19/30**	**930 days**	**$15,110,000**
43						
44	**High School**		**Mon 9/7/26**	**Fri 7/26/30**	**1015 days**	**$17,951,000**
66						
67	**Adult School**		**Mon 2/1/27**	**Fri 8/2/30**	**915 days**	**$9,884,000**
82						
83	**David Ave Charter School**		**Mon 5/31/27**	**Fri 7/20/29**	**560 days**	**$6,385,000**
84	ADA Path of Travel Improvements	DA-B601	Mon 5/31/27	Fri 7/23/27	2 mons	$2,000,000
85	ADA Restroom Upgrades	DA-B602	Mon 5/31/27	Fri 7/23/27	2 mons	$300,000
86	Campus-wide Fire Alarm Upgrades	DA-B603	Mon 5/31/27	Fri 7/23/27	2 mons	$550,000
87	Building Envelope - Covered Walkways	DA-B605	Mon 5/31/27	Fri 7/23/27	2 mons	$125,000
88	Fire-Rated Wall Paneling Replacement	DA-B604	Mon 5/31/27	Fri 7/23/27	2 mons	$160,000
89	Campus-wide HVAC System Upgrades	DA-B606	Mon 5/29/28	Fri 7/21/28	2 mons	$1,000,000
90	Community High (Building A) Modernization	**DA-B607**	**Mon 1/8/29**	**Fri 4/27/29**	**80 days**	**$1,950,000**
91	Building Modernization including roofing and paint	DA-B607	Mon 1/8/29	Fri 4/27/29	4 mons	$1,350,000
92	Interior Modernization - Community High	DA-B607	Mon 1/8/29	Fri 4/27/29	4 mons	$600,000
93	Physical Education Improvements	DA-B608	Mon 5/28/29	Fri 7/20/29	2 mons	$300,000
94						
95	**District Office**		**Mon 8/31/26**	**Fri 9/29/28**	**545 days**	**$305,000**

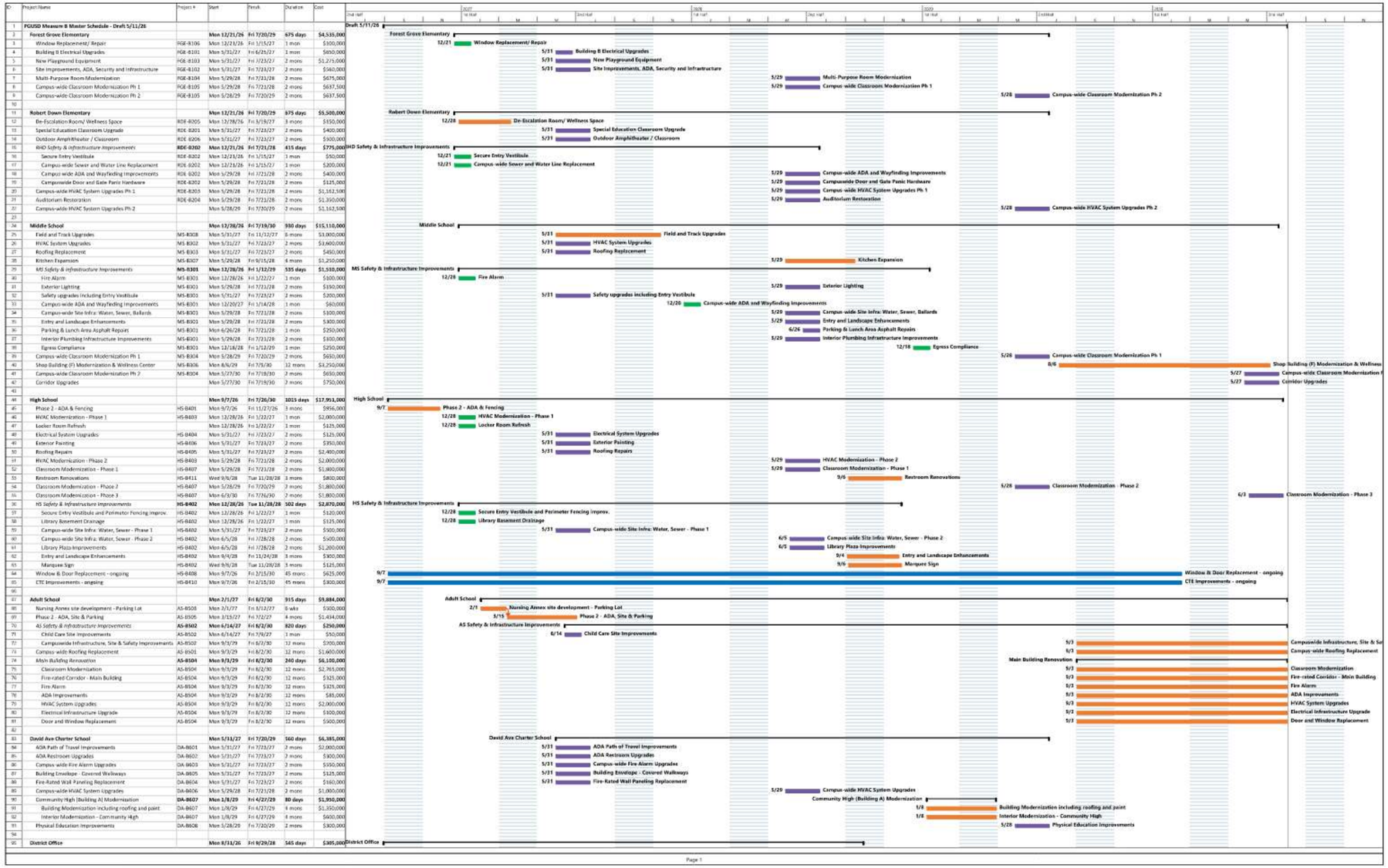


Construction durations shown in gantt chart — Summer Project — Winter Project — School Year Project — Ongoing Project

MASTER SCHEDULE

OVERALL SUMMARY

ID	Project Name	Project #	Start	Finish	Duration	Cost
1	**PGUSD Measure B Master Schedule - Draft 5/11/26**					
2	**Forest Grove Elementary**		**Mon 12/21/26**	**Fri 7/20/29**	**675 days**	**$4,535,000**
3	Window Replacement/ Repair	FGE-B106	Mon 12/21/26	Fri 1/15/27	1 mon	$100,000
4	Building B Electrical Upgrades	FGE-B101	Mon 5/31/27	Fri 6/25/27	1 mon	$650,000
5	New Playground Equipment	FGE-B103	Mon 5/31/27	Fri 7/23/27	2 mons	$1,275,000
6	Site Improvements, ADA, Security and Infrastructure	FGE-B102	Mon 5/31/27	Fri 7/23/27	2 mons	$340,000
7	Multi-Purpose Room Modernization	FGE-B104	Mon 5/29/28	Fri 7/21/28	2 mons	$675,000
8	Campus-wide Classroom Modernization Ph 1	FGE-B105	Mon 5/29/28	Fri 7/21/28	2 mons	$637,500
9	Campus-wide Classroom Modernization Ph 2	FGE-B105	Mon 5/28/29	Fri 7/20/29	2 mons	$637,500
10						
11	**Robert Down Elementary**		**Mon 12/21/26**	**Fri 7/20/29**	**675 days**	**$5,500,000**
12	De-Escalation Room/ Wellness Space	RDE-B205	Mon 12/28/26	Fri 3/19/27	3 mons	$150,000
13	Special Education Classroom Upgrade	RDE-B201	Mon 5/31/27	Fri 7/23/27	2 mons	$400,000
14	Outdoor Amphitheater / Classroom	RDE-B206	Mon 5/31/27	Fri 7/23/27	2 mons	$300,000
15	RHD Safety & Infrastructure Improvements	**RDE-B202**	**Mon 12/21/26**	**Fri 7/21/28**	**415 days**	**$775,000**
16	Secure Entry Vestibule	RDE-B202	Mon 12/21/26	Fri 1/15/27	1 mon	$50,000
17	Campus-wide Sewer and Water Line Replacemint	RDE-B202	Mon 12/21/26	Fri 1/15/27	1 mon	$200,000
18	Campus-wide ADA and Wayfinding Improvements	RDE-B202	Mon 5/29/28	Fri 7/21/28	2 mons	$400,000
19	Campuswide Door and Gate Panic Hardware	RDE-B202	Mon 5/29/28	Fri 7/21/28	2 mons	$125,000
20	Campus-wide HVAC System Upgrades Ph 1	RDE-B203	Mon 5/29/28	Fri 7/21/28	2 mons	$1,162,500
21	Auditorium Restoration	RDE-B204	Mon 5/29/28	Fri 7/21/28	2 mons	$1,350,000
22	Campus-wide HVAC System Upgrades Ph 2		Mon 5/28/29	Fri 7/20/29	2 mons	$1,162,500
23						
24	**Middle School**		**Mon 12/28/26**	**Fri 7/19/30**	**930 days**	**$15,110,000**
25	Field and Track Upgrades	MS-B308	Mon 5/31/27	Fri 11/12/27	5 mons	$3,000,000
26	HVAC System Upgrades	MS-B302	Mon 5/31/27	Fri 7/23/27	2 mons	$1,600,000
27	Roofing Replacement	MS-B303	Mon 5/31/27	Fri 7/23/27	2 mons	$450,000
28	Kitchen Expansion	MS-B307	Mon 5/29/28	Fri 9/15/28	4 mons	$1,250,000
29	*MS Safety & Infrastructure Improvements*	**MS-B301**	**Mon 12/28/26**	**Fri 1/12/29**	**535 days**	**$1,510,000**
30	Fire Alarm	MS-B301	Mon 12/28/26	Fri 1/22/27	1 mon	$300,000
31	Exterior Lighting	MS-B301	Mon 5/29/28	Fri 7/21/28	2 mons	$150,000
32	Safety upgrades including Entry Vestibule	MS-B301	Mon 5/31/27	Fri 7/23/27	2 mons	$200,000
33	Campus-wide ADA and Wayfinding Improvements	MS-B301	Mon 12/20/27	Fri 1/14/28	1 mon	$60,000
34	Campus-wide Site Infra: Water, Sewer, Ballards	MS-B301	Mon 5/29/28	Fri 7/21/28	2 mons	$100,000
35	Entry and Landscape Enhancements	MS-B301	Mon 5/29/28	Fri 7/21/28	2 mons	$300,000
36	Parking & Lunch Area Asphalt Repairs	MS-B301	Mon 6/26/28	Fri 7/21/28	1 mon	$250,000
37	Interior Plumbing Infrastructure Improvements	MS-B301	Mon 5/29/28	Fri 7/21/28	2 mons	$300,000
38	Egress Compliance	MS-B301	Mon 12/18/28	Fri 1/12/29	1 mon	$250,000
39	Campus-wide Classroom Modernization Ph 1	MS-B304	Mon 5/28/29	Fri 7/20/29	2 mons	$650,000
40	Shop Building (F) Modernization & Wellness Center	MS-B306	Mon 8/6/29	Fri 7/5/30	12 mons	$3,250,000
41	Campus-wide Classroom Modernization Ph 2	MS-B304	Mon 5/27/30	Fri 7/19/30	2 mons	$650,000
42	Corridor Upgrades		Mon 5/27/30	Fri 7/19/30	2 mons	$750,000
43						
44	**High School**		**Mon 9/7/26**	**Fri 7/26/30**	**1015 days**	**$17,951,000**
45	Phase 2 - ADA & Fencing	HS-B401	Mon 9/7/26	Fri 11/27/26	3 mons	$956,000
46	HVAC Modernization - Phase 1	HS-B403	Mon 12/28/26	Fri 1/22/27	1 mon	$2,000,000
47	Locker Room Refresh		Mon 12/28/26	Fri 1/22/27	1 mon	$125,000
48	Electrical System Upgrades	HS-B404	Mon 5/31/27	Fri 7/23/27	2 mons	$125,000
49	Exterior Painting	HS-B406	Mon 5/31/27	Fri 7/23/27	2 mons	$350,000
50	Roofing Repairs	HS-B405	Mon 5/31/27	Fri 7/23/27	2 mons	$2,400,000
51	HVAC Modernization - Phase 2	HS-B403	Mon 5/29/28	Fri 7/21/28	2 mons	$2,000,000
52	Classroom Modernization - Phase 1	HS-B407	Mon 5/29/28	Fri 7/21/28	2 mons	$1,900,000
53	Restroom Renovations	HS-B411	Wed 9/6/28	Tue 11/28/28	3 mons	$850,000
54	Classroom Modernization - Phase 2	HS-B407	Mon 5/28/29	Fri 7/20/29	3 mons	$1,800,000
55	Classroom Modernization - Phase 3	HS-B407	Mon 6/3/30	Fri 7/26/30	2 mons	$1,800,000
56	*HS Safety & Infrastructure Improvements*	**HS-B402**	**Mon 12/28/26**	**Tue 11/28/28**	**502 days**	**$2,870,000**
57	Secure Entry Vestibule and Perimeter Fencing Improv.	HS-B402	Mon 12/28/26	Fri 1/22/27	1 mon	$120,000
58	Library Basement Drainage	HS-B402	Mon 12/28/26	Fri 1/22/27	1 mon	$125,000
59	Campus-wide Site Infra: Water, Sewer - Phase 1	HS-B402	Mon 5/31/27	Fri 7/23/27	2 mons	$500,000
60	Campus-wide Site Infra: Water, Sewer - Phase 2	HS-B402	Mon 6/5/28	Fri 7/28/28	2 mons	$500,000
61	Library Plaza Improvements	HS-B402	Mon 6/5/28	Fri 7/28/28	2 mons	$1,200,000
62	Entry and Landscape Enhancements	HS-B402	Mon 9/4/28	Fri 11/24/28	3 mons	$300,000
63	Marquee Sign	HS-B402	Wed 9/6/28	Tue 11/28/28	3 mons	$125,000
64	Window & Door Replacement - ongoing	HS-B408	Mon 9/7/26	Fri 2/15/30	45 mons	$625,000
65	CTE Improvements - ongoing	HS-B410	Mon 9/7/26	Fri 2/15/30	45 mons	$300,000
66						
67	**Adult School**		**Mon 2/1/27**	**Fri 8/2/30**	**915 days**	**$9,884,000**
68	Nursing Annex site development - Parking Lot	AS-B503	Mon 2/1/27	Fri 3/12/27	6 wks	$300,000
69	Phase 2 - ADA, Site & Parking	AS-B505	Mon 3/15/27	Fri 7/2/27	4 mons	$1,434,000
70	*AS Safety & Infrastructure Improvements*	**AS-B502**	**Mon 6/14/27**	**Fri 8/2/30**	**820 days**	**$250,000**
71	Child Care Site Improvements	AS-B502	Mon 6/14/27	Fri 7/9/27	1 mon	$50,000
72	Campuswide Infrastructure, Site & Safety Improvements	AS-B502	Mon 9/3/29	Fri 8/2/30	12 mons	$200,000
73	Campus-wide Roofing Replacement	AS-B501	Mon 9/3/29	Fri 8/2/30	12 mons	$1,600,000
74	Main Building Renovation	**AS-B504**	**Mon 9/3/29**	**Fri 8/2/30**	**240 days**	**$6,100,000**
75	Classroom Modernization	AS-B504	Mon 9/3/29	Fri 8/2/30	12 mons	$2,765,000
76	Fire-rated Corridor - Main Building	AS-B504	Mon 9/3/29	Fri 8/2/30	12 mons	$325,000
77	Fire Alarm	AS-B504	Mon 9/3/29	Fri 8/2/30	12 mons	$325,000
78	ADA Improvements	AS-B504	Mon 9/3/29	Fri 8/2/30	12 mons	$85,000
79	HVAC System Upgrades	AS-B504	Mon 9/3/29	Fri 8/2/30	12 mons	$2,000,000
80	Electrical Infrastructure Upgrade	AS-B504	Mon 9/3/29	Fri 8/2/30	12 mons	$100,000
81	Door and Window Replacement	AS-B504	Mon 9/3/29	Fri 8/2/30	12 mons	$500,000
82						
83	**David Ave Charter School**		**Mon 5/31/27**	**Fri 7/20/29**	**560 days**	**$6,385,000**
84	ADA Path of Travel Improvements	DA-B601	Mon 5/31/27	Fri 7/23/27	2 mons	$2,000,000
85	ADA Restroom Upgrades	DA-B602	Mon 5/31/27	Fri 7/23/27	2 mons	$300,000
86	Campus-wide Fire Alarm Upgrades	DA-B603	Mon 5/31/27	Fri 7/23/27	2 mons	$350,000
87	Building Envelope - Covered Walkways	DA-B605	Mon 5/31/27	Fri 7/23/27	2 mons	$125,000
88	Fire-Rated Wall Paneling Replacement	DA-B604	Mon 5/31/27	Fri 7/23/27	2 mons	$160,000
89	Campus-wide HVAC System Upgrades	DA-B606	Mon 5/29/28	Fri 7/21/28	2 mons	$1,000,000
90	Community High (Building A) Modernization	**DA-B607**	**Mon 1/8/29**	**Fri 4/27/29**	**80 days**	**$1,950,000**
91	Building Modernization including roofing and paint	DA-B607	Mon 1/8/29	Fri 4/27/29	4 mons	$1,350,000
92	Interior Modernization - Community High	DA-B607	Mon 1/8/29	Fri 4/27/29	4 mons	$600,000
93	Physical Education Improvements	DA-B608	Mon 5/28/29	Fri 7/20/29	2 mons	$300,000
94						
95	**District Office**		**Mon 8/31/26**	**Fri 9/29/28**	**565 days**	**$305,000**



Summer Project Winter Project School Year Project Ongoing Project

03

Quick Start Project Updates



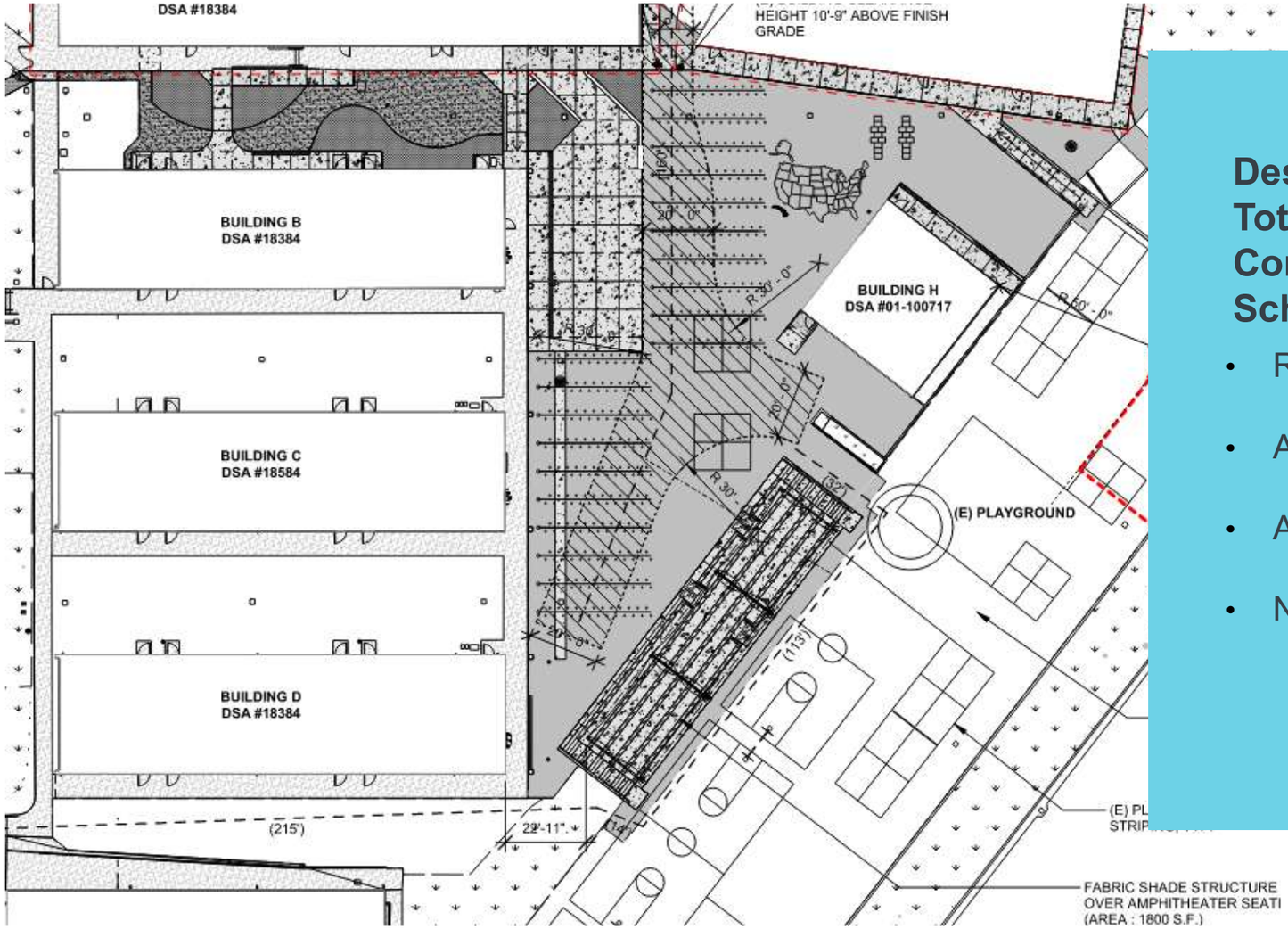
Quick Start Projects

BOARD APPROVED QUICK START PROJECTS

PGUSD Quick Start Projects (Measure D)				
Project Number	**Project Name**	**Project Budget**	**Construction Period**	**Description**
FGE-MD76	ADA/Site	$ 2,500,000	Summer 2026	Address uneven asphalt walkways. Replace asphalt play courts with new surface. Address ADA issues from root damage. Redesign poorly placed drains near TK/Kinder to resolve flooding issues. Repair sewer line.
RDE-MD79	HVAC - Library	$ 500,000	Summer 2026	Add/Replace aging units in Library. Integrate into EMS system.
RDE-MD80	ADA/Site	$ 1,810,000	Summer 2026	Replace cracked asphalt. Install rubberized fall surfacing on playground. Replace west side fencing. Install panic hardware and secure gates. Improve site ADA accessibility, ramps and signage across campus.
RDE-MD41	Fire Alarm	$ 800,000	Summer 2026	Campus-wide fire alarm replacement.
MS-MD81	Fencing	$ 100,000	Summer 2026	Install fencing to isolate PGMS closed campus approach.
MS-MD82	Gym Paint	$ 120,000	Summer 2026	Paint exterior of the gymnasium and two portables.
HS-MD83	ADA/Site - Design only	$ 238,350	Fall 2026	Replace or extend fencing and add gates for perimeter control on south end of campus. Install ADA paths from gym to baseball field. Pave a new fire lane by Library.
HS-MD84	Roof and Paint	$ 1,050,000	Summer 2026	Paint exterior and install Weatherweld roof on gym and weight room buildings.
AE-MD85	ADA/Site - Design only	$ 362,250	Spring 2027	Install fence and gate at southeast corner of site and rear parking lot for security. Site ADA path of travel lot improvements adjacent to main parking. Replace failing pavement in main parking lot, add trash enclosure in main parking lot.
AE-MD86	Demo F	$ 250,000	Fall 2026	Demolish unsafe structure and replace with classrooms to support State Preschool. Includes utility rerouting with PG&E and water.
AE-MD88	Butterfly Room Window Replacement	$ 75,000	Summer 2026	Replace leaky window wall at the Butterfly room in main building.
AR-MD87	Community High	$ 52,500	Complete	Schematic design a space to accommodate 2 classrooms of 960 SF each, and offices and restrooms in the southwest corner of the site. Include parking lot for new facility. Address path of travel from main parking lot to new site and adjacent to building 10,11,12 & 13. Widen fire lane as well
DA-MD89	Paint and gutter	$ 600,000	Summer 2026	Exterior Paint and Gutter Replacement - Phase 2 to complete the remaining work not completed in summer 2025.
DW-MD92	Campus Wide Gas Survey	$ 20,000	Summer 2026	Conduct gas leak detection surveys at each campus.
DW-MD90	Program	$ 600,000	Ongoing	Program managements costs.
DW-MD91	Contingency 7%	$ 593,467	N/A	Contingency for project change orders (summer 2025 or 2026).
	Total Quick Start Project Budget	**$ 9,671,567**		

Quick Start Projects

FOREST GROVE ELEMENTARY SCHOOL – SITE IMPROVEMENTS

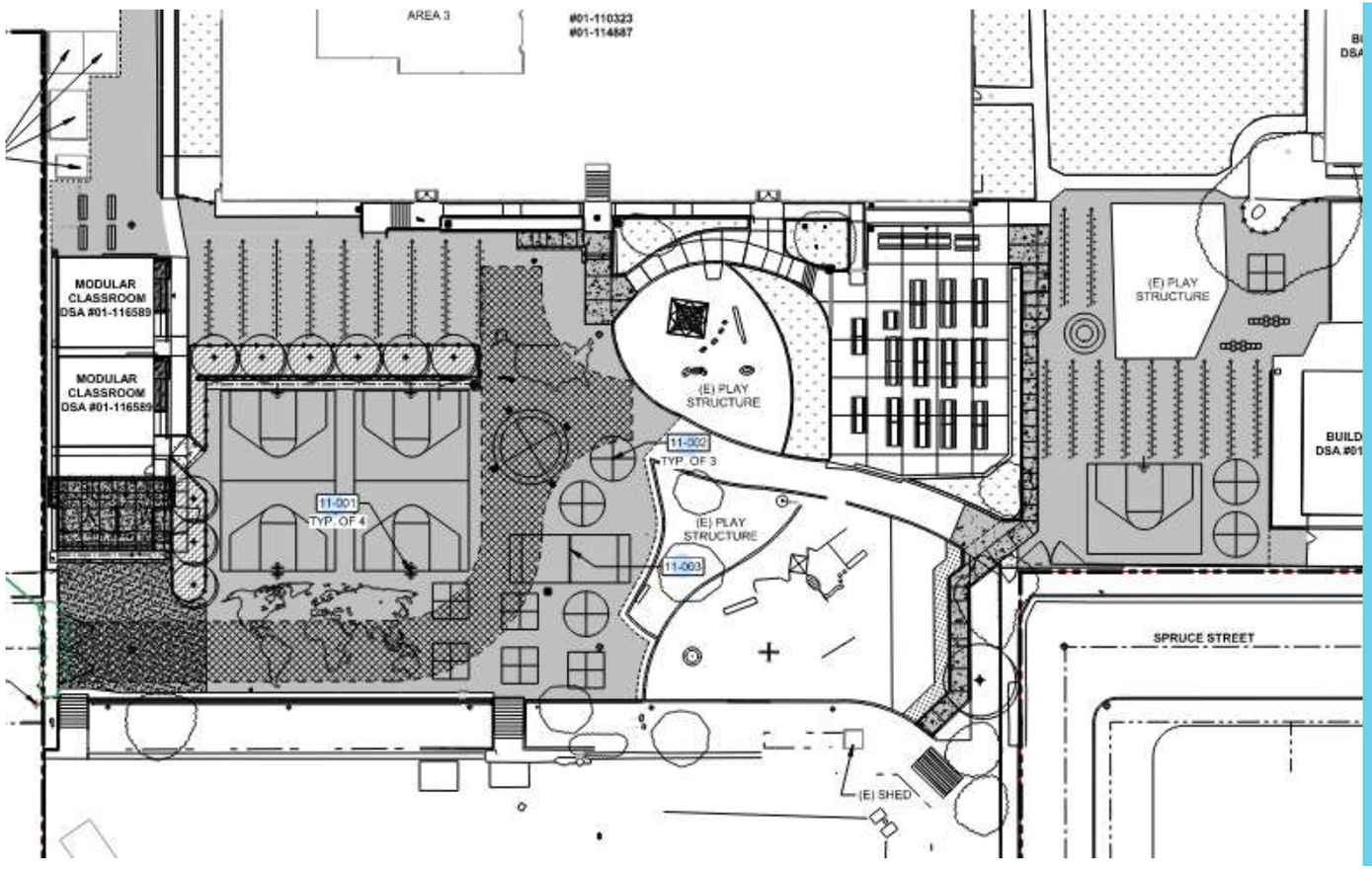


Designer: DCA
Total Project Budget: $2,500,000
Contractor: Avila Builders
Schedule: Summer 2026

- Replace asphalt paving at first tier
- Amphitheater seating and shade structure
- ADA accessible path-of-travel improvements
- New striping at playground

Quick Start Projects

ROBERT DOWN ELEMENTARY SCHOOL – SITE IMPROVEMENTS

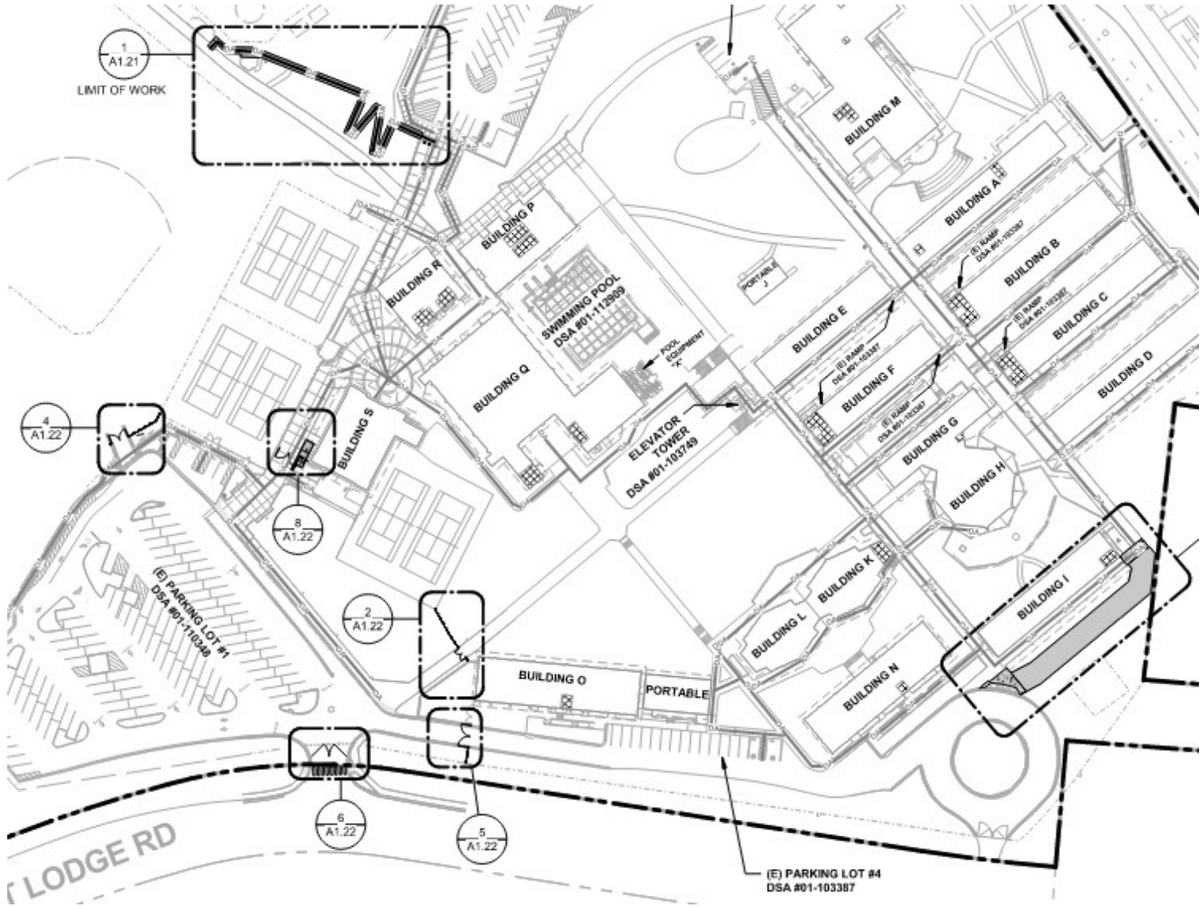


Designer: DCA
Total Project Budget: $1,890,000
Contractor: MPE
Schedule: Summer 2026

- Replace asphalt paving at westerly playground
- Slurry easterly playground
- ADA accessible path-of-travel improvements
- New striping and sports equipment standards at playgrounds
- New trash enclosure

Quick Start Projects

PACIFIC GROVE HIGH SCHOOL – WALKWAYS AND FENCING

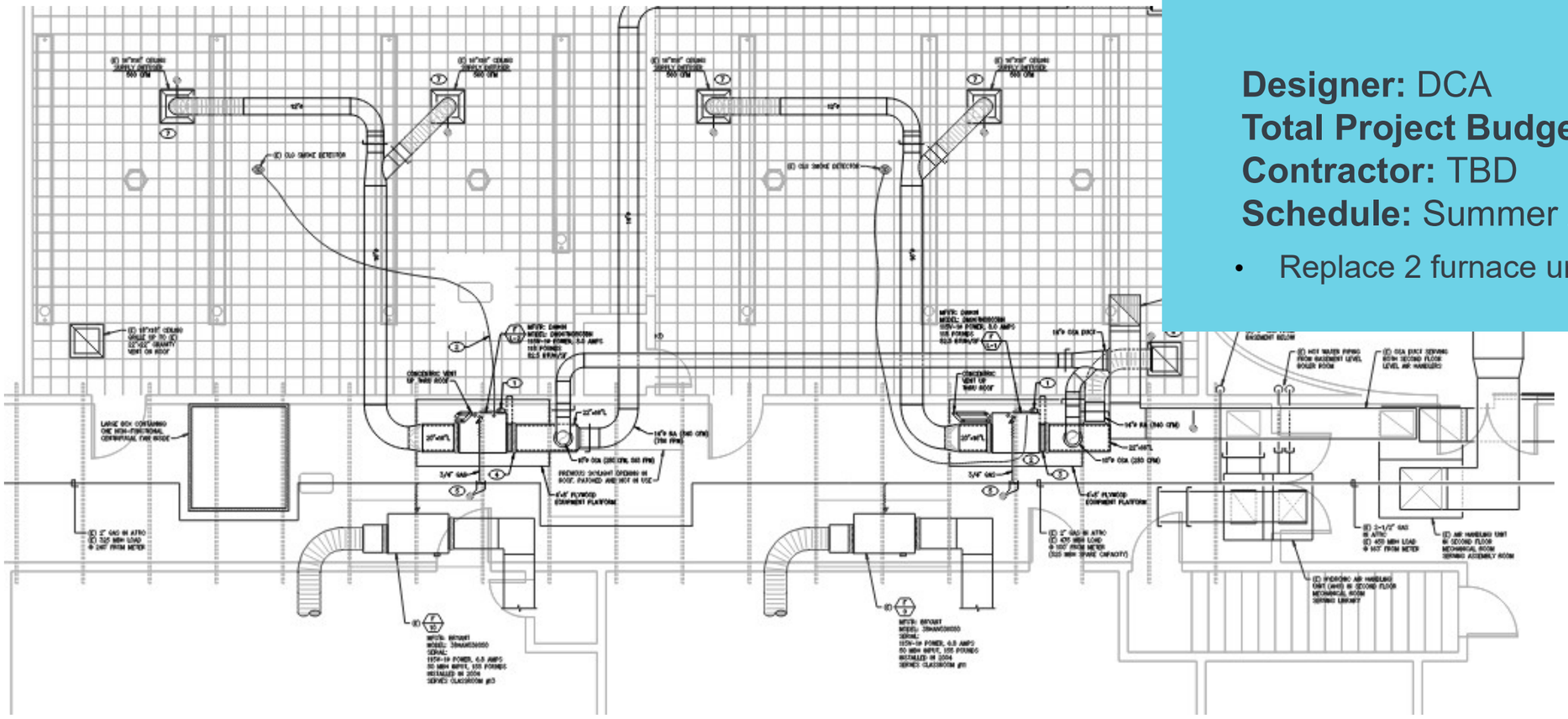


Designer: DCA
Total Project Budget: $1,191,750
Contractor: TBD
Schedule: Fencing Summer 2026 and Walkway/Road Fall 2026

- ADA accessible path down to baseball field
- Perimeter fencing work for security as well as added fencing and gates at core of campus
- Maintenance road paving at east side

Quick Start Projects

ROBERT DOWN ELEMENTARY SCHOOL – LIBRARY HVAC

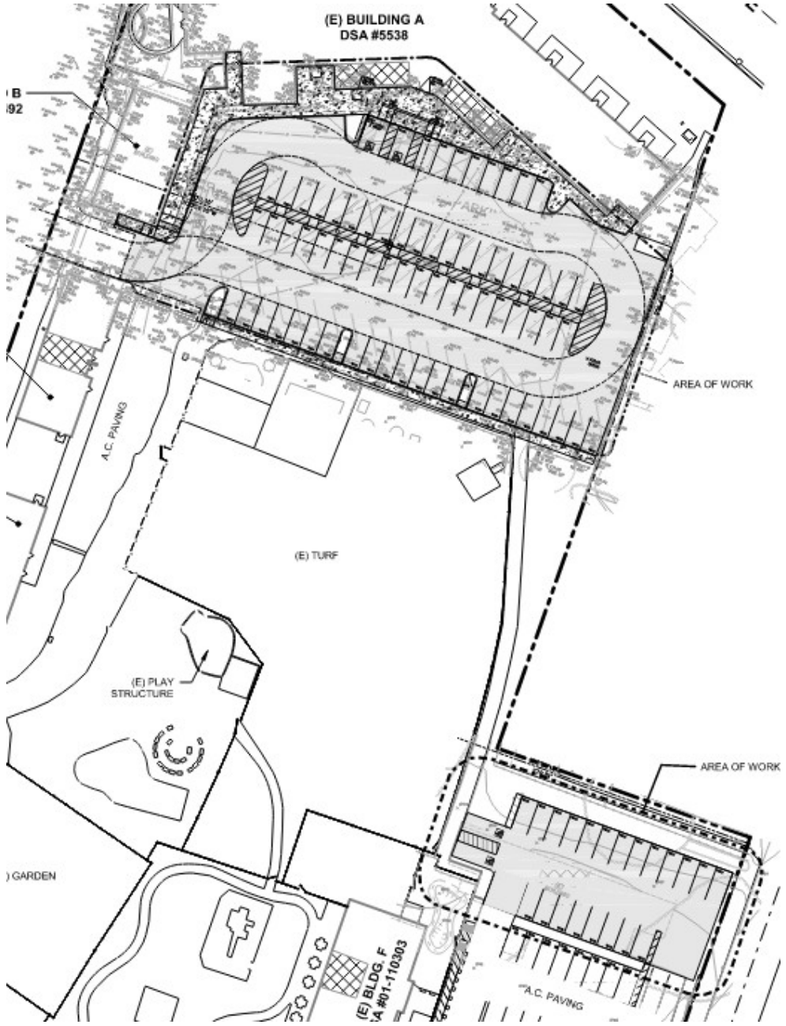


Designer: DCA
Total Project Budget: $500,000
Contractor: TBD
Schedule: Summer 2026

- Replace 2 furnace units in library

Quick Start Projects

PACIFIC GROVE ADULT SCHOOL – SITE IMPROVEMENTS



Designer: DCA
Total Project Budget: $1,811,250
Contractor: TBD
Schedule: Spring/Summer 2027

- Northerly parking pavement replacement and striping
- Demolition of Building F wing (off 17-mile drive) and replace with a new parking lot
- New trash enclosure
- Fencing improvements around preschool
- ADA accessible path-of-travel improvements

04

Next Steps



Next Steps

- Design proposals for summer 2027 projects
- Cash flow and financial plan
- Continue design coordination and project planning activities
- Begin construction of quick-start projects





Thank You!

- Dustin Conner
- 831-915-7574
- dustin@ausonio.com
- www.Ausonio.com

Board Cover Sheet

Information/Discussion

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

Meeting Date
May 21, 2026

Presenter(s)
Linda Adamson
Superintendent

Item
CSBA Board Policy Updates – February 2026 – 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 28, 2026.

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 28, 2026 Board Policy Committee meeting, the committee reviewed the CSBA policy updates from February 2026, as well as Board requested and Administrative recommended updates.

Fiscal Impact
N/A

CSBA UPDATE CHECKLIST – February 2026

District Name: Pacific Grove Unified School District (PGUSD)

Contact Name: Carey O'Sullivan **Phone:** (831) 646-6510 **Email:**cosullivan@pgusd.org

INFORMATION ITEM/INTRODUCTION DATE: *May 21, 2026*
ACTION ITEM/ADOPTION DATE: Jun 4, 2026

POLICY	TITLE	ASSIGNED STAFF	OPTIONS/ BLANKS/ RECOMMENDATION(S) (STAFF)	MANDATED/ Conditionally Mandated	ENTERED / UPDATED (EA)	PAGE
February 2026						
AR 3440	Inventories	Josh Jorn	Approved as amended			**6**
BP 4119.21/ 4219.21/ 4319.21	Professional Standards	Buck R…	Approve as amended **NOTE:** HR Team will make this a mandatory reading item for Keenan, add to initial staff meeting agendas, and it will be part of our new employee orientation.			**16**
Board Policy 4119.24/ 4219.24/ 4319.24	Maintaining Appropriate Adult-Student Interactions	Buck R…	Approve as amended	Mandated		**31**
Board Policy 4156.3/ 4256.3/ 4356.3	Employee Property Reimbursement	Buck R… Josh Jorn	☑ ~~Option 1 – No reimbursement~~ ☐ Option 2 - Reimbursement			**89**
Board Policy 5144.1	Suspension and Expulsion/Due Process	Linda A… Carey …	☑	Mandated		**103**
AR 5144.1	Suspension and Expulsion/Due Process	Linda A… Carey …	Page 93: Delete optional paragraph on page 93 - we are **not** seeking input from students re restorative justice recommendations	Conditional Mandate		**139**

CSBA UPDATE CHECKLIST – February 2026

			("case by case basis…")			
Board Policy 5145.2	Freedom of Speech/ Expression	Linda A… Carey …	Requires the establishment of a "written publications code" - we do have current language that states: *Each principal shall develop a school publications code outlining the responsibility of student journalists, editors, and publication advisors.*	Mandate		**139**
AR 5145.2	Freedom of Speech/ Expression	Linda A… Carey …	Approve as amended *This will require a thorough review with site leaders to ensure a full understanding of the new guidelines/ laws.*			**146**
Board Policy 6142.7	Physical Education and Activity	Larry H…	Approve but delete paragraph p. 156/157			**154**
AR 6142.7	Physical Education and Activity	Larry H…	Adopt (and no revision to optional paragraph on p. 168)			**166**
Board Policy 6146.1	High School Graduation Requirements	Larry H…	Adopt as amended - do not add language on p. 181 "the superintendent or designee may exempt a student…"			**178**
Board Policy 6146.3	Reciprocity of Academic Credit	Larry H…	Adopt as amended -	Optional		**194**
AR 6146.3	Reciprocity of Academic Credit	Larry H…	Adopt as amended -			**198**
Board Policy 6146.4	Differential Graduation and Competency Standards for Students with Disabilities	Larry H… Yolanda	Adopt as amended			**205**
BP 6173	Education for Homeless Children	Larry H… Yolanda	Adopt as amended	Mandated		**210**
AR 6173	Education for Homeless Children	Larry H… Yolanda	Adopt as amended - add information on bottom of			**221**

CSBA UPDATE CHECKLIST – February 2026

			p. 222			
AR 6173 E(1)	Education for Homeless Children	Larry H… Yolanda	Adopt as amended			**245**
AR 6173 E(2)	Education for Homeless Children	Larry H… Yolanda	Adopt as amended			**253**
BP 6173.1	Education for Foster Youth	Larry H… Yolanda	Adopt as amended			**260**
AR 6173.1	Education for Foster Youth	Larry H… Yolanda	Adopt as amended			**268**
Board Policy 6173.2	Education of Children of Military Families	Larry H…	Adopt as amended			**290**
AR 6173.2	Education of Children of Military Families	Larry H…	Adopt as amended			**295**
AR 6173.3	Education for Juvenile Court School Students	Larry H…	Adopt as amended			**306**
Board Policy 6173.4	Education for American Indian Students	Larry H…	Adopt as amended	Conditional Mandate		**316**
Board Policy 6175	Migrant Education Program	Larry H…	Do not adopt	optional		**324**
AR 6175	Migrant Education Program	Larry H…	Do not adopt	optional		**330**
Bylaws						
Board Bylaw 9250	Remuneration, Reimbursement and other Benefits	Linda A… Carey …	☑ ~~Option 1~~ ☐ Option 2 - Language: Shall pay toward the **full cost of premiums** (p 351) ☑ ~~Option -~~ Fill in blank on page 351: **$250**			**347**

CSBA UPDATE CHECKLIST – February 2026

			Delete paragraph on page 350 related to credit card issuance			
Exhibit 9250-E(1)	Remuneration, Reimbursement and other Benefits		Adopt as amended			**357**
Exhibit 9250-E(2)	Remuneration, Reimbursement and other Benefits		Adopt as amended			**361**
Board Bylaw 9320	Meetings and Notices	Linda A… Carey …	On page 366: FIll in blanks: "**one**" regular board meeting each month … at "**5:30 pm"** on the "**first Thursday"** of the month at "**435 Hillcrest Ave …"**			**365**
Board Bylaw 9320.1	Remote Meetings and Attendance	Linda A… Carey …				**383**
Board Bylaw 9322	Agenda/Meeting Materials	Linda A… Carey …	☑ ~~Option 1 -~~ ☐ Option 2 - fill in blank: 20 minutes			**392**
Board Bylaw 9323	Meeting Conduct	Linda A… Carey …	Adopt as amended Fill in the blanks: - Page 405: "**board bylaws**" and "10:00 pm. - Page 411 - **"3 minutes"**			**405**
Additional Policies						
BP 6153	School Sponsored Trips	Josh Jorn	Current BP states "In state, out of state and out of country" requires Board approval only Bring policy as written to Board discussion	Proposal: Enforce policy as it currently stands		
AR 6153	School Sponsored Trips	Josh Jorn	Current language in AR covers Board approval for out of state or	Proposal: Enforce policy as it		

CSBA UPDATE CHECKLIST – February 2026

			overnight and all other trips are approved by the Superintendent or designee Bring policy as written to Board discussion	currently stands		
BP 3100	Minimum 10% Reserve Threshold	Josh Jorn	Draft BP 3100	Bring forward to board for initial discussion. Bring back to next policy committee for further discussion.		
AR 5117	Interdistrict Attendance	Josh Jorn	Draft AR 5117	REcommend ation to approve		
AR 3100	Board Norm to guide use of one-time funds	Josh Jorn	Draft AR 3100 Bring to August 2026 policy committee meeting	Bring forward to board for initial discussion. Bring back to next policy committee for further discussion		
AR 5131.8	Cell Phone Policy	Josh Jorn	Updated AR 5131.8	Approve as amended Bring Forward with changes (passing periods)		

Google Drive Folder: 5 - February 2026

Regulation 3440: Inventories

Status: ADOPTED

Original Adopted Date: 06/01/1998 **| Last Revised Date:** ~~09~~02/01/~~2016~~2026 **| Last Reviewed Date:** ~~09~~02/01/~~2016~~2026

CSBA NOTE: Education Code 35168 requires the Governing Board to establish and maintain an inventory of all items of equipment ~~with a current market value above $500, as provided in item #1 below. Generally, the Board delegates this authority~~that exceed a specified market value which, as amended by AB 629 (Ch. 62, Statutes of 2025), is a current market value that exceeds $1,500. Pursuant to Education Code 35168, as amended by AB 629, the Superintendent of Public Instruction is required to adjust such market value biennially and post it on the California Department of Education's (CDE) website. Generally, the Board delegates the authority to establish and maintain an inventory of all items of equipment to the Superintendent or designee.

2 CFR 200.313 requires that districts conduct inventories of equipment acquired in whole or in part with federal grant funds~~, and~~. 2 CFR 200.~~33~~1 defines (1) "equipment" as tangible personal property having a useful life of more than one year and an acquisition cost that exceeds $~~5~~10,000 or the capitalization level established by the district for financial statement purposes, whichever is less~~. In~~, and (2) "supplies" as all tangible personal property other than those described as "equipment", as specified above. 2 CFR 200.1 provides that for a computing device, the ~~state's~~value is based on the acquisition cost regardless of the length of its useful life.

The acquisition cost threshold amount established for equipment inventory need not be the same as the threshold amount established for identifying capital assets for accounting purposes. According to the California School Accounting Manual (CSAM), property costing up to $5,000 may be charged to federal grants as supplies, rather than as equipment for which an inventory is required, unless the district's capitalization threshold is lower. As explained in CSAM, all capitalized items should be inventoried, but not all inventoried items should be capitalized. For more information regarding the effective management and safeguarding of district assets and resources, see BP 3400 - Management of District Assets/Accounts.

During the Federal Program Monitoring (FPM) process, ~~the California Department of Education~~ (CDE~~)~~ reviews whether the district maintains an inventory record for each item of equipment with an acquisition cost of $500 or more per unit that is purchased with state and/or federal categorical funds. ~~Thus, it is recommended that districts maintain inventories of equipment with an acquisition cost of $500 or more per unit, as provided in item #2 below.~~

~~The district may specify lower amounts for items #1 and #2 below.~~

~~Note that the acquisition cost threshold amount established for the equipment inventory need not be the same as the threshold amount established for identifying capital assets for accounting purposes; see BP 3400 - Management of District Assets/Accounts. As explained in the CDE's~~

~~California School Accounting Manual, all capitalized items should be inventoried, but not all inventoried items should be capitalized~~

Item #1 below reflects the inventory requirement threshold pursuant to Education Code 35168, and Item #2 reflects the additional inventory requirement pursuant to CDE's 2025-26 FPM instrument. The district may specify lower amounts for each.

In order to provide for the proper tracking and control of district property, the Superintendent or designee shall maintain an inventory of equipment in accordance with law for the following:

1. All equipment items currently valued in excess of $1,500 (Education Code 35168)

2. All equipment items purchased with state and/or federal categorical funds that have a useful life of more than one year with an acquisition cost of $500 or more per unit

CSBA NOTE: ~~The following optional paragraph may be revised to reflect district practice. According to the California School Accounting Manual~~According to CSAM, some districts choose to inventory certain items, such as computers, audiovisual equipment, and furniture, even if their cost is lower than the threshold defined by law. The following optional paragraph may be revised to reflect district practice.

~~In addition~~Additionally, the Superintendent or designee may maintain a list of specific items which shall be inventoried for internal control purposes regardless of their initial cost or current value.

CSBA NOTE: The following two paragraphs, which list the information that the district's inventory is required to contain, reflect state law and regulations, federal regulations, and CDE's 2025-2026 FPM instrument.

The inventory shall contain a record of the following information: (Education Code 35168; 5 CCR 3946; 2 CFR 200.313)

1. ~~Name~~Model/name and type/description of the property

2. ~~Identification~~Serial/identification number

3. Original cost of the item of equipment or a reasonable estimate if the original cost is unknown

4. Date of acquisition

5. Location of use

6. The date and method of disposal

CSBA NOTE: Items #1-5 below are for use by districts that have used state and/or federal categorical funds to purchase equipment with an initial cost over the threshold established by law or the district. The district may merge this list into the list above in order to provide consistent procedures for all district equipment.

In addition to the information specified in ~~items~~Items #1-6 above, the following information shall be recorded for equipment acquired with state and/or federal categorical funds unless otherwise specified in law: (5 CCR 3946; 2 CFR 200.313)

1. Source of the property (funding source~~)~~), including any applicable federal award identification number

2. Titleholder

3. Percentage of federal participation in the cost of the property for the federal award under which the property was acquired

4. Use and current condition of property

5. Transfer, replacement, or disposition of obsolete or unusable equipment

~~5.~~ 6. ~~Sale~~ Any ultimate disposition data, including the sale price of the property upon disposition and method used to determine current fair market value

At the time of purchase, the Superintendent or designee shall affix a label to the equipment containing the identification number and the district name. Equipment items purchased with categorical program funds shall also be labeled with the name of the project in accordance with 5 CCR 3946.

CSBA NOTE: The following optional paragraph provides for tracking of items that are moved from their original location. For additional requirements regarding safeguards for equipment purchased with categorical program funds, see AR 3512 - Equipment.

Whenever an equipment item is moved to a new location or the equipment is used for a new purpose, the new location or purpose shall be recorded in the inventory.

CSBA NOTE: 5 CCR 3946 requires that the inventory of equipment purchased with state and/or federal categorical funds be maintained at the district office and appropriate school site. The following optional paragraph has been expanded to apply to all inventories conducted by the district and may be revised to reflect district practice.

A copy of the inventory shall be kept at the district office and at the appropriate school site.

The Superintendent or designee shall annually submit an inventory listing of federally owned property in its custody to the federal agency that granted the award. (2 CFR 200.312)

Physical Inventory

CSBA NOTE: The FPM process for both state and federal categorical programs includes a determination as to whether the district has conducted a physical inventory of equipment within the past two years in accordance with 2 CFR 200.313, as provided below. ~~The California School Accounting Manual~~CSAM recommends that districts conduct a physical inventory at least once a year. The district may revise the following paragraph to specify a timeline shorter than two years.

At least once every two years, a physical inventory of equipment shall be conducted and the results reconciled with the property records. (2 CFR 200.313)

CSBA NOTE: The following two paragraphs are optional. ~~The California School Accounting Manual~~CSAM includes recommended procedures for conducting a physical inventory, including procedures for preparing for the inventory, conducting the inventory count, and recounting. The following paragraph may be revised to reflect any specific district procedures for the physical inventory.

The Superintendent or designee shall establish procedures for conducting the physical inventory which shall include, but not be limited to, designation of person(s) responsible for coordinating and conducting the inventory, preparation and distribution of count sheets, procedures for implementing the inventory, and procedures for conducting a recount to substantiate the validity of the inventory.

The Superintendent or designee shall investigate any differences between the quantities determined by the physical inspection and those in the accounting records.

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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 16022-16023	Classification of records
5 CCR 16035	Historical inventory of equipment
5 CCR 3946	Control, safeguards, disposal of equipment purchased with consolidated application funds
Ed. Code 35168	Inventory of equipment
Federal	**Description**
2 CFR 200.0-200.521	Federal uniform grant guidance
20 USC 2301-2414	Strengthening Career and Technical Education for the 21st Century Act
Management Resources	**Description**
California Department of Education Publication	California School Accounting Manual

Website	CSBA District and County Office of Education Legal Services
Website	California Association of School Business Officials
Website	California Department of Education
Website	Office of Management and Budget

Cross References

Code	Description
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
3290	Gifts, Grants And Bequests
3300	Expenditures And Purchases
3400	Management Of District Assets/Accounts
3400	Management Of District Assets/Accounts
3512	Equipment
3512-E(1)	Equipment
3515	Campus Security
3515	Campus Security
3530	Risk Management/Insurance
3530	Risk Management/Insurance
3580	District Records
3580	District Records
6178	Career Technical Education
6178	Career Technical Education

Policy 4119.21: Professional Standards

Status: ADOPTED

Original Adopted Date: 07/01/2009 **| Last Revised Date:** ~~12~~02/01/~~2017~~2026 **| Last Reviewed Date:** ~~12~~02/01/~~2017~~2026

CSBA NOTE: The following optional policy ~~should~~may be revised to reflect district practice.

Pursuant to Education Code 32100, as added by SB 848 (Ch. 460, Statutes of 2025), districts are required to, by July 1, 2026, adopt policies that (1) promote safe environments for student learning and~~/~~ engagement that explicitly address professional boundaries between (a) students and school employees, adult volunteers, and school contractors, (b) among and between students, and (c) among and between adults employed, volunteering, or ~~any related provisions of collective bargaining agreements~~under contract with the district, and (2) establish appropriate limits on contact during or outside of the school day between students and school employees, volunteers, and school contractors via social media internet platforms, text messaging, and other forms of communication that do not otherwise include the student's parent/guardian. The limitations in this policy may vary based on the age or grade of the students and may be revised to reflect district practice. For language fulfilling these mandates, see BP 4119.24/4219.24/4319.24 – Maintaining Appropriate Adult-Student Interactions.

~~The Governing~~The Governing Board desires to provide a safe and positive school environment that promotes the learning, engagement, safety, and well-being of district students. The Board expects district employees to maintain the highest ethical standards, behave professionally, follow district policies and regulations, abide by state and federal laws, and exercise good judgment when interacting with students and other members of the school community. Employees shall engage in conduct that enhances the integrity of the district~~,~~; advances the goals of the district's educational programs; encourages student learning, engagement, and success; and contributes to a safe and positive school climate.

CSBA NOTE: The following optional paragraph encourages district employees to abide by standards developed by their professional associations. The professional standards for certificated staff have been developed by the National Education Association, the professional standards for classified staff have been developed by the California School Employees Association, and the professional standards for managerial and supervisory staff have been developed by the Commission on Teacher Credentialing (CTC), each available on their respective websites. These standards are reproduced at E(1) 4119.21 (certificated personnel), E(1) 4219.21 (classified personnel), and E(1) 4319.21 (administrative and supervisory personnel).

The Board encourages district employees to accept as guiding principles the professional standards and codes of ethics adopted by educational or professional associations to which they may belong.

Each employee is expected to acquire the knowledge and skills necessary to fulfill ~~his/her~~the employee's professional responsibilities and to contribute to the learning and achievement of district students.

Inappropriate Conduct

The Board prohibits inappropriate conduct between employees, adult volunteers, and district contractors and among and between adults employed, volunteering, or under contract with the district. (Education Code 32100)

Inappropriate employee conduct includes, but is not limited to:

1. Engaging in any conduct that endangers or threatens to endanger students, staff, or others, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon

2. Engaging in harassing or discriminatory behavior towards students, parents/guardians, staff, or community members, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed

3. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child

4. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student

CSBA NOTE: Pursuant to Penal Code 311.2, pornography includes digitally altered or artificial-intelligence-generated matter.

5. Possessing or viewing any pornography on school grounds, or possessing or viewing child pornography or other imagery portraying children in a sexualized manner at any time

6. Using profane, obscene, or abusive language against students, parents/guardians, staff, or community members

7. Willfully disrupting district or school operations by loud or unreasonable noise or other action

8. Using tobacco, alcohol, or an illegal or unauthorized substance, or possessing or distributing any controlled substance, while in the workplace, on district property, or at a school-sponsored activity

9. Being dishonest with students, parents/guardians, staff, or members of the public, including, but not limited to, falsifying information in employment records or other school records

10. Divulging confidential information about students, district employees, or district operations to persons or entities not authorized to receive the information

11. Using district equipment or other district resources for the employee's own commercial purposes or for political activities

12. Using district equipment or communications devices for personal purposes while on duty, except in an emergency, during scheduled work breaks, or for personal necessity

    Employees shall be notified that computer files and all electronic communications, including, but not limited to, email and voice mail, are not private. To ensure proper use, the Superintendent or designee may monitor employee usage of district technological resources at any time without the employee's consent.

13. Causing damage to or engaging in theft of property belonging to students, staff, or the district

CSBA NOTE: For more information about appropriate attire for district employees, see BP 4119.22/4219.22/4319.22 - Dress and Grooming.

14. Wearing inappropriate attire

15. Other conduct prohibited in Board Policy 4119.24/4219.24/4319.24 – Maintaining Appropriate Adult-Student Interactions

Reports of Misconduct

An employee who observes or has evidence of another employee's inappropriate conduct shall immediately report such conduct to the principal or Superintendent or designee. An employee who has knowledge of or suspects child abuse or neglect shall file a report pursuant to the district's child abuse reporting procedures as detailed in ~~AR~~Administrative Regulation 5141.4 - Child Abuse Prevention and Reporting.

CSBA NOTE: Discipline of employees is a subject of collective bargaining. For information about the range of disciplinary actions that may be taken, see BP/AR 4118 - Dismissal/Suspension/Disciplinary Action, and AR 4218 - Dismissal/Suspension/Disciplinary Action.

Education Code 44242.5 and 5 CCR 80303 require the Superintendent to notify ~~the Commission on Teacher Credentialing (CTC)~~CTC when the status of a certificated employee changes as a result of alleged misconduct. Although "alleged misconduct" is not defined in ~~the~~ law, ~~the~~ CTC ~~states~~provides that conduct affecting classroom safety, student safety, or the integrity of the school environment is the type of misconduct that ~~must~~is required to be reported. See AR 4117.7/4317.7 - Employment Status Reports.

Any reports of employee misconduct shall be promptly investigated~~.~~ by the Superintendent or designee. Any employee who is found to have engaged in inappropriate conduct in violation of law or Board policy shall be subject to disciplinary action and, in the case of a certificated employee, may be subject to a report to the Commission on Teacher Credentialing. The Superintendent or designee shall notify local law enforcement as appropriate.

An employee who has knowledge of but fails to report inappropriate employee conduct may also be subject to discipline.

The district prohibits retaliation against anyone who files a complaint against an employee or reports an employee's inappropriate conduct. Any employee who retaliates against any such complainant, reporter, or other participant in the district's complaint process shall be subject to discipline.

Notifications

CSBA NOTE: ~~Beginning January 1, 2018,~~ Education Code 44050~~, as added by AB 500 (Ch. 580, Statutes of 2017),~~ requires districts maintaining an employee code of conduct that addresses employee interactions with students to post the section(s) on employee-student interactions in a publicly accessible manner on each school's ~~web site~~website, or the district ~~web site~~website if a school does not maintain one. ~~Beginning July 1, 2018~~Additionally, at the beginning of each school year, the district ~~must also~~is required to provide parents/guardians with written copies of the sections of the employee code of conduct that address employee interactions with students. The applicable sections of the code of conduct may appear in a variety of district documents, including, but not limited to, portions of this Board policy, employee handbooks, and/or the code of conduct adopted by the district for use by certificated, classified, or administrative personnel as presented in the accompanying Exhibits.

The section(s) of the district's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or district ~~web sites~~websites. (Education Code 44050)

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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 80300	Committee of credentials; definitions
5 CCR 80303	Reports of change in employment status; alleged misconduct
5 CCR 80331-80338	Rules of conduct for professional educators
Bus. Code 25608	Alcohol on school property; use in connection with instruction
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 32100	Professional boundaries between adults and students and the safety of learning environments
Ed. Code 44010	Sex offense; definition
Ed. Code 44011	Controlled substance offense; definition
Ed. Code 44050	Employee code of conduct; interaction with students
~~Ed. Code 44242.5~~	~~Reports and review of alleged misconduct~~

Ed. Code 44420-44440	Revocation and suspension of certification documents
Ed. Code 44811	Disruption of classwork or extracurricular activities
Ed. Code 44932	Grounds for dismissal of permanent employees
Ed. Code 44939.5	Certificated applicant screening
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49060-49070	Student records
H&S Code 104559	Tobacco use prohibition
Pen. Code 270-273.76	Abandonment and neglect of children
Pen. Code 311-312.7	Obscene matter
Pen. Code 11164-11174.4	Child Abuse and Neglect Reporting Act

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**
Commission on Teacher Credentialing Publication	California Professional Standards for Educational Leaders, February 2014
Commission on Teacher Credentialing Publication	~~California Standards for the Teaching Profession (CSTP), October 2009~~California Standards for the Teaching Profession (CSTP), April 2024 (https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/2024-cstp.pdf?sfvrsn=62eb3cb1_12)
~~Council of Chief State School Officers Publication~~National Policy Board for Educational Administration	Professional Standards for Educational Leaders, 2015 (https://www.npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf)
National Education Association Publication	Code of Ethics ~~of the Education Profession,~~ ~~1975~~for Educators, 2020 (https://www.nea.org/resource-library/code-ethics-educators)
California School Employees Association Publication	Code of Ethics, 1954 (https://csea.com/system/files/2022-06/CSEACoE.pdf)
Commission on Teacher Credentialing Publication	California Professional Standards for Education Leaders, 2014 (https://docs.ctc.ca.gov/Document/Download/30697)
WestEd Publication	Moving Leadership Standards into Everyday Work: Descriptions of Practice, ~~2003~~ 2015
Website	CSBA District and County Office of Education Legal Services
Website	Council of Chief State School Officers
Website	California Federation of Teachers

Website	California School Employees Association
Website	California Teachers Association
Website	Commission on Teacher Credentialing
Website	Association of California School Administrators
Website	National Education Association (https://www.nea.org/)
Website	WestEd
Website	California Department of Education
Website	CSBA
Website	National Policy Board for Educational Administration (https://www.npbea.org/)

Cross References

Code	Description
0200	Goals For The School District
0410	Nondiscrimination In District Programs And Activities
0420.4	Charter School Authorization
0420.4	Charter School Authorization
0420.41	Charter School Oversight
0420.41	Charter School Oversight
0450	Comprehensive Safety Plan
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
1240	Volunteer Assistance
1240	Volunteer Assistance
1312.1	Complaints Concerning District Employees
1312.1	Complaints Concerning District Employees
1313	Civility
2111	Superintendent Governance Standards
3513.3	Tobacco-Free Schools

3513.3	Tobacco-Free Schools
3513.4	Drug And Alcohol Free Schools
3515.2	Disruptions
3515.2	Disruptions
3515.7	Firearms On School Grounds
3580	District Records
3580	District Records
4020	Drug And Alcohol-Free Workplace
4040	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology
4111	Recruitment And Selection
4112	Appointment And Conditions Of Employment
4112.2	Certification
4112.2	Certification
4112.41	Employee Drug Testing
4112.41	Employee Drug Testing
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	Criminal Record Check
4112.6	Personnel Files
4113.5	Working Remotely
4115	Evaluation/Supervision
4115	Evaluation/Supervision
4116	Probationary/Permanent Status
4116	Probationary/Permanent Status
4117.7	Employment Status Reports
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.1	Civil And Legal Rights
4119.11	Sexual Harassment

4119.11	Sexual Harassment
4119.22	Dress And Grooming
4119.23	Unauthorized Release Of Confidential/Privileged Information
4119.24	Maintaining Appropriate Adult-Student Interaction
4119.25	Political Activities Of Employees
4119.25	Political Activities Of Employees
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4131	Staff Development
4132	Publication Or Creation Of Materials
4136	Nonschool Employment
4158	Employee Security
4158	Employee Security
4211	Recruitment And Selection
4212	Appointment And Conditions Of Employment
4212.41	Employee Drug Testing
4212.41	Employee Drug Testing
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.5	Criminal Record Check
4212.5	Criminal Record Check
4212.6	Personnel Files
4213.5	Working Remotely
4215	Evaluation/Supervision
4216	Probationary/Permanent Status
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4218.1	Dismissal/Suspension/Disciplinary Action (Merit System)
4219.1	Civil And Legal Rights
4219.11	Sexual Harassment
4219.11	Sexual Harassment

4219.22	Dress And Grooming
4219.23	Unauthorized Release Of Confidential/Privileged Information
4219.24	Maintaining Appropriate Adult-Student Interaction
4219.25	Political Activities Of Employees
4219.25	Political Activities Of Employees
4231	Staff Development
4232	Publication Or Creation Of Materials
4236	Nonschool Employment
4258	Employee Security
4258	Employee Security
4311	Recruitment And Selection
4312.41	Employee Drug Testing
4312.41	Employee Drug Testing
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.5	Criminal Record Check
4312.5	Criminal Record Check
4312.6	Personnel Files
4313.5	Working Remotely
4315	Evaluation/Supervision
4317.7	Employment Status Reports
4319.1	Civil And Legal Rights
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4319.22	Dress And Grooming
4319.23	Unauthorized Release Of Confidential/Privileged Information
4319.24	Maintaining Appropriate Adult-Student Interaction
4319.25	Political Activities Of Employees
4319.25	Political Activities Of Employees
4331	Staff Development
4332	Publication Or Creation Of Materials

4336	Nonschool Employment
4358	Employee Security
4358	Employee Security
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5142	Safety
5142	Safety
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
6162.54	Test Integrity/Test Preparation
6162.6	Use Of Copyrighted Materials
6162.6	Use Of Copyrighted Materials
7110	Facilities Master Plan

Exhibit 4119.21-E(1): Professional Standards

Status: ADOPTED

Original Adopted Date: 03/01/1991 **| Last Revised Date:** ~~11~~02/01/~~2001~~2026 **| Last Reviewed Date:** ~~11~~02/01/~~2001~~2026

CODE OF ETHICS ~~OF THE EDUCATION PROFESSION~~FOR EDUCATORS

CSBA NOTE: The following exhibit reproduces the Code of Ethics ~~of the Education Profession~~for Educators adopted by the National Education Association in 1975. The Code was revised in 2020 to use the broader term "educator." This code is used by the California Teachers Association and is distributed to teachers in the CTA Handbook.

Preamble

The National Education Association (NEA) believes that the education profession consists of one education workforce serving the needs of all students and that the term 'educator' includes education support professionals.

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurturing of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents/guardians, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics ~~of the Education Profession~~for Educators indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

Principle I. Commitment to the Student

The educator strives to help each student realize ~~his/her~~the student's potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning

2. Shall not unreasonably deny the student access to varying points of view

3. Shall not deliberately suppress or distort subject matter relevant to the student's progress

4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety

5. Shall not intentionally expose the student to embarrassment or disparagement

6. Shall not on the basis of race, color, creed, gender, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation, unfairly:

    a. Exclude any student from participation in any program

    b. Deny benefits to any student

    c. Grant any advantage to any student

7. Shall not use professional relationships with students for private advantage

8. Shall not disclose information in the course of professional service unless disclosure serves a compelling professional purpose or is required by law

Principle II. Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation of the profession, the educator:

1. Shall not in any application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications

2. Shall not misrepresent ~~his/her~~the educator's professional qualifications

3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute

4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position

5. Shall not assist a noneducator in the unauthorized practice of teaching

6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law

7. Shall not knowingly make false or malicious statements about a colleague

8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action

Source: National Education Association, ~~1975~~2020

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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 80300	Committee of credentials; definitions
5 CCR 80303	Reports of change in employment status; alleged misconduct
5 CCR 80331-80338	Rules of conduct for professional educators
Bus. Code 25608	Alcohol on school property; use in connection with instruction
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 32100	Professional boundaries between adults and students and the safety of learning environments
Ed. Code 44010	Sex offense; definition
Ed. Code 44011	Controlled substance offense; definition
Ed. Code 44050	Employee code of conduct; interaction with students
Ed. Code 44420-44440	Revocation and suspension of certification documents
Ed. Code 44811	Disruption of classwork or extracurricular activities
Ed. Code 44932	Grounds for dismissal of permanent employees

Ed. Code 44242~~44939~~.5	~~Reports and review of alleged misconduct~~Certificated applicant screening
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49060-49-70	Student records
H&S Code 104559	Tobacco use prohibition
Pen. Code 270-273.76	Abandonment and neglect of children
Pen. Code 311-312.7	Obscene matter
Pen. Code 11164-11174.4	Child Abuse and Neglect Reporting Act

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**
Commission on Teacher Credentialing Publication	California Professional Standards for Educational Leaders, February 2014
Commission on Teacher Credentialing Publication	~~California Standards for the Teaching Profession (CSTP), October 2009~~California Standards for the Teaching Profession (CSTP), April 2024 (https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/2024-cstp.pdf?sfvrsn=62eb3cb1_12)
~~Council of Chief State School Officers Publication~~National Policy Board for Educational Administration	Professional Standards for Educational Leaders, 2015 (https://www.npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf)
National Education Association Publication	Code of Ethics ~~of the Education Profession, 1975~~for Educators, 2020 (https://www.nea.org/resource-library/code-ethics-educators)
California School Employees Association Publication	Code of Ethics, 1954 (https://csea.com/system/files/2022-06/CSEACoE.pdf)
Commission on Teacher Credentialing Publication	California Professional Standards for Education Leaders, 2014 (https://docs.ctc.ca.gov/Document/Download/30697)
WestEd Publication	Moving Leadership Standards into Everyday Work: Descriptions of Practice, 2015 (https://www.wested.org/resource/moving-leadership-standards-into-everyday-work-descriptions-of-practice-ebook/)
Website	CSBA District and County Office of Education Legal Services
Website	Council of Chief State School Officers
Website	California Federation of Teachers
Website	California School Employees Association

Website	California Teachers Association
Website	Commission on Teacher Credentialing
Website	Association of California School Administrators
Website	National Education Association (https://www.nea.org/)
Website	WestEd
Website	California Department of Education
Website	CSBA
~~WestEd Publication~~Website	~~Moving Leadership Standards into Everyday Work: Descriptions of Practice, 2003~~National Policy Board for Educational Administration (https://www.npbea.org/)

Cross References

Code	Description
0200	Goals For The School District
0410	Nondiscrimination In District Programs And Activities
0420.4	Charter School Authorization
0420.4	Charter School Authorization
0420.41	Charter School Oversight
0420.41	Charter School Oversight
0450	Comprehensive Safety Plan
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
1240	Volunteer Assistance
1240	Volunteer Assistance
1312.1	Complaints Concerning District Employees
1312.1	Complaints Concerning District Employees
1313	Civility
2111	Superintendent Governance Standards
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools

3513.4	Drug And Alcohol Free Schools
3515.2	Disruptions
3515.2	Disruptions
3515.7	Firearms On School Grounds
3580	District Records
3580	District Records
4020	Drug And Alcohol-Free Workplace
4040	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology
4111	Recruitment And Selection
4112	Appointment And Conditions Of Employment
4112.2	Certification
4112.2	Certification
4112.41	Employee Drug Testing
4112.41	Employee Drug Testing
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	Criminal Record Check
4112.6	Personnel Files
4113.5	Working Remotely
4115	Evaluation/Supervision
4115	Evaluation/Supervision
4116	Probationary/Permanent Status
4116	Probationary/Permanent Status
4117.7	Employment Status Reports
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.1	Civil And Legal Rights
4119.11	Sexual Harassment
4119.11	Sexual Harassment

4119.22	Dress And Grooming
4119.23	Unauthorized Release Of Confidential/Privileged Information
4119.24	Maintaining Appropriate Adult-Student Interaction
4119.25	Political Activities Of Employees
4119.25	Political Activities Of Employees
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4131	Staff Development
4132	Publication Or Creation Of Materials
4136	Nonschool Employment
4158	Employee Security
4158	Employee Security
4211	Recruitment And Selection
4212	Appointment And Conditions Of Employment
4212.41	Employee Drug Testing
4212.41	Employee Drug Testing
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.5	Criminal Record Check
4212.5	Criminal Record Check
4212.6	Personnel Files
4213.5	Working Remotely
4215	Evaluation/Supervision
4216	Probationary/Permanent Status
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4218.1	Dismissal/Suspension/Disciplinary Action (Merit System)
4219.1	Civil And Legal Rights
4219.11	Sexual Harassment
4219.11	Sexual Harassment
4219.22	Dress And Grooming

4219.23	Unauthorized Release Of Confidential/Privileged Information
4219.24	Maintaining Appropriate Adult-Student Interaction
4219.25	Political Activities Of Employees
4219.25	Political Activities Of Employees
4231	Staff Development
4232	Publication Or Creation Of Materials
4236	Nonschool Employment
4258	Employee Security
4258	Employee Security
4311	Recruitment And Selection
4312.41	Employee Drug Testing
4312.41	Employee Drug Testing
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.5	Criminal Record Check
4312.5	Criminal Record Check
4312.6	Personnel Files
4313.5	Working Remotely
4315	Evaluation/Supervision
4317.7	Employment Status Reports
4319.1	Civil And Legal Rights
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4319.22	Dress And Grooming
4319.23	Unauthorized Release Of Confidential/Privileged Information
4319.24	Maintaining Appropriate Adult-Student Interaction
4319.25	Political Activities Of Employees
4319.25	Political Activities Of Employees
4331	Staff Development
4332	Publication Or Creation Of Materials
4336	Nonschool Employment

4358	Employee Security
4358	Employee Security
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5142	Safety
5142	Safety
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
6162.54	Test Integrity/Test Preparation
6162.6	Use Of Copyrighted Materials
6162.6	Use Of Copyrighted Materials
7110	Facilities Master Plan

Policy 4119.24: Maintaining Appropriate Adult-Student Interactions

Status: ADOPTED

Original Adopted Date: 07/01/2019 **| Last Revised Date:** 02/01/2026 **| Last Reviewed Date:** 0702/01/20192026

CSBA NOTE: The following optional policy may be revised to reflect district practice.

CSBA NOTE: This policy is **mandated,** pursuant to Education Code 32100, as added by SB 848 (Ch. 460, Statutes of 2025), which requires districts to, by July 1, 2026, adopt policies that (1) promote safe environments for student learning and engagement that explicitly addresses professional boundaries between (a) students and school employees, adult volunteers, and school contractors, (b) among and between students, and (c) among and between adults employed, volunteering, or under contract with the district, and (2) establishes appropriate limits on contact during or outside of the school day between students and school employees, volunteers, and school contractors via social media internet platforms, text messaging, and other forms of communication that do not otherwise include the student's parent/guardian. The limitations in this policy may vary based on the age or grade of the students and may be revised to reflect district practice. For more information regarding professional standards for district employees, see BP 4119.21/4219.21/4319.21 – Professional Standards.

For purposes of this policy employees include interns, volunteers, contractors, and other persons with an employment relationship with the district.

The Governing Board desires to provide a safe and positive school environment that protectspromotes the learning, engagement, safety, and well-being of district students. The Board expects all adults with whom students may interact at school or in school-related activities, including employees, independent contractors, and volunteers, to maintain the highest professional and ethical standards in their interactions with students both within and outside the educational setting., in accordance with this policy and Board Policy 4119.21/4219.21/4319.21 – Professional Standards. Such adults shall not engage in threatening, unsafe, unlawful, or inappropriate interactions with students and shall avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to the appearance of impropriety.

Employees are prohibited from entering into or attempting to form a romantic or sexual relationship with any student or engaging in sexual harassment of a student, including sexual advances, flirtations, requests for sexual favors, inappropriate comments about a student's body or appearance, or other verbal, visual, or physical conduct of a sexual nature.

Adults shall not intrude on a student's physical or emotional boundaries unless necessary in an emergency or to serve a legitimate purpose related to instruction, counseling, student health, or student or staff safety.

CSBA NOTE: Pursuant to the Child Abuse and Neglect Reporting Act (Penal Code 11164-11174.3), persons identified as "mandated reporters," including, but not limited to, school administrators, certificated staff, and classified staff, are required to report known or suspected child abuse,

~~including sexual assault and sexual exploitation. For required procedures for filing a report, see BP/AR 5141.4 - Child Abuse Prevention and Reporting.~~

~~Any employee who observes or has knowledge of another employee's violation of this policy shall report the information to the Superintendent or designee or appropriate agency for investigation pursuant to the applicable complaint procedures. Other adults with knowledge of any violation of this policy are encouraged to report the violation to the Superintendent or designee. The Superintendent or designee shall protect anyone who reports a violation from retaliation. Immediate intervention shall be implemented when necessary to protect student safety or the integrity of the investigation.~~

~~Employees who engage in any conduct in violation of this policy, including retaliation against a person who reports the violation or participates in the complaint process, shall be subject to discipline, up to and including dismissal. Any other adult who violates this policy may be barred from school grounds and activities in accordance with law. The Superintendent or designee may also notify law enforcement as appropriate.~~

CSBA NOTE: Education Code 44050 requires districts maintaining an employee code of conduct that addresses employee interactions with students to post, in a publicly accessible manner on each school's ~~web site~~website or on the district ~~web site~~website if a school does not maintain one, the section(s) of the code of conduct dealing with employee-student interactions. ~~At~~Additionally, at the beginning of each school year, the district ~~must also~~is required to provide parents/guardians with written copies of the sections of the employee code of conduct that address employee interactions with students. The applicable sections of the code of conduct may appear in a variety of district documents, including, but not limited to, this Board policy, sections of BP/E 4119.21/4219.21/4319.21 - Professional Standards, and employee handbooks.

The district's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or district ~~web sites~~websites. (Education Code 44050)

Inappropriate Conduct

CSBA NOTE: The following section lists examples of prohibited inappropriate conduct and conduct that can create the appearance of impropriety and reflects the requirements of Education Code 32100, as added by SB 848. The list may be modified to reflect district practice and the grade levels served, so long as the list conforms with the requirements of Education Code 32100. For additional examples of behaviors that may constitute sexual harassment of students, see BP/AR 5145.7 - Sexual Harassment

Employees shall remain vigilant of their position of authority and not abuse it when relating with students. ~~Examples of employee conduct that can undermine professional adult-student interactions or create the appearance of impropriety include, but are not limited to:~~

The Board prohibits inappropriate conduct between employees and students. (Education Code 32100)

Inappropriate employee conduct includes, but is not limited to:

1. Initiating inappropriate physical contact

2. Attempting to form a romantic or sexual relationship with any student or engaging in sexual harassment of a student, including sexual advances, flirtations, requests for sexual favors, inappropriate comments about a student's body or appearance, or other verbal, visual, or physical conduct of a sexual nature

3. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student

~~2.~~ 4. Being alone with a student outside of the view of others

~~3.~~ 5. Visiting a student's home or inviting a student to visit the employee's home without parent/guardian consent

CSBA NOTE: Education Code 32100, as added by SB 848, requires the district's policy to establish appropriate limits on contact during or outside of the school day between students and employees via social media platforms, text messaging, and other forms of communication that do not otherwise include the student's parent/guardian.

~~4.~~ 6. Maintaining personal contact with a student during or outside the school day that has no legitimate educational purpose, by phone, letter, text message, social media internet platforms, electronic communications, or other means of communication, without including the student's parent/guardian ~~or the principal~~

~~When communicating electronically with students~~In accordance with Board Policy/Administrative Regulation 4040 - Employee Use of Technology, employees shall use district equipment or technological resources, when available, when communicating electronically with students. Employees shall not communicate with students through any medium that is designed to eliminate records of the communications. The Superintendent or designee may monitor employee usage of district technology at any time without advance notice or consent.

~~5.~~ 7. Creating or participating in social networking sites for communication with students, other than those created by the district, without the prior written approval of the principal or designee

~~6.~~ 8. Inviting or accepting requests from students, or former students who are minors, to connect on personal social networking sites (e.g., "friending" or "following" on social media), unless the site is dedicated to school business

~~7.~~ 9. Singling out a particular student for personal attention and friendship, including giving gifts and/or nicknames to individual students

~~8.~~ 10. Addressing a student in an overly familiar manner, such as by using a term of endearment

~~9.~~ 11. Socializing or spending time with students outside of school-sponsored events, except as participants in community activities

~~10.~~ 12. Sending or accompanying students on personal errands unrelated to any legitimate educational purpose

~~11.~~ 13. Transporting a student in a personal vehicle without prior authorization

~~12.~~ 14. Encouraging students to confide ~~their~~ personal or family problems and/or relationships

~~13.~~ 15. Disclosing personal, family, or other private matters to students or sharing personal secrets with students

16. Engaging in any conduct that endangers or threatens to endanger students, including, but not limited to, physical violence or threats of violence

17. Engaging in harassing or discriminatory behavior towards students, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed

18. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child

19. Using profane, obscene, or abusive language against students

Violations of Policy

CSBA NOTE: Pursuant to the Child Abuse and Neglect Reporting Act (Penal Code 11164-11174.3), persons identified as "mandated reporters," including, but not limited to, school administrators, certificated staff, and classified staff, and as amended by SB 848, Board members and volunteers, are required to report known or suspected child abuse, including sexual assault and sexual exploitation. For required procedures for filing a report, see BP/AR 5141.4 - Child Abuse Prevention and Reporting.

Any employee who observes or has knowledge of another employee's violation of this policy shall report the information to the Superintendent or designee or appropriate agency for investigation pursuant to the applicable complaint procedures. Other adults with knowledge of any violation of this policy are encouraged to report the violation to the Superintendent or designee. The Board prohibits retaliation against anyone who reports a violation of this policy. Immediate intervention shall be implemented when necessary to protect student safety or the integrity of the investigation.

Employees who engage in any conduct in violation of this policy, including retaliation against a person who reports the violation or participates in the complaint process, shall be subject to discipline, up to and including dismissal. Any other adult who violates this policy may be barred from school grounds and activities in accordance with law. Additionally, the Superintendent or designee may also notify law enforcement as appropriate.

Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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 80303	Reports of change in employment status; alleged misconduct
5 CCR 80304	Notice of sexual misconduct
Ed. Code 32100	Professional boundaries between adults and students; safety of learning environments
Ed. Code 44030.5	Reporting change in employment status due to alleged misconduct
Ed. Code 44050	Employee code of conduct; interaction with students
Ed. Code 44242.5	Reports and review of alleged misconduct
Ed. Code 44940	Compulsory leave of absence for certificated persons
Ed. Code 48980	Parent/Guardian notifications
Pen. Code 11164-11174.3	Child Abuse and Neglect Reporting Act

Management Resources	Description
Website	CSBA District and County Office of Education Legal Services

Cross References

Code	Description
0420.4	Charter School Authorization
0420.4	Charter School Authorization
0420.41	Charter School Oversight
0420.41	Charter School Oversight
0450	Comprehensive Safety Plan
1240	Volunteer Assistance
1240	Volunteer Assistance
4040	Employee Use of Technology
4040	Employee Use of Technology
4111	Recruitment And Selection
4112	Appointment And Conditions Of Employment
4112.5	Criminal Record Check
4112.5	Criminal Record Check

4112.6	Personnel Files
4116	Probationary/Permanent Status
4116	Probationary/Permanent Status
4119.21	Professional Standards
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4211	Recruitment And Selection
4212	Appointment And Conditions Of Employment
4212.5	Criminal Record Check
4212.5	Criminal Record Check
4212.6	Personnel Files
4216	Probationary/Permanent Status
4219.21	Professional Standards
4311	Recruitment And Selection
4312.5	Criminal Record Check
4312.5	Criminal Record Check
4312.6	Personnel Files
4319.21	Professional Standards
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4218.1	Dismissal/Suspension/Disciplinary Action (Merit System)
5131	Conduct
5141.4	Child Abuse Prevention and Reporting
5141.4	Child Abuse Prevention and Reporting
5142	Safety
5142	Safety
5145.7	Sexual Harassment
5145.7	Sexual Harassment
7110	Facilities Master Plan

Policy 4156.3: Employee Property Reimbursement

Status: ADOPTED

Original Adopted Date: 09/01/1988 | **Last Revised Date:** 02/01/~~1998~~2026 | **Last Reviewed Date:** 02/01/~~1998~~2026

CSBA NOTE: The following optional policy may be ~~subject~~revised to ~~collective bargaining agreements~~reflect district practice.

Option 1 is for districts that do not authorize payment for the reimbursement of employee personal property which may be stolen or intentionally destroyed or damaged while being used for work-related purposes.

Option 2 is for districts that authorize, pursuant to Education Code 35213, payment for the reimbursement of employee personal property which may be stolen or intentionally destroyed or damaged while being used for work-related purposes.

OPTION 1: (No reimbursement of employee personal property)

The Governing Board does not authorize payment for the reimbursement of employee personal property which may be stolen or intentionally destroyed or damaged while being used for work-related purposes.

OPTION 1 ENDS HERE

~~CSBA NOTE: The remainder of this policy is for use by districts that select Option 2.~~

OPTION 2: (Reimbursement of employee personal property stolen or intentionally destroyed or damaged while being used for work-related purposes)

~~The~~ To the extent that the full cost of repair or replacement is not covered by another source, such as an employee's private insurance, the Governing Board authorizes the Superintendent or designee to pay the remaining cost of replacing or repairing employee personal property, except cash, which has been stolen or intentionally destroyed or damaged while being used for work-related purposes.

The Board may establish a maximum value of reimbursement which shall be paid. (Education Code 35213)

No reimbursement shall be made for accidental damage or for any loss due to lack of personal supervision or failure to keep property in a secured area.

The maximum payment shall be the amount specified by the district's insurance carrier for such loss or the amount specified in the applicable collective bargaining agreement, whichever is less.

Reimbursement for personal items used for work-related purposes shall be made only if: (Education Code 35213)

1. Use of the personal property was approved by the principal, site supervisor or designee before the property was brought to school or district premises

2. At that time, the employee and district representative agreed on the value of the property

OPTION 2 ENDS HERE

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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
Civ. Code 1714.1	Liability of parent/guardian for act of willful misconduct by a minor
Ed. Code 35213	Reimbursement for loss or damage of personal property
Ed. Code 48904	Liability of parent/guardian

Management Resources	Description
Website	CSBA District and County Office of Education Legal Services

Cross References

Code	Description
1313	Civility
3512	Equipment
3512-E(1)	Equipment
3513.1	Cellular Phone Reimbursement
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3530	Risk Management/Insurance
3530	Risk Management/Insurance
4113.5	Working Remotely
4158	Employee Security
4158	Employee Security
4213.5	Working Remotely
4258	Employee Security
4258	Employee Security

4313.5	Working Remotely
4358	Employee Security
4358	Employee Security
5131.5	Vandalism And Graffiti

Policy 4219.21: Professional Standards

Status: ADOPTED

Original Adopted Date: 07/01/2009 **| Last Revised Date:** ~~12~~02/01/~~2017~~2026 **| Last Reviewed Date:** ~~12~~02/01/~~2017~~2026

CSBA NOTE: The following optional policy ~~should~~may be revised to reflect district practice.

Pursuant to Education Code 32100, as added by SB 848 (Ch. 460, Statutes of 2025), districts are required to, by July 1, 2026, adopt policies that (1) promote safe environments for student learning and~~/~~ engagement that explicitly address professional boundaries between (a) students and school employees, adult volunteers, and school contractors, (b) among and between students, and (c) among and between adults employed, volunteering, or ~~any related provisions of collective bargaining agreements~~under contract with the district, and (2) establish appropriate limits on contact during or outside of the school day between students and school employees, volunteers, and school contractors via social media internet platforms, text messaging, and other forms of communication that do not otherwise include the student's parent/guardian. The limitations in this policy may vary based on the age or grade of the students and may be revised to reflect district practice. For language fulfilling these mandates, see BP 4119.24/4219.24/4319.24 – Maintaining Appropriate Adult-Student Interactions.

~~The Governing~~The Governing Board desires to provide a safe and positive school environment that promotes the learning, engagement, safety, and well-being of district students. The Board expects district employees to maintain the highest ethical standards, behave professionally, follow district policies and regulations, abide by state and federal laws, and exercise good judgment when interacting with students and other members of the school community. Employees shall engage in conduct that enhances the integrity of the district~~,~~; advances the goals of the district's educational programs; encourages student learning, engagement, and success; and contributes to a safe and positive school climate.

CSBA NOTE: The following optional paragraph encourages district employees to abide by standards developed by their professional associations. The professional standards for certificated staff have been developed by the National Education Association, the professional standards for classified staff have been developed by the California School Employees Association, and the professional standards for managerial and supervisory staff have been developed by the Commission on Teacher Credentialing (CTC), each available on their respective websites. These standards are reproduced at E(1) 4119.21 (certificated personnel), E(1) 4219.21 (classified personnel), and E(1) 4319.21 (administrative and supervisory personnel).

The Board encourages district employees to accept as guiding principles the professional standards and codes of ethics adopted by educational or professional associations to which they may belong.

Each employee is expected to acquire the knowledge and skills necessary to fulfill ~~his/her~~the employee's professional responsibilities and to contribute to the learning and achievement of district students.

Inappropriate Conduct

The Board prohibits inappropriate conduct between employees, adult volunteers, and district contractors and among and between adults employed, volunteering, or under contract with the district. (Education Code 32100)

Inappropriate employee conduct includes, but is not limited to:

1. Engaging in any conduct that endangers or threatens to endanger students, staff, or others, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon

2. Engaging in harassing or discriminatory behavior towards students, parents/guardians, staff, or community members, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed

3. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child

4. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student

CSBA NOTE: Pursuant to Penal Code 311.2, pornography includes digitally altered or artificial-intelligence-generated matter.

5. Possessing or viewing any pornography on school grounds, or possessing or viewing child pornography or other imagery portraying children in a sexualized manner at any time

6. Using profane, obscene, or abusive language against students, parents/guardians, staff, or community members

7. Willfully disrupting district or school operations by loud or unreasonable noise or other action

8. Using tobacco, alcohol, or an illegal or unauthorized substance, or possessing or distributing any controlled substance, while in the workplace, on district property, or at a school-sponsored activity

9. Being dishonest with students, parents/guardians, staff, or members of the public, including, but not limited to, falsifying information in employment records or other school records

10. Divulging confidential information about students, district employees, or district operations to persons or entities not authorized to receive the information

11. Using district equipment or other district resources for the employee's own commercial purposes or for political activities

12. Using district equipment or communications devices for personal purposes while on duty, except in an emergency, during scheduled work breaks, or for personal necessity

    Employees shall be notified that computer files and all electronic communications, including, but not limited to, email and voice mail, are not private. To ensure proper use, the Superintendent or designee may monitor employee usage of district technological resources at any time without the employee's consent.

13. Causing damage to or engaging in theft of property belonging to students, staff, or the district

CSBA NOTE: For more information about appropriate attire for district employees, see BP 4119.22/4219.22/4319.22 - Dress and Grooming.

14. Wearing inappropriate attire

15. Other conduct prohibited in Board Policy 4119.24/4219.24/4319.24 – Maintaining Appropriate Adult-Student Interactions

Reports of Misconduct

An employee who observes or has evidence of another employee's inappropriate conduct shall immediately report such conduct to the principal or Superintendent or designee. An employee who has knowledge of or suspects child abuse or neglect shall file a report pursuant to the district's child abuse reporting procedures as detailed in ~~AR~~Administrative Regulation 5141.4 - Child Abuse Prevention and Reporting.

CSBA NOTE: Discipline of employees is a subject of collective bargaining. For information about the range of disciplinary actions that may be taken, see BP/AR 4118 - Dismissal/Suspension/Disciplinary Action, and AR 4218 - Dismissal/Suspension/Disciplinary Action.

Education Code 44242.5 and 5 CCR 80303 require the Superintendent to notify ~~the Commission on Teacher Credentialing (CTC)~~CTC when the status of a certificated employee changes as a result of alleged misconduct. Although "alleged misconduct" is not defined in ~~the~~ law, ~~the~~ CTC ~~states~~provides that conduct affecting classroom safety, student safety, or the integrity of the school environment is the type of misconduct that ~~must~~is required to be reported. See AR 4117.7/4317.7 - Employment Status Reports.

Any reports of employee misconduct shall be promptly investigated~~.~~ by the Superintendent or designee. Any employee who is found to have engaged in inappropriate conduct in violation of law or Board policy shall be subject to disciplinary action and, in the case of a certificated employee, may be subject to a report to the Commission on Teacher Credentialing. The Superintendent or designee shall notify local law enforcement as appropriate.

An employee who has knowledge of but fails to report inappropriate employee conduct may also be subject to discipline.

The district prohibits retaliation against anyone who files a complaint against an employee or reports an employee's inappropriate conduct. Any employee who retaliates against any such complainant, reporter, or other participant in the district's complaint process shall be subject to discipline.

Notifications

CSBA NOTE: ~~Beginning January 1, 2018,~~ Education Code 44050~~, as added by AB 500 (Ch. 580, Statutes of 2017),~~ requires districts maintaining an employee code of conduct that addresses employee interactions with students to post the section(s) on employee-student interactions in a publicly accessible manner on each school's ~~web site~~website, or the district ~~web site~~website if a school does not maintain one. ~~Beginning July 1, 2018~~Additionally, at the beginning of each school year, the district ~~must also~~is required to provide parents/guardians with written copies of the sections of the employee code of conduct that address employee interactions with students. The applicable sections of the code of conduct may appear in a variety of district documents, including, but not limited to, portions of this Board policy, employee handbooks, and/or the code of conduct adopted by the district for use by certificated, classified, or administrative personnel as presented in the accompanying Exhibits.

The section(s) of the district's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or district ~~web sites~~websites. (Education Code 44050)

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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 80300	Committee of credentials; definitions
5 CCR 80303	Reports of change in employment status; alleged misconduct
5 CCR 80331-80338	Rules of conduct for professional educators
Bus. Code 25608	Alcohol on school property; use in connection with instruction
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 32100	Professional boundaries between adults and students and the safety of learning environments
Ed. Code 44010	Sex offense; definition
Ed. Code 44011	Controlled substance offense; definition
Ed. Code 44050	Employee code of conduct; interaction with students
~~Ed. Code 44242.5~~	~~Reports and review of alleged misconduct~~

Ed. Code 44420-44440	Revocation and suspension of certification documents
Ed. Code 44811	Disruption of classwork or extracurricular activities
Ed. Code 44932	Grounds for dismissal of permanent employees
Ed. Code 44939.5	Certificated applicant screening
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49060-49070	Student records
H&S Code 104559	Tobacco use prohibition
Pen. Code 270-273.76	Abandonment and neglect of children
Pen. Code 311-312.7	Obscene matter
Pen. Code 11164-11174.4	Child Abuse and Neglect Reporting Act

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**
Commission on Teacher Credentialing Publication	California Professional Standards for Educational Leaders, February 2014
Commission on Teacher Credentialing Publication	~~California Standards for the Teaching Profession (CSTP), October 2009~~California Standards for the Teaching Profession (CSTP), April 2024 (https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/2024-cstp.pdf?sfvrsn=62eb3cb1_12)
~~Council of Chief State School Officers Publication~~National Policy Board for Educational Administration	Professional Standards for Educational Leaders, 2015 (https://www.npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf)
National Education Association Publication	Code of Ethics ~~of the Education Profession,~~ ~~1975~~for Educators, 2020 (https://www.nea.org/resource-library/code-ethics-educators)
California School Employees Association Publication	Code of Ethics, 1954 (https://csea.com/system/files/2022-06/CSEACoE.pdf)
Commission on Teacher Credentialing Publication	California Professional Standards for Education Leaders, 2014 (https://docs.ctc.ca.gov/Document/Download/30697)
WestEd Publication	Moving Leadership Standards into Everyday Work: Descriptions of Practice, ~~2003~~ 2015
Website	CSBA District and County Office of Education Legal Services
Website	Council of Chief State School Officers
Website	California Federation of Teachers

Website	California School Employees Association
Website	California Teachers Association
Website	Commission on Teacher Credentialing
Website	Association of California School Administrators
Website	National Education Association (https://www.nea.org/)
Website	WestEd
Website	California Department of Education
Website	CSBA
Website	National Policy Board for Educational Administration (https://www.npbea.org/)

Cross References

Code	Description
0200	Goals For The School District
0410	Nondiscrimination In District Programs And Activities
0420.4	Charter School Authorization
0420.4	Charter School Authorization
0420.41	Charter School Oversight
0420.41	Charter School Oversight
0450	Comprehensive Safety Plan
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
1240	Volunteer Assistance
1240	Volunteer Assistance
1312.1	Complaints Concerning District Employees
1312.1	Complaints Concerning District Employees
1313	Civility
2111	Superintendent Governance Standards
3513.3	Tobacco-Free Schools

3513.3	Tobacco-Free Schools
3513.4	Drug And Alcohol Free Schools
3515.2	Disruptions
3515.2	Disruptions
3515.7	Firearms On School Grounds
3580	District Records
3580	District Records
4020	Drug And Alcohol-Free Workplace
4040	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology
4111	Recruitment And Selection
4112	Appointment And Conditions Of Employment
4112.2	Certification
4112.2	Certification
4112.41	Employee Drug Testing
4112.41	Employee Drug Testing
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	Criminal Record Check
4112.6	Personnel Files
4113.5	Working Remotely
4115	Evaluation/Supervision
4115	Evaluation/Supervision
4116	Probationary/Permanent Status
4116	Probationary/Permanent Status
4117.7	Employment Status Reports
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.1	Civil And Legal Rights
4119.11	Sexual Harassment

4119.11	Sexual Harassment
4119.22	Dress And Grooming
4119.23	Unauthorized Release Of Confidential/Privileged Information
4119.24	Maintaining Appropriate Adult-Student Interaction
4119.25	Political Activities Of Employees
4119.25	Political Activities Of Employees
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4131	Staff Development
4132	Publication Or Creation Of Materials
4136	Nonschool Employment
4158	Employee Security
4158	Employee Security
4211	Recruitment And Selection
4212	Appointment And Conditions Of Employment
4212.41	Employee Drug Testing
4212.41	Employee Drug Testing
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.5	Criminal Record Check
4212.5	Criminal Record Check
4212.6	Personnel Files
4213.5	Working Remotely
4215	Evaluation/Supervision
4216	Probationary/Permanent Status
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4218.1	Dismissal/Suspension/Disciplinary Action (Merit System)
4219.1	Civil And Legal Rights
4219.11	Sexual Harassment
4219.11	Sexual Harassment

4219.22	Dress And Grooming
4219.23	Unauthorized Release Of Confidential/Privileged Information
4219.24	Maintaining Appropriate Adult-Student Interaction
4219.25	Political Activities Of Employees
4219.25	Political Activities Of Employees
4231	Staff Development
4232	Publication Or Creation Of Materials
4236	Nonschool Employment
4258	Employee Security
4258	Employee Security
4311	Recruitment And Selection
4312.41	Employee Drug Testing
4312.41	Employee Drug Testing
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.5	Criminal Record Check
4312.5	Criminal Record Check
4312.6	Personnel Files
4313.5	Working Remotely
4315	Evaluation/Supervision
4317.7	Employment Status Reports
4319.1	Civil And Legal Rights
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4319.22	Dress And Grooming
4319.23	Unauthorized Release Of Confidential/Privileged Information
4319.24	Maintaining Appropriate Adult-Student Interaction
4319.25	Political Activities Of Employees
4319.25	Political Activities Of Employees
4331	Staff Development
4332	Publication Or Creation Of Materials

4336	Nonschool Employment
4358	Employee Security
4358	Employee Security
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5142	Safety
5142	Safety
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
6162.54	Test Integrity/Test Preparation
6162.6	Use Of Copyrighted Materials
6162.6	Use Of Copyrighted Materials
7110	Facilities Master Plan

Exhibit 4219.21-E(1): Professional Standards

Status: ADOPTED

Original Adopted Date: 07/01/1979 **| Last Revised Date:** ~~03~~02/01/~~1991~~2026 **| Last Reviewed Date:** ~~03~~02/01/~~1991~~2026

CODE OF ETHICS
CLASSIFIED EMPLOYEES

CSBA NOTE: The following exhibit reflects the Code of Ethics, as adopted by the California School Employees' Association in July 1954, which describes the skills and abilities needed by classified employees.

School employees who are in daily contact with many phases of educational work should be persons whose conduct is beyond reproach and who sincerely believe in the advancement of education and the betterment of working conditions; therefore, the California School Employees' Association (CSEA) proposes this Code of Ethics as a standard for its members.

AS A SCHOOL EMPLOYEE I WILL:

1. Be proud of my vocation in order that I may use my best endeavors to elevate the standards of my position so that I may merit a reputation for high quality of service -- to the end that others may emulate my example~~.~~

2. Be a person of integrity, clean speech, desirable personal habits, and physical fitness~~.~~

3. Be just in my criticism and be generous in my praise; to improve and not destroy~~.~~

4. At all times be courteous in my relations with students, parents/guardians, teachers and others~~.~~

5. Be a resourceful person who readily adapts ~~himself~~ to different kinds of work and changed conditions and finds better ways to do things~~.~~

6. Conduct myself in a spirit of friendly helpfulness to my fellow employees to the end that I will consider no personal success legitimate or ethical which is secured by taking unfair advantage of another~~.~~

7. Associate myself with employees of other districts for the purpose of discussing school problems and cooperating in the improvement of public school conditions~~.~~

8. Always uphold my obligations as a citizen to my nation, my state, my school district and my community, and give them unswerving loyalty.

9. Always bear in mind that the purpose of CSEA is to promote the efficiency and raise the standards of all school employees and that I shall be equally obligated to assist all my fellow workers.

SOURCE: CALIFORNIA SCHOOL EMPLOYEES' ASSOCIATION

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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 80300	Committee of credentials; definitions
5 CCR 80303	Reports of change in employment status; alleged misconduct
5 CCR 80331-80338	Rules of conduct for professional educators
Bus. Code 25608	Alcohol on school property; use in connection with instruction
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 32100	Professional boundaries between adults and students and the safety of learning environments
Ed. Code 44010	Sex offense; definition
Ed. Code 44011	Controlled substance offense; definition
Ed. Code 44050	Employee code of conduct; interaction with students
Ed. Code 44420-44440	Revocation and suspension of certification documents
Ed. Code 44811	Disruption of classwork or extracurricular activities
Ed. Code 44932	Grounds for dismissal of permanent employees
Ed. Code ~~44242~~44939.5	~~Reports and review of alleged misconduct~~Certificated applicant screening
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49060-49-70	Student records
H&S Code 104559	Tobacco use prohibition
Pen. Code 270-273.76	Abandonment and neglect of children
Pen. Code 311-312.7	Obscene matter

Pen. Code 11164-11174.4	Child Abuse and Neglect Reporting Act

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**
Commission on Teacher Credentialing Publication	California Professional Standards for Educational Leaders, February 2014
Commission on Teacher Credentialing Publication	~~California Standards for the Teaching Profession (CSTP), October 2009~~California Standards for the Teaching Profession (CSTP), April 2024 (https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/2024-cstp.pdf?sfvrsn=62eb3cb1_12)
~~Council of Chief State School Officers Publication~~National Policy Board for Educational Administration	Professional Standards for Educational Leaders, 2015 (https://www.npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf)
National Education Association Publication	Code of Ethics ~~of the Education Profession, 1975~~for Educators, 2020 (https://www.nea.org/resource-library/code-ethics-educators)
California School Employees Association Publication	Code of Ethics, 1954 (https://csea.com/system/files/2022-06/CSEACoE.pdf)
Commission on Teacher Credentialing Publication	California Professional Standards for Education Leaders, 2014 (https://docs.ctc.ca.gov/Document/Download/30697)
WestEd Publication	Moving Leadership Standards into Everyday Work: Descriptions of Practice, 2015 (https://www.wested.org/resource/moving-leadership-standards-into-everyday-work-descriptions-of-practice-ebook/)
Website	CSBA District and County Office of Education Legal Services
Website	Council of Chief State School Officers
Website	California Federation of Teachers
Website	California School Employees Association
Website	California Teachers Association
Website	Commission on Teacher Credentialing
Website	Association of California School Administrators
Website	National Education Association (https://www.nea.org/)
Website	WestEd
Website	California Department of Education

Website	CSBA
~~WestEd Publication~~Website	~~Moving Leadership Standards into Everyday Work: Descriptions of Practice,~~ ~~2003~~National Policy Board for Educational Administration (https://www.npbea.org/)

Cross References

Code	Description
0200	Goals For The School District
0410	Nondiscrimination In District Programs And Activities
0420.4	Charter School Authorization
0420.4	Charter School Authorization
0420.41	Charter School Oversight
0420.41	Charter School Oversight
0450	Comprehensive Safety Plan
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
1240	Volunteer Assistance
1240	Volunteer Assistance
1312.1	Complaints Concerning District Employees
1312.1	Complaints Concerning District Employees
1313	Civility
2111	Superintendent Governance Standards
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3513.4	Drug And Alcohol Free Schools
3515.2	Disruptions
3515.2	Disruptions
3515.7	Firearms On School Grounds
3580	District Records
3580	District Records

4020	Drug And Alcohol-Free Workplace
4040	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology
4111	Recruitment And Selection
4112	Appointment And Conditions Of Employment
4112.2	Certification
4112.2	Certification
4112.41	Employee Drug Testing
4112.41	Employee Drug Testing
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	Criminal Record Check
4112.6	Personnel Files
4113.5	Working Remotely
4115	Evaluation/Supervision
4115	Evaluation/Supervision
4116	Probationary/Permanent Status
4116	Probationary/Permanent Status
4117.7	Employment Status Reports
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.1	Civil And Legal Rights
4119.11	Sexual Harassment
4119.11	Sexual Harassment
4119.22	Dress And Grooming
4119.23	Unauthorized Release Of Confidential/Privileged Information
4119.24	Maintaining Appropriate Adult-Student Interaction
4119.25	Political Activities Of Employees
4119.25	Political Activities Of Employees
4121	Temporary/Substitute Personnel

4121	Temporary/Substitute Personnel
4131	Staff Development
4132	Publication Or Creation Of Materials
4136	Nonschool Employment
4158	Employee Security
4158	Employee Security
4211	Recruitment And Selection
4212	Appointment And Conditions Of Employment
4212.41	Employee Drug Testing
4212.41	Employee Drug Testing
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.5	Criminal Record Check
4212.5	Criminal Record Check
4212.6	Personnel Files
4213.5	Working Remotely
4215	Evaluation/Supervision
4216	Probationary/Permanent Status
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4218.1	Dismissal/Suspension/Disciplinary Action (Merit System)
4219.1	Civil And Legal Rights
4219.11	Sexual Harassment
4219.11	Sexual Harassment
4219.22	Dress And Grooming
4219.23	Unauthorized Release Of Confidential/Privileged Information
4219.24	Maintaining Appropriate Adult-Student Interaction
4219.25	Political Activities Of Employees
4219.25	Political Activities Of Employees
4231	Staff Development
4232	Publication Or Creation Of Materials

4236	Nonschool Employment
4258	Employee Security
4258	Employee Security
4311	Recruitment And Selection
4312.41	Employee Drug Testing
4312.41	Employee Drug Testing
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.5	Criminal Record Check
4312.5	Criminal Record Check
4312.6	Personnel Files
4313.5	Working Remotely
4315	Evaluation/Supervision
4317.7	Employment Status Reports
4319.1	Civil And Legal Rights
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4319.22	Dress And Grooming
4319.23	Unauthorized Release Of Confidential/Privileged Information
4319.24	Maintaining Appropriate Adult-Student Interaction
4319.25	Political Activities Of Employees
4319.25	Political Activities Of Employees
4331	Staff Development
4332	Publication Or Creation Of Materials
4336	Nonschool Employment
4358	Employee Security
4358	Employee Security
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5142	Safety
5142	Safety

5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
6162.54	Test Integrity/Test Preparation
6162.6	Use Of Copyrighted Materials
6162.6	Use Of Copyrighted Materials
7110	Facilities Master Plan

Policy 4219.24: Maintaining Appropriate Adult-Student Interactions

Status: ADOPTED

Original Adopted Date: 07/01/2019 **| Last Revised Date:** 02/01/2026 **| Last Reviewed Date:** 0702/01/20192026

CSBA NOTE: The following optional policy may be revised to reflect district practice.

CSBA NOTE: This policy is **mandated,** pursuant to Education Code 32100, as added by SB 848 (Ch. 460, Statutes of 2025), which requires districts to, by July 1, 2026, adopt policies that (1) promote safe environments for student learning and engagement that explicitly addresses professional boundaries between (a) students and school employees, adult volunteers, and school contractors, (b) among and between students, and (c) among and between adults employed, volunteering, or under contract with the district, and (2) establishes appropriate limits on contact during or outside of the school day between students and school employees, volunteers, and school contractors via social media internet platforms, text messaging, and other forms of communication that do not otherwise include the student's parent/guardian. The limitations in this policy may vary based on the age or grade of the students and may be revised to reflect district practice. For more information regarding professional standards for district employees, see BP 4119.21/4219.21/4319.21 – Professional Standards.

For purposes of this policy employees include interns, volunteers, contractors, and other persons with an employment relationship with the district.

The Governing Board desires to provide a safe and positive school environment that protectspromotes the learning, engagement, safety, and well-being of district students. The Board expects all adults with whom students may interact at school or in school-related activities, including employees, independent contractors, and volunteers, to maintain the highest professional and ethical standards in their interactions with students both within and outside the educational setting., in accordance with this policy and Board Policy 4119.21/4219.21/4319.21 – Professional Standards. Such adults shall not engage in threatening, unsafe, unlawful, or inappropriate interactions with students and shall avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to the appearance of impropriety.

Employees are prohibited from entering into or attempting to form a romantic or sexual relationship with any student or engaging in sexual harassment of a student, including sexual advances, flirtations, requests for sexual favors, inappropriate comments about a student's body or appearance, or other verbal, visual, or physical conduct of a sexual nature.

Adults shall not intrude on a student's physical or emotional boundaries unless necessary in an emergency or to serve a legitimate purpose related to instruction, counseling, student health, or student or staff safety.

CSBA NOTE: Pursuant to the Child Abuse and Neglect Reporting Act (Penal Code 11164-11174.3), persons identified as "mandated reporters," including, but not limited to, school administrators, certificated staff, and classified staff, are required to report known or suspected child abuse,

~~including sexual assault and sexual exploitation. For required procedures for filing a report, see BP/AR 5141.4 - Child Abuse Prevention and Reporting.~~

~~Any employee who observes or has knowledge of another employee's violation of this policy shall report the information to the Superintendent or designee or appropriate agency for investigation pursuant to the applicable complaint procedures. Other adults with knowledge of any violation of this policy are encouraged to report the violation to the Superintendent or designee. The Superintendent or designee shall protect anyone who reports a violation from retaliation. Immediate intervention shall be implemented when necessary to protect student safety or the integrity of the investigation.~~

~~Employees who engage in any conduct in violation of this policy, including retaliation against a person who reports the violation or participates in the complaint process, shall be subject to discipline, up to and including dismissal. Any other adult who violates this policy may be barred from school grounds and activities in accordance with law. The Superintendent or designee may also notify law enforcement as appropriate.~~

CSBA NOTE: Education Code 44050 requires districts maintaining an employee code of conduct that addresses employee interactions with students to post, in a publicly accessible manner on each school's ~~web site~~website or on the district ~~web site~~website if a school does not maintain one, the section(s) of the code of conduct dealing with employee-student interactions. ~~At~~Additionally, at the beginning of each school year, the district ~~must also~~is required to provide parents/guardians with written copies of the sections of the employee code of conduct that address employee interactions with students. The applicable sections of the code of conduct may appear in a variety of district documents, including, but not limited to, this Board policy, sections of BP/E 4119.21/4219.21/4319.21 - Professional Standards, and employee handbooks.

The district's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or district ~~web sites~~websites. (Education Code 44050)

Inappropriate Conduct

CSBA NOTE: The following section lists examples of prohibited inappropriate conduct and conduct that can create the appearance of impropriety and reflects the requirements of Education Code 32100, as added by SB 848. The list may be modified to reflect district practice and the grade levels served, so long as the list conforms with the requirements of Education Code 32100. For additional examples of behaviors that may constitute sexual harassment of students, see BP/AR 5145.7 - Sexual Harassment

Employees shall remain vigilant of their position of authority and not abuse it when relating with students. ~~Examples of employee conduct that can undermine professional adult-student interactions or create the appearance of impropriety include, but are not limited to:~~

The Board prohibits inappropriate conduct between employees and students. (Education Code 32100)

Inappropriate employee conduct includes, but is not limited to:

1. Initiating inappropriate physical contact

2. Attempting to form a romantic or sexual relationship with any student or engaging in sexual harassment of a student, including sexual advances, flirtations, requests for sexual favors, inappropriate comments about a student's body or appearance, or other verbal, visual, or physical conduct of a sexual nature

3. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student

~~2.~~ 4. Being alone with a student outside of the view of others

~~3.~~ 5. Visiting a student's home or inviting a student to visit the employee's home without parent/guardian consent

CSBA NOTE: Education Code 32100, as added by SB 848, requires the district's policy to establish appropriate limits on contact during or outside of the school day between students and employees via social media platforms, text messaging, and other forms of communication that do not otherwise include the student's parent/guardian.

~~4.~~ 6. Maintaining personal contact with a student during or outside the school day that has no legitimate educational purpose, by phone, letter, text message, social media internet platforms, electronic communications, or other means of communication, without including the student's parent/guardian ~~or the principal~~

~~When communicating electronically with students~~In accordance with Board Policy/Administrative Regulation 4040 - Employee Use of Technology, employees shall use district equipment or technological resources, when available, when communicating electronically with students. Employees shall not communicate with students through any medium that is designed to eliminate records of the communications. The Superintendent or designee may monitor employee usage of district technology at any time without advance notice or consent.

~~5.~~ 7. Creating or participating in social networking sites for communication with students, other than those created by the district, without the prior written approval of the principal or designee

~~6.~~ 8. Inviting or accepting requests from students, or former students who are minors, to connect on personal social networking sites (e.g., "friending" or "following" on social media), unless the site is dedicated to school business

~~7.~~ 9. Singling out a particular student for personal attention and friendship, including giving gifts and/or nicknames to individual students

~~8.~~ 10. Addressing a student in an overly familiar manner, such as by using a term of endearment

~~9.~~ 11. Socializing or spending time with students outside of school-sponsored events, except as participants in community activities

~~10.~~ 12. Sending or accompanying students on personal errands unrelated to any legitimate educational purpose

~~11.~~ 13. Transporting a student in a personal vehicle without prior authorization

~~12.~~ 14. Encouraging students to confide ~~their~~ personal or family problems and/or relationships

~~13.~~ 15. Disclosing personal, family, or other private matters to students or sharing personal secrets with students

16. Engaging in any conduct that endangers or threatens to endanger students, including, but not limited to, physical violence or threats of violence

17. Engaging in harassing or discriminatory behavior towards students, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed

18. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child

19. Using profane, obscene, or abusive language against students

Violations of Policy

CSBA NOTE: Pursuant to the Child Abuse and Neglect Reporting Act (Penal Code 11164-11174.3), persons identified as "mandated reporters," including, but not limited to, school administrators, certificated staff, and classified staff, and as amended by SB 848, Board members and volunteers, are required to report known or suspected child abuse, including sexual assault and sexual exploitation. For required procedures for filing a report, see BP/AR 5141.4 - Child Abuse Prevention and Reporting.

Any employee who observes or has knowledge of another employee's violation of this policy shall report the information to the Superintendent or designee or appropriate agency for investigation pursuant to the applicable complaint procedures. Other adults with knowledge of any violation of this policy are encouraged to report the violation to the Superintendent or designee. The Board prohibits retaliation against anyone who reports a violation of this policy. Immediate intervention shall be implemented when necessary to protect student safety or the integrity of the investigation.

Employees who engage in any conduct in violation of this policy, including retaliation against a person who reports the violation or participates in the complaint process, shall be subject to discipline, up to and including dismissal. Any other adult who violates this policy may be barred from school grounds and activities in accordance with law. Additionally, the Superintendent or designee may also notify law enforcement as appropriate.

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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 80303	Reports of change in employment status; alleged misconduct
5 CCR 80304	Notice of sexual misconduct
Ed. Code 32100	Professional boundaries between adults and students; safety of learning environments
Ed. Code 44030.5	Reporting change in employment status due to alleged misconduct
Ed. Code 44050	Employee code of conduct; interaction with students
Ed. Code 44242.5	Reports and review of alleged misconduct
Ed. Code 44940	Compulsory leave of absence for certificated persons
Ed. Code 48980	Parent/Guardian notifications
Pen. Code 11164-11174.3	Child Abuse and Neglect Reporting Act

Management Resources	Description
Website	CSBA District and County Office of Education Legal Services

Cross References

Code	Description
0420.4	Charter School Authorization
0420.4	Charter School Authorization
0420.41	Charter School Oversight
0420.41	Charter School Oversight
0450	Comprehensive Safety Plan
1240	Volunteer Assistance
1240	Volunteer Assistance
4040	Employee Use of Technology
4040	Employee Use of Technology
4111	Recruitment And Selection
4112	Appointment And Conditions Of Employment
4112.5	Criminal Record Check

4112.5	Criminal Record Check
4112.6	Personnel Files
4116	Probationary/Permanent Status
4116	Probationary/Permanent Status
4119.21	Professional Standards
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4211	Recruitment And Selection
4212	Appointment And Conditions Of Employment
4212.5	Criminal Record Check
4212.5	Criminal Record Check
4212.6	Personnel Files
4216	Probationary/Permanent Status
4219.21	Professional Standards
4311	Recruitment And Selection
4312.5	Criminal Record Check
4312.5	Criminal Record Check
4312.6	Personnel Files
4319.21	Professional Standards
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4218.1	Dismissal/Suspension/Disciplinary Action (Merit System)
5131	Conduct
5141.4	Child Abuse Prevention and Reporting
5141.4	Child Abuse Prevention and Reporting
5142	Safety
5142	Safety
5145.7	Sexual Harassment
5145.7	Sexual Harassment
7110	Facilities Master Plan

Policy 4256.3: Employee Property Reimbursement

Status: ADOPTED

Original Adopted Date: 09/01/1988 | **Last Revised Date:** 02/01/~~1998~~2026 | **Last Reviewed Date:** 02/01/~~1998~~2026

CSBA NOTE: The following optional policy may be ~~subject~~revised to ~~collective bargaining agreements~~reflect district practice.

Option 1 is for districts that do not authorize payment for the reimbursement of employee personal property which may be stolen or intentionally destroyed or damaged while being used for work-related purposes.

Option 2 is for districts that authorize, pursuant to Education Code 35213, payment for the reimbursement of employee personal property which may be stolen or intentionally destroyed or damaged while being used for work-related purposes.

OPTION 1: (No reimbursement of employee personal property)

The Governing Board does not authorize payment for the reimbursement of employee personal property which may be stolen or intentionally destroyed or damaged while being used for work-related purposes.

OPTION 1 ENDS HERE

~~CSBA NOTE: The remainder of this policy is for use by districts that select Option 2.~~

OPTION 2: (Reimbursement of employee personal property stolen or intentionally destroyed or damaged while being used for work-related purposes)

~~The~~ To the extent that the full cost of repair or replacement is not covered by another source, such as an employee's private insurance, the Governing Board authorizes the Superintendent or designee to pay the remaining cost of replacing or repairing employee personal property, except cash, which has been stolen or intentionally destroyed or damaged while being used for work-related purposes.

The Board may establish a maximum value of reimbursement which shall be paid. (Education Code 35213)

No reimbursement shall be made for accidental damage or for any loss due to lack of personal supervision or failure to keep property in a secured area.

The maximum payment shall be the amount specified by the district's insurance carrier for such loss or the amount specified in the applicable collective bargaining agreement, whichever is less.

Reimbursement for personal items used for work-related purposes shall be made only if: (Education Code 35213)

1. Use of the personal property was approved by the principal, site supervisor or designee before the property was brought to school or district premises

2. At that time, the employee and district representative agreed on the value of the property

OPTION 2 ENDS HERE

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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
Civ. Code 1714.1	Liability of parent/guardian for act of willful misconduct by a minor
Ed. Code 35213	Reimbursement for loss or damage of personal property
Ed. Code 48904	Liability of parent/guardian

Management Resources	Description
Website	CSBA District and County Office of Education Legal Services

Cross References

Code	Description
1313	Civility
3512	Equipment
3512-E(1)	Equipment
3513.1	Cellular Phone Reimbursement
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3530	Risk Management/Insurance
3530	Risk Management/Insurance
4113.5	Working Remotely
4158	Employee Security
4158	Employee Security
4213.5	Working Remotely
4258	Employee Security
4258	Employee Security

4313.5	Working Remotely
4358	Employee Security
4358	Employee Security
5131.5	Vandalism And Graffiti

Policy 4319.21: Professional Standards

Status: ADOPTED

Original Adopted Date: 07/01/2009 **| Last Revised Date:** ~~12~~02/01/~~2017~~2026 **| Last Reviewed Date:** ~~12~~02/01/~~2017~~2026

CSBA NOTE: The following optional policy ~~should~~may be revised to reflect district practice.

Pursuant to Education Code 32100, as added by SB 848 (Ch. 460, Statutes of 2025), districts are required to, by July 1, 2026, adopt policies that (1) promote safe environments for student learning and~~/~~ engagement that explicitly address professional boundaries between (a) students and school employees, adult volunteers, and school contractors, (b) among and between students, and (c) among and between adults employed, volunteering, or ~~any related provisions of collective bargaining agreements~~under contract with the district, and (2) establish appropriate limits on contact during or outside of the school day between students and school employees, volunteers, and school contractors via social media internet platforms, text messaging, and other forms of communication that do not otherwise include the student's parent/guardian. The limitations in this policy may vary based on the age or grade of the students and may be revised to reflect district practice. For language fulfilling these mandates, see BP 4119.24/4219.24/4319.24 – Maintaining Appropriate Adult-Student Interactions.

~~The Governing~~The Governing Board desires to provide a safe and positive school environment that promotes the learning, engagement, safety, and well-being of district students. The Board expects district employees to maintain the highest ethical standards, behave professionally, follow district policies and regulations, abide by state and federal laws, and exercise good judgment when interacting with students and other members of the school community. Employees shall engage in conduct that enhances the integrity of the district~~,~~; advances the goals of the district's educational programs; encourages student learning, engagement, and success; and contributes to a safe and positive school climate.

CSBA NOTE: The following optional paragraph encourages district employees to abide by standards developed by their professional associations. The professional standards for certificated staff have been developed by the National Education Association, the professional standards for classified staff have been developed by the California School Employees Association, and the professional standards for managerial and supervisory staff have been developed by the Commission on Teacher Credentialing (CTC), each available on their respective websites. These standards are reproduced at E(1) 4119.21 (certificated personnel), E(1) 4219.21 (classified personnel), and E(1) 4319.21 (administrative and supervisory personnel).

The Board encourages district employees to accept as guiding principles the professional standards and codes of ethics adopted by educational or professional associations to which they may belong.

Each employee is expected to acquire the knowledge and skills necessary to fulfill ~~his/her~~the employee's professional responsibilities and to contribute to the learning and achievement of district students.

Inappropriate Conduct

The Board prohibits inappropriate conduct between employees, adult volunteers, and district contractors and among and between adults employed, volunteering, or under contract with the district. (Education Code 32100)

Inappropriate employee conduct includes, but is not limited to:

1. Engaging in any conduct that endangers or threatens to endanger students, staff, or others, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon

2. Engaging in harassing or discriminatory behavior towards students, parents/guardians, staff, or community members, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed

3. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child

4. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student

CSBA NOTE: Pursuant to Penal Code 311.2, pornography includes digitally altered or artificial-intelligence-generated matter.

5. Possessing or viewing any pornography on school grounds, or possessing or viewing child pornography or other imagery portraying children in a sexualized manner at any time

6. Using profane, obscene, or abusive language against students, parents/guardians, staff, or community members

7. Willfully disrupting district or school operations by loud or unreasonable noise or other action

8. Using tobacco, alcohol, or an illegal or unauthorized substance, or possessing or distributing any controlled substance, while in the workplace, on district property, or at a school-sponsored activity

9. Being dishonest with students, parents/guardians, staff, or members of the public, including, but not limited to, falsifying information in employment records or other school records

10. Divulging confidential information about students, district employees, or district operations to persons or entities not authorized to receive the information

11. Using district equipment or other district resources for the employee's own commercial purposes or for political activities

12. Using district equipment or communications devices for personal purposes while on duty, except in an emergency, during scheduled work breaks, or for personal necessity

    Employees shall be notified that computer files and all electronic communications, including, but not limited to, email and voice mail, are not private. To ensure proper use, the Superintendent or designee may monitor employee usage of district technological resources at any time without the employee's consent.

13. Causing damage to or engaging in theft of property belonging to students, staff, or the district

CSBA NOTE: For more information about appropriate attire for district employees, see BP 4119.22/4219.22/4319.22 - Dress and Grooming.

14. Wearing inappropriate attire

15. Other conduct prohibited in Board Policy 4119.24/4219.24/4319.24 – Maintaining Appropriate Adult-Student Interactions

Reports of Misconduct

An employee who observes or has evidence of another employee's inappropriate conduct shall immediately report such conduct to the principal or Superintendent or designee. An employee who has knowledge of or suspects child abuse or neglect shall file a report pursuant to the district's child abuse reporting procedures as detailed in ~~AR~~Administrative Regulation 5141.4 - Child Abuse Prevention and Reporting.

CSBA NOTE: Discipline of employees is a subject of collective bargaining. For information about the range of disciplinary actions that may be taken, see BP/AR 4118 - Dismissal/Suspension/Disciplinary Action, and AR 4218 - Dismissal/Suspension/Disciplinary Action.

Education Code 44242.5 and 5 CCR 80303 require the Superintendent to notify ~~the Commission on Teacher Credentialing (CTC)~~CTC when the status of a certificated employee changes as a result of alleged misconduct. Although "alleged misconduct" is not defined in ~~the~~ law, ~~the~~ CTC ~~states~~provides that conduct affecting classroom safety, student safety, or the integrity of the school environment is the type of misconduct that ~~must~~is required to be reported. See AR 4117.7/4317.7 - Employment Status Reports.

Any reports of employee misconduct shall be promptly investigated~~.~~ by the Superintendent or designee. Any employee who is found to have engaged in inappropriate conduct in violation of law or Board policy shall be subject to disciplinary action and, in the case of a certificated employee, may be subject to a report to the Commission on Teacher Credentialing. The Superintendent or designee shall notify local law enforcement as appropriate.

An employee who has knowledge of but fails to report inappropriate employee conduct may also be subject to discipline.

The district prohibits retaliation against anyone who files a complaint against an employee or reports an employee's inappropriate conduct. Any employee who retaliates against any such complainant, reporter, or other participant in the district's complaint process shall be subject to discipline.

Notifications

CSBA NOTE: ~~Beginning January 1, 2018,~~ Education Code 44050~~, as added by AB 500 (Ch. 580, Statutes of 2017),~~ requires districts maintaining an employee code of conduct that addresses employee interactions with students to post the section(s) on employee-student interactions in a publicly accessible manner on each school's ~~web site~~website, or the district ~~web site~~website if a school does not maintain one. ~~Beginning July 1, 2018~~Additionally, at the beginning of each school year, the district ~~must also~~is required to provide parents/guardians with written copies of the sections of the employee code of conduct that address employee interactions with students. The applicable sections of the code of conduct may appear in a variety of district documents, including, but not limited to, portions of this Board policy, employee handbooks, and/or the code of conduct adopted by the district for use by certificated, classified, or administrative personnel as presented in the accompanying Exhibits.

The section(s) of the district's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or district ~~web sites~~websites. (Education Code 44050)

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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 80300	Committee of credentials; definitions
5 CCR 80303	Reports of change in employment status; alleged misconduct
5 CCR 80331-80338	Rules of conduct for professional educators
Bus. Code 25608	Alcohol on school property; use in connection with instruction
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 32100	Professional boundaries between adults and students and the safety of learning environments
Ed. Code 44010	Sex offense; definition
Ed. Code 44011	Controlled substance offense; definition
Ed. Code 44050	Employee code of conduct; interaction with students
~~Ed. Code 44242.5~~	~~Reports and review of alleged misconduct~~

Ed. Code 44420-44440	Revocation and suspension of certification documents
Ed. Code 44811	Disruption of classwork or extracurricular activities
Ed. Code 44932	Grounds for dismissal of permanent employees
Ed. Code 44939.5	Certificated applicant screening
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49060-49070	Student records
H&S Code 104559	Tobacco use prohibition
Pen. Code 270-273.76	Abandonment and neglect of children
Pen. Code 311-312.7	Obscene matter
Pen. Code 11164-11174.4	Child Abuse and Neglect Reporting Act

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**
Commission on Teacher Credentialing Publication	California Professional Standards for Educational Leaders, February 2014
Commission on Teacher Credentialing Publication	~~California Standards for the Teaching Profession (CSTP), October 2009~~California Standards for the Teaching Profession (CSTP), April 2024 (https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/2024-cstp.pdf?sfvrsn=62eb3cb1_12)
~~Council of Chief State School Officers Publication~~National Policy Board for Educational Administration	Professional Standards for Educational Leaders, 2015 (https://www.npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf)
National Education Association Publication	Code of Ethics ~~of the Education Profession,~~ ~~1975~~for Educators, 2020 (https://www.nea.org/resource-library/code-ethics-educators)
California School Employees Association Publication	Code of Ethics, 1954 (https://csea.com/system/files/2022-06/CSEACoE.pdf)
Commission on Teacher Credentialing Publication	California Professional Standards for Education Leaders, 2014 (https://docs.ctc.ca.gov/Document/Download/30697)
WestEd Publication	Moving Leadership Standards into Everyday Work: Descriptions of Practice, 2003 2015
Website	CSBA District and County Office of Education Legal Services
Website	Council of Chief State School Officers
Website	California Federation of Teachers

Website	California School Employees Association
Website	California Teachers Association
Website	Commission on Teacher Credentialing
Website	Association of California School Administrators
Website	National Education Association (https://www.nea.org/)
Website	WestEd
Website	California Department of Education
Website	CSBA
Website	National Policy Board for Educational Administration (https://www.npbea.org/)

Cross References

Code	Description
0200	Goals For The School District
0410	Nondiscrimination In District Programs And Activities
0420.4	Charter School Authorization
0420.4	Charter School Authorization
0420.41	Charter School Oversight
0420.41	Charter School Oversight
0450	Comprehensive Safety Plan
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
1240	Volunteer Assistance
1240	Volunteer Assistance
1312.1	Complaints Concerning District Employees
1312.1	Complaints Concerning District Employees
1313	Civility
2111	Superintendent Governance Standards
3513.3	Tobacco-Free Schools

3513.3	Tobacco-Free Schools
3513.4	Drug And Alcohol Free Schools
3515.2	Disruptions
3515.2	Disruptions
3515.7	Firearms On School Grounds
3580	District Records
3580	District Records
4020	Drug And Alcohol-Free Workplace
4040	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology
4111	Recruitment And Selection
4112	Appointment And Conditions Of Employment
4112.2	Certification
4112.2	Certification
4112.41	Employee Drug Testing
4112.41	Employee Drug Testing
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	Criminal Record Check
4112.6	Personnel Files
4113.5	Working Remotely
4115	Evaluation/Supervision
4115	Evaluation/Supervision
4116	Probationary/Permanent Status
4116	Probationary/Permanent Status
4117.7	Employment Status Reports
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.1	Civil And Legal Rights
4119.11	Sexual Harassment

4119.11	Sexual Harassment
4119.22	Dress And Grooming
4119.23	Unauthorized Release Of Confidential/Privileged Information
4119.24	Maintaining Appropriate Adult-Student Interaction
4119.25	Political Activities Of Employees
4119.25	Political Activities Of Employees
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4131	Staff Development
4132	Publication Or Creation Of Materials
4136	Nonschool Employment
4158	Employee Security
4158	Employee Security
4211	Recruitment And Selection
4212	Appointment And Conditions Of Employment
4212.41	Employee Drug Testing
4212.41	Employee Drug Testing
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.5	Criminal Record Check
4212.5	Criminal Record Check
4212.6	Personnel Files
4213.5	Working Remotely
4215	Evaluation/Supervision
4216	Probationary/Permanent Status
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4218.1	Dismissal/Suspension/Disciplinary Action (Merit System)
4219.1	Civil And Legal Rights
4219.11	Sexual Harassment
4219.11	Sexual Harassment

4219.22	Dress And Grooming
4219.23	Unauthorized Release Of Confidential/Privileged Information
4219.24	Maintaining Appropriate Adult-Student Interaction
4219.25	Political Activities Of Employees
4219.25	Political Activities Of Employees
4231	Staff Development
4232	Publication Or Creation Of Materials
4236	Nonschool Employment
4258	Employee Security
4258	Employee Security
4311	Recruitment And Selection
4312.41	Employee Drug Testing
4312.41	Employee Drug Testing
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.5	Criminal Record Check
4312.5	Criminal Record Check
4312.6	Personnel Files
4313.5	Working Remotely
4315	Evaluation/Supervision
4317.7	Employment Status Reports
4319.1	Civil And Legal Rights
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4319.22	Dress And Grooming
4319.23	Unauthorized Release Of Confidential/Privileged Information
4319.24	Maintaining Appropriate Adult-Student Interaction
4319.25	Political Activities Of Employees
4319.25	Political Activities Of Employees
4331	Staff Development
4332	Publication Or Creation Of Materials

4336	Nonschool Employment
4358	Employee Security
4358	Employee Security
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5142	Safety
5142	Safety
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
6162.54	Test Integrity/Test Preparation
6162.6	Use Of Copyrighted Materials
6162.6	Use Of Copyrighted Materials
7110	Facilities Master Plan

Exhibit 4319.21-E(1): Professional Standards

Status: ADOPTED

Original Adopted Date: 11/01/2001 **| Last Revised Date:** ~~08~~02/01/~~2014~~2026 **| Last Reviewed Date:** ~~08~~02/01/~~2014~~2026

CALIFORNIA PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS

CSBA NOTE: The following exhibit reflects the California Professional Standards for Educational Leaders (CPSEL), as adopted by the Commission on Teacher Credentialing (CTC) in February 2014, which describe the knowledge, skills, and abilities needed by school administrators. The CPSEL are the foundation for administrative services credential programs and are used by many districts for administrator induction programs and professional development. Pursuant to Education Code 44671, the CPSEL also may be used by districts as a basis for establishing criteria for evaluating principals; see BP 4315 - Evaluation/Supervision.

As provided below, the CPSEL describes six areas of responsibilities for an education leader, each of which is followed by several "elements" intended to clarify the standard and to organize and define key actions within that standard. Sample indicators, which provide examples of how an education leader might demonstrate the element or standard within ~~his/her~~ practice, are listed in the full CPSEL, available on ~~the~~ CTC's ~~web site~~website.

Standard 1. Development and Implementation of a Shared Vision: Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students~~.~~

1A. Student-Centered Vision: Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students~~.~~

1B. Developing Shared Vision: Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders~~.~~

1C. Vision Planning and Implementation: Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals~~.~~

Standard 2. Instructional Leadership: Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth~~.~~

2A. Professional Learning Culture: Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance~~.~~

2B. Curriculum and Instruction: Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes~~.~~

2C. Assessment and Accountability: Leaders develop and use assessment and accountability

systems to monitor, improve, and extend educator practice, program outcomes, and student learning.

Standard 3. Management and Learning Environment: Education leaders manage the organization to cultivate a safe and productive learning and working environment.

3A. Operations and Facilities: Leaders provide and oversee a functional, safe, and clean learning environment.

3B. Plans and Procedures: Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.

3C. Climate: Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.

3D. Fiscal and Human Resources: Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

Standard 4. Family and Community Engagement: Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

4A. Parent and Family Engagement: Leaders meaningfully involve all parents/guardians and families, including underrepresented communities, in student learning and support programs.

4B. Community Partnerships: Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.

4C. Community Resources and Services: Leaders leverage and integrate community resources and services to meet the varied needs of all students.

Standard 5. Ethics and Integrity: Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

5A. Reflective Practice: Leaders act upon a personal code of ethics that requires continuous reflection and learning.

5B. Ethical Decision-Making: Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.

5C. Ethical Action: Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.

Standard 6. External Context and Policy: Education leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.

6A. Understanding and Communicating Policy: Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.

6B. Professional Influence: Leaders use their understanding of social, cultural, economic, legal, and political contexts to shape policies that lead all students to graduate ready for college and career.

6C. Policy Engagement: Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.

SOURCE: COMMISSION ON TEACHER CREDENTIALING

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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 80300	Committee of credentials; definitions
5 CCR 80303	Reports of change in employment status; alleged misconduct
5 CCR 80331-80338	Rules of conduct for professional educators
Bus. Code 25608	Alcohol on school property; use in connection with instruction
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 32100	Professional boundaries between adults and students and the safety of learning environments
Ed. Code 44010	Sex offense; definition
Ed. Code 44011	Controlled substance offense; definition
Ed. Code 44050	Employee code of conduct; interaction with students
Ed. Code 44420-44440	Revocation and suspension of certification documents
Ed. Code 44811	Disruption of classwork or extracurricular activities
Ed. Code 44932	Grounds for dismissal of permanent employees
Ed. Code ~~44242~~44939.5	~~Reports and review of alleged misconduct~~Certificated applicant screening
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49060-49-70	Student records
H&S Code 104559	Tobacco use prohibition
Pen. Code 270-273.76	Abandonment and neglect of children

Pen. Code 311-312.7	Obscene matter
Pen. Code 11164-11174.4	Child Abuse and Neglect Reporting Act

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**
Commission on Teacher Credentialing Publication	California Professional Standards for Educational Leaders, February 2014
Commission on Teacher Credentialing Publication	~~California Standards for the Teaching Profession (CSTP), October 2009~~California Standards for the Teaching Profession (CSTP), April 2024 (https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/2024-cstp.pdf?sfvrsn=62eb3cb1_12)
~~Council of Chief State School Officers Publication~~National Policy Board for Educational Administration	Professional Standards for Educational Leaders, 2015 (https://www.npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf)
National Education Association Publication	Code of Ethics ~~of the Education Profession,~~ ~~1975~~for Educators, 2020 (https://www.nea.org/resource-library/code-ethics-educators)
California School Employees Association Publication	Code of Ethics, 1954 (https://csea.com/system/files/2022-06/CSEACoE.pdf)
Commission on Teacher Credentialing Publication	California Professional Standards for Education Leaders, 2014 (https://docs.ctc.ca.gov/Document/Download/30697)
WestEd Publication	Moving Leadership Standards into Everyday Work: Descriptions of Practice, 2015 (https://www.wested.org/resource/moving-leadership-standards-into-everyday-work-descriptions-of-practice-ebook/)
Website	CSBA District and County Office of Education Legal Services
Website	Council of Chief State School Officers
Website	California Federation of Teachers
Website	California School Employees Association
Website	California Teachers Association
Website	Commission on Teacher Credentialing
Website	Association of California School Administrators
Website	National Education Association (https://www.nea.org/)
Website	WestEd

Website	California Department of Education
Website	CSBA
~~WestEd Publication~~Website	~~Moving Leadership Standards into Everyday Work: Descriptions of Practice, 2003~~National Policy Board for Educational Administration (https://www.npbea.org/)

Cross References

Code	Description
0200	Goals For The School District
0410	Nondiscrimination In District Programs And Activities
0420.4	Charter School Authorization
0420.4	Charter School Authorization
0420.41	Charter School Oversight
0420.41	Charter School Oversight
0450	Comprehensive Safety Plan
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
1240	Volunteer Assistance
1240	Volunteer Assistance
1312.1	Complaints Concerning District Employees
1312.1	Complaints Concerning District Employees
1313	Civility
2111	Superintendent Governance Standards
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3513.4	Drug And Alcohol Free Schools
3515.2	Disruptions
3515.2	Disruptions
3515.7	Firearms On School Grounds
3580	District Records

3580	District Records
4020	Drug And Alcohol-Free Workplace
4040	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology
4111	Recruitment And Selection
4112	Appointment And Conditions Of Employment
4112.2	Certification
4112.2	Certification
4112.41	Employee Drug Testing
4112.41	Employee Drug Testing
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	Criminal Record Check
4112.6	Personnel Files
4113.5	Working Remotely
4115	Evaluation/Supervision
4115	Evaluation/Supervision
4116	Probationary/Permanent Status
4116	Probationary/Permanent Status
4117.7	Employment Status Reports
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.1	Civil And Legal Rights
4119.11	Sexual Harassment
4119.11	Sexual Harassment
4119.22	Dress And Grooming
4119.23	Unauthorized Release Of Confidential/Privileged Information
4119.24	Maintaining Appropriate Adult-Student Interaction
4119.25	Political Activities Of Employees
4119.25	Political Activities Of Employees

4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4131	Staff Development
4132	Publication Or Creation Of Materials
4136	Nonschool Employment
4158	Employee Security
4158	Employee Security
4211	Recruitment And Selection
4212	Appointment And Conditions Of Employment
4212.41	Employee Drug Testing
4212.41	Employee Drug Testing
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.5	Criminal Record Check
4212.5	Criminal Record Check
4212.6	Personnel Files
4213.5	Working Remotely
4215	Evaluation/Supervision
4216	Probationary/Permanent Status
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4218.1	Dismissal/Suspension/Disciplinary Action (Merit System)
4219.1	Civil And Legal Rights
4219.11	Sexual Harassment
4219.11	Sexual Harassment
4219.22	Dress And Grooming
4219.23	Unauthorized Release Of Confidential/Privileged Information
4219.24	Maintaining Appropriate Adult-Student Interaction
4219.25	Political Activities Of Employees
4219.25	Political Activities Of Employees
4231	Staff Development

4232	Publication Or Creation Of Materials
4236	Nonschool Employment
4258	Employee Security
4258	Employee Security
4311	Recruitment And Selection
4312.41	Employee Drug Testing
4312.41	Employee Drug Testing
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.5	Criminal Record Check
4312.5	Criminal Record Check
4312.6	Personnel Files
4313.5	Working Remotely
4315	Evaluation/Supervision
4317.7	Employment Status Reports
4319.1	Civil And Legal Rights
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4319.22	Dress And Grooming
4319.23	Unauthorized Release Of Confidential/Privileged Information
4319.24	Maintaining Appropriate Adult-Student Interaction
4319.25	Political Activities Of Employees
4319.25	Political Activities Of Employees
4331	Staff Development
4332	Publication Or Creation Of Materials
4336	Nonschool Employment
4358	Employee Security
4358	Employee Security
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5142	Safety

5142	Safety
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
6162.54	Test Integrity/Test Preparation
6162.6	Use Of Copyrighted Materials
6162.6	Use Of Copyrighted Materials
7110	Facilities Master Plan

Policy 4319.24: Maintaining Appropriate Adult-Student Interactions

Status: ADOPTED

Original Adopted Date: 07/01/2019 **| Last Revised Date:** 02/01/2026 **| Last Reviewed Date:** ~~07~~02/01/~~2019~~2026

~~CSBA NOTE: The following optional policy may be revised to reflect district practice.~~

CSBA NOTE: This policy is **mandated,** pursuant to Education Code 32100, as added by SB 848 (Ch. 460, Statutes of 2025), which requires districts to, by July 1, 2026, adopt policies that (1) promote safe environments for student learning and engagement that explicitly addresses professional boundaries between (a) students and school employees, adult volunteers, and school contractors, (b) among and between students, and (c) among and between adults employed, volunteering, or under contract with the district, and (2) establishes appropriate limits on contact during or outside of the school day between students and school employees, volunteers, and school contractors via social media internet platforms, text messaging, and other forms of communication that do not otherwise include the student's parent/guardian. The limitations in this policy may vary based on the age or grade of the students and may be revised to reflect district practice. For more information regarding professional standards for district employees, see BP 4119.21/4219.21/4319.21 – Professional Standards.

For purposes of this policy employees include interns, volunteers, contractors, and other persons with an employment relationship with the district.

The Governing Board desires to provide a safe and positive school environment that ~~protects~~promotes the learning, engagement, safety, and well-being of district students. The Board expects all adults with whom students may interact at school or in school-related activities, ~~including employees, independent contractors, and volunteers,~~ to maintain the highest professional and ethical standards in their interactions with students both within and outside the educational setting~~.~~, in accordance with this policy and Board Policy 4119.21/4219.21/4319.21 – Professional Standards. Such adults shall not engage in threatening, unsafe, unlawful, or inappropriate interactions with students and shall avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to the appearance of impropriety.

~~Employees are prohibited from entering into or attempting to form a romantic or sexual relationship with any student or engaging in sexual harassment of a student, including sexual advances, flirtations, requests for sexual favors, inappropriate comments about a student's body or appearance, or other verbal, visual, or physical conduct of a sexual nature.~~

Adults shall not intrude on a student's physical or emotional boundaries unless necessary in an emergency or to serve a legitimate purpose related to instruction, counseling, student health, or student or staff safety.

~~CSBA NOTE: Pursuant to the Child Abuse and Neglect Reporting Act (Penal Code 11164-11174.3), persons identified as "mandated reporters," including, but not limited to, school administrators, certificated staff, and classified staff, are required to report known or suspected child abuse,~~

~~including sexual assault and sexual exploitation. For required procedures for filing a report, see BP/AR 5141.4 - Child Abuse Prevention and Reporting.~~

~~Any employee who observes or has knowledge of another employee's violation of this policy shall report the information to the Superintendent or designee or appropriate agency for investigation pursuant to the applicable complaint procedures. Other adults with knowledge of any violation of this policy are encouraged to report the violation to the Superintendent or designee. The Superintendent or designee shall protect anyone who reports a violation from retaliation. Immediate intervention shall be implemented when necessary to protect student safety or the integrity of the investigation.~~

~~Employees who engage in any conduct in violation of this policy, including retaliation against a person who reports the violation or participates in the complaint process, shall be subject to discipline, up to and including dismissal. Any other adult who violates this policy may be barred from school grounds and activities in accordance with law. The Superintendent or designee may also notify law enforcement as appropriate.~~

CSBA NOTE: Education Code 44050 requires districts maintaining an employee code of conduct that addresses employee interactions with students to post, in a publicly accessible manner on each school's ~~web site~~website or on the district ~~web site~~website if a school does not maintain one, the section(s) of the code of conduct dealing with employee-student interactions. ~~At~~Additionally, at the beginning of each school year, the district ~~must also~~is required to provide parents/guardians with written copies of the sections of the employee code of conduct that address employee interactions with students. The applicable sections of the code of conduct may appear in a variety of district documents, including, but not limited to, this Board policy, sections of BP/E 4119.21/4219.21/4319.21 - Professional Standards, and employee handbooks.

The district's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or district ~~web sites~~websites. (Education Code 44050)

Inappropriate Conduct

CSBA NOTE: The following section lists examples of prohibited inappropriate conduct and conduct that can create the appearance of impropriety and reflects the requirements of Education Code 32100, as added by SB 848. The list may be modified to reflect district practice and the grade levels served, so long as the list conforms with the requirements of Education Code 32100. For additional examples of behaviors that may constitute sexual harassment of students, see BP/AR 5145.7 - Sexual Harassment

Employees shall remain vigilant of their position of authority and not abuse it when relating with students. ~~Examples of employee conduct that can undermine professional adult-student interactions or create the appearance of impropriety include, but are not limited to:~~

The Board prohibits inappropriate conduct between employees and students. (Education Code 32100)

Inappropriate employee conduct includes, but is not limited to:

1. Initiating inappropriate physical contact

2. Attempting to form a romantic or sexual relationship with any student or engaging in sexual harassment of a student, including sexual advances, flirtations, requests for sexual favors, inappropriate comments about a student's body or appearance, or other verbal, visual, or physical conduct of a sexual nature

3. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student

~~2.~~ 4. Being alone with a student outside of the view of others

~~3.~~ 5. Visiting a student's home or inviting a student to visit the employee's home without parent/guardian consent

CSBA NOTE: Education Code 32100, as added by SB 848, requires the district's policy to establish appropriate limits on contact during or outside of the school day between students and employees via social media platforms, text messaging, and other forms of communication that do not otherwise include the student's parent/guardian.

~~4.~~ 6. Maintaining personal contact with a student during or outside the school day that has no legitimate educational purpose, by phone, letter, text message, social media internet platforms, electronic communications, or other means of communication, without including the student's parent/guardian ~~or the principal~~

~~When communicating electronically with students~~In accordance with Board Policy/Administrative Regulation 4040 - Employee Use of Technology, employees shall use district equipment or technological resources, when available, when communicating electronically with students. Employees shall not communicate with students through any medium that is designed to eliminate records of the communications. The Superintendent or designee may monitor employee usage of district technology at any time without advance notice or consent.

~~5.~~ 7. Creating or participating in social networking sites for communication with students, other than those created by the district, without the prior written approval of the principal or designee

~~6.~~ 8. Inviting or accepting requests from students, or former students who are minors, to connect on personal social networking sites (e.g., "friending" or "following" on social media), unless the site is dedicated to school business

~~7.~~ 9. Singling out a particular student for personal attention and friendship, including giving gifts and/or nicknames to individual students

~~8.~~ 10. Addressing a student in an overly familiar manner, such as by using a term of endearment

~~9.~~ 11. Socializing or spending time with students outside of school-sponsored events, except as participants in community activities

~~10.~~ 12. Sending or accompanying students on personal errands unrelated to any legitimate educational purpose

~~11.~~ 13. Transporting a student in a personal vehicle without prior authorization

~~12.~~ 14. Encouraging students to confide ~~their~~ personal or family problems and/or relationships

~~13.~~ 15. Disclosing personal, family, or other private matters to students or sharing personal secrets with students

16. Engaging in any conduct that endangers or threatens to endanger students, including, but not limited to, physical violence or threats of violence

17. Engaging in harassing or discriminatory behavior towards students, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed

18. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child

19. Using profane, obscene, or abusive language against students

Violations of Policy

CSBA NOTE: Pursuant to the Child Abuse and Neglect Reporting Act (Penal Code 11164-11174.3), persons identified as "mandated reporters," including, but not limited to, school administrators, certificated staff, and classified staff, and as amended by SB 848, Board members and volunteers, are required to report known or suspected child abuse, including sexual assault and sexual exploitation. For required procedures for filing a report, see BP/AR 5141.4 - Child Abuse Prevention and Reporting.

Any employee who observes or has knowledge of another employee's violation of this policy shall report the information to the Superintendent or designee or appropriate agency for investigation pursuant to the applicable complaint procedures. Other adults with knowledge of any violation of this policy are encouraged to report the violation to the Superintendent or designee. The Board prohibits retaliation against anyone who reports a violation of this policy. Immediate intervention shall be implemented when necessary to protect student safety or the integrity of the investigation.

Employees who engage in any conduct in violation of this policy, including retaliation against a person who reports the violation or participates in the complaint process, shall be subject to discipline, up to and including dismissal. Any other adult who violates this policy may be barred from school grounds and activities in accordance with law. Additionally, the Superintendent or designee may also notify law enforcement as appropriate.

Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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 80303	Reports of change in employment status; alleged misconduct
5 CCR 80304	Notice of sexual misconduct
Ed. Code 32100	Professional boundaries between adults and students; safety of learning environments
Ed. Code 44030.5	Reporting change in employment status due to alleged misconduct
Ed. Code 44050	Employee code of conduct; interaction with students
Ed. Code 44242.5	Reports and review of alleged misconduct
Ed. Code 44940	Compulsory leave of absence for certificated persons
Ed. Code 48980	Parent/Guardian notifications
Pen. Code 11164-11174.3	Child Abuse and Neglect Reporting Act

Management Resources	Description
Website	CSBA District and County Office of Education Legal Services

Cross References

Code	Description
0420.4	Charter School Authorization
0420.4	Charter School Authorization
0420.41	Charter School Oversight
0420.41	Charter School Oversight
0450	Comprehensive Safety Plan
1240	Volunteer Assistance
1240	Volunteer Assistance
4040	Employee Use of Technology
4040	Employee Use of Technology
4111	Recruitment And Selection
4112	Appointment And Conditions Of Employment
4112.5	Criminal Record Check
4112.5	Criminal Record Check

4112.6	Personnel Files
4116	Probationary/Permanent Status
4116	Probationary/Permanent Status
4119.21	Professional Standards
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4211	Recruitment And Selection
4212	Appointment And Conditions Of Employment
4212.5	Criminal Record Check
4212.5	Criminal Record Check
4212.6	Personnel Files
4216	Probationary/Permanent Status
4219.21	Professional Standards
4311	Recruitment And Selection
4312.5	Criminal Record Check
4312.5	Criminal Record Check
4312.6	Personnel Files
4319.21	Professional Standards
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4218.1	Dismissal/Suspension/Disciplinary Action (Merit System)
5131	Conduct
5141.4	Child Abuse Prevention and Reporting
5141.4	Child Abuse Prevention and Reporting
5142	Safety
5142	Safety
5145.7	Sexual Harassment
5145.7	Sexual Harassment
7110	Facilities Master Plan

Policy 4356.3: Employee Property Reimbursement

Status: ADOPTED

Original Adopted Date: 09/01/1988 | **Last Revised Date:** 02/01/~~1998~~2026 | **Last Reviewed Date:** 02/01/~~1998~~2026

CSBA NOTE: The following optional policy may be ~~subject~~revised to ~~collective bargaining agreements~~reflect district practice.

Option 1 is for districts that do not authorize payment for the reimbursement of employee personal property which may be stolen or intentionally destroyed or damaged while being used for work-related purposes.

Option 2 is for districts that authorize, pursuant to Education Code 35213, payment for the reimbursement of employee personal property which may be stolen or intentionally destroyed or damaged while being used for work-related purposes.

OPTION 1: (No reimbursement of employee personal property)

The Governing Board does not authorize payment for the reimbursement of employee personal property which may be stolen or intentionally destroyed or damaged while being used for work-related purposes.

OPTION 1 ENDS HERE

~~CSBA NOTE: The remainder of this policy is for use by districts that select Option 2.~~

OPTION 2: (Reimbursement of employee personal property stolen or intentionally destroyed or damaged while being used for work-related purposes)

~~The~~ To the extent that the full cost of repair or replacement is not covered by another source, such as an employee's private insurance, the Governing Board authorizes the Superintendent or designee to pay the remaining cost of replacing or repairing employee personal property, except cash, which has been stolen or intentionally destroyed or damaged while being used for work-related purposes.

The Board may establish a maximum value of reimbursement which shall be paid. (Education Code 35213)

No reimbursement shall be made for accidental damage or for any loss due to lack of personal supervision or failure to keep property in a secured area.

The maximum payment shall be the amount specified by the district's insurance carrier for such loss or the amount specified in the applicable collective bargaining agreement, whichever is less.

Reimbursement for personal items used for work-related purposes shall be made only if: (Education Code 35213)

1. Use of the personal property was approved by the principal, site supervisor or designee before the property was brought to school or district premises

2. At that time, the employee and district representative agreed on the value of the property

OPTION 2 ENDS HERE

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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
Civ. Code 1714.1	Liability of parent/guardian for act of willful misconduct by a minor
Ed. Code 35213	Reimbursement for loss or damage of personal property
Ed. Code 48904	Liability of parent/guardian

Management Resources	Description
Website	CSBA District and County Office of Education Legal Services

Cross References

Code	Description
1313	Civility
3512	Equipment
3512-E(1)	Equipment
3513.1	Cellular Phone Reimbursement
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3530	Risk Management/Insurance
3530	Risk Management/Insurance
4113.5	Working Remotely
4158	Employee Security
4158	Employee Security
4213.5	Working Remotely
4258	Employee Security
4258	Employee Security

4313.5	Working Remotely
4358	Employee Security
4358	Employee Security
5131.5	Vandalism And Graffiti

Policy 5144.1: Suspension And Expulsion/Due Process

Status: ADOPTED

Original Adopted Date: 12/01/2014 **| Last Revised Date:** ~~09~~02/01/~~2024~~2026 **| Last Reviewed Date:** ~~09~~02/01/~~2024~~2026

CSBA NOTE: Education Code 35291 requires the Governing Board to prescribe rules and regulations for maintaining discipline in the schools under its jurisdiction. Education Code 48918 **mandates** the setting of rules and regulations for student expulsion as specified in this Board policy and the accompanying administrative regulation.

While recognizing that suspension or expulsion of students is sometimes necessary, legislative, administrative, regulatory, civic, and educational leaders are united in the belief that instructional time should be used for student learning purposes and that school discipline should be imposed in a way that, as much as possible, does not exclude students from school or limit their ability or opportunity to learn. The U.S. Department of Education's (USDOE) March 2023, "Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates," states that unfair student discipline can result in a negative school climate, and an array of serious educational, economic, social, and emotional problems, including school avoidance and diminished educational engagement, decreased academic achievement, increased behavior problems, an increased likelihood of repeating a grade or dropping out, and involvement with the juvenile justice system. Consequently, USDOE recommends districts ensure the fair administration of student discipline in ways that treat students with dignity and respect while using a continuum of supports to increase student success and promote positive and supportive school environments that support students and keep them in the classroom learning as much as possible. Additionally, USDOE recommends schools to adopt a coordinated system of whole school evidence-based intervention practices that are more effective than exclusionary discipline in addressing student behavior and improving school climate and safety, such as positive behavioral interventions and supports; trauma-informed practices; social and emotional wellbeing; and restorative practices.

Pursuant to Education Code 48900.5, a district is not authorized to suspend a student for certain specified violations unless the student has been subjected to other means of correction which have failed to bring about proper conduct. Such other means of correction include, but are not limited to, conferences between school personnel, the student, and the student's parent/guardian; use of study, guidance, or other intervention teams to develop a plan to address the behavior in partnership with the student; referral for behavioral supports; and participation in restorative justice programs. Additionally, pursuant to Education Code 48900.5, ~~as amended by AB 1165 (Ch. 22, Statutes of 2023),~~ districts are encouraged to have a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racist bullying, harassment, or intimidation, as well as the victim, to engage in a restorative justice practice suitable to address the needs of both the victim and the perpetrator, as specified in the accompanying administrative regulation. For further information about specific disciplinary strategies, including alternatives to class or school removals, see BP/AR 5144 - Discipline.

Education Code 48900.5 authorizes a district to document in a student's records the alternative

means of correction used to address the student's behavior. Furthermore, when a student is being suspended by the Superintendent, principal, or designee, Education Code 48911 requires that the student be informed, during the informal conference that precedes the suspension, of the other means of correction that were attempted before the suspension.

Pursuant to Education Code 48913.5, when a student in any of grades 1-12 has been suspended for two or more school days, the student's parent/guardian, or other person holding the right to make educational decisions for the student, may request homework that the student would otherwise have been assigned, and the student's teacher is required to provide such homework~~;~~. For more information regarding homework requests for students who have been suspended, see BP 6154 - Homework/Makeup Work.

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

CSBA NOTE: Pursuant to Education Code 48900(s), a student may be subject to discipline only when the violation is related to a school activity or school attendance as specified below. A student may also be disciplined for a violation committed away from school if it is related to a school activity or to school attendance. For example, Education Code 48900 defines bullying by means of an electronic act as including an act that originates off campus~~; see the accompanying administrative regulation and BP/AR 5131.2 - Bullying.~~ . Another example is the hostile school environment which a victim may suffer from sexual harassment that occurs off campus~~;~~. In general, courts have upheld 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. Additionally, courts have analyzed the reasonableness of the discipline and whether the disciplinary action taken was in proportion to the student's misbehavior. For more information regarding the definition of bullying, see the accompanying administrative regulation and BP/AR 5131.2 - Bullying. For more information regarding the protection of students against sexual harassment, see BP/AR 5145.7 - Sexual Harassment. See also BP 5131 -- Conduct and BP/AR 5145.2 – Freedom of Speech/Expression.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds

2. While going to or coming from school

3. During the lunch period, whether on or off the school campus

4. During, going to, or coming from a school-sponsored activity

Off campus behavior may result in discipline when it disrupts district programs and activities or as otherwise prohibited by law, Board policy, or administrative regulation.

CSBA NOTE: The following paragraph addresses the problem of unlawful discrimination in the administration of student discipline. ~~In their joint March 2023 publication, "Resource on Confronting Racial Discrimination in Student Discipline," the USDOE Office for Civil Rights and~~The California Department of ~~Justice, Civil Rights Division noted~~Education's (CDE) May 2025 letter, "Update Regarding School Discipline Policies," states that~~, based on decades of enforcement activity,~~ discrimination based on race~~, color, and national origin~~ in student discipline continues to be a significant concern and that disparities by race have persisted in the application of student discipline in schools.

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

CSBA NOTE: Education Code 48900.5 requires districts to use other means of correction instead of suspension, except when a student commits certain enumerated offenses. The following section reflects legislative intent regarding appropriate use of suspension as a means of disciplining students and may be modified to reflect district practice.

Except when a student's act violates Education Code 48900(a)-(e), as listed in Items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

CSBA NOTE: The following optional paragraph may be revised to reflect district practice.

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

CSBA NOTE: Education Code 48900(k~~), as amended by SB 274 (Ch. 597, Statutes of 2023), extends~~) prohibits the ~~prohibition from suspending~~suspension of a student for disruption or willful defiance~~, formerly applicable to students in grades K-8, to all students~~. Suspension of a student in grades 6-12 for disruption or willful defiance is prohibited until July 1, 2029. However, teachers may still suspend a student from class for willful defiance pursuant to Education Code section 48910. As part of the other means of correction specified in Education Code 48900.5, employees may also refer students for timely in-school interventions or supports for disruption or willful defiance.

Pursuant to Education Code 48900, if a student is referred on this basis, school administrators, are required to inform the referring employee within five business days, verbally or in writing, of the actions taken and, if none, the rationale for not providing any timely in-school interventions or

supports. ~~See~~For more information regarding suspension of a student from class for willful defiance, see "Suspension from Class by a Teacher" in the accompanying administrative regulation.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

~~CSBA NOTE: Pursuant to Education Code 48900(w), as amended by SB 274, a student may not be suspended or expelled based solely on the fact that they are truant, tardy, or otherwise absent from school activities.~~

Students shall not be suspended or expelled based solely on a student's truancy, tardiness, or absenteeism from assigned school activities. (Education Code 48900)

On-Campus Suspension

CSBA NOTE: As an alternative to off-campus suspension, Education Code 48911.1 authorizes a supervised suspension classroom program for students who pose no imminent danger to anyone at school and who have not been recommended for expulsion, as specified below.

The following optional section is for use by districts implementing a supervised suspension classroom program. Such districts may continue to claim funding apportionments for students so assigned, provided they meet specific criteria which are set forth under "On-Campus Suspension" in the accompanying administrative regulation. A district does not receive funding for off-campus suspensions.

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, or 289, or former 288a, or committing a sexual battery as defined in Penal Code 243.4

6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

CSBA NOTE: Pursuant to Education Code 35012, the Board may authorize a student Board member(s) to make restorative justice recommendations regarding expulsions if certain conditions are met. The following optional two paragraphs are for use by districts that choose to grant such authority.

On a case-by-case basis, a student Board member(s) may make restorative justice recommendations to the Board regarding specific expulsion matters, in accordance with Board Bylaw 9150 – Student Board Members.

A vote to expel a student shall be taken in an open session of a Board meeting. (Education Code 48918(j))

CSBA NOTE: Pursuant to Education Code 48917, the Board may suspend the enforcement of an expulsion order as long as a student satisfies specific criteria. ~~See~~For more information regarding the criteria for suspending the enforcement of an expulsion, see "Decision to Suspend Expulsion Order" in the accompanying administrative regulation ~~for criteria. In addition~~. Additionally, the Attorney General opined, in 80 Ops.Cal.Atty.Gen. 85 (1997), that the enforcement of an expulsion order may be suspended even in those cases where the student has committed an offense for which expulsion is required by law. 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~~when questions arise regarding the suspension of the enforcement of an expulsion order.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

CSBA NOTE: The following paragraph is for use by districts that contract with ~~the California Department of Education (CDE)~~CDE to operate a California State Preschool Program. Education Code 8489.1 prohibits the expulsion or disenrollment of a child in a preschool program unless the district has taken specified steps, the child's continued enrollment would present a serious safety threat to the child or other enrolled children, and the district refers the child's parents/guardians to other appropriate placements. For further details regarding the steps the district ~~must~~is required to take prior to expelling a child, see AR 5148.3 - Preschool/Early Childhood Education.

No child enrolled in a preschool program shall be expelled or unenrolled except under limited circumstances in accordance with Education Code 8489.1 and as specified in Administrative Regulation 5148.3 - Preschool/Early Childhood Education.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording the students due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

~~**Maintenance and Monitoring of Outcome Data**~~

Plan for Rehabilitation

CSBA NOTE: Pursuant to Education Code 48916, as amended by AB 1230 (Ch. 294, Statutes of 2025), the Board is required to recommend a plan for the student's rehabilitation, as specified below.

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, in accordance with the accompanying administrative regulation.

Maintenance and Monitoring of Outcome Data

CSBA NOTE: Education Code 48900.8 and 48916.1, as amended by AB 1230, require the district to maintain data related to suspensions and expulsions as provided below. Pursuant to Education Code 48916.1, the Superintendent of Public Instruction may require submission of such data as part of the Federal Program Monitoring process. ~~In addition~~Additionally, 20 USC 7961 requires districts to submit to CDE a description of the circumstances surrounding any expulsions based on bringing or possessing a firearm on campus, including the name of the school, the number of students expelled, and the type of firearms involved.

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions ~~in accordance with Education Code 48900.8 and 48916.1~~, including, but not limited to~~, the~~: (Education Code 48900.8, 48916.1) 1. The number of students recommended for expulsion~~, the~~

2. The grounds for each recommended expulsion~~, the~~

3. The actions taken by the Board, ~~the~~including whether the student was subsequently expelled and whether the expulsion order was suspended

4. The types of referral made after each expulsion~~, and the~~

5. The disposition of the students after the expulsion period~~.~~ , including the completion of a rehabilitation plan or the successful readmission of the student, or both

6. The average length of expulsion terms, including any extensions

For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board at least annually and to the California Department of Education when so required.

CSBA NOTE: Pursuant to Education Code 52060, districts are required to address school climate in the local control and accountability plan, as measured by student suspension and expulsion rates and other local measures for each school and each numerically significant student subgroup. Education Code 52052~~, as amended by SB 114 (Ch. 48, Statutes of 2023),~~ defines numerically significant subgroups to include ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and ~~homeless~~ students experiencing homelessness, when there are at least 30 students in the subgroup or at least 15 foster youth or ~~homeless~~ students experiencing homelessness.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and ~~homeless~~ students experiencing homelessness. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan~~.~~, which may include monitoring intervention effectiveness.

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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
Civ. Code 47	Privileged communication
Civ. Code 48.8	Defamation liability
Code of Civil Procedure 1985-1997	Production of evidence; means of production
Ed. Code 17292.5	Program for expelled students; facilities
Ed. Code 1981-1983	Enrollment of students in community school

Ed. Code 212.5	Sexual harassment
Ed. Code 233	Hate violence
Ed. Code 32260-32262	Interagency School Safety Demonstration Act of 1985
Ed. Code 35012	Board members; number, election, and terms
Ed. Code 35145	Open board meetings
Ed. Code 35146	Closed sessions regarding suspensions
Ed. Code 35291	Rules for government and discipline of schools
Ed. Code 35291.5	Rules and procedures on school discipline
Ed. Code 48645.5	Former juvenile court school students; enrollment
Ed. Code 48660-48666	Community day schools
Ed. Code 48853-48853.5	Foster youth
Ed. Code 48900-48927	Suspension and expulsion
Ed. Code 48950	Speech and other communication
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49073-49079	Privacy of student records
Ed. Code 52052	Numerically significant student subgroups
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 64000-64001	Consolidated application
Ed. Code 8489-8489.1	Prohibition against expulsion of preschool student
Gov. Code 11455.20	Informal hearing procedures
Gov. Code 54950-54963	The Ralph M. Brown Act
H&S Code 11014.5	Drug paraphernalia
H&S Code 11053-11059	Controlled substances; standards and schedules
Lab. Code 230.7	Employee time off to appear in school on behalf of a child
Pen. Code 240	Assault defined
Pen. Code 241.2	Assault fines
Pen. Code 242	Battery defined
Pen. Code 243.2	Battery on school property
Pen. Code 243.4	Sexual battery
Pen. Code 245	Assault with deadly weapon
Pen. Code 245.6	Hazing

Pen. Code 261	Rape defined
Pen. Code 266c	Unlawful sexual intercourse
Pen. Code 286	Sodomy defined
Pen. Code 287	Oral Copulation
Pen. Code 288	Lewd or lascivious acts with child under age 14
Pen. Code 289	Penetration of genital or anal openings
Pen. Code 31	Principal of a crime; defined
Pen. Code 417.27	Laser pointers
Pen. Code 422.55	Definition of hate crime
Pen. Code 422.6	Crimes; harassment
Pen. Code 422.7	Aggravating factors for punishment
Pen. Code 422.75	Enhanced penalties for hate crimes
Pen. Code 626.10	Dirks, daggers, knives, razors, or stun guns
Pen. Code 626.2	Entry upon campus after written notice of suspension or dismissal without permission
Pen. Code 626.9	Gun-Free School Zone Act of 1995
Pen. Code 868.5	Supporting person; attendance during testimony of witness
W&I Code 224.1	Indian child; definition
W&I Code 729.6	Counseling

Federal	**Description**
18 USC 921	Definitions; firearms and ammunition
20 USC 1415(K)	Students with disabilities; placement in alternative educational setting
20 USC 7961	Gun-Free Schools Act
34 CFR 106.1-106.82	Nondiscrimination on the basis of sex in education programs or activities
42 USC 11431-11435	Education of homeless children and youths

Management Resources	**Description**
Attorney General Opinion	80 Ops.Cal.Atty.Gen. 348 (1997)
Attorney General Opinion	80 Ops.Cal.Atty.Gen. 85 (1997)
Attorney General Opinion	80 Ops.Cal.Atty.Gen. 91 (1997)
Attorney General Opinion	84 Ops.Cal.Atty.Gen. 146 (2001)

Court Decision	Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321
Court Decision	Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182
Court Decision	Garcia v. Los Angeles Board of Education (1981) 123 Cal. App. 3d 807
Court Decision	John A. v. San Bernardino School District (1982) 33 Cal. 3d 301
Court Decision	T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267
Court Decision	Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421
~~U.S.~~ ~~DOE~~ ~~&~~ ~~U.S.~~ ~~DOJ~~ ~~Civil~~ ~~Rights~~ ~~Divisions~~ ~~Pub~~California Department of Education Publication	~~Resource~~ ~~on~~ ~~Confronting~~ ~~Racial~~ ~~Discrimination~~ ~~in~~ ~~Student~~ ~~Discipline,~~ ~~May~~ ~~2023~~Update Regarding School Discipline Policies, May 2025 (https://www.cde.ca.gov/nr/fa/yr25cosoltr0501.asp)
U.S. DOE Publication	School Climate and Student Discipline Resources
U.S. DOE Publication	Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates, March 2023
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, Office of Safe and Healthy Students
Website	California Attorney General's Office
Website	California Department of Education
Website	CSBA
Website	U.S. Department of Education, Office for Civil Rights

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
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
1313	Civility
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3513.4	Drug And Alcohol Free Schools
3515	Campus Security
3515	Campus Security
3515.21	Unmanned Aircraft Systems (Drones)
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
3516.2	Bomb Threats
4158	Employee Security
4158	Employee Security
4258	Employee Security
4258	Employee Security
4358	Employee Security
4358	Employee Security
5000	Concepts And Roles
5112.1	Exemptions From Attendance
5112.1	Exemptions From Attendance
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

5116.2	Involuntary Student Transfers
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5119	Students Expelled From Other Districts
5125	Student Records
5125	Student Records
5125.2	Withholding Grades, Diploma Or Transcripts
5131	Conduct
5131.1	Bus Conduct
5131.1	Bus Conduct
5131.2	Bullying
5131.2	Bullying
5131.4	Student Disturbances
5131.4	Student Disturbances
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
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5142	Safety
5142	Safety
5144	Discipline
5144	Discipline
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
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5145.71	Title IX Sexual Harassment Complaint Procedures
5145.71-E(1)	Title IX Sexual Harassment Complaint Procedures
5145.9	Hate-Motivated Behavior
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
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
6154	Homework/Makeup Work
6158	Independent Study
6158	Independent Study
6161.2	Damaged Or Lost Instructional Materials
6163.4	Student Use Of Technology
6163.4-E(1)	Student Use Of Technology

6164.6	Identification And Education Under Section 504[1046/1387]
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
6173.4	Education For American Indian Students
6184	Continuation Education
6184	Continuation Education
6185	Community Day School
6185	Community Day School
9000	Role Of The Board
9150	Student Board Members
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session
9322	Agenda/Meeting Materials

Regulation 5144.1: Suspension And Expulsion/Due Process

Status: ADOPTED

Original Adopted Date: 12/01/2014 **| Last Revised Date:** ~~09~~02/01/~~2024~~2026 **| Last Reviewed Date:** ~~09~~02/01/~~2024~~2026

CSBA NOTE: CSBA recommends that this administrative regulation be approved by the Governing Board, regardless of regular district practice regarding the approval of administrative regulations.

Education Code 35291 requires the Board to adopt rules and regulations, which are not inconsistent with law or rules adopted by the State Board of Education, for the government and discipline of the schools under its jurisdiction. ~~In addition~~Additionally, Education Code 48918 and 48918.5 **mandate** that districts adopt rules concerning the due process rights of students in expulsion situations, and Education Code 48916 **mandates** procedures for filing and processing requests for readmission. Specific language complying with these mandates is included throughout this administrative regulation.

Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level

2. Referral to a certificated employee designated by the principal to advise students

3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910, so long as removal from a particular class does not occur more than once every five school days

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

Grounds for Suspension and Expulsion: Grades K-12

CSBA NOTE: The acts for which students may be suspended or expelled are specified in law, the following section, and "Additional Grounds for Suspension and Expulsion: Grades 4-12," below. The

Board does not have authority to add to those enumerated acts. However, the Board has authority to prohibit suspension or expulsion for certain acts for which suspension or expulsion is permissible rather than mandatory. The Board may consider limiting the use of suspension and expulsion for such offenses as part of the district plan to address school climate within the local control and accountability plan required pursuant to Education Code 52060. Additionally, pursuant to Education Code 48900.5, a district is not authorized to suspend a student for certain specified violations unless other means of correction have failed to bring about proper conduct.

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in "Additional Grounds for Suspension and Expulsion: Grades 4-12," below:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))

CSBA NOTE: The Attorney General, in 80 Ops.Cal.Atty.Gen. 91 (1997), determined that a student may be expelled for "possession" of a firearm if the student knowingly and voluntarily had direct control over the firearm. The only exceptions are when the student has permission from school officials to possess the firearm ~~(~~, pursuant to Education Code 48900 and 48915~~)~~, or when the possession is brief and solely for the purpose of disposing of the firearm, such as handing it to school officials. ~~Note that~~A "firearm" for these purposes does not include "imitation firearm~~"~~," which is listed separately in Item #12, below. ~~See~~For more information regarding firearms, see BP/AR 5131.7 - Weapons and Dangerous Instruments.

Pursuant to Penal Code 417.27, students are prohibited from possessing a laser pointer on school premises, except for a valid instructional or other school-related purpose. ~~See~~For more information regarding laser pointers as it relates to student conduct, see BP 5131 - Conduct.

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as a controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))

7. Stole or attempted to steal school property or private property (Education Code 48900(g))

8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing prescription products (Education Code 48900(h))

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

11. Knowingly received stolen school property or private property (Education Code 48900(l))

12. Possessed an imitation firearm (Education Code 48900(m))

    Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

CSBA NOTE: Pursuant to 34 CFR 106.44, a student may be removed in emergency situations due to an immediate threat to the physical health or safety of any student or other individual as specified in AR 5145.71 – Title IX Sexual Harassment Complaint Procedures. 34 CFR 106.44 requires that a student should not be "disciplined" prior to a finding being made pursuant to the grievance process established by 34 CFR 106.45. Due to this nuanced distinction between "discipline" and "emergency removal," it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel as to the manner of imposing an emergency removal.

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

    No student may be disciplined prior to a finding being made pursuant to the grievance process established by 34 CFR 106.45, in accordance with Administrative Regulation 5145.71 Title IX Sexual Harassment Complaint Procedures. However, a district may conduct a non-discipline removal of a student in emergency situations where there is an immediate threat to the health or safety of any student or other individual.

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code

48900(o))

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, regardless of whether ~~or not~~ the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

17. Engaged in an act of bullying (Education Code 48900(r))

CSBA NOTE: Education Code 48900(r) defines "bullying" as "any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of electronic act," which is directed toward a student and which would have serious detrimental consequences upon a reasonable student. Pursuant to Education Code 48900, a student may be disciplined for bullying by means of an electronic act even when the act originated off campus. ~~See also~~For more information regarding the protection of students against bullying, see AR 5131.2 - Bullying.

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student(s) in fear of harm to self or property; cause the student to experience a substantially detrimental effect on physical or mental health; or cause the student to experience substantial interferences with academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

CSBA NOTE: "Bullying" ~~also would include~~includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation committed by a student at any grade level, as set forth in Education Code 48900.2, 48900.3, or 48900.4, when the act results in harm to a reasonable student as specified in the above paragraph. However, when bullying is found under these circumstances, students below grade 4 may be disciplined for the "bullying" but not for the underlying act of sexual harassment, hate violence, or harassment, threat, or intimidation as specified below in "Additional Grounds for Suspension and Expulsion: Grades 4-12."

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the

dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

a. A message, text, sound, video, or image

b. A post on a social network ~~Internet~~internet website, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of the student's age and disability. (Education Code 48900(r))

Burn page means an internet website created for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

Credible impersonation means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that the student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated. (Education Code 48900(r))

False profile means a profile of a fictitious student or profile using the likeness or attributes of an actual student other than the student who created the false profile. (Education Code 48900(r))

An electronic act is not considered pervasive conduct solely on the basis that it has been transmitted to the internet or is currently posted on the internet. (Education Code 48900(r))

CSBA NOTE: The following paragraph may be revised to reflect district practice. Pursuant to Education Code 48900.5, ~~as amended by AB 1165 (Ch. 22, Statutes of 2023),~~ the district is encouraged to have a student who has been suspended, or for whom other means of correction have been implemented pursuant to Education Code 48900.5 for an incident of racist bullying, harassment, or intimidation, as well as the victim, to engage in a restorative justice practice suitable to address the needs of both the victim and the perpetrator, in addition to the other measures specified in the following paragraph.

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or

intimidation, the principal or designee may, as appropriate, engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. ~~The~~Additionally, the principal or designee ~~shall~~may also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

CSBA NOTE: Education Code 48900(t) allows for the suspension, but not expulsion, of a student who "aids or abets," as defined in Penal Code 31, the infliction or attempted infliction of physical injury to another person. The term "aiding or abetting," is a complex legal term and requires that, at the time the crime was committed, the aider or abettor was aware of the crime and specifically intended to commit the crime. Because of the complexities of criminal law, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel ~~should be consulted~~, as appropriate.

Pursuant to Education Code 48900(t), any student who aids or abets a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury is subject to suspension or expulsion as provided in Item #1 above.

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

19. Made terrorist threats against school officials and/or school property (Education Code 48900.7)

    A *terrorist threat* includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying out the crime. (Education Code 48900.7)

CSBA NOTE: Pursuant to Education Code 48900, ~~as amended by SB 274 (Ch. 597, Statutes~~students who voluntarily disclose their use of ~~2024), until July 1, 2029,~~a controlled substance, alcohol, an intoxicant of any kind, or tobacco product in order to seek help through services or supports may not be suspended solely for that disclosure.

However, students who voluntarily disclose their use of a controlled substance, alcohol, an intoxicant of any kind, or tobacco in order to seek help through services or supports may not be suspended solely for that disclosure. (Education Code 48900)

CSBA NOTE: Although a district may not suspend a student in any of grades ~~6~~K-12 for disruption or willful defiance~~. Together with previous amendments, this means that no K-12 student may be suspended for disruption or willful defiance.~~

~~However,~~ , pursuant to Education Code 48900~~, as amended by SB 274~~, a certificated or classified employee may refer a student for appropriate and timely in-school interventions or supports as

specified in Education Code 48900.5 for ~~disruption or willful defiance.~~such conduct. By the end of the fifth business day, a school administrator is required to inform the referring employee, verbally or in writing, of the actions taken and if none, the rationale for not providing any timely in-school interventions or supports. Additionally, pursuant to Education Code 48910, teachers may still suspend a student from class for disruption or willful defiance as specified in "Suspension from Class by a Teacher," below.

A student may not be suspended or expelled for disruption or willful defiance. (Education Code 48900)

Additional Grounds for Suspension and Expulsion: Grades 4-12

CSBA NOTE: The following section applies only to students in grades 4-12 and may be revised to reflect grade levels offered by the district.

As discussed in Item #17 of "Grounds for Suspension and Expulsion: Grades K-12" above, although Education Code 48900(r) defines bullying to include acts involving Items #1-3 below, Education Code 48900.2-48900.4 provide that only students in grades 4-12 may be suspended or expelled for the individual acts that constitute sexual harassment, hate violence, and harassment. Because the interplay between "bullying" and Items #1-3 can raise complex legal issues, it is recommended that districts ~~should~~ consult CSBA's District and County Office of Education Legal Services or district legal counsel, as appropriate.

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

   Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

   Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the

rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

Suspension from Class by a Teacher

CSBA NOTE: The following section is optional and may be revised to reflect district practice. ~~As stated above,~~Although Education Code 48900(k), ~~as amended by SB 274, extends~~prohibits the ~~prohibition from suspending~~suspension a student in grades K-12 for disruption or willful defiance, ~~formerly applicable to students in grades K-8, to all students. Suspension of a student in grades 6-12 for disruption or willful defiance is prohibited until July 1, 2029. However,~~ teachers may still suspend a student from class for disruption or willful defiance pursuant to Education Code 48910. ~~As~~Additionally, as part of the other means of correction specified in Education Code 48900.5, employees may ~~also~~ refer students for timely in-school interventions or supports for disruption or willful defiance. Pursuant to Education Code 48900, if a student is referred on this basis, school administrators, are required to inform the referring employee within five business days, verbally or in writing, of the actions taken and, if none, the rationale for not providing any timely in-school interventions or supports.

A teacher may suspend a student from class for the remainder of the day and the following day for any of the acts specified in Education Code 48900 and listed as Items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12" above or for disruption or willful defiance at any grade level. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code 48910)

As soon as possible after the teacher has suspended the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if requested by the parent/guardian or teacher. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code 48910)

~~A~~Additionally, a teacher may ~~also~~ refer a student, for any of the acts specified above in Education Code 48900, to the principal or designee for consideration of a suspension from school. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete

any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal, or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity away from school to have committed any of the acts listed in the accompanying Board policy under "Authority to Expel" for which a recommendation of expulsion is required. (Education Code 48915(c))

CSBA NOTE: Education Code 48900.5 limits situations warranting suspension for a first offense to when the violation involves Education Code 48900(a)-(e) or the student's presence causes a danger to persons.

The Superintendent, principal, or designee may impose a suspension for a first offense if it is determined that the student violated any of Items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

CSBA NOTE: Pursuant to Education Code 48900 and 48915, except for certain egregious acts or offenses for which suspension is permissible or mandatory, as specified above pursuant to Education Code 48915(a) or (c), the Superintendent or principal is authorized to provide an alternative, age-appropriate disciplinary measure that is tailored to correct a student's specific misbehavior. ~~In addition, the U.S. Department of Justice's Civil Rights Division (DOJ) and the U.S. Department of Education's Office for Civil Rights (OCR), in their joint January 2014 Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline (which has been under review by DOJ and OCR since July 30, 2021), recommend that effective alternatives to suspension and expulsion be implemented for correcting student misbehavior.~~ For a list of appropriate alternatives, see AR 5144 - Discipline.

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension upon a student, including supervised suspension, the Superintendent, principal, or designee shall document the other means of correction used and retain the documentation in the student's record. (Education Code 48900.5)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school or class, or continuation school or class for the purpose of adjustment, the student may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Due Process Procedures for Suspension

CSBA NOTE: District disciplinary procedures are generally subject to basic constitutional due process requirements, such as the provision of notice and/or hearing, especially with respect to suspension, involuntary transfer, expulsion, or other serious disciplinary actions. However, when dealing with certain categories of students, additional procedures apply. For example, when considering suspension of a student who is a foster youth or Indian child, as defined in Welfare and Institutions Code 224.1, Education Code 48853.5, 48911, 48911.1, and 48915.5 require that the foster youth's educational rights holder, attorney, and county social worker receive specified notifications in relation to the suspension, and for an Indian child, the child's tribal social worker, and if applicable, county social worker. See Items #1, 3, 5, and ~~6~~5 below.

Suspensions shall be imposed in accordance with the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal~~.~~

   At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against the student, and shall be given the opportunity to present the student's version and evidence in the student's defense. (Education Code 48911)

   This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, the student, the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, shall be notified of the student's right to a conference and the right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives the right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school for the conference. (Education Code 48911)

   CSBA NOTE: Item #2 below should be revised to reflect the district's processing and reporting procedures.

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee~~.~~

A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker, and, if applicable, the county social worker, in person, by email, or by telephone~~.~~

   Whenever a student is suspended, the parent/guardian, or, if applicable, the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, the county social worker, shall also be notified in writing of the suspension. (Education Code 48911)

   This notice shall state the specific offense committed by the student. (Education Code 48900.8)

   ~~In addition~~Additionally, the notice shall state the date and time when the student may return to school.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may conduct a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter~~.~~ (Education Code 48914)

   If school officials request to meet with the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, the notice may state that the law requires such individuals to respond to the request without delay. However, the student shall not be penalized for the failure of the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, to attend such a conference. The student may not be denied reinstatement solely because such individuals failed to attend the conference. (Education Code 48911)

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

   a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard

      This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process

CSBA NOTE: When the student being considered for expulsion is a foster youth or Indian child, Education Code 48911 and 48918.1 require the district to invite the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker or, if applicable, the county social worker, to the meeting specified above. ~~See~~For more information regarding this notice, see "Additional Notice of Expulsion Hearing for Foster Youth, ~~Homeless~~ Students Experiencing Homelessness, and Indian Children~~,~~," below~~.~~".

c. If the student involved is a foster youth or Indian child, the Superintendent or designee shall notify the district's educational liaison of the need to invite the foster youth's educational rights holder, attorney and county social worker, or the Indian child's tribal social worker or, if applicable, the county social worker, to attend the meeting (Education Code 48853.5, 48911, 48918.1)

CSBA NOTE: Pursuant to Education Code 48918.1, the district's liaison for homeless students ~~must~~is required to be notified when the student being considered for expulsion is a student experiencing homelessness. ~~See~~For more information regarding this notice, see "Additional Notice of Expulsion Hearing for Foster Youth ~~and Homeless~~, Students~~.~~" Experiencing Homelessness, and Indian Children," below.

d. If the student involved is a child or youth experiencing homelessness, the Superintendent or designee shall notify the district liaison for homeless students (Education Code 48918.1)

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. Since Education Code 48900 and 48900.5 require a district, under certain circumstances, to use alternative disciplinary measures prior to imposing suspension, including supervised suspension, the district may, as necessary, provide services that would address the student's specific misbehavior along with the suspension program. For example, the district may require the student to enroll in a program that teaches prosocial behavior or anger management even while the student is suspended.

e. In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct the behavior and keep the student in school

Suspension by the Board

CSBA NOTE: The following optional section reflects the Board's authority to suspend students from school pursuant to Education Code 48912. In practice, it is impractical for boards to directly exercise this authority since circumstances warranting suspension usually require quick and sometimes immediate action which may not be possible for a board due to legal requirements for taking board actions, such as having a meeting.

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," and "Additional Grounds for Suspension and Expulsion: Grades 4-12," above and within the limits specified under "Suspension by Superintendent, Principal, or Designee," above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

CSBA NOTE: The following optional section is for use by any district establishing an on-campus suspension program pursuant to Education Code 48911.1. However, pursuant to Education Code 48900.5, such a district is required to use other means of correcting a student's behavior before imposing a supervised suspension, unless such a supervised suspension is otherwise permitted by law for a student's first offense. Use of a supervised suspension classroom program does not in any way limit the district's ability to transfer a student to an opportunity school or class or a continuation education school or class in accordance with law.

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law

2. The student shall have access to appropriate counseling services

3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension

4. The student shall be responsible for contacting the student's teacher(s) to receive assignments to be completed in the supervised suspension classroom and the teacher(s) shall provide all assignments and tests that the student will miss while suspended

   If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian, or if the student is a foster youth, the foster youth's

educational rights holder, attorney, and county social worker, or, if the student ~~if~~is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, in person, by email, or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the Superintendent or principal shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense

2. Possession of any knife or other dangerous object of no reasonable use to the student

3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11059, except for:

    a. The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis

    b. The student's possession of over-the-counter medication for use by the student for medical purposes

    c. Medication prescribed for the student by a physician

4. Robbery or extortion

5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

CSBA NOTE: Education Code 48918 **mandates** that the Board establish rules and regulations governing procedures for the expulsion of students. The timelines of Education Code 48918 ~~must~~are required to be strictly followed; failure to do so may result in loss of the district's power to act ~~(Garcia v. Los Angeles Board of Education).~~. In calculating timelines, the district should ~~also~~ be aware of the difference between the calculation of "school days" and "calendar days" under Education Code 48918.

Any student recommended for expulsion shall be entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

CSBA NOTE: The following section is optional and may be revised to reflect district practice. "Stipulated expulsion" is for districts that have adopted an expedited procedure which allows a student to waive the right to a pre-expulsion hearing in exchange for an agreement as to the terms of the expulsion. Such waivers are not specifically addressed in law and districts should ensure that the due process rights of students are included in the stipulated agreement and are clearly explained before the agreement is signed. ~~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.

After a determination that a student has committed an offense for which the student may be expelled, the Superintendent, principal, or designee shall offer the student, the student's parent/guardian, or, when applicable, other person holding the right to make educational decisions for the student, the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after written notice of the expulsion hearing pursuant to Education Code 48918 has been given.

The stipulation agreement shall be in writing and shall be signed by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of the right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student, shall be effective upon approval by the Board.

Rights of Complaining Witness

CSBA NOTE: Education Code 48918.5 **mandates** the following rights related to the treatment of witnesses alleging acts of sexual assault or sexual battery. Other procedures related to complaining witnesses ~~also~~ may be added as desired by the district. Additional mandated procedures related to the rights and treatment of complaining witnesses are included where appropriate throughout this regulation.

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, the Superintendent or designee shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of the right to: (Education Code 48918.5)

1. Receive five days' notice of the scheduled testimony at the hearing

2. Have up to two adult support persons present at the hearing at the time the witness testifies

3. Have a closed hearing during the time the witness testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

CSBA NOTE: Education Code 48918 **mandates** the Board to adopt procedures that include the following items.

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing

2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based

3. A copy of district disciplinary rules which relate to the alleged violation

4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

   This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

   Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

   Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing

7. The opportunity to confront and question all witnesses who testify at the hearing

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

Additional Notice of Expulsion Hearing for Foster Youth, ~~Homeless~~ Students Experiencing Homelessness, and Indian Children

CSBA NOTE: Prior to conducting an expulsion hearing to determine whether a foster youth or Indian child should be expelled, Education Code 48918.1 requires the district to notify the foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker and, if applicable, county social worker, provided that the violation does not require a mandatory recommendation for expulsion. Pursuant to Education Code 48918.1, such additional notice ~~must~~is required to be given to the district liaison for homeless students when the student involved is a ~~child or youth~~student experiencing homelessness and the violation does not require a mandatory recommendation for expulsion. While such a notice is not required if the offense requires a mandatory recommendation for expulsion, it is nonetheless recommended and the following section reflects this recommendation.

If the student facing expulsion is a foster student or Indian child, the Superintendent or designee shall also send notice of the hearing to the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, at least 10 calendar days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a student experiencing homelessness, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least

10 calendar days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

CSBA NOTE: Education Code 48918 **mandates** that the Board adopt procedures that include the following items.

Instead of the Board conducting an expulsion hearing, it may appoint a hearing officer or an impartial administrative panel to conduct the hearing~~:~~. For more information regarding expulsion hearings conducted by a hearing officer of administrative panel, see "Alternative Expulsion Hearing: Hearing Officer or Administrative Panel," below. Even if the district conducts all expulsion hearings in this manner, the requirements of Education Code 48918 pertaining to the conduct of the hearing must be met.

1. Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting~~.~~

   If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

   CSBA NOTE: For the purpose of Board deliberations during the closed session described below, the presence of any person other than the Board members, including the Superintendent, necessitates allowing the presence of the parent/guardian, student, and student's counsel.

   Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

   If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to testify in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c)

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made~~.~~ (Education Code 48918(g))

   CSBA NOTE: Education Code 48918 authorizes the Board to issue subpoenas for the personal appearance of percipient witnesses at an expulsion hearing. In *Woodbury v. Dempsey*, the court held that a district's authority to determine whether to issue subpoenas is discretionary, but a district could not have a blanket policy denying the issuance of

subpoenas in all cases.

In accordance with Code of Civil Procedure 1987, the subpoena ~~must~~is required to be served at least 10 days before the time required for attendance unless the court prescribes a shorter time. Unless they are parties to the hearing or are district or government employees, witnesses who appear pursuant to a subpoena receive fees equal to those prescribed for witnesses in civil actions in a superior court, and all witnesses other than the parties to the hearing receive mileage; these fees and mileage must be paid by the party requesting the subpoena.

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion~~.~~

   After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

   Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

   If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in Item #~~6~~4 below. (Education Code 48918(i))

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs~~.~~

   The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12," and "Additional Grounds for Suspension and Expulsion: Grades 4-12," above. (Education Code 48918(h))

CSBA NOTE: Findings of fact made by the Board or a hearing panel ~~must~~may not be based on hearsay alone. "Hearsay" is evidence of an oral or written statement made by a person who is not present at the hearing which is offered to establish a fact as being true. Some exceptions to the hearsay rule exist under the Evidence Code and Education Code~~;~~. It is recommended that the district ~~should~~ consult CSBA's District and County Office of Education Legal Services or district legal counsel, as appropriate.

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

CSBA NOTE: Education Code 48918.6 provides that testimony by a student witness at an expulsion hearing is privileged and thus protected from liability for defamation pursuant to Civil Code 47(b).

5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

    a. Any complaining witness shall be given five days' notice before being called to testify

    b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during the testimony

    c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential

    d. The person presiding over the hearing may remove a support person who is disrupting the hearing

    e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5

    f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard

        Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

    g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment

        i. The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony

ii. At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room

iii. The person conducting the hearing may:

a. Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

b. Limit the time for taking the testimony of a complaining witness to normal school hours, if there is no good cause to take the testimony during other hours

c. ~~(~~Permit one of the support persons to accompany the complaining witness to the witness stand

6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from school, unless the student requests in writing that the decision be postponed~~.~~ (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

CSBA NOTE: For districts that use a hearing officer or administrative panel, Education Code 48918 **mandates** that the Board adopt procedures that include the following section.

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. ~~The~~Additionally, the Board may ~~also~~ appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

CSBA NOTE: Pursuant to Education Code 48918, if the hearing officer or administrative panel does not recommend expulsion, a student ~~must~~is required to be permitted to return to the classroom instructional program from which the expulsion referral was made, unless the student's parent/guardian requests a different placement. Additionally, Education Code 48918 ~~also~~ states that a student who is found to have committed any of the violations listed in "Authority to Expel" in the accompanying Board policy but for whom expulsion is not recommended may be referred to the student's prior school, or another district comprehensive or continuation school. However, the hearing officer or administrative panel, like the Board, ~~must~~is required to recommend expulsion or a suspended expulsion under Education Code 48915, if it finds that a student committed any such

violation that mandates expulsion. ~~District should~~It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel to resolve this apparent discrepancy.

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by the student's parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

CSBA NOTE: Education Code 48918 **mandates** that the Board adopt procedures that include the following paragraph.

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

CSBA NOTE: 20 USC 7961 requires the district, in the consolidated application for federal funding, to provide an assurance that it will comply with the state requirement to expel, for a period not less than one year, any student who brings a firearm to school or possesses a firearm at school.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in "Authority to Expel" in the accompanying

Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

CSBA NOTE: Pursuant to Education Code 48916, as amended by AB 1230 (Ch. 294, Statutes of 2025), the Board is required to recommend a plan for the student's rehabilitation, as specified below.

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which ~~may include:~~ ~~(Education Code 48916)~~

~~1. Periodic review, as well as assessment at the time of review, for readmission~~ shall include, but not be limited to, periodic review and a preliminary assessment for readmission at least 45 days before the end of the expulsion term. The plan shall be tailored to the student's needs and address the behavior that led to the expulsion. The plan may be developed in consultation with district staff who have knowledge or special expertise regarding the student and include

~~2. Recommendations~~ recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs. (Education Code 48916)

The Board shall assist the student in locating accessible opportunities that are necessary to complete the requirements of the student's plan for rehabilitation, including, but not limited to, opportunities for counseling and community service. (Education Code 48916)

The Board shall not require the student or the student's parents/guardians to pay for any costs or services the Board determines to be necessary for the student to complete the student's plan of rehabilitation. (Education Code 48916)

CSBA NOTE: The following paragraph is optional. Education Code 48916.5 authorizes, but does not mandate, the Board to make the following requirement of certain expelled students.

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student, or if the student is under 18 years of age, to the student's parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)

CSBA NOTE: Pursuant to Education Code 48916, as amended by AB 1230, a description of the readmission ~~procedures will~~procedure is required to be made available to the student and ~~parent/guardian~~the student's parents/guardians at the same time the student and the student's parents/guardians are notified of the expulsion order.

2. ~~The fact that~~ A description of readmission procedures (Education Code 48916)

3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)

4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)

5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision to Suspend Expulsion Order

CSBA NOTE: Pursuant to Education Code 48917, the Board's criteria for suspending the enforcement of expulsions ~~must~~ is required to be applied uniformly to all students. Items #1-3 below are optional and should be revised to reflect district criteria.

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior

2. The seriousness of the misconduct

3. The student's attitude toward the misconduct and willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation

   This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)

2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status (Education Code 48917)

3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above, or violates any of the district's rules and regulations governing student conduct (Education Code 48917)

4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order (Education Code 48917)

5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school

   Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian

   The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board (Education Code 48917)

Appeal

If a student is expelled from school, the student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

CSBA NOTE: Education Code 48902 requires the principal or designee to notify law enforcement authorities when a student possesses a firearm or explosive or sells or furnishes a firearm at school. However, when the student involved in such a case is a student with a disability, Education Code 49076 requires any law enforcement authority to which student information is disclosed to certify that those records will not be disclosed to another party without the prior written consent of the

student's parent/guardian or other person invested with the student's educational right; see AR 5144.2 - Suspension And Expulsion/Due Process (Students With Disabilities).

When submitting the consolidated application for federal funding, the district ~~must~~is required to provide assurance that it has adopted a policy requiring referral to the criminal justice system or juvenile delinquency system of any student who brings a firearm or weapon to a school. The following section fulfills this requirement.

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Placement During Expulsion

CSBA NOTE: Education Code 48915 requires the Board to refer all expelled students to a program of study that is prepared to accommodate students with discipline problems and that is not located at the school the student currently attends or at any regular elementary, middle, junior, or senior high school. However, students expelled for the acts described in Education Code 48900(f) through (m) or Education Code 48900.2, 48900.3, or 48900.4 may be referred to a program of study that is at another elementary, middle, junior, or senior high school if the County Superintendent of Schools certifies that an alternative program is not available at a site away from such a school.

Education Code 48915.01 states that if the Board has established a community day school pursuant to Education Code 48661 on the same site as an elementary, middle, junior, or senior high school, expelled students may be referred to the community day school at that site. Although Education Code 48663 prohibits the use of independent study in community day schools, Education Code 48916.1 does not in any way restrict the district from offering independent study as a voluntary alternative placement option for expelled students.

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems

2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these

3. Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in Items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and Items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

CSBA NOTE: Pursuant to Education Code 48916.1, as amended by AB 1230, the County Superintendent is required to provide the Board notification if the County Superintendent is unable to serve students expelled by the district, whereby the Board is required to ensure that another educational program is provided, as specified below.

The Board shall receive notification from the County Superintendent of Schools, if at any time during the expulsion term and for any reason the County Superintendent is unable to serve the students expelled by the district. Upon notification, the Board shall ensure that another educational program is provided to the student for the duration of the expulsion order which may include entering into an agreement with a County Superintendent in another county to provide education services for the district's expelled students. (Education Code 48916.1)

Upon the change of a student's eligibility for an educational program or at the request of the student's parent/guardian, the Board shall review with the student and the student's parent/guardian the educational options for expelled students as outlined in the plan to provide education services to expelled students pursuant to Education Code 48926. (Education Code 48916.1)

Readmission After Expulsion

CSBA NOTE: Education Code 48916 **mandates** that the Board adopt rules and regulations establishing a procedure for filing and processing requests for readmission ~~and~~, a process for Board review of all expelled students for readmission~~.~~, and as amended by AB 1230, a procedure for the transition process for readmitted students. Because the law does not specify a transition process for readmitted students, it is recommended districts consult CSBA District and County Office of Education Legal Services or district legal counsel. Items #1-~~2~~7 below should be revised to reflect district practice.

Prior to the date set by the Board for the student's readmission:

1. The Superintendent or designee shall hold a conference with the student's parent/guardian, or other person holding the right to make educational decisions for the student, and the student

   At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and the student's parent/guardian or other person holding the right to make educational decisions for the student shall be asked

to indicate in writing their willingness to comply with these regulations.

CSBA NOTE: Education Code 48916, as amended by AB 1230, requires as part of the process for a required review, that the Board indicate whether the student had access to the necessary resources to complete their rehabilitation plan, and that a rehabilitation plan that is not completed due to financial or transportation barriers or a lack of viable opportunities not be a basis to deny the student readmission.

As part of the review process, the Board shall, upon being informed by the Superintendent or designee, indicate whether the student had access to the necessary resources to complete the student's rehabilitation plan. A rehabilitation plan that is not completed due to financial or transportation barriers or a lack of viable opportunities to complete a term of the rehabilitation plan shall not be a basis to deny the readmission of a student. (Education Code 48916)

2. The Superintendent or designee shall transmit to the Board a recommendation regarding readmission

   The Board shall consider this recommendation in closed session. If a written request for open session is received from the student's parent/guardian or other person holding the right to make educational decisions for the student, or adult student, it shall be honored to the extent that privacy rights of other students are not violated.

3. If the readmission is granted, the Superintendent or designee shall notify the student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, by registered mail, of the Board's decision regarding readmission

4. The Board may deny readmission only if it finds that the student ~~has~~either: (Education Code 48916)

   a. Has not substantially satisfied the conditions of the rehabilitation plan ~~or~~despite having access to the necessary resources and viable opportunities to complete their rehabilitation plan

   b. That the student continues to exhibit documented behaviors that the student ~~continues to pose a danger to campus safety~~was expelled for or is documented to have committed one or ~~to other district students or employees (Education Code 48916)~~ more new acts during the expulsion term that would make the student eligible for another expulsion

5. If Board denies the readmission of a student pursuant to Item #4, the expulsion term may be extended for one semester at a time, at which point the student shall be reassessed for readmission pursuant to Item #1

~~5.~~ 6. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school

~~6.~~ 7. The Board shall provide written notice to the expelled student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, describing the reasons for denying readmittance into the regular program

This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district.

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

CSBA NOTE: Education Code 48915.1 requires that, when an expelled student asks to enroll in another district, the receiving district ~~must~~is required to hold a hearing to determine whether the student poses a danger to its students or staff. The receiving district then may either deny or permit the enrollment. Upon request from another district, the expelling district must provide information about the expulsion within five days.

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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
Civ. Code 47	Privileged communication
Civ. Code 48.8	Defamation liability
Code of Civil Procedure 1985-1997	Production of evidence; means of production
Ed. Code 17292.5	Program for expelled students; facilities
Ed. Code 1981-1983	Enrollment of students in community school
Ed. Code 212.5	Sexual harassment
Ed. Code 233	Hate violence
Ed. Code 32260-32262	Interagency School Safety Demonstration Act of 1985
Ed. Code 35012	Board members; number, election, and terms

Ed. Code 35145	Open board meetings
Ed. Code 35146	Closed sessions regarding suspensions
Ed. Code 35291	Rules for government and discipline of schools
Ed. Code 35291.5	Rules and procedures on school discipline
Ed. Code 48645.5	Former juvenile court school students; enrollment
Ed. Code 48660-48666	Community day schools
Ed. Code 48853-48853.5	Foster youth
Ed. Code 48900-48927	Suspension and expulsion
Ed. Code 48950	Speech and other communication
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49073-49079	Privacy of student records
Ed. Code 52052	Numerically significant student subgroups
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 64000-64001	Consolidated application
Ed. Code 8489-8489.1	Prohibition against expulsion of preschool student
Gov. Code 11455.20	Informal hearing procedures
Gov. Code 54950-54963	The Ralph M. Brown Act
H&S Code 11014.5	Drug paraphernalia
H&S Code 11053-11059	Controlled substances; standards and schedules
Lab. Code 230.7	Employee time off to appear in school on behalf of a child
Pen. Code 240	Assault defined
Pen. Code 241.2	Assault fines
Pen. Code 242	Battery defined
Pen. Code 243.2	Battery on school property
Pen. Code 243.4	Sexual battery
Pen. Code 245	Assault with deadly weapon
Pen. Code 245.6	Hazing
Pen. Code 261	Rape defined
Pen. Code 266c	Unlawful sexual intercourse
Pen. Code 286	Sodomy defined
Pen. Code 287	Oral Copulation

Pen. Code 288	Lewd or lascivious acts with child under age 14 [1077/1387]
Pen. Code 289	Penetration of genital or anal openings
Pen. Code 31	Principal of a crime; defined
Pen. Code 417.27	Laser pointers
Pen. Code 422.55	Definition of hate crime
Pen. Code 422.6	Crimes; harassment
Pen. Code 422.7	Aggravating factors for punishment
Pen. Code 422.75	Enhanced penalties for hate crimes
Pen. Code 626.10	Dirks, daggers, knives, razors, or stun guns
Pen. Code 626.2	Entry upon campus after written notice of suspension or dismissal without permission
Pen. Code 626.9	Gun-Free School Zone Act of 1995
Pen. Code 868.5	Supporting person; attendance during testimony of witness
W&I Code 224.1	Indian child; definition
W&I Code 729.6	Counseling

Federal	**Description**
18 USC 921	Definitions; firearms and ammunition
20 USC 1415(K)	Students with disabilities; placement in alternative educational setting
20 USC 7961	Gun-Free Schools Act
34 CFR 106.1-106.82	Nondiscrimination on the basis of sex in education programs or activities
42 USC 11431-11435	Education of homeless children and youths

Management Resources	**Description**
Attorney General Opinion	80 Ops.Cal.Atty.Gen. 348 (1997)
Attorney General Opinion	80 Ops.Cal.Atty.Gen. 85 (1997)
Attorney General Opinion	80 Ops.Cal.Atty.Gen. 91 (1997)
Attorney General Opinion	84 Ops.Cal.Atty.Gen. 146 (2001)
Court Decision	Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321
Court Decision	Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182

Court Decision	Garcia v. Los Angeles Board of Education (1981) 123 Cal. App. 3d 807
Court Decision	John A. v. San Bernardino School District (1982) 33 Cal. 3d 301
Court Decision	T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267
Court Decision	Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421
~~U.S.~~ ~~DOE~~ & ~~U.S.~~ ~~DOJ~~ ~~Civil~~ ~~Rights~~ ~~Divisions~~ ~~Pub~~California Department of Education Publication	~~Resource~~ ~~on~~ ~~Confronting~~ ~~Racial~~ ~~Discrimination~~ ~~in~~ ~~Student~~ ~~Discipline,~~ ~~May~~ ~~2023~~Update Regarding School Discipline Policies, May 2025 (https://www.cde.ca.gov/nr/fa/yr25cosoltr0501.asp)
U.S. DOE Publication	School Climate and Student Discipline Resources
U.S. DOE Publication	Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates, March 2023
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, Office of Safe and Healthy Students
Website	California Attorney General's Office
Website	California Department of Education
Website	CSBA
Website	U.S. Department of Education, Office for Civil Rights

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
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
1313	Civility

3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3513.4	Drug And Alcohol Free Schools
3515	Campus Security
3515	Campus Security
3515.21	Unmanned Aircraft Systems (Drones)
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
3516.2	Bomb Threats
4158	Employee Security
4158	Employee Security
4258	Employee Security
4258	Employee Security
4358	Employee Security
4358	Employee Security
5000	Concepts And Roles
5112.1	Exemptions From Attendance
5112.1	Exemptions From Attendance
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
5116.2	Involuntary Student Transfers
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5119	Students Expelled From Other Districts

5125	Student Records
5125	Student Records
5125.2	Withholding Grades, Diploma Or Transcripts
5131	Conduct
5131.1	Bus Conduct
5131.1	Bus Conduct
5131.2	Bullying
5131.2	Bullying
5131.4	Student Disturbances
5131.4	Student Disturbances
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
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5142	Safety
5142	Safety
5144	Discipline
5144	Discipline
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
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5145.71	Title IX Sexual Harassment Complaint Procedures
5145.71-E(1)	Title IX Sexual Harassment Complaint Procedures
5145.9	Hate-Motivated Behavior
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
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
6154	Homework/Makeup Work
6158	Independent Study
6158	Independent Study
6161.2	Damaged Or Lost Instructional Materials
6163.4	Student Use Of Technology
6163.4-E(1)	Student Use Of Technology
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
6173.4	Education For American Indian Students
6184	Continuation Education
6184	Continuation Education
6185	Community Day School
6185	Community Day School
9000	Role Of The Board
9150	Student Board Members
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session
9322	Agenda/Meeting Materials

Policy 5145.2: Freedom Of Speech/Expression

Status: ADOPTED

Original Adopted Date: 03/01/1993 **| Last Revised Date:** ~~11~~02/01/~~2007~~2026 **| Last Reviewed Date:** ~~11~~02/01/~~2007~~2026

~~CSBA NOTE: The First Amendment of the U.S. Constitution and Article 1, Section 2 of the California Constitution guarantee freedom of speech and of the press. Court cases and California law have addressed the application of these principles in a school setting and have established parameters for student expression. The following policy addresses rights and limitations related to student expression in a variety of forms, including off-campus as well as on-campus student expression.~~

CSBA NOTE: Education Code 48907 **mandates** that a district establish a "written publications code" related to students' rights to freedom of speech and of the press. This code is required to include reasonable provisions for the time, place, and manner in which free expression may take place within the district's jurisdiction. For further language implementing this mandate, see the accompanying administrative regulation.

The First Amendment of the U.S. Constitution and Article 1, Section 2 of the California Constitution guarantee freedom of speech and of the press. Additionally, Education Code 48907 and 48950 provide even greater protection for student expression and official student publications. In addition, districts are required to maintain a safe environment for students; protect students from certain types of expression, such as speech that is discriminatory, harassing, intimidating, and bullying; and prohibit expression that is obscene, libelous, or slanderous. However, the legal landscape in this area is complex and uncertain.

One of the biggest areas of uncertainty involves student expression that may be considered as offensive or harmful, or that may lead to substantial disruption. In *Dariano v. Morgan Hill Unified School District*, the Ninth Circuit Court of Appeals upheld the district's decision to direct students to remove clothing bearing the American flag on Cinco de Mayo out of concern that it could lead to a substantial disruption to district activities due to the history of racial tension and threats of violence at the school. However, in *Chandler v. McMinnville School District*, the Ninth Circuit held that the district could not prohibit students from wearing buttons or stickers containing slogans like "I'm not listening scab" and "Do scabs bleed?" during a lawful teachers' strike as it was protected speech.

Additionally, the age of students exposed to the speech is relevant to a court's analysis. In both *Hazelwood School District v. Kuhlmeier* and *Bethel School District v. Fraser*, the U.S. Supreme Court found that the content of the speech at issue was inappropriate based on the age range of students in the school and could be prohibited based on "legitimate pedagogical concerns."

Given such complexity and uncertainty, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel when adopting and implementing rules related to student freedom of speech/expression.

The Governing Board believes that free inquiry and exchange of ideas are essential parts of a democratic education. The Board respects students' rights to express ideas and opinions, take stands on issues, and support causes, even when such speech is controversial or unpopular. Additionally, the Board is committed to providing a welcoming, safe, and supportive school environment that protects students from discrimination, harassment, intimidation, and bullying, or other types of expression prohibited by law.

On-Campus Expression

CSBA NOTE: Education Code 48907 mandates districts to establish a written "publications code" related to students' rights to freedom of speech and of the press. These written rules and regulations must include reasonable provisions for the time, place, and manner in which free expression may take place within the district's jurisdiction. See the accompanying administrative regulation for further language implementing this mandate. It is recommended that districts consult legal counsel when adopting and implementing policy related to freedom of speech/expression.

CSBA NOTE: Pursuant to Education Code 48907, students generally have the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official school publications. While Education Code 48907 does not explicitly list official district or school websites or social media accounts identified and made available for such purposes, it is likely that a current interpretation of Education Code 48907 would include them. The following paragraph incorporates this interpretation but should be modified to reflect district practice.

Additionally, pursuant to the federal Equal Access Act (20 USC 4071-4074), if a district that serves secondary students creates a limited open forum that allows student groups to use school media to publicize meetings, it is required to provide equal access to all student groups. For language implementing this requirement, see BP/AR 6145.5 - Student Organizations and Equal Access.

Students shall have the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the use of official district or school websites or social media accounts identified and made available for such purposes; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official school publications. (Education Code 48907)

StudentStudents' freedom of expression on district or school Internet web sites and online media shall generally be afforded the same protectionsrestricted only as in print media.established by this Board policy, the accompanying administration regulation, Education Code 234.1, 48907, and 48950, and other applicable state and federal laws. Such restrictions include, but are not limited to, prohibitions against students making any expressions or distributing or posting any materials that:

CSBA NOTE: Numerous court decisions have found that the First Amendment rights of public school students are not necessarily the same as the rights of adults in other settings and must be applied in light of the special circumstances of the school environment. In Hazelwood School District v. Kuhlmeier, the U.S. Supreme Court ruled that when a school has not, by policy or practice, opened up a school-sponsored activity for unrestricted use by students, the school may limit student expression as long as its decision is reasonably related to "legitimate pedagogical

~~concerns." In California, Education Code 48907 grants students broader rights of freedom of press and provides that student content can be restrained only when it is obscene, libelous or slanderous, or incites students to commit unlawful acts, violate school rules, or substantially disrupt school operations.~~

~~When determining what type of content might be restrained, the courts have found age to be a critical factor (Hazelwood and Bethel v. Fraser). Although the courts have not specifically addressed the speech rights of elementary students, it appears that schools have greater authority to limit speech that could harm elementary students' emotional, moral, social, and intellectual development. (Muller v. Jefferson Lighthouse School)~~

~~Students' freedom of expression shall be limited only as allowed by Education Code 48907, 48950, and other applicable state and federal laws.~~

~~Students are prohibited from making any expressions or distributing or posting any materials that are obscene, libelous, or slanderous. Students also are prohibited from making any expressions that so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, the violation of school rules, or substantial disruption of the school's orderly operation. (Education Code 48907)~~

~~CSBA NOTE: The U.S. Supreme Court has held that "fighting words," which by their very utterance can cause an immediate breach of the peace, are not constitutionally protected.~~

1. Are obscene, libelous, or slanderous

2. Are discriminatory, harassing, intimidating, or bullying

3. Are likely to immediately incite action on district property or during district-sponsored programs or activities that is unlawful or that violates Board policies, administrative regulations, or other district or school rules

4. Substantially disrupt the orderly operation of the district

~~The~~Additionally, the use of "fighting words" or epithets is prohibited ~~in those instances~~ where ~~the speech is~~ they are abusive and insulting, rather than ~~a communication of ideas, and the speech is used in an abusive manner in a situation that presents~~ merely offensive or provocative, and they are likely to create an actual danger that ~~it~~ will cause a breach of the peace.

~~CSBA NOTE: Education Code 48907 and 48950 specify that an employee may not be dismissed, suspended, disciplined, reassigned, transferred or otherwise retaliated solely for action to protect a student free speech and press rights. See AR 4118 - Dismissal/Suspension/Disciplinary Action.~~

District staff shall not prohibit or prevent the distribution of, or otherwise ~~School officials shall not engage in prior restraint of~~censor, material prepared for official school publications except insofar as the content of the material violates ~~the law.~~this Board policy and the accompanying administrative regulation. (Education Code 48907)

~~CSBA NOTE: The following paragraph is for use by districts that maintain one or more high schools. Education Code 48950 provides that no district maintaining high schools shall make or enforce any rule subjecting a high school student to disciplinary sanctions solely on the basis of speech or other~~

~~communication that would be constitutionally protected if engaged in outside of campus. Students enrolled in a school that makes or enforces such a rule may take civil action for injunctive and declaratory relief.~~

~~The Superintendent or designee shall not discipline any high school student solely on the basis of speech or other communication that would be constitutionally protected when engaged in outside of school, but may impose discipline for harassment, threats, or intimidation unless constitutionally protected. (Education Code 48950)~~

~~**Off-Campus Expression**~~

CSBA NOTE: Courts have ~~generally found that schools may impose discipline for~~emphasized that, although a district's interest in regulating off-campus ~~conduct that~~student expression is less than for on-campus student expression, it may still regulate off-campus student expression if it poses a threat to the safety of other students, staff, or school property or disrupts the educational program, provided that the district is able to document the impact or disruption that the conduct had, or could be expected to have~~, on campus. In addition~~. With respect to the type and level of discipline, 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. ~~See also~~For more information regarding off-campus conduct, see BP 5131 - Conduct.

In *Mahanoy Area School District v. B.L.*, the U.S. Supreme Court held that a student's profane social media post critical of the student's school that was posted off campus and outside of school hours was protected speech because it was not likely to cause "substantial disruption" to school activities. However, in *Lavine v. Blaine School District*, the Ninth Circuit ~~U.S.~~ Court of Appeals ~~applied Tinker v. Des Moines School District to conclude that a school~~ concluded that a district ~~in Washington~~ was justified in expelling a student whose off-campus poetry, when considered in the totality of other relevant factors, indicated ~~he might pose a danger to himself or others. Similar standards have been applied with regard to students' off-campus Internet web sites. The federal courts in Beussink v. Woodland R-IV School District and Emmett v. Kirkland School District No. 415 confirmed that student off-campus Internet speech merits First Amendment protection and that disliking the content of a student's speech critical of the schools and staff is not an acceptable justification for limiting student speech.~~

~~Since this area of law is unclear and constantly evolving, it is strongly recommended that districts consult with legal counsel when developing policy and prior to applying discipline for off-campus speech~~the student might pose a danger to self or others. Similarly, in *Chen v. Albany Unified School District*, the Ninth Circuit ruled in favor of the school district when it imposed discipline on a student for off-campus speech that led to harassment and severe bullying of other students on campus.

~~A~~Off-campus student ~~shall be subject to discipline for off-campus~~ expression, ~~including~~such as electronic expression ~~on off-campus Internet web sites,~~ via a personal device or online expression via a personal social media account, may subject a student to discipline when such expression poses a threat to the safety of other district students, staff, or ~~school~~ property, or does or is likely to substantially ~~disrupts~~disrupt the district's educational program. ~~The~~ As necessary, the Superintendent or designee shall document the ~~impact the expression had or could be~~actual or expected ~~to have on~~impact of the ~~school program.~~ expression.

Student expression that violates this Board policy or the accompanying administrative regulation may be subject to discipline in accordance with Board Policy/Administrative Regulation 5144 – Discipline, Board Policy/Administrative Regulation 5144.1 – Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 – Suspension and Expulsion/Due Process (Students with Disabilities).

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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**
CA Constitution Article 1, Section 2	Freedom of speech and expression
Ed. Code 234-234.5	Safe Place to Learn Act
Ed. Code 48205	Excused absences
Ed. Code 48907	Exercise of free expression; time, place, and manner rules and regulations
Ed. Code 48950	Speech and other communication
Ed. Code 51520	Prohibited solicitations on school premises

Federal	**Description**
20 USC 4071-4074	Equal Access Act
U.S. Constitution, First Amendment	Free exercise, free speech, and establishment clauses

Management Resources	**Description**
Court Decision	Beussink v. Woodland R-IV School District (1998) 30 F.Supp. 2d 1175
Court Decision	Bright v. Los Angeles Unified School District (1976) 18 Cal. 3d 350
Court Decision	Chandler v. McMinnville School District (1992) 978 F.2d 524
Court Decision	Dariano v. Morgan Hill Unified School District (2014) 767 F.3d 764
Court Decision	Emmett v. Kirkland School District No. 415 (2000) 92 F.Supp. 2d 1088
Court Decision	Harper v. Poway Unified School District (2006) 445 F.3d 1166
Court Decision	J.S. v. Bethlehem Area School District (2000) 757 A.2d 412 (Pa. Commw. 2000)
Court Decision	Lavine v. Blaine School District (2001, 9th Cir.) 257 F.3d 981
Court Decision	Leeb v. DeLong (1988) 198 Cal.App.3d 47

Court Decision	Lovell v. Poway Unified School District (1996) 90 F.3d 367
Court Decision	Mahanoy Area School District v. B.L. (2021) 594 U.S. 180
Court Decision	Muller v. Jefferson Lighthouse School (1996) 98 F.3d 1530
Court Decision	Smith v. Novato Unified School District (2007) 150 Cal.App.4th 1439
Court Decision	Hazelwood School District v. Kuhlmeier (1988) 108 S. Ct. 562
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
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education
Website	CSBA

Cross References

Code	Description
1100	Communication With The Public
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
1313	Civility
1325	Advertising And Promotion
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
5113	Absences and Excuses
5113	Absences and Excuses
5127	Graduation Ceremonies And Activities
5131	Conduct
5131.2	Bullying
5131.2	Bullying
5131.4	Student Disturbances
5131.4	Student Disturbances
5131.8	Mobile Communication Devices
5132	Dress And Grooming
5132	Dress And Grooming

5136	Gangs
5136	Gangs
5137	Positive School Climate
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)
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5145.8	Refusal To Harm Or Destroy Animals
5145.9	Hate-Motivated Behavior
6141.2	Recognition Of Religious Beliefs And Customs
6141.2	Recognition Of Religious Beliefs And Customs
6142.3	Civic Education
6144	Controversial Issues
6145.5	Student Organizations And Equal Access
6145.5	Student Organizations And Equal Access
6145.8	Assemblies And Special Events

Regulation 5145.2: Freedom Of Speech/Expression

Status: ADOPTED

Original Adopted Date: 11/01/2001 **| Last Revised Date:** ~~11~~02/01/~~2007~~2026 **| Last Reviewed Date:** ~~11~~02/01/~~2007~~2026

~~CSBA NOTE: The following administrative regulation should be revised to reflect district practice. It is recommended that districts consult legal counsel when establishing restrictions, including "time, place, and manner" provisions, related to students' rights to free speech/expression.~~

~~**School-Sponsored Publications**~~

~~CSBA NOTE: Education Code 48907 mandates districts to establish a written "publications code" related to students' rights to freedom of speech and of the press in official school publications. These written rules and regulations must include reasonable provisions for the time, place, and manner in which free expression may take place within the district's jurisdiction~~

~~Education Code 48907 provides greater protection to students' free speech rights than provided by U.S. Supreme Court and other federal court decisions and authorizes school officials to limit student speech only in the specific circumstances listed below, including when the speech is likely to cause a disruption. In Smith v. Novato Unified School District, the court held that a district could not prohibit speech just because the speech "presents controversial ideas and opponents of the speech are likely to cause disruption." In order for the speech to be prohibited, the speech must incite a disruption. Thus, the court looked for evidence that the student intended to cause substantial disruption, such as direct provocation or racial epithets, rather than evidence that the anticipated or perceived reaction of the audience would cause a disruption.~~

~~Students shall have the right to exercise freedom of speech and of the press in official school publications, except for expression that is obscene, libelous, slanderous, or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school. (Education Code 48907)~~

~~Official school publications includes material produced by students in journalism, newspaper, yearbook, or writing classes and distributed to the student body either for a fee or free. (Education Code 48907)~~

~~Each principal shall develop a school publications code outlining the responsibility of student journalists, editors, and publication advisors.~~

~~All student submissions shall be held to professional standards of English and journalism. (Education Code 48907)~~

~~CSBA NOTE: When analyzing whether student speech should be permitted, the principal should determine if specific evidence exists that shows how the speech violates Education Code 48907 (obscene, libelous, incites a disturbance). This specific evidence should be provided to the student and documented in case the student decides to appeal the principal's decision to the Superintendent or designee. Education Code 48907 provides that school officials have the burden of showing justification, without undue delay, prior to any limitation of student expression.~~

~~If the principal considers material submitted for publication to violate Education Code 48907, he/she shall notify the student, without undue delay, and give specific reasons why the submitted material may not be published. Absent extraordinary circumstances, such notice should be given in sufficient time to allow the student time to either modify the material or to seek review of the principal's determination from the Superintendent or designee. Prior to any restriction of student speech, school officials shall consider any feasible alternative options to restricting the speech.~~

~~CSBA NOTE: The following optional paragraph authorizes the principal to include a disclaimer disassociating the district from the publication. Such disclaimers should be used with caution and only after careful analysis.~~

~~To the extent that the principal or designee believes that the school and district should be disassociated from a particular idea or opinion, the principal may require student articles to include disclaimers.~~

~~**Distribution of Printed Materials and Petitions by Students**~~

~~CSBA NOTE: Pursuant to the federal Equal Access Act (20 USC 4071-4074), if a secondary district with a limited open forum allows student groups to use school media to publicize meetings, it must provide equal access to all student groups. See BP/AR 6145.5 - Student Organizations and Equal Access for language implementing this requirement.~~

CSBA NOTE: Education Code 48907 **mandates** that a district establish a "written publications code" related to students' rights to freedom of speech and of the press. This code is required to include reasonable provisions for the time, place, and manner in which free expression may take place within the district's jurisdiction. For further language implementing this mandate, see "Time, Place, and Manner Restrictions for Student Expression" below.

The First Amendment of the U.S. Constitution and Article 1, Section 2 of the California Constitution guarantee freedom of speech and of the press. Additionally, Education Code 48907 and 48950 provide even greater protection for student expression and official student publications. In addition, districts are required to maintain a safe environment for students; protect students from certain types of expression, such as speech that is discriminatory, harassing, intimidating, and bullying; and prohibit expression that is obscene, libelous, or slanderous. However, the legal landscape in this area is complex and uncertain.

One of the biggest areas of uncertainty involves student expression that may be considered as offensive or harmful, or that may lead to substantial disruption. In *Dariano v. Morgan Hill Unified School District*, the Ninth Circuit Court of Appeals upheld the district's decision to direct students to remove clothing bearing the American flag on Cinco de Mayo out of concern that it could lead to a substantial disruption to district activities due to the history of racial tension and threats of violence at the school. However, in *Chandler v. McMinnville School District*, the Ninth Circuit held that the district could not prohibit students from wearing buttons or stickers containing slogans like "I'm not listening scab" and "Do scabs bleed?" during a lawful teachers' strike as it was protected speech.

Additionally, the age of students exposed to the speech is relevant to a court's analysis. In both *Hazelwood School District v. Kuhlmeier* and *Bethel School District v. Fraser*, the U.S. Supreme Court found that the content of the speech at issue was inappropriate based on the age range of students in the school and could be prohibited based on "legitimate pedagogical concerns."

Given such complexity and uncertainty, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel when adopting and implementing rules related to student freedom of speech/expression.

Time, Place, and Manner Restrictions for Student Expression

~~The~~ Each principal or designee may ~~provide~~annually identify physical or electronic locations, such as school courtyards, bulletin boards, or social media accounts, on which students and student organizations may hold a public rally, express and debate issues, or post ~~materials~~information of general interest. ~~Students also~~Additionally, students may ~~post or~~ distribute handbills, leaflets, and other printed or electronic material, whether produced within or outside of the school. ~~Students~~In addition, students may collect signatures on petitions concerning school or nonschool issues.

~~CSBA NOTE: Districts might consider requiring students to include a disclaimer on all materials to be distributed. For example, a disclaimer might state that "this event is not school-sponsored or approved" or that "opinions are not necessarily those of the school district or school personnel." Districts wishing to include disclaimer language should consult legal counsel as appropriate.~~

~~Education Code 48907 allows districts to regulate the "time, place, and manner" of student speech. The following paragraph provides "time, place, and manner" restrictions and should be modified to reflect district practice.~~

All such expression in a given year shall be limited to the locations identified by the principal or designee for that year.

~~Printed materials~~ Materials or petitions may be distributed only:

1. Before or after school or during lunch time

2. ~~In~~For printed materials or petitions, in locations that do not obstruct the normal flow of traffic within the school or at entrances

No student shall use coercion to induce any other student or person to accept ~~printed matter~~materials or to sign a petition. No funds shall be collected for any material distributed.

~~**Clothing, Buttons, and Badges**~~

~~CSBA NOTE: A school district's ability to regulate "hate speech," such as clothing with derogatory or demeaning messages, is unclear. While the 9th Circuit court held in Harper v. Poway Unified School District that a school could prohibit a student from wearing a T-shirt with an anti-homosexual message, the U.S. Supreme Court vacated that decision and thus its analysis cannot be relied upon and is not included in the section below. Because the status of the law is unclear, districts should consult with legal counsel as appropriate.~~

~~Buttons, badges, armbands, and clothing bearing slogans or sayings may be worn unless their message falls into the categories prohibited by law and Board policy. No employee shall interfere~~

~~with this practice on the grounds that the message may be controversial or unpopular with students or faculty.~~

CSBA NOTE: Districts may consider requiring students to include a disclaimer on all materials to be distributed. For example, a disclaimer might state that "this event is not school-sponsored or approved" or that "opinions are not necessarily those of the school district or school personnel." The following optional paragraph should be modified to reflect district practice.

At the principal or designee's discretion, any materials or petitions may be required to include a disclaimer indicating that views, ideas, and opinions expressed in the materials or petitions are not sponsored by and do not necessarily reflect those of the school or district.

CSBA NOTE: Pursuant to Education Code 48907, students generally have the right to exercise freedom of speech including, but not limited to, the wearing of buttons, badges, and other insignia. However, this right is constrained as described in the accompanying Board policy. Such constraints include prohibiting student expression that is obscene, libelous, or slanderous; is discriminatory, harassing, intimidating, or bullying; is likely to immediately incite action on district property or during district-sponsored programs or activities that is unlawful, that violates Board policies, administrative regulations, or other district or school rules; or is likely to cause or actually causes substantial disruption to the orderly operation of the district.

It is recommended that districts with questions regarding the permissibility of buttons, badges, armbands, and clothing bearing slogans or sayings consult CSBA's District and County Office of Education Legal Services or district legal counsel.

Permissible buttons, badges, armbands, and clothing bearing slogans or sayings may be worn at all times. No employee shall interfere with such expression solely on the grounds that the message may be controversial or unpopular with students or faculty. (Education Code 234.1, 48907)

Official School Publications

CSBA NOTE: While the definition of "official school publications" in Education Code 48907 does not include materials produced by student clubs or organizations, student newspapers or other student publications, the definition of "official school publications" below, which should be modified to reflect district practice, has been expanded to include such materials to more accurately reflect current practice.

Official school publications are materials produced by students in journalism or yearbook courses or programs, student clubs or organizations, student newspapers or other student publications, or writing classes, and distributed to the public or to the student body either for a fee or free. (Education Code 48907)

Each principal may develop a school publications code outlining the responsibility of the students who produce or support the production of content for official student publications and the staff who serve as advisors of official student publications.

CSBA NOTE: Pursuant to Education Code 48907, official student publications shall be held to "professional standards of English and journalism." As not all official student publications may be

written in English, the following paragraph, which should be modified to reflect district practice, provides that official student publications are required to be held to "professional standards of language and journalism."

All official student publications shall be held to professional standards of language and journalism. (Education Code 48907)

CSBA NOTE: Pursuant to Education Code 48907, staff are required to show justification for any limitation of material in an official student publication and are required to do so without undue delay. Additionally, many districts have incorporated an informal appeals process by which an official student publication may appeal such a limit imposed by a staff advisor or other school staff such as a principal. The following paragraph follows this approach and should be revised to reflect district practice.

If a staff advisor to an official student publication or other school staff with similar responsibility determines that material intended for inclusion in an official student publication violates the accompanying Board policy or this regulation, the staff advisor or other school staff shall first consider any feasible alternative options to limiting the material. If no other option is feasible, the staff advisor or other school staff shall notify the official student publication, via the student editor-in-chief or similar position, and the student authors of the material without undue delay and shall provide specific reasons for why the submitted material may not be published. Absent extraordinary circumstances, such notice shall be given in sufficient time to allow the official student publication or the student authors to either modify the material or request review by the Superintendent or designee.

At the principal's discretion, all official student publications may be required to include a disclaimer indicating that views, ideas, and opinions expressed in official student publications do not necessarily reflect those of the school or district.

Student Participation in Civic or Political Events

CSBA NOTE: Pursuant to Education Code 48205, a middle or high school student is permitted one excused absence per school year due to participation in a civic or political event. Additionally, Education Code 48205 authorizes a school administrator to grant additional excused absences. Such discretion should be used with caution to avoid allegations of viewpoint discrimination. The following paragraph does not provide discretion and should be modified to reflect district practice.

Upon providing advanced notice and in accordance with Board Policy/Administrative Regulation 5113 – Absences and Excuses, a student in middle or high school shall be permitted one excused absence per school year in order to participate in a civic or political event such as voting, poll working, strikes, public commenting, or attending candidate speeches, political or civic forums, or town halls. (Education Code 48205)

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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
CA Constitution Article 1, Section 2	Freedom of speech and expression
Ed. Code 234-234.5	Safe Place to Learn Act
Ed. Code 48205	Excused absences
Ed. Code 48907	Exercise of free expression; time, place, and manner rules and regulations
Ed. Code 48950	Speech and other communication
Ed. Code 51520	Prohibited solicitations on school premises

Federal	Description
20 USC 4071-4074	Equal Access Act
U.S. Constitution, First Amendment	Free exercise, free speech, and establishment clauses

Management Resources	Description
Court Decision	Beussink v. Woodland R-IV School District (1998) 30 F.Supp. 2d 1175
Court Decision	Bright v. Los Angeles Unified School District (1976) 18 Cal. 3d 350
Court Decision	Chandler v. McMinnville School District (1992) 978 F.2d 524
Court Decision	Dariano v. Morgan Hill Unified School District (2014) 767 F.3d 764
Court Decision	Emmett v. Kirkland School District No. 415 (2000) 92 F.Supp. 2d 1088
Court Decision	Harper v. Poway Unified School District (2006) 445 F.3d 1166
Court Decision	J.S. v. Bethlehem Area School District (2000) 757 A.2d 412 (Pa. Commw. 2000)
Court Decision	Lavine v. Blaine School District (2001, 9th Cir.) 257 F.3d 981
Court Decision	Leeb v. DeLong (1988) 198 Cal.App.3d 47
Court Decision	Lovell v. Poway Unified School District (1996) 90 F.3d 367
Court Decision	Mahanoy Area School District v. B.L. (2021) 594 U.S. 180
Court Decision	Muller v. Jefferson Lighthouse School (1996) 98 F.3d 1530
Court Decision	Smith v. Novato Unified School District (2007) 150 Cal.App.4th 1439
Court Decision	Hazelwood School District v. Kuhlmeier (1988) 108 S. Ct. 562

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
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education
Website	CSBA

Cross References

Code	Description
1100	Communication With The Public
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
1313	Civility
1325	Advertising And Promotion
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
5113	Absences and Excuses
5113	Absences and Excuses
5127	Graduation Ceremonies And Activities
5131	Conduct
5131.2	Bullying
5131.2	Bullying
5131.4	Student Disturbances
5131.4	Student Disturbances
5131.8	Mobile Communication Devices
5132	Dress And Grooming
5132	Dress And Grooming
5136	Gangs
5136	Gangs
5137	Positive School Climate
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)
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5145.8	Refusal To Harm Or Destroy Animals
5145.9	Hate-Motivated Behavior
6141.2	Recognition Of Religious Beliefs And Customs
6141.2	Recognition Of Religious Beliefs And Customs
6142.3	Civic Education
6144	Controversial Issues
6145.5	Student Organizations And Equal Access
6145.5	Student Organizations And Equal Access
6145.8	Assemblies And Special Events

Policy 6142.7: Physical Education And Activity

Status: ADOPTED

Original Adopted Date: 11/01/2007 | **Last Revised Date:** ~~07~~02/01/~~2020~~2026 | **Last Reviewed Date:** ~~07~~02/01/~~2020~~2026

CSBA NOTE: The following optional policy may be revised to reflect district practice and the grade levels offered by the district. See the accompanying administrative regulation for definitions of "physical education" and "physical activity" based on the California Department of Education's (CDE) 2009 Physical Education Framework for California Public Schools.

42 USC 1758b mandates each district participating in federal meals programs to adopt a districtwide student wellness policy, including goals for physical activity. See BP 5030 - Student Wellness for language fulfilling this mandate. The following policy also incorporates goals for physical activity.

Education Code 33352 requires CDE, as part of the Federal Program Monitoring (FPM) process, to monitor districts' compliance with specified state physical education requirements which are reflected in the following policy and the accompanying administrative regulation. During the FPM process, CDE will request a link to this policy as evidence of specified components of compliance.

The Governing Board recognizes the positive benefits of physical activity on student health, well-being, and academic achievement. The district shall provide all students the opportunity to be physically active on a regular basis through high-quality physical education instruction and may provide additional opportunities for physical activity throughout the school day. The district's physical education and activity programs shall support the district's coordinated student wellness program and encourage students' lifelong health and fitness.

CSBA NOTE: During the FPM monitoring process, CDE will check the district's compliance with laws requiring that physical education classes be conducted in a coeducational, inclusive manner.

Physical education classes shall be conducted in ~~the~~a coeducational, inclusive manner ~~prescribed by~~in accordance with law. The district shall provide instruction in physical education that provides equal access and equal opportunities for participation for all students in grades 1-12 regardless of gender, gender expression, sexual orientation, and mental or physical disability~~.~~, or any other protected status in accordance with Board Policy/Administrative Regulation 5145.3 – Nondiscrimination/Harassment. (Education Code 220, 221.5, 33352; 5 CCR 4900, 4930, 4931, 4940, 4960; 34 CFR 106.33, 106.34, 300.108)

CSBA NOTE: Education Code 51210 and 51220 require the district's course of study for grades 1-12 to include physical education, with an emphasis on physical activities conducive to health and vigor of body and mind; see AR 6143 - Courses of Study. The state curriculum framework describes components of a comprehensive physical education program based on the voluntary Physical Education Model Content Standards adopted by the State Board of Education (SBE).

The district's physical education program shall provide a developmentally appropriate sequence of instruction aligned with the state's model content standards and curriculum framework.

CSBA NOTE: The ~~following optional paragraph may be revised to reflect district practice. The~~ U.S. Department of Health and Human Services' (HHS~~)~~), "Physical Activity Guidelines for Americans," recommends that children and adolescents participate in at least 60 minutes of age-appropriate moderate to vigorous physical activity per day, which can be accrued in smaller increments throughout the day. It is recommended that the majority of the 60 minutes or more of daily physical activity be aerobic exercise, which includes vigorous physical activity at least three days a week, and that muscle and bone strengthening exercise be included at least three days a week. To help students reach these goals, the state curriculum framework recommends that students be engaged in moderate to vigorous physical activity for at least 50 percent of physical education class time. See the accompanying administrative regulation for definitions of "moderate physical activity" and "vigorous physical activity." Also see CSBA's Fact Sheet ~~on~~ , "Moderate to Vigorous Physical Activity in Physical Education to Improve Health and Academic Outcomes~~.~~."

The district's physical education program shall engage students in age-appropriate moderate to vigorous physical activity, as defined in the accompanying administrative regulation, including aerobic, muscle-strengthening, and bone-strengthening activities. The Superintendent or designee shall develop strategies to monitor the amount of moderate to vigorous physical activity that takes place in the physical education instructional program.

CSBA NOTE: The following two optional paragraphs are for use by districts that maintain high schools.

According to the state curriculum framework, it is the obligation of the Governing Board to determine whether to grant physical education credit for a particular course, including, but not limited to, junior Reserves Officers' Training Corps (ROTC~~,~~), marching band, cheerleading, or drill team. In making this determination, the Board ~~must~~is required to determine how the particular course supports an overall course of study for grades 9-12 that includes the eight content areas specified in Education Code 33352 and 5 CCR 10060 for physical education programs. While it is not necessary that each individual course include all eight content areas, the course offerings ~~must~~are required to be structured so that all students receive opportunities for instruction in each of the eight areas across grades 9-12. CDE's Physical Education FAQs add that any course for which physical education credit is granted must also meet requirements in Education Code 33352 pertaining to minimum instructional minutes, various reporting requirements, and the assignment of an appropriately credentialed teacher.

For grades 9-12, the overall course of study shall include the effects of physical activity upon dynamic health, the mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports, and combatives. (Education Code 33352; 5 CCR 10060)

The Board shall approve the courses in grades 9-12 for which physical education credit may be granted.

CSBA NOTE: The ~~following paragraph is optional. See the~~ accompanying administrative regulation ~~for~~includes sample strategies for physical activity opportunities outside the physical education program. ~~Also~~For more information regarding increased physical education opportunities throughout the school day, see CSBA's Fact Sheet ~~on~~ , "Maximizing Opportunities for Physical Activity During the School Day~~.~~."

The Superintendent or designee shall develop strategies to supplement physical education instruction with additional opportunities for students to be physically active before, during, and after the school day.

Students with disabilities shall be provided instruction in physical education in accordance with their individualized education program or Section 504 accommodation plan.

CSBA NOTE: Pursuant to Education Code 51240.5, districts are required to grant a student in kindergarten-grade 12 an accommodation in connection with any physical activity components of a physical education course during a period of religious fasting, as specified below.

Pursuant to Education Code 51240.5, for purposes of calculating compliance with the instructional time requirements of Education Code 51210, 51222, and 51223, a student is required to be credited with instructional time for any time the student was granted such an accommodation upon completion of alternative assignments or activities by the student.

Upon written notification from a student's parent/guardian, or from the student if age 18 years of age or older, stating that the student is participating in religious fasting, the principal or designee shall grant a student an accommodation in connection with any physical activity component of a physical education course during the period of religious fasting. The student shall be provided alternative assignments or activities for the period the student is granted an accommodation. (Education Code 51240.5)

CSBA NOTE: Education Code 33355 requires districts to, by July 1, 2026, develop, adopt, implement, and annually review weather protocols for extreme weather conditions, as specified, incorporating the standardized guidelines developed by CDE specifying temperature thresholds or index ratings that trigger modifications to student physical activities during extreme weather conditions. See the accompanying administrative regulation for the definition of "extreme weather conditions."

The Superintendent or designee shall develop, adopt, and implement weather protocols that incorporate the standardized guidelines compiled by the California Department of Education and that include specific measures to be taken during extreme weather conditions. The adopted weather protocols shall be annually reviewed, evaluated, and if necessary, updated in accordance with law. (Education Code 33355)

During air pollution episodes, extreme weather, or other inclement conditions, physical education staff shall make appropriate adjustments to the program in accordance with the district's extreme weather protocols and/or shall seek alternative indoor space to enable students to participate in active physical education.

CSBA NOTE: Pursuant to Education Code 51222, the Board of a district serving students in grades 6-12 is authorized to adopt a policy providing for the alternate term schedule for physical education courses if specified conditions are met. Districts that do not wish to offer an alternate term schedule for physical education courses should delete the following paragraph and related material in the accompanying administrative regulation.

The Superintendent or designee may offer an alternate term schedule for grades 6-12 physical education courses in accordance with Education Code 51222 as specified in the accompanying administrative regulation.

Staffing

CSBA NOTE: A departmentalized class in physical education may be taught by a teacher with a single subject credential that authorizes instruction in physical education. Pursuant to Education Code 44256, the holder of a multiple subject credential may teach a departmentalized class in grades K-9 if the credential holder has completed 20 semester hours of coursework or 10 semester hours of upper division or graduate coursework in the subject to be taught. ~~In addition~~Additionally, Education Code 44256 allows the Board by resolution to authorize a multiple subject credentialed teacher to teach a departmentalized class below grade 9 if the credential holder has completed at least 12 semester units or six upper division or graduate units of coursework in the subject to be taught. Education Code 44258.3 authorizes the Board to assign any credentialed teacher to a departmentalized class in grades K-12 if the teacher has adequate knowledge of the subject to be taught based on criteria specified in Education Code 44258.3 and district-adopted policies and procedures. Pursuant to 5 CCR 80046.1, a credentialed teacher may seek an added authorization to teach adapted physical education to students who are precluded from participating in a general education physical education program or a specially designed physical education program.

Physical education instruction shall be delivered by appropriately credentialed teachers who may be assisted by instructional aides, paraprofessionals, and/or volunteers.

The district shall provide physical education teachers with continuing professional development, including classroom management and instructional strategies designed to keep students engaged and active and to enhance the quality of physical education instruction and assessment.

Physical Fitness Testing

CSBA NOTE: The following section may be revised to reflect grade levels offered by the district. Education Code 60800 requires districts to administer a physical fitness test to students in grades 5, 7, and 9. ~~The~~ SBE has designated the FITNESSGRAM as the required physical fitness test. See the accompanying administrative regulation for testing requirements.

The Superintendent or designee shall annually administer the physical fitness test designated by the State Board of Education (FITNESSGRAM) to students in grades 5, 7, and 9. (Education Code 60800; 5 CCR 1041)

Temporary Exemptions

CSBA NOTE: Education Code 51241 authorizes, but does not require, the district to grant temporary exemptions from physical education under the conditions described in ~~items~~Items #1-2 below. During the FPM process, the district may provide a link to the district's policy as evidence of any physical education exemptions offered by the district. ~~The following section is optional and should be revised to reflect district practice.~~

The Superintendent or designee may grant a student a temporary exemption from physical education under either of the following conditions: (Education Code 51241)

1. The student is ill or injured and a modified program to meet the student's needs cannot be provided.

2. The student is enrolled for one-half time or less.

Two-Year Exemptions

CSBA NOTE: The following optional section is for use by districts that maintain grades 10-12. Education Code 51241 authorizes, but does not require, the district to grant a two-year exemption from physical education to eligible students in grades 10-12.

Pursuant to Education Code 51241, in order to be eligible for the two-year exemption, students are required to satisfactorily meet at least five of the six standards of the FITNESSGRAM administered in grade 9. Students are considered to have satisfactorily met a standard on the FITNESSGRAM if they score in the "healthy fitness zone" on that standard. The six fitness areas measured by FITNESSGRAM are aerobic capacity~~,~~; body composition~~,~~; abdominal strength and endurance~~,~~; trunk extensor strength and flexibility~~,~~; upper body strength and endurance~~,~~; and flexibility.

With the student's consent, the Superintendent or designee may exempt a student from physical education courses for any two years during grades 10-12 provided that the student has satisfactorily met at least five of the six standards of the FITNESSGRAM in grade 9. (Education Code 51241)

CSBA NOTE: In addition to administering the physical fitness test to students in grade 9, Education Code 51241 authorizes districts to administer the test to students in grades 10-12 so that such students may qualify for the two-year exemption. ~~The following paragraph is optional.~~

Upon request by students and/or their parents/guardians, the Superintendent or designee may administer the FITNESSGRAM to students in grades 10-12 who need to pass the test in order to qualify for a two-year exemption from physical education courses.

Students in grades 10-12 who have been granted a two-year exemption shall be offered a variety of elective physical education courses of not less than 400 minutes each 10 school days. (Education Code 33352, 51222)

Such students shall not be permitted to attend fewer total hours of courses and classes than they would have attended if enrolled in a physical education course. (Education Code 51241)

Permanent Exemptions

~~CSBA NOTE: The following section is optional and should be revised to reflect district practice.~~CSBA NOTE: Education Code 51241 authorizes, but does not require, the district to grant permanent exemptions from physical education to an individual student under the conditions described in ~~items~~Items #1-3 below.

The Superintendent or designee may grant a student a permanent exemption from physical education under any of the following conditions: (Education Code 51241)

1. The student is age 16 years or older and has been enrolled in grade 10 for one or more academic years.

However, such a student shall not be permitted to attend fewer total hours of courses and classes than the student would have attended if enrolled in a physical education course.

2. The student is enrolled as a postgraduate student.

3. The student is enrolled in a juvenile home, ranch, camp, or forestry camp school with scheduled recreation and exercise.

Students who have been granted a permanent exemption shall be offered a variety of elective physical education courses of not less than 400 minutes each 10 school days. (Education Code 33352)

Other Exemptions

CSBA NOTE: The following optional section is for use by districts that maintain high schools and should be revised to reflect district practice.CSBA NOTE: Education Code 51222, 51242, and 52316 authorize, but do not require, the following exemptions from physical education courses.

The Superintendent or designee may grant a student an exemption from physical education under the following special circumstances:

1. When the student is in any of grades 10-12 and is excused for up to 24 clock hours in order to participate in automobile driver training.

   However, any such student shall attend a minimum of 7,000 minutes of physical education instruction during the school year. (Education Code 51222)

2. When the student is in any of grades 10-12, attends a regional occupational center or program, and, because of the travel time involved, would experience hardship to attend physical education courses.

   Any such student shall have a minimum school day of 180 minutes. (Education Code 52316)

3. When the student is in high school and is engaged in a regular school-sponsored interscholastic athletic program carried on wholly or partially after regular school hours. (Education Code 51242)

Program Evaluation

CSBA NOTE: The following optional section should be revised to reflect district practice.CSBA NOTE: Districts that do not maintain high schools or do not offer any of the exemptions described in the sections above on "Two-Year Exemptions" or "Permanent Exemptions" should modify the following paragraph to delete reports of two-year and permanent exemptions.

The Superintendent or designee shall annually report to the Board each school's FITNESSGRAM results for each applicable grade level. TheAdditionally, the Superintendent or designee shall also report to the Board regarding the number of instructional minutes offered in physical education for

each grade level, the number of two-year and permanent exemptions granted pursuant to Education Code 51241, and any other data agreed upon by the Board and the Superintendent or designee to evaluate program quality and the effectiveness of the district's program in meeting goals for physical activity and student well-being.

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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 10060	Criteria for high school physical education programs
5 CCR 1040-~~1044~~1043.10	Physical performance test
5 CCR 1047-1048	Testing variations and accommodations
5 CCR 3051.5	Adapted physical education for individuals with exceptional needs
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4900-4965	Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
5 CCR 80020	Additional assignment authorizations for specific credentials
5 CCR 80037	Designated subjects teaching credential; special teaching authorization in physical education
5 CCR 80046.1	Added authorization to teach adapted physical education
Ed. Code 220	Prohibition of discrimination
Ed. Code 221.5	Equal opportunity
Ed. Code 33126	School accountability report card
Ed. Code 33350-~~33354~~33355	CDE responsibilities ~~re:~~regarding physical education
Ed. Code 35256	School Accountability Report Card
Ed. Code 44250-44277	Credentials and assignment of teachers
Ed. Code 49062	Student records
Ed. Code 49066	Grades; change of grade; physical education grade
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51220	Course of study for grades 7-12
Ed. Code 51222	Physical education; instructional minutes
Ed. Code 51223	Physical education; elementary schools

Ed. Code 51225.3	High school graduation requirements
Ed. Code 51240.5	Physical education; accommodation for religious fasting
Ed. Code 51241	Temporary two-year or permanent exemption from physical education
Ed. Code 51242	Exemption from physical education for athletic program participants
Ed. Code 52316	Excuse from attending physical education classes; regional occupational center/program
Ed. Code 60800	Physical performance test

Federal	**Description**
29 USC 794	Rehabilitation Act of 1973; Section 504
34 CFR 106.33	Nondiscrimination on the basis of sex; comparable facilities
34 CFR 106.34	Nondiscrimination on the basis of sex; access to classes and schools
34 CFR 300.108	Assistance to states for the education of children with disabilities; physical education
42 USC 1758b	Local wellness policy

Management Resources	**Description**
Attorney General Opinion	53 Ops.Cal.Atty.Gen. 230 (1970)
California Department of Education Publication	Physical Education Framework for California Public Schools, Kindergarten Through Grade 12, 2009
California Department of Education Publication	Physical Education Model Content Standards for California Public Schools, Kindergarten Through Grade 12, January 2005
CDC Publication	School Health Index (SHI): A Self-Assessment and Planning Guide, Middle/High School, 2017
CDC Publication	School Health Index (SHI): A Self-Assessment and Planning Guide, Elementary School, 2017
Commission on Teacher Credentialing Publication	The Administrator's Assignment Manual, 2019
~~Court Decision~~	~~Cal200 et al. v. Oakland Unified School District et al. (San Francisco Superior Court, Case No. CPF-14-513959~~
~~Court Decision~~	~~Cal200 et al. v. San Francisco Unified School District et al. (2013), San Francisco Superior Court, Case No. CGC-13-534975~~
Court Decision	Doe v. Albany Unified School District (2010) 190 Cal.App.4th 668

CSBA Publication	Active Bodies, Active Minds: Physical Activity and Academic Achievement, Fact Sheet, February 2010
CSBA Publication	Maximizing Opportunities for Physical Activity During the School Day, Fact Sheet, November 2009
CSBA Publication	Maximizing Opportunities for Physical Activity Through Joint Use of Facilities, Policy Brief, February 2010
CSBA Publication	Moderate to Vigorous Physical Activity in Physical Education to Improve Health and Academic Outcomes, Fact Sheet, November 2009
CSBA Publication	Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, rev. 2012
CSBA Publication	Physical Education and California Schools, Policy Brief, October 2007 (https://www.csba.org/EducationIssues/EducationIssues/~/~/media/F5CAC69AD2754EDCAAE615D4BA13C35A.ashx)
CSBA Publication	Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, 2012
U.S. Dept. of Health & Human Services Publication	Physical Activity Guidelines for Americans, 2nd Edition, October 2018
Website	CSBA District and County Office of Education Legal Services
Website	California Project LEAN (Leaders Encouraging Activity and Nutrition)
Website	Healthy People 2010
Website	President's Council on Sports, Fitness and Nutrition
Website	U.S. Department of Health and Human Services
Website	National Association for Sport and Physical Education
Website	Commission on Teacher Credentialing
Website	CSBA
Website	Centers for Disease Control and Prevention
Website	California Healthy Kids Resource Center
Website	California Department of Education

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0500	Accountability

0510	School Accountability Report Card
0510	School Accountability Report Card
1240	Volunteer Assistance
1240	Volunteer Assistance
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1330.1	Joint Use Agreements
1700	Relations Between Private Industry And The Schools
3514	Environmental Safety
3514	Environmental Safety
3552	Summer Meal Program
3552	Summer Meal Program
4112.2	Certification
4112.2	Certification
4112.21	Interns
4112.21	Interns
4113	Assignment
4113	Assignment
4115	Evaluation/Supervision
4115	Evaluation/Supervision
4127	Temporary Athletic Team Coaches
4127	Temporary Athletic Team Coaches
4131	Staff Development
4222	Teacher Aides/Paraprofessionals
4222	Teacher Aides/Paraprofessionals
4227	Temporary Athletic Team Coaches
4227	Temporary Athletic Team Coaches
4231	Staff Development
4327	Temporary Athletic Team Coaches

4327	Temporary Athletic Team Coaches
5030	Student Wellness
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5125	Student Records
5125	Student Records
5141.23	Asthma Management
5141.23	Asthma Management
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.7	Sun Safety
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5148	Child Care And Development
5148	Child Care And Development
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6011	Academic Standards
6112	School Day
6112	School Day
6141	Curriculum Development And Evaluation
6141	Curriculum Development And Evaluation
6142.4	Service Learning/Community Service Classes
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6143	Courses Of Study
6143	Courses Of Study
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
6146.1	High School Graduation Requirements
6146.11	Alternative Credits Toward Graduation
6146.11	Alternative Credits Toward Graduation
6159	Individualized Education Program
6159	Individualized Education Program
6162.5	Student Assessment
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6177	Summer Learning Programs
6178.2	Regional Occupational Center/Program
6179	Supplemental Instruction
6190	Evaluation Of The Instructional Program
7110	Facilities Master Plan

Regulation 6142.7: Physical Education And Activity

Status: ADOPTED

Original Adopted Date: 07/01/2007 **| Last Revised Date:** ~~07~~02/01/~~2020~~2026 **| Last Reviewed Date:** ~~07~~02/01/~~2020~~2026

Definitions

CSBA NOTE: The following optional administrative regulation may be revised to reflect district practice and the grade levels offered by the district.

The following section reflects definitions provided in the California Department of Education's (CDE) 2009 Physical Education Framework for California Public Schools and Education Code 33355.

Extreme weather conditions are occurrences of unusually severe weather conditions, including, but not limited to, periods of extreme heat, excessive precipitation, and floods, that may pose significant harm to students. (Education Code 33355)

Moderate physical activity is any activity which generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while, for example, walking briskly, dancing, swimming, or bicycling on level terrain. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity.

Physical activity is bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure, including exercise, sport, dance, and other movement forms.

Physical education is a sequential educational program that teaches students to understand and participate in regular physical activity that assists in developing and maintaining physical fitness throughout their lifetime, understand and improve their motor skills, enjoy using their skills and knowledge to establish a healthy lifestyle, and understand how their bodies work.

~~Physical activity is bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure, including exercise, sport, dance, and other movement forms.~~

Vigorous physical activity is any activity which generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while, for example, jogging, participating in high-impact aerobic dancing, swimming continuous laps, or bicycling uphill. Vigorous physical activity may be intense enough to result in a significant increase in heart and respiration rate.

Instructional Time

~~CSBA NOTE: The district should revise the following section to reflect the grade levels and grade configurations offered by the district.~~CSBA NOTE: Education Code 51210 requires the adopted course of study for grades 1-6 to include instruction in physical education for at least 200 minutes

each 10 school days, exclusive of recess and the lunch period. For grades 7-12, Education Code 51222 requires that all students, except students excused or exempted pursuant to Education Code 51241, attend courses of physical education for at least 400 minutes each 10 school days. However, pursuant to Education Code 51223, an elementary school maintaining grades 1-8 is required to provide instruction in physical education for students in grades 7-8 that matches the requirement for grades 1-6 of not less than 200 minutes each 10 school days, exclusive of recess and the lunch period.

When determining the number of instructional minutes, it is recommended that districts exclude time spent walking to and from class or engaging in other physical activity conducted outside the physical education instructional program, such as in regular classroom activities or before/after school programs.

Instruction in physical education shall be provided for at least the following minimum period of time: (Education Code 51210, 51222, 51223)

1. For students in grades 1-6, 200 minutes each 10 school days, exclusive of recess and the lunch period

2. For students in grades 7-8 attending an elementary school, 200 minutes each 10 school days, exclusive of recess and the lunch period

3. For students in grades 7-8 attending a middle school or junior high school, 400 minutes each 10 school days

4. For students in grades 9-12, 400 minutes each 10 school days

CSBA NOTE: ~~Districts are cautioned~~Pursuant to Education Code 51222, the Governing Board of a district serving students in grades 6-12 is authorized to adopt a policy providing for an alternate term schedule for physical education ~~classes in a manner that takes into consideration circumstances~~ courses if specified conditions are met. Education Code 51222, as amended by AB 1216 (Ch. 88, Statutes of 2025), clarifies that the alternative term schedule minimum minute requirements are required to be calculated by school days. Districts that ~~may occasionally interfere with the provision of~~ do not offer an alternate term schedule for physical education~~. Under a settlement reached in Cal200 et al. v. San Francisco Unified School District, schools that skip minutes of~~ courses should delete the following paragraph.

An alternate term schedule may be provided for physical education courses in grades 6-12, if the following conditions are met: (Education Code 51222)

1. For students in grade 6 to receive no less than 400 minutes of instruction ~~for any reason are required to make up those minutes on another day so that the~~ each 10 school days for a semester of not fewer than 18 weeks during the regular school year, for a total of 3,600 instructional minutes ~~requirement is satisfied.~~for the school year

2. For students in grades 7-12 to receive no less than 800 minutes of instruction every 10 school days for a semester of not fewer than 18 weeks during the regular school year, for a total of 7,200 instructional minutes for the school year

3. The physical education program is aligned with the physical education framework adopted by the State Board of Education (SBE) in that it provides a sequential, articulated, age-appropriate program

4. The physical education program complies with the course of study requirements of high school physical education programs, as applicable

5. Students are prepared for, and participate in, the physical performance testing as specified in Education Code 60800

If the instructional minute requirement cannot be met during any 10-day period due to inclement weather, a school assembly, field trip, student assessment, or other circumstance, the school shall make up those minutes on another day in order to satisfy the instructional minute requirement.

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. In order to demonstrate compliance with instructional minute requirements, it is recommended that the district determine the method(s) of documentation it will use and ensure consistent implementation. For examples of such methods, see CDE's ~~FPM~~Federal Program Monitoring instrument, "Physical Education Guidelines Elementary Schools~~,~~," and , "Physical Education Guidelines Middle and High School," located on its website.

The Superintendent or designee shall determine a method to document compliance with the required number of instructional minutes. Such documentation may include, but not be limited to, a master schedule, bell schedule, weekly schedule for each teacher providing physical education instruction, district calendar, teacher roster, or log for staff or students to record the number of physical education minutes completed.

CSBA NOTE: Education Code 51210, 51222, and 51223 authorize the use of uniform complaint procedures (5 CCR 4600-4670) for any complaint that ~~an elementary~~a school has not complied with the physical education instructional minute requirement. ~~Education Code 51222, as amended by SB 75 (Ch. 51, Statutes of 2019), extends such use of uniform complaint procedures to grades 7-12.~~ See BP/AR 1312.3 - Uniform Complaint Procedures.

Any complaint alleging noncompliance with the instructional minute requirement may be filed in accordance with the district's procedures in ~~AR~~Administrative Regulation 1312.3 - Uniform Complaint Procedures. A complainant not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE). If the district or CDE finds merit in a complaint, the district shall provide a remedy to all affected students and parents/guardians. (Education Code 51210, 51222, 51223; 5 CCR 4600-4670)

Monitoring Moderate to Vigorous Physical Activity

CSBA NOTE: The ~~following optional section may be revised to reflect district practice. See the~~ accompanying Board policy ~~for~~includes language establishing goals for moderate to vigorous physical activity in physical education classes.

To monitor the amount of time students are engaged in moderate to vigorous physical activity, the Superintendent or designee may:

1. Develop methods to estimate the amount of time students spend in moderate to vigorous physical activity and the amount of time students are inactive during physical education classes

2. Provide physical education teachers with staff development, self-monitoring tools, stopwatches, and/or heart rate monitors to assist them in planning and assessing the level of activity in their classes

Physical Fitness Testing

CSBA NOTE: Education Code 60800 requires districts to administer a physical fitness test to students in grades 5, 7, and 9. The State Board of Education has designated FITNESSGRAM as the required physical fitness test. Pursuant to 5 CCR 1041, this requirement also applies to students who attend schools that are on a block schedule and students who may not be enrolled in physical education classes during the annual assessment window.

The following paragraph should be modified to reflect grade levels offered by the district. ~~In addition~~ Additionally, if the district has chosen to administer the test in any of grades 10-12 (see accompanying Board policy), the following paragraph should be modified accordingly.

During the annual assessment window between the months of February through May, students in grades 5, 7, and 9 shall be administered the physical fitness test designated by ~~the State Board of Education~~SBE (FITNESSGRAM). (Education Code 60800; 5 CCR 1041)

The Superintendent or designee may provide a make-up date for students who are unable to take the test based on absence or temporary physical restriction or limitations, such as students recovering from illness or injury. (5 CCR 1043)

CSBA NOTE: ~~The following paragraph is optional.~~ 5 CCR 1043.4 authorizes, but does not require, the district to designate a physical fitness test coordinator. If the district chooses to designate a test coordinator, the duties ~~must~~of the test coordinator are required to include those described in 5 CCR 1043.4.

On or before November 1 of each school year, the Superintendent may designate an employee to serve as the district's physical fitness test coordinator and so notify the test contractor. The test coordinator shall serve as the liaison between the district and CDE for all matters related to the physical fitness test. The duties of the test coordinator shall ~~be those specified in 5 CCR 1043.4, including~~include, but are not limited to: (5 CCR 1043.4)

1. Responding to correspondence and inquiries from the contractor in a timely manner and as provided in the contractor's instructions

2. Determining district and school site test and test material needs

3. Overseeing the administration of the physical fitness test to students

~~4. Overseeing the collection and return of all test data to the contractor~~

~~5.~~ 4. Ensuring that all test data are received from school test sites in sufficient time to satisfy the reporting requirements

~~6. Ensuring that all test data are sent to the test contractor by June 30 of each year~~

Students shall be provided with their individual results after completing the FITNESSGRAM. The test results may be provided in writing or orally as the student completes the testing, and shall be included in the student's cumulative record. (Education Code 49062, 60800; 5 CCR 1043.10~~, 1044~~)

~~CSBA NOTE: The following paragraph is optional.~~

Each student's test results shall also be provided to the student's parents/guardians.

The Superintendent or designee shall report the aggregate results of the FITNESSGRAM in the annual school accountability report card required by Education Code 33126 and 35256. (Education Code 60800)

Testing Variations

All students may be administered the FITNESSGRAM with the following test variations: (5 CCR 1047)

1. Extra time within a testing day

2. Test directions that are simplified or clarified

All students may have the following test variations if they are regularly used in the classroom: (5 CCR 1047)

1. Audio amplification equipment

2. Separate testing for individual students provided that the student(s) are directly supervised by the test examiner

3. Manually Coded English or American Sign Language to present directions for test administration

Students with a physical disability and students who are physically unable to take all of the test shall undergo as much of the test as their physical condition will permit. (Education Code 60800; 5 CCR 1047)

Students with disabilities may be provided the following accommodations if specified in their individualized education program (IEP) or Section 504 plan: (5 CCR 1047)

1. Administration of the test at the most beneficial time of day to the student after consultation with the test contractor

2. Administration of the test by a test examiner to the student at home or in the hospital

3. Any other accommodation specified in the student's IEP or Section 504 plan for the physical fitness test

Identified English learners may be allowed the following additional test variations if regularly used in the classroom: (5 CCR 1048)

1. Separate testing with other English learners, provided that the student(s) are directly supervised by the test examiner

2. Test directions translated into their primary language, and the opportunity to ask clarifying questions about the test directions in their primary language

Additional Opportunities for Physical Activity

~~CSBA NOTE: The following optional section may be revised to reflect district practice.~~ CSBA NOTE: Item #1 below should be modified or deleted by districts that do not maintain elementary schools.

The Superintendent or designee ~~shall~~may implement strategies for increasing opportunities for physical activity outside the physical education program, which may include, but not be limited to:

1. Training recess, lunch, and before- and after-school supervisors on methods to engage students in moderate to vigorous physical activity

2. Encouraging teachers to incorporate physical activity into the classroom

3. Establishing extracurricular activities that promote physical activity, such as school clubs, intramural athletic programs, dance performances, community service, special events, and competitions

4. Incorporating opportunities for physical activity into before- or after-school programs and/or child care and development programs

5. Exploring opportunities for joint use of facilities or grounds in order to provide adequate space for students and community members to engage in recreational activities

6. Developing business partnerships to maximize resources for physical activity equipment and programs

7. Developing programs to encourage and facilitate walking, bicycling, or other active transport to and from school

Policy Reference UPDATE Service

Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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 10060	Criteria for high school physical education programs
5 CCR 1040-~~1044~~1043.10	Physical performance test
5 CCR 1047-1048	Testing variations and accommodations
5 CCR 3051.5	Adapted physical education for individuals with exceptional needs
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4900-4965	Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
5 CCR 80020	Additional assignment authorizations for specific credentials
5 CCR 80037	Designated subjects teaching credential; special teaching authorization in physical education
5 CCR 80046.1	Added authorization to teach adapted physical education
Ed. Code 220	Prohibition of discrimination
Ed. Code 221.5	Equal opportunity
Ed. Code 33126	School accountability report card
Ed. Code 33350-~~33354~~33355	CDE responsibilities ~~re:~~regarding physical education
Ed. Code 35256	School Accountability Report Card
Ed. Code 44250-44277	Credentials and assignment of teachers
Ed. Code 49062	Student records
Ed. Code 49066	Grades; change of grade; physical education grade
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51220	Course of study for grades 7-12
Ed. Code 51222	Physical education; instructional minutes
Ed. Code 51223	Physical education; elementary schools
Ed. Code 51225.3	High school graduation requirements
Ed. Code 51240.5	Physical education; accommodation for religious fasting
Ed. Code 51241	Temporary two-year or permanent exemption from physical education

Ed. Code 51242	Exemption from physical education for athletic program participants
Ed. Code 52316	Excuse from attending physical education classes; regional occupational center/program
Ed. Code 60800	Physical performance test

Federal	**Description**
29 USC 794	Rehabilitation Act of 1973; Section 504
34 CFR 106.33	Nondiscrimination on the basis of sex; comparable facilities
34 CFR 106.34	Nondiscrimination on the basis of sex; access to classes and schools
34 CFR 300.108	Assistance to states for the education of children with disabilities; physical education
42 USC 1758b	Local wellness policy

Management Resources	**Description**
Attorney General Opinion	53 Ops.Cal.Atty.Gen. 230 (1970)
California Department of Education Publication	Physical Education Framework for California Public Schools, Kindergarten Through Grade 12, 2009
California Department of Education Publication	Physical Education Model Content Standards for California Public Schools, Kindergarten Through Grade 12, January 2005
CDC Publication	School Health Index (SHI): A Self-Assessment and Planning Guide, Middle/High School, 2017
CDC Publication	School Health Index (SHI): A Self-Assessment and Planning Guide, Elementary School, 2017
Commission on Teacher Credentialing Publication	The Administrator's Assignment Manual, 2019
~~Court Decision~~	~~Cal200 et al. v. Oakland Unified School District et al. (San Francisco Superior Court, Case No. CPF-14-513959~~
~~Court Decision~~	~~Cal200 et al. v. San Francisco Unified School District et al. (2013), San Francisco Superior Court, Case No. CGC-13-534975~~
Court Decision	Doe v. Albany Unified School District (2010) 190 Cal.App.4th 668
CSBA Publication	Active Bodies, Active Minds: Physical Activity and Academic Achievement, Fact Sheet, February 2010
CSBA Publication	Maximizing Opportunities for Physical Activity During the School Day, Fact Sheet, November 2009

CSBA Publication	Maximizing Opportunities for Physical Activity Through Joint Use of Facilities, Policy Brief, February 2010
CSBA Publication	Moderate to Vigorous Physical Activity in Physical Education to Improve Health and Academic Outcomes, Fact Sheet, November 2009
CSBA Publication	Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, rev. 2012
CSBA Publication	Physical Education and California Schools, Policy Brief, October 2007 (https://www.csba.org/EducationIssues/EducationIssues/~/~/media/F5CAC69AD2754EDCAAE615D4BA13C35A.ashx)
CSBA Publication	Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, 2012
U.S. Dept. of Health & Human Services Publication	Physical Activity Guidelines for Americans, 2nd Edition, October 2018
Website	CSBA District and County Office of Education Legal Services
Website	California Project LEAN (Leaders Encouraging Activity and Nutrition)
Website	Healthy People 2010
Website	President's Council on Sports, Fitness and Nutrition
Website	U.S. Department of Health and Human Services
Website	National Association for Sport and Physical Education
Website	Commission on Teacher Credentialing
Website	CSBA
Website	Centers for Disease Control and Prevention
Website	California Healthy Kids Resource Center
Website	California Department of Education

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0500	Accountability
0510	School Accountability Report Card
0510	School Accountability Report Card
1240	Volunteer Assistance

1240	Volunteer Assistance
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1330.1	Joint Use Agreements
1700	Relations Between Private Industry And The Schools
3514	Environmental Safety
3514	Environmental Safety
3552	Summer Meal Program
3552	Summer Meal Program
4112.2	Certification
4112.2	Certification
4112.21	Interns
4112.21	Interns
4113	Assignment
4113	Assignment
4115	Evaluation/Supervision
4115	Evaluation/Supervision
4127	Temporary Athletic Team Coaches
4127	Temporary Athletic Team Coaches
4131	Staff Development
4222	Teacher Aides/Paraprofessionals
4222	Teacher Aides/Paraprofessionals
4227	Temporary Athletic Team Coaches
4227	Temporary Athletic Team Coaches
4231	Staff Development
4327	Temporary Athletic Team Coaches
4327	Temporary Athletic Team Coaches
5030	Student Wellness
5121	Grades/Evaluation Of Student Achievement

5121	Grades/Evaluation Of Student Achievement
5125	Student Records
5125	Student Records
5141.23	Asthma Management
5141.23	Asthma Management
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.7	Sun Safety
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5148	Child Care And Development
5148	Child Care And Development
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6011	Academic Standards
6112	School Day
6112	School Day
6141	Curriculum Development And Evaluation
6141	Curriculum Development And Evaluation
6142.4	Service Learning/Community Service Classes
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6143	Courses Of Study
6143	Courses Of Study
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
6146.1	High School Graduation Requirements
6146.11	Alternative Credits Toward Graduation
6146.11	Alternative Credits Toward Graduation
6159	Individualized Education Program
6159	Individualized Education Program
6162.5	Student Assessment
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6177	Summer Learning Programs
6178.2	Regional Occupational Center/Program
6179	Supplemental Instruction
6190	Evaluation Of The Instructional Program
7110	Facilities Master Plan

Policy 6146.1: High School Graduation Requirements

Status: ADOPTED

Original Adopted Date: 12/01/2017 **| Last Revised Date:** ~~12~~02/01/~~2023~~2026 **| Last Reviewed Date:** ~~12~~02/01/~~2023~~2026

CSBA NOTE: The following optional policy is for use by districts that maintain grades 9-12.

The Governing Board desires to prepare all students to successfully complete the high school course of study and obtain a diploma that represents their educational achievement and increases their opportunities for postsecondary education and employment.

District students shall complete graduation course requirements as specified in Education Code 51225.3. ~~Unless~~Additionally, unless exempted as provided in "Exemptions from District-Adopted Graduation Requirements~~,~~" for Highly Mobile Students" below, or in Board Policy 6146.4 – Differential Graduation and Competency Standards for Students with Disabilities, district students shall ~~also~~ complete other course requirements adopted by the Board. Students who are exempted from district-adopted graduation requirements shall be eligible to participate in any graduation ceremony and school activity related to graduation in which other students are eligible to participate.

Course Requirements

CSBA NOTE: Education Code 51225.3 specifies the courses that a student is required to complete in order to graduate from high school as listed in Items #1-~~7~~8 below.

Pursuant to Education Code 66204, each district that maintains a high school is required to develop a process for submitting courses to the University of California (UC) to review and certify that they align with the "A-G" course requirements for college admission.

To obtain a high school diploma, students shall complete the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Three courses in English (Education Code 51225.3)

2. Two courses in mathematics (Education Code 51225.3)

   Students shall complete at least one mathematics course that meets the state academic content standards for Algebra I or Mathematics I. Students may complete such coursework prior to grade 9 provided that they also complete two mathematics courses in grades 9-12. (Education Code 51224.5)

CSBA NOTE: The following paragraph is for districts that require more than two mathematics courses for high school graduation. Pursuant to Education Code 51225.3 and 51225.35, a district that requires more than two courses in mathematics may award up to one mathematics course

credit for an approved computer science course. Any such course ~~must~~is required to have been approved by UC as a "category C" (mathematics) course in the university's "A-G" course admission criteria; see BP 6143 - Courses of Study.

Successful completion of an approved computer science course that is classified as a "category C" course based on the University of California (UC) and California State University (CSU) "A-G" admission requirements shall be counted toward the satisfaction of additional graduation requirements in mathematics. (Education Code 51225.3, 51225.35)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)

4. Three courses in social studies, including United States (~~U.S.~~)US) history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)

CSBA NOTE: Pursuant to Education Code 51225.3, as amended by AB ~~185~~821 (Ch. ~~571~~622, Statutes of ~~2022~~2025), the option to authorize the completion of a course in career technical education (CTE) in lieu of the visual or performing arts or world language course requirement for high school graduation~~, which authority was deleted by AB 101 (Ch. 661, Statutes of 2021), has been restored until July 1, 2028~~ has been extended indefinitely.

5. One course in visual or performing arts, world language, or career technical education (CTE~~).~~)

   For purposes of this requirement, a course in American Sign Language shall be deemed a course in world language. (Education Code 51225.3)

   To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education. (Education Code 51225.3)

CSBA NOTE: Pursuant to Education Code 51222, if the district maintains any of grades 6-12 the Governing Board may adopt a policy providing for an alternate term schedule for physical education courses, which shall be deemed to satisfy the requirements of a course in physical education for purposes of obtaining a high school diploma. For more information regarding an alternate physical education schedule, see AR 6142.7 – Physical Education and Activity.

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)

CSBA NOTE: ~~Pursuant~~Subject to funding in the annual Budget Act or other statute, pursuant to Education Code 51225.3, ~~beginning with the 2025-26 school year,~~ the district is required to offer students in grades 9 ~~to~~ -12 a one-semester course in ethnic studies and beginning with the 2029-30 school year, a student is required to complete a one-semester course in ethnic studies, as specified, in order to graduate from high school. At its discretion, a district may require a full-year course. Districts that require a full-year course should revise Item #7 accordingly.

~~Beginning~~Item #7 is conditional upon the Legislature appropriating funding for ethnic studies courses. If funding is appropriated, districts will be required to offer a one-semester ethnic studies course, as specified.

7. Contingent on funding, beginning with the 2029-30 school year, a one-semester course in ethnic studies (Education Code 51225.3)

~~CSBA NOTE: Pursuant to Education Code 51225.3, the Governing~~ CSBA NOTE: Pursuant to Education Code 51225.3, the district is required, commencing in the 2027-28 school year, to offer a one semester course in personal finance. Additionally, Education Code 51225.3 authorizes districts to exempt a student who completes a separate, stand-alone one-semester course in personal finance, that is not combined with any other course, from the graduation requirement to complete a one-semester course in economics.

Pursuant to Education Code 51226.8, the Instructional Quality Commission is required to develop and recommend to the State Board of Education a curriculum guide and resources for a separate, stand-alone one-semester course in personal finance that is not combined with any other course.]

8. Beginning with the 2030–31 school year, a separate, stand-alone one-semester course in personal finance, that is not combined with any other course (Education Code 51225.3)

   A student who completes a separate stand-alone one-semester course in personal finance may be exempted from the requirement to complete a one-semester course in economics. (Education Code 51225.3)

CSBA NOTE: Pursuant to Education Code 51225.3, the Board may prescribe additional coursework (e.g., health education or service learning) or other requirements (e.g., portfolios or senior projects) that district students ~~must~~ are required to complete in order to obtain a diploma. If the Board does so, such courses or projects should be listed below.

If the district requires a course in health education for graduation, Education Code 51225.36 requires that the district include instruction in sexual harassment and violence, including, but not limited to, information on the affirmative consent standard pursuant to Education Code 67386. See BP 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction. ~~In addition~~Additionally, pursuant to Education Code 51225.6, a district that requires a course in health education for graduation is required to include instruction in compression-only cardiopulmonary resuscitation (CPR). See AR 6143 - Courses of Study.

Pursuant to Education Code 51230, if the district requires the completion of community service hours for high school graduation, the district may provide a student with credit towards that requirement for completion of a course in community emergency response training. However, if the district chooses to offer credit for the completion of such a course, the Board is still obligated to notify parents/guardians, students, and the public of information specified in Education Code 51225.3.

~~8. _____~~

Additionally, to obtain a high school diploma, students in grades 9-12 shall complete the following Board-adopted courses or requirements:

CSBA NOTE: Education Code 51225.3 requires the Board to adopt alternative means for students to complete the prescribed course of study. See BP/AR 6146.11 - Alternative Credits Toward Graduation.

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

~~**Exemptions from District-Adopted Graduation Requirements**~~

CSBA NOTE: Pursuant to Education Code 51225.3, the Board is authorized to exempt students from any district-adopted coursework requirements that are in addition to the statewide course requirements which district students are required to complete in order to obtain a diploma. In granting such exemption, the law encourages that a consultation be had with the student and the educational rights holder for the student, regarding any impact that the nonfulfillment of the locally required coursework may have on the student's ability to gain admission to an institution of higher education. The following paragraph is only for districts that provide such an exemption and should be deleted by districts that do not provide the exemption.

The Superintendent or designee may exempt a student from any graduation requirements adopted by the Board that are in addition to the statewide course requirements. Before exempting a student from such requirements, the Superintendent or designee shall consult with the student and the educational rights holder for the student regarding any impact of not fulfilling district-adopted coursework on the student's ability to gain admission to an institution of higher education. (Education Code 51225.3)

Exemptions from District-Adopted Graduation Requirements for Highly Mobile Students

Highly mobile student means a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, student who is migratory, or a student participating in a newcomer program as specified in Education Code 51225.1.

CSBA NOTE: Education Code 51225.1 requires the district to exempt from any district-adopted graduation requirements that are in addition to the state requirements specified in Education Code 51225.3 a foster youth, a student experiencing homelessness, a former juvenile court school student, a child of a military family, a ~~migrant~~ student who is migratory who transfers into the district or between district high schools any time after completing the second year of high school, or, ~~as amended by AB 714 (Ch. 342, Statutes of 2023),~~ a ~~newcomer~~ a student ~~as defined~~participating in ~~Education Code 51225.2~~a newcomer program, who is in the third or fourth year of high school~~.~~ (highly mobile students). This exemption does not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school. ~~Also see AR 6173 - Education for Homeless Children, AR 6173.1 - Education for Foster Youth, AR 6173.2 - Education of Children of~~

~~Military Families, AR 6173.3 - Education for Juvenile Court School Students, and AR 6175 - Migrant Education Program.~~

Pursuant to Education Code 51225.25, a "student participating in a newcomer program," as that term was defined by Education Code 51225.2 on January 1, 2023, who was enrolled prior to January 1, 2024, is entitled to the rights specified in Education Code 51225.1 and 51225.2. The district may, in its discretion, extend the rights established in Education Code 51225.1 to other students participating in a newcomer program.

Pursuant to Education Code 51225.1, within 30 calendar days of the transfer into a school by a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or newcomer student, as applicable, the district is required to notify any eligible student and/or the student's parent/guardian, the student's educational rights holder, the district's liaison for homeless children, and the student's social worker or probation officer, as applicable, of the availability of the exemption from local graduation requirements and whether the student qualifies for it. If the district fails to provide that notification, the student will be eligible for the exemption once notified, even if the notification is received after the termination of the court's jurisdiction over the foster youth or former juvenile court school student, after the student experiencing homelessness ceases to be homeless, or after the student no longer meets the definition of a child of a military family, a ~~migrant~~ student who is migratory, or a student participating in a newcomer ~~student~~program, as applicable.

Additionally, Education Code 51225.1 ~~also~~ provides that, if an exempted student completes the statewide coursework requirements before the end of the fourth year of high school, the district or a district school must not require or request that the student graduate before the end of the fourth year of high school.

~~Any complaint alleging the district's failure to comply with the requirements of Education Code 51225.1 may be filed using the district's uniform complaint procedures pursuant to 5 CCR 4600-4670. See BP/AR 1312.3 - Uniform Complaint Procedures.~~

~~A foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant~~A highly mobile student who transfers into the district or between district schools any time after completing the second year of high school~~,~~ or , if a newcomer student, who is in the third or fourth year of high school, shall be exempted from any graduation requirements adopted by the Board that are in addition to statewide course requirements. This exemption shall not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the additional requirements in time to graduate by the end of the fourth year of high school.

To determine whether a highly mobile student is in the third or fourth year of high school, the district shall use either the number of credits the student has earned as of the date of the transfer, the length of school enrollment, or, for a student with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school, whichever qualifies the student for the exemption. Additionally, for a newcomer student, enrollment in grade 11 or 12 based on the average age of students in the third or fourth year of high school may be used to determine whether the student is in the student's third or fourth year of high school. (Education Code 51225.1)

Within 30 days of the transfer into a school by ~~the foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or newcomer student, as applicable~~a highly mobile student, the Superintendent or designee shall notify any eligible student, and others as required by law, of the availability of the exemption from local graduation requirements and whether the student qualifies for it. (Education Code 51225.1)

~~CSBA NOTE: Pursuant to Education Code 51225.1, the district may not require or request~~ If a ~~foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or newcomer~~highly mobile student who is ~~exempted from district-established graduation requirements and completes statewide coursework requirements before the end of the student's fourth year of high school to graduate early, as described below.~~

~~The Superintendent or designee shall not require or request the foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or newcomer student who is exempted from district-established graduation requirements and who completes the statewide coursework requirements before the end of the fourth year of high school, and would otherwise be entitled to remain in school, to graduate before the end of the student's fourth year of high school. (Education Code 51225.1)~~

~~CSBA NOTE: Education Code 51225.1, as amended by SB 532 (Ch. 918, Statutes of 2022), requires the district to exempt a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or newcomer student who qualifies~~eligible for an exemption from district-established graduation requirements~~, under the circumstances described below.~~

~~If the foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or newcomer student~~ was not properly notified of ~~an~~the exemption, declined the exemption, or was not previously exempted, the student or the student's educational rights holder may request the exemption and the Superintendent or designee shall exempt the student within 30 days of the request. Any such student who at one time qualified for the exemption may request the exemption even if the student is no longer eligible. (Education Code 51225.1)

~~CSBA NOTE: Pursuant to Education Code 51225.31, as amended by SB 114 (Ch. 48, Statutes of 2023) and SB 141 (Ch. 194, Statutes of 2023), districts are required to exempt an eligible student with disabilities, that entered the ninth grade in the 2022-23 school year and later, from all coursework and other requirements adopted by the Board that are in addition to the statewide course requirements specified in Education Code 51225.3, and award such student a high school diploma, as reflected below. Awarding a diploma pursuant to this exception does not change the district's obligation to provide a free appropriate public education (FAPE) until 22 years of age or otherwise constitute a change in placement.~~

~~Additionally, a student with disabilities shall be eligible for an exemption from all coursework and other requirements adopted by the Board in addition to the statewide course requirements for high school graduation, if the student's individualized education program (IEP) provides for both of the following requirements: (Education Code 51225.31)~~

1. ~~That the student is eligible to take the alternate assessment as described in Education Code 60640~~

2. That the student complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.3

CSBA NOTE: Pursuant to Education Code 51225.31, as amended by SB 114 and SB 141, participation in graduation activities by a student with a disability who is exempted from district-adopted graduation requirements that are in addition to the statewide course requirements specified in Education Code 51225.3, may not be construed as a termination of the district's responsibility to provide FAPE unless the student's individualized education program team, which includes the parent/guardian and student, has determined that the student has completed the high school experience.

The district's responsibility to provide a free appropriate public education shall not terminate when a student with a disability who is exempted from district- adopted graduation requirements participates in graduation activities unless the IEP team, which includes the parent/guardian and student, has determined that the student has completed the high school experience. (Education Code 51225.31)

When a highly mobile student is not exempted from district-established graduation requirements based on the Superintendent's or designee's determination that the student is reasonably able to complete such requirements by the end of the student's fourth year of high school, within 30 calendar days of the following academic year the student shall be reevaluated based on the student's course completion status at the time to determine if the student continues to be reasonably able to complete the district-established graduation requirements in time to graduate by the end of the student's fourth year of high school. Written notice as to whether the student then qualifies for exemption shall be provided to the student, the person holding the right to make educational decisions for the student, and if applicable, to the student's social worker or probation officer. (Education Code 51225.1)

If, upon reevaluation, it is determined that the highly mobile student is not reasonably able to complete the district-established graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, the Superintendent or designee shall provide the student with the option to receive an exemption from district-established graduation requirements or stay in school for a fifth year to complete the district-established graduation requirements upon agreement with the student, or if under 18 years of age, the person holding the right to make educational decisions for the student, and provide notifications in accordance with Education Code 51225.1. (Education Code 51225.1)

When a highly mobile student is exempted from district-established graduation requirements, the Superintendent or designee shall consult with the student and the person holding the right to make educational decisions for the student regarding the following: (Education Code 51225.1)

1. Discussion of how any requirements that are waived may affect the student's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution

2. Discussion and information about other options available to the student, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges

3. Consideration of the student's academic data and any other information relevant to making an informed decision on whether to accept the exemption

The district shall not require or request a highly mobile student to transfer schools in order to qualify for an exemption and shall not grant any request made by an eligible student, or the student's parent/guardian, the person holding the right to make educational decisions for the student, the student's social worker, the student's probation officer, or the district liaison on behalf of the student, as applicable, for a transfer solely to qualify for an exemption. (Education Code 51225.1)

The Superintendent or designee shall not require a highly mobile student who is eligible for an exemption from district-established graduation requirements and would otherwise be entitled to remain in attendance at the school, to accept the exemption or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether such courses are required for statewide graduation requirements. (Education Code 51225.1)

CSBA NOTE: Pursuant to Education Code 51225.1, once a student is granted an exemption from district-established graduation requirements, the exemption may not be revoked, as long as the student remains in school, even if the student is no longer a "highly mobile student," as defined. For example, an exemption granted to a student who is a foster youth will continue to apply even after the termination of the court's jurisdiction over the student.

If a highly mobile student is exempted from district-established graduation requirements, the exemption shall not be revoked. Additionally, the exemption shall continue to apply while the student is enrolled in the school or transfers to another school, including a charter school, or school district, including after the student has ceased to meet the definition of a highly mobile student. (Education Code 51225.1)

The Superintendent or designee shall not require or request a highly mobile student who is exempted from district-established graduation requirements and who completes the statewide coursework requirements before the end of the fourth year of high school, and would otherwise be entitled to remain in school, to graduate before the end of the student's fourth year of high school. (Education Code 51225.1)

Upon making a finding that a highly mobile student is reasonably able to complete district-established graduation requirements within the fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

1. Consult with the student and, if under 18 years of age, the person holding the right to make educational decisions for the student, of the option to remain in school for a fifth year to complete the district-established graduation requirements and how that will affect the student's ability to gain admission to a postsecondary educational institution

2. Consult with and provide information to the student about transfer opportunities available through the California Community Colleges

3. Upon agreement with the student or with the person holding the right to make educational decisions for the student if under 18 years of age, permit the student to stay in school for a

fifth year to complete the district-established graduation requirements

4. For a foster youth or a student who is experiencing homelessness, consult with the student and the person holding the right to make educational decisions for the student of the option to remain in the student's school of origin

When a highly mobile student who is eligible for an exemption from district-established graduation requirements is not reasonably able to complete the district-established graduation requirements within the student's fifth year of high school but is reasonably able to complete the statewide coursework requirements within the fifth year of high school, the student shall be exempted from all district-established graduation requirements and be provided with the option to remain in school for a fifth year to complete the statewide requirements. In such situations, the Superintendent or designee shall consult with the student and the person holding the right to make educational decisions for the student, regarding the following: (Education Code 51225.1)

1. The student's option to remain in school for a fifth year to complete statewide coursework requirements

2. The effect of waiving the district-established requirements and remaining in school for a fifth year on the student's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education

3. Other options available to the student, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges

4. The student's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements

CSBA NOTE: Education Code 51225.1 provides that complaints of noncompliance with specified requirements related to the educational rights of highly mobile students may be filed in accordance with the uniform complaint procedures (UCP) specified in 5 CCR 4600-4670. As with other complaints covered under the UCP, a complainant may appeal the district's decision to the California Department of Education (CDE) and, if the district or CDE finds any merit in the complaint, the district is required to provide a remedy to the affected student. See BP/AR 1312.3 - Uniform Complaint Procedures.

Information regarding the educational rights of highly mobile students, as specified in Education Code 51225.1, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.2)

Any complaint alleging that the district has not complied with requirements regarding the education of highly mobile students, as specified in Education Code 51225.2, may be filed in accordance with the district's procedures in Administrative Regulation 1312.3 - Uniform Complaint Procedures.

CSBA NOTE: Pursuant to Education Code 51225.1, ~~as amended by SB 532,~~ districts are required to annually report to ~~the California Department of Education (CDE)~~CDE regarding the number of

students who, for the prior school year, graduated with an exemption from the district-established graduation requirements that are in addition to statewide coursework requirements, as specified below.

~~Pursuant to Education Code 60900.2, as added by AB 1340 (Ch. 576, Statutes of 2023), and contingent upon funding for these purposes, CDE is required, on or before January 1, 2025, to report on its website statewide four and five year cohort graduation rates for students with disabilities disaggregated by the identified disability or disabilities as listed in 34 CFR 300.8.~~

Annually, the Superintendent or designee shall report to the California Department of Education, in accordance with Education Code 51225.1, the number of student's graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements.

Retroactive Diplomas

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

CSBA NOTE: Items #1-5 below are optional and may be revised to reflect district practice.

~~In addition~~Additionally, the district may retroactively grant high school diplomas to former students who: (Education Code 48204.4, 51430, 51440)

1. Departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure

   Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by the district that are consistent with the purposes of Education Code 48204.4.

   In determining whether to award a diploma under these circumstances, the Superintendent or designee shall consider any coursework that may have been completed outside of the U.S. or through online or virtual courses.

2. Were interned by order of the federal government during World War II or are honorably discharged veterans of World War II, the Korean War, or the Vietnam War, provided that they were enrolled in a district high school immediately preceding the internment or military service and did not receive a diploma because their education was interrupted due to the internment or military service in those wars

   Deceased former students who satisfy these conditions may be granted a retroactive diploma to be received by their next of kin.

3. Are veterans who entered the military service of the U.S. while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a district school

4. Are former members of the military, a resident of California, and received an honorable discharge, or, are current members of the military, a resident of California, and a resident of California when entering the military

   In determining whether to award a diploma under these circumstances, the Superintendent or designee shall evaluate classes completed in any high school, community college, or state college, grant credit toward graduation for military service and training received while in the military, and if satisfied that the person has completed the equivalent of the requirements for graduation from high school, grant the person a diploma of graduation.

5. Were in their senior year of high school during the 2019-20 school year, were in good academic standing and on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements as a result of the COVID-19 crisis

Honorary Diplomas

CSBA NOTE: The following optional section reflects the Board's authority to confer honorary high school diplomas pursuant to Education Code 51225.5 and may be revised to reflect district practice.

The Board may grant an honorary high school diploma to: (Education Code 51225.5)

1. An international exchange student who has not completed the course of study ordinarily required for graduation and who is returning to the student's home country following the completion of one academic school year in the district

2. A student who is terminally ill

The honorary diploma shall be clearly distinguishable from the regular diploma of graduation awarded by the district. (Education Code 51225.5)

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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 1600-1651	Graduation of students from grade 12 and credit toward graduation
5 CCR 4600-4670	Uniform complaint procedures
Ed Code 60900.2	Students with Disabilities Graduation Reporting
Ed. Code 220	Prohibition of discrimination

Ed. Code 47612	Average daily attendance in charter school
Ed. Code 48200	Compulsory attendance
Ed. Code 48204.4	Parents/guardians departing California against their will
Ed. Code 48412	Certificate of proficiency
Ed. Code 48430	Continuation education schools and classes
Ed. Code 48645.5	Former juvenile court school students; enrollment
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49701	Provisions of the Interstate Compact on Educational Opportunities for Military Children
Ed. Code 51222	Courses of study, grades 7 to 12
Ed. Code 51224	Skills and knowledge required for adult life
Ed. Code 51224.5	Algebra in course of study for grades 7-12
Ed. Code 51225.1	Exemption from district graduation requirements
Ed. Code 51225.2	Course credits
Ed. Code 51225.25	Students participating in a newcomer program; definition
Ed. Code 51225.3	High school graduation requirements
Ed. Code 51225.31	Graduation exemption for students with disabilities
Ed. Code 51225.35	Mathematics course requirements; computer science
Ed. Code 51225.36	Instruction in sexual harassment and violence; districts that require health education for graduation
Ed. Code 51225.5	Honorary diplomas; foreign exchange and terminally ill students
Ed. Code 51225.6	Instruction in cardiopulmonary resuscitation; districts that require health education for graduation
Ed. Code 51225.9	Courses of study, grades 7 to 12; career technical education
Ed. Code 51226.7	Model curriculum in ethnic studies
Ed. Code 51228	Course of study; offerings and timely opportunity
Ed. Code 51226.8	Personal finance curriculum guide
Ed. Code 51230	Credit for community emergency response training
Ed. Code 51240-51246	Exemptions from requirements
Ed. Code 51250-51251	Assistance to military dependents
Ed. Code 51410-51413	Diplomas
Ed. Code 51420-51427	High school equivalency certificates

Ed. Code 51430	Retroactive high school diplomas
Ed. Code 51440	Credit and granting of diploma to veterans and members of the military service
Ed. Code 51450-51455	Golden State Seal Merit Diploma
Ed. Code 51744-51749.6	Independent study
Ed. Code 56390-56392	Recognition for educational achievement; special education
Ed. Code 60640	California Assessment of Student Performance and Progress
Ed. Code 66204	Certification of high school courses as meeting university admission criteria
Ed. Code 67386	Student safety; affirmative consent standard

Federal	**Description**
20 USC 7011	Definition of newcomer student
34 CFR 300.1-300.818	Individuals with Disabilities Education Act

Management Resources	**Description**
Court Decision	O'Connell v. Superior Court (Valenzuela) (2006) 141 Cal.App.4th 1452
California Department of Education Publication	Diploma Pathway for Students who Qualify for the California Alternate Assessment, November 2024 (https://www.cde.ca.gov/sp/se/lr/om082523.asp)
California Department of Education Publication	Alternate Assessment IEP Team Guidance (https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp)
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, High School
Website	California Department of Education, Personal Finance (https://www.cde.ca.gov/ci/cr/cf/personalfinance.asp#curriculumguide)
Website	University of California, List of Approved A-G Courses
Website	CSBA

Cross References

Code	**Description**
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
4112.2	Certification
4112.2	Certification
5113.2	Work Permits
5113.2	Work Permits
5126	Awards For Achievement
5126	Awards For Achievement
5127	Graduation Ceremonies And Activities
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5147	Dropout Prevention
6000	Concepts And Roles
6011	Academic Standards
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
6142.2	World Language Instruction
6142.2	World Language Instruction
6142.3	Civic Education
6142.4	Service Learning/Community Service Classes
6142.6	Visual And Performing Arts Education
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6142.91	Reading/Language Arts Instruction
6142.92	Mathematics Instruction
6142.93	Science Instruction
6142.94	History-Social Science Instruction

6143	Courses Of Study
6143	Courses Of Study
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6145.2	Athletic Competition
6145.2	Athletic Competition
6145.6	International Exchange
6145.6	International Exchange
6146.11	Alternative Credits Toward Graduation
6146.11	Alternative Credits Toward Graduation
6146.2	Certificate Of Proficiency/High School Equivalency
6146.2	Certificate Of Proficiency/High School Equivalency
6146.2-E(1)	Certificate Of Proficiency/High School Equivalency
6146.3	Reciprocity Of Academic Credit
6146.3	Reciprocity Of Academic Credit
6146.4	Differential Graduation And Competency Standards For Students With Disabilities
6151	Class Size
6152.1	Placement In Mathematics Courses
6152.1	Placement In Mathematics Courses
6155	Challenging Courses By Examination
6155	Challenging Courses By Examination
6158	Independent Study
6158	Independent Study
6159	Individualized Education Program
6159	Individualized Education Program
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
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
6172.1	Concurrent Enrollment In College Classes
6172.1	Concurrent Enrollment In College Classes
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
6173.3	Education For Juvenile Court School Students
6175	Migrant Education Program
6175	Migrant Education Program
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
6178.2	Regional Occupational Center/Program
6179	Supplemental Instruction
6181	Alternative Schools/Programs Of Choice
6181	Alternative Schools/Programs Of Choice
6184	Continuation Education
6184	Continuation Education
6200	Adult Education
6200	Adult Education
9000	Role Of The Board

Policy 6146.3: Reciprocity Of Academic Credit

Status: ADOPTED

Original Adopted Date: 06/01/1991 **| Last Revised Date:** ~~07~~02/01/~~2004~~2026 **| Last Reviewed Date:** ~~07~~02/01/~~2004~~2026

CSBA NOTE: The following optional policy ~~should~~may be modified to reflect district practice.

The Governing Board intends that, to the extent possible, all students, including students who transfer into the district, complete the district's academic program timely and graduate with their peers.

To determine whether students transferring into the district have met district course requirements, the Superintendent or designee shall establish procedures to evaluate the comparability of courses and/or students' understanding of course content. Such procedures shall include methods for determining the number of years of school attendance, the specific courses completed by the student, and the value of credits earned.

CSBA NOTE: ~~AB 490 (Ch. 862, Statutes of 2003) amended~~ Pursuant to Education Code 48645.5 ~~to require,~~ districts are required to accept for credit full or partial coursework completed in a public school or nonpublic nonsectarian school or agency in addition to a juvenile court school.

The district shall accept for credit full or partial coursework satisfactorily completed by students while attending a public school, a juvenile court school, or nonpublic nonsectarian school or agency. (Education Code 48645.5)

Pending evaluation of the transferring student's academic performance, the student shall be placed at the grade level reached prior to enrollment in the district. Within 30 days of enrollment, the principal or designee shall complete the evaluation and determine the student's appropriate grade placement.

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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
Ed. Code 35160	Authority of governing boards
Ed. Code 35160.1	Broad authority of school districts
Ed. Code 47612.5	Charter schools operations; general requirements

Ed. Code 48011	Admission from kindergarten or other school; minimum age
Ed. Code 48645.5	Former juvenile court school students; enrollment
Ed. Code 51225.2	Transferability of coursework
Ed. Code 51225.3	High school graduation requirements
Ed. Code 51228	Course of study; offerings and timely opportunity
Ed. Code 60605	State-adopted content and performance standards in core curricular areas
Ed. Code 60640-60648.5	California Assessment of Student Performance and Progress
Ed. Code 64001	School plan for student achievement; consolidated application programs

State	Description
5 CCR 4600-4670	Uniform complaint procedures

Management Resources	Description
California Child Welfare Council Publication	Partial Credit Model Policy and Practice Recommendations (https://www.chhs.ca.gov/wp-content/uploads/2017/06/Committees/California-Child-Welfare-Council/Council-Meeting-Information/Council-Meeting-Info-Archive/Partial-Credit-Model-Policy-and-Practice-Recommendations.pdf)
Website	CSBA District and County Office of Education Legal Services

Cross References

Code	Description
1312.3	Uniform Complaint Procedures
0420.4	Charter School Authorization
0420.4	Charter School Authorization
5111	Admission
5111	Admission
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement

5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention
6011	Academic Standards
6143	Courses Of Study
6143	Courses Of Study
6145.6	International Exchange
6145.6	International Exchange
6146.1	High School Graduation Requirements
6146.11	Alternative Credits Toward Graduation
6146.11	Alternative Credits Toward Graduation
6146.2	Certificate Of Proficiency/High School Equivalency
6146.2-E(1)	Certificate Of Proficiency/High School Equivalency
6146.4	Differential Graduation And Competency Standards For Students With Disabilities
6146.5	Elementary/Middle School Graduation Requirements
6155	Challenging Courses By Examination
6155	Challenging Courses By Examination
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6162.5	Student Assessment
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

6181	Alternative Schools/Programs Of Choice
6181	Alternative Schools/Programs Of Choice

Regulation 6146.3: Reciprocity Of Academic Credit

Status: ADOPTED

Original Adopted Date: 07/01/2000 | **Last Revised Date:** 02/01/2026 | **Last Reviewed Date:** 0702/01/20002026

~~CSBA NOTE: The following optional regulation provides separate procedures for those students transferring from accredited schools as opposed to those students transferring from non-accredited schools. This regulation should be modified to reflect district practice.~~

~~**Definitions**~~

~~An "accredited" school is one that has received accreditation by the Western Association of Schools and Colleges (WASC) or other statewide or regional commissions or, in the case of a school outside California, by the equivalent governmental or other regional accrediting agency in that jurisdiction.~~

~~**Transfers from Accredited Schools**~~

~~Students transferring into the district from an accredited school shall receive full academic credit for previously completed courses when the sending district verifies that the student has satisfactorily completed those courses.~~

~~**Transfers from Non-Accredited Schools**~~

~~When a student transfers from any non-accredited private, public, alternative, home or charter school, academic credit shall be subject to approval by the principal or designee at the enrolling school. Credits transferred from these schools shall be fully accepted when there is evidence that the course work completed is equivalent to similar courses offered in this district.~~

~~The principal or designee at the enrolling school shall be responsible for determining which of the student's credits are equivalent to district requirements. Guidelines for determining equivalency shall be developed by representative certificated staff familiar with the district's academic standards and graduation requirements.~~

~~CSBA NOTE: Districts with elementary schools may wish to include the requirement that the entering student demonstrate grade level proficiency by taking the achievement tests offered by the district. The criteria below for evaluating prior high school course work may be adapted to apply to elementary or middle grade course work if desired.~~

CSBA NOTE: The following optional regulation should be modified to reflect district practice. Districts with elementary schools may wish to include the requirement that the entering student demonstrate grade level proficiency by taking the achievement tests offered by the district. The criteria below for evaluating prior high school coursework may be adapted to apply to elementary or middle grade coursework if desired.

Students in grades K ~~through~~ -8 who transfer into the district without proof of having met the grade level proficiency standards in reading, mathematics, and writing ~~must~~may be required to take the appropriate standardized tests of these basic skills to facilitate proper placement.

CSBA NOTE: The following list includes suggestions for steps the district may use to determine whether credits for ~~course work~~coursework previously completed by transferring students are equivalent to credit for courses offered at the enrolling school.

In determining equivalency, the principal and/or designated certificated staff representative may consider one or more of the following:

1. A review of the description of academic content and time requirements of the ~~course work~~coursework completed by the student compared to academic content and time requirements at the enrolling school

2. An examination of the student's portfolio of work, papers, completed projects, graded tests or other documents demonstrating the student's level of skill and knowledge

3. An opportunity for the student to demonstrate skill ~~by his/her~~ via performance on appropriate course-challenging examinations, comprehensive final examinations and/or other culminating exercises used at the enrolling school

4. Verification by teacher observation, once the student has been placed in a course, that the student has reached a level of preparation consistent with ~~his/her~~the student's placement in that course

Appeals/Due Process

CSBA NOTE: ~~The~~It is recommended that districts wishing to revise the following ~~optional~~ section ~~may be revised to reflect~~consult CSBA's District and County Office of Education Legal Services or district ~~practice in consultation with~~ legal counsel.

If a student's parent/guardian disagrees with the school site staff's judgment on grade-level placement, course placement and/or equivalency of academic credit, the parent/guardian may appeal to the Superintendent or designee.

Within 10 working days of notification of placement or credit determination, the parent/guardian may request, in writing, a conference with the Superintendent or designee to review the school site staff's decision.

The Superintendent or designee shall schedule a conference within 10 working days of the parent/guardian's request. This meeting may include the principal or designee, representatives of the school's certificated staff, and the student's parents/guardian. It shall be the parent/guardian's responsibility to present evidence that the facts do not support the school staff's decision on the student's placement and/or transferability of prior credits.

The Superintendent or designee's decision shall be final.

Transfer of Coursework and Credits for Highly Mobile Students

CSBA NOTE: The following section is for use by districts maintaining high schools. Education Code 51225.2 addresses the transferability of coursework and credits completed by a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, student who is migratory, or student participating in a newcomer program, as provided below.

Education Code 51225.2 requires the transferring school to include in the such student's educational record a determination of days of enrollment and/or seat time and an official transcript with full and partial credits and grades earned, or any measure of full or partial coursework being satisfactorily completed.

Highly mobile student means a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, student who is migratory, or a student participating in a newcomer program as specified in Education Code 51225.1.

When a highly mobile student transfers into a district school, the district will receive an official transcript from the transferring school or district which reflects full and partial credits and grades earned by the highly mobile student and includes: (Education Code 51225.2)

1. A determination of the days of enrollment and/or seat time, if applicable for all full and partial credits earned based on any measure of full or partial coursework being satisfactorily completed

   Partial coursework satisfactorily completed includes any portion of an individual course, even if the student did not complete the entire course

2. Separate listings for credits and grades earned at each school and local educational agency so it is clear where credits and grades were earned

3. A complete record of the student's seat time, including both period attendance and days of enrollment

The district shall transfer the credits and grades from the transferring school's transcript onto an official district transcript in the same manner as described in Item #2, above. (Education Code 51225.2)

If the Principal or designee has knowledge that the transcript from the transferring school may not include certain credits or grades, the Principal or designee shall contact the prior school within two business days to request that the full or partial credits be issued, which shall then be issued and provided by the prior school within two business days of the request. (Education Code 51225.2)

CSBA NOTE: Pursuant to Education Code 51225.2, "public school," for purposes of coursework completed by a student who is a child of a military family, includes schools operated by the United States Department of Defense.

The district shall accept and issue full or partial credit for any coursework that the highly mobile student has satisfactorily completed while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency, as applicable. (Education Code 51225.2)
If the entire course was completed, the district shall not require the highly mobile student to retake the course. (Education Code 51225.2)

If the entire course was not completed at the previous school, the highly mobile student shall be issued partial credit for the coursework completed and shall be required to take the uncompleted portion of the course. However, the district may require the highly mobile student to retake the portion of the course completed if, in consultation with the holder of educational rights for the highly mobile student, the district finds that the highly mobile student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a highly mobile student in any particular course, the highly mobile student shall be enrolled in the same or equivalent course, if applicable, to enable the completion of the entire course. (Education Code 51225.2)

CSBA NOTE: Although Education Code 51225.2 requires districts to award partial credits to highly mobile students who transfer, there is no uniform system for calculating and awarding partial credits. To ensure consistency in the treatment of highly mobile students, the California Child Welfare Council, in its, "Partial Credit Model Policy and Practice Recommendations," available on its website, recommends the approach specified in the following optional paragraph, which may be revised to reflect district practice.

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject.

In no event shall the district prevent a highly mobile student from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

Notification and Complaints

CSBA NOTE: Education Code 51225.2 provides that complaints of noncompliance with specified requirements related to the educational rights of highly mobile students may be filed in accordance with the uniform complaint procedures (UCP) specified in 5 CCR 4600-4670. As with other complaints covered under the UCP, a complainant may appeal the district's decision to the California Department of Education (CDE) and, if the district or CDE finds any merit in the complaint, the district is required to provide a remedy to the affected student. See BP/AR 1312.3 - Uniform Complaint Procedures.

Information regarding the educational rights of highly mobile students, as specified in Education Code 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.2)

Any complaint alleging that the district has not complied with requirements regarding the education

of highly mobile students, as specified in Education Code 51225.2, may be filed in accordance with the district's procedures in Administrative Regulation 1312.3 - Uniform Complaint Procedures.

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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
Ed. Code 35160	Authority of governing boards
Ed. Code 35160.1	Broad authority of school districts
Ed. Code 47612.5	Charter schools operations; general requirements
Ed. Code 48011	Admission from kindergarten or other school; minimum age
Ed. Code 48645.5	Former juvenile court school students; enrollment
Ed. Code 51225.2	Transferability of coursework
Ed. Code 51225.3	High school graduation requirements
Ed. Code 51228	Course of study; offerings and timely opportunity
Ed. Code 60605	State-adopted content and performance standards in core curricular areas
Ed. Code 60640-60648.5	California Assessment of Student Performance and Progress
Ed. Code 64001	School plan for student achievement; consolidated application programs

State	Description
5 CCCR 4600-4670	Uniform complaint procedures

Management Resources	Description
California Child Welfare Council Publication	Partial Credit Model Policy and Practice Recommendations (https://www.chhs.ca.gov/wp-content/uploads/2017/06/Committees/California-Child-Welfare-Council/Council-Meeting-Information/Council-Meeting-Info-Archive/Partial-Credit-Model-Policy-and-Practice-Recommendations.pdf)
Website	CSBA District and County Office of Education Legal Services

Cross References

Code	Description
1312.3	Uniform Complaint Procedures
0420.4	Charter School Authorization

0420.4	Charter School Authorization
5111	Admission
5111	Admission
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention
6011	Academic Standards
6143	Courses Of Study
6143	Courses Of Study
6145.6	International Exchange
6145.6	International Exchange
6146.1	High School Graduation Requirements
6146.11	Alternative Credits Toward Graduation
6146.11	Alternative Credits Toward Graduation
6146.2	Certificate Of Proficiency/High School Equivalency
6146.2-E(1)	Certificate Of Proficiency/High School Equivalency
6146.4	Differential Graduation And Competency Standards For Students With Disabilities
6146.5	Elementary/Middle School Graduation Requirements
6155	Challenging Courses By Examination
6155	Challenging Courses By Examination
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6162.5	Student Assessment
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
6181	Alternative Schools/Programs Of Choice
6181	Alternative Schools/Programs Of Choice

Policy 6146.4: Differential Graduation And Competency Standards For Students With Disabilities

Status: ADOPTED

Original Adopted Date: 11/01/1999 **| Last Revised Date:** ~~12~~02/01/~~2023~~2026 **| Last Reviewed Date:** ~~12~~02/01/~~2023~~2026

CSBA NOTE: The following optional policy is for use by districts that maintain high schools and should be modified to reflect district practice.

Pursuant to Education Code 56345 and 34 CFR 300.320, the individualized education program (IEP) for each student with a disability ~~must~~is required to contain a statement of measurable annual goals that would enable the student to progress in the general education curriculum, a statement regarding any accommodations necessary to measure the student's performance on state and district assessments, and 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 for graduation; see AR 6159 - Individualized Education Program for a detailed listing of the required contents of the IEP.

Pursuant to Education Code 60900.2, ~~as added by AB 1340 (Ch. 576, Statutes of 2023),~~ and contingent upon funding for these purposes, the California Department of Education (CDE) is required~~, on or before January 1, 2025,~~ to report on its website statewide four and five year cohort graduation rates for students with disabilities disaggregated by the identified disability or disabilities as listed in 34 CFR 300.8.

The Governing Board recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the district's regular course of study may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and districtwide assessments.

Exemption from District-Established Graduation Requirements

CSBA NOTE: Pursuant to Education Code 51225.31, ~~as amended by SB 114 (Ch. 48, Statutes of 2023) and SB 141 (Ch. 194, Statutes of 2023),~~ districts are required to exempt an eligible student with a disability, that entered the ninth grade in the 2022-23 school year and 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, as reflected below. Additionally, pursuant to Education Code 51225.32 districts are authorized, until July 1, 2031, to extend such an exemption and award a high school

diploma to an eligible student with disabilities who was enrolled in grade 10 or higher in the 2022-23 school year.

District students shall complete all course requirements for high school graduation as ~~specified~~ required by law and in accordance with Board Policy 6146.1 - High School Graduation Requirements. However, a student with ~~a disability that~~disabilities who entered ~~the~~ ninth grade in the 2022-23 school year ~~and~~or later ~~may~~shall be eligible to be exempted 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's IEP provides for both of the following ~~requirements:~~ : (Education Code 51225.31~~).~~)

1. That the student is eligible to take the alternate assessment as described in Education Code 60640

2. That the student complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.3

Additionally, a student with disabilities who entered grade 10 in the 2022-23 school year or later may be eligible for the same exemption, at the district's discretion, if the student's IEP provides for both of the requirements specified in Item #1 and 2 above (Education Code 51225.31)

Any such exempted student shall receive a diploma and be eligible to participate in any graduation ceremony and school activity related to graduation in which a student of similar age without a disability would be eligible to participate. (Education Code 51225.31)

CSBA NOTE: Pursuant to Education Code 51225.31~~, as amended by SB 114~~, participation in graduation activities by a student with a disability who is exempted from district-adopted graduation requirements that are in addition to the statewide course requirements specified in Education Code 51225.3, may not be construed as termination of the provision of the district's responsibility to provide a free appropriate public education, unless the student's IEP team, which includes the parent/guardian and student, has determined that the student has completed the high school experience~~.~~

The district's responsibility to provide FAPE shall not terminate when a student with a disability who is exempted from district-adopted graduation requirements participates in graduation activities unless the student's IEP team, which includes the parent/guardian and student, has determined that the student has completed the high school experience. (Education ~~code~~Code 51225.31)

Certificate of Educational Achievement or Completion

CSBA NOTE: Education Code 56390-56392 authorize a district to award a certificate of educational achievement to a student with a disability who meets the criteria specified below. Pursuant to Education Code 56391, a student who meets the criteria is eligible to participate in any graduation ceremony/activity in which a student of similar age without a disability would be eligible to participate. However, Education Code 56391 provides that the right to participate in graduation

ceremonies does not equate a certificate or document of educational achievement with a regular diploma.

For more information regarding California alternate assessments (CAA), see CDE's, "Diploma Pathway for Students who Qualify for the California Alternate Assessment," which provides guidance detailing the diploma options available for students with disabilities, and, "Alternate Assessment IEP Team Guidance," which includes guidelines for IEP teams regarding participation in CAAs and the Alternate English Language Proficiency Assessments for California.

Instead of a high school diploma, a student with a disability may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)

1. Satisfactorily completed a prescribed alternative course of study approved by the ~~board~~Board of the district in which the student attended school or the district with jurisdiction over the student as identified in the student's IEP

2. Satisfactorily met the student's IEP goals and objectives during high school as determined by the IEP team

3. Satisfactorily attended high school, participated in the instruction as prescribed in the student's IEP, and met the objectives of the statement of transition services

A student with a disability who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate. (Education Code 56391)

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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 3070	Graduation
Ed Code 60900.2	Students with ~~Disabilities Graduation Reporting~~disabilities graduation reporting
Ed. Code 51225.31-51225.32	Graduation exemption for students with disabilities
Ed. Code 56341	Individualized education program team
Ed. Code 56345	Individualized education program contents
Ed. Code 56390-56392	Recognition for educational achievement; special education

Ed. Code 60640	Alternate assessment eligibility

Federal	Description
20 USC 1400-1482	Individuals with Disabilities Education Act
34 CFR 300.1-300.818	Individuals with Disabilities Education Act
34 CFR 300.320	Definition of IEP

Management Resources	Description
California Department of Education Publication	Diploma Pathway for Students who Qualify for the California Alternate Assessment, November 2024 (https://www.cde.ca.gov/sp/se/lr/om082523.asp)
California Department of Education Publication	Alternate Assessment IEP Team Guidance (https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp)
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
5127	Graduation Ceremonies And Activities
6142.91	Reading/Language Arts Instruction
6146.1	High School Graduation Requirements
6146.3	Reciprocity Of Academic Credit
6146.3	Reciprocity Of Academic Credit
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
6159.2	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
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
6200	Adult Education
6200	Adult Education

Policy 6173: Education For Homeless Children

Status: ADOPTED

Original Adopted Date: 07/01/2005 **| Last Revised Date:** ~~03~~02/01/~~2023~~2026 **| Last Reviewed Date:** ~~03~~02/01/~~2023~~2026

CSBA NOTE: The following policy reflects the intent of the McKinney-Vento Homeless Assistance Act (42 USC 11431-11435) that each student experiencing homelessness should have equal access to the same free, appropriate public education and services as other students. 42 USC 11432 **mandates** that districts adopt, review, and revise policies to remove barriers to the identification, enrollment, and retention of homeless children and youth, ensure that students experiencing homelessness are not segregated or stigmatized on the basis of their status as homeless, and provide for professional development for appropriate staff, as provided in the following policy and regulation. ~~In addition~~Additionally, 42 USC 11432 requires that, in reviewing and revising applicable policies, consideration be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship.

Education Code 48851.3~~, as added by AB 408 (Ch. 904, Statutes of 2022),~~ **mandates** that districts establish homeless education program policies that are consistent with the provisions of Education Code 48850-48859, and using resources developed by the California Department of Education (CDE), available on its ~~web site~~website, and those developed by homeless education technical assistance centers. Pursuant to Education Code 48851.3, ~~as added by AB 408,~~ districts are required to update their homeless education program policies at least once every three years.

Education Code 48852.3~~, added by AB 408,~~ requires CDE to develop and implement a plan for monitoring the compliance of districts, including school site inspections, to ensure that the state is not underestimating the number of youth experiencing homelessness.

The Governing Board believes that the identification of students experiencing homelessness is critical to improving the educational outcomes of such students and ensuring that students experiencing homelessness have access to the same free and appropriate public education provided to other students within the district. The district shall provide students experiencing homelessness with access to education and other services necessary for such students to meet the same challenging academic standards as other students.

When there are at least 15 students experiencing homelessness in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of students experiencing homelessness. (Education Code 52052, 52060, 52064)

CSBA NOTE: The following paragraph is **mandated** pursuant to Education Code 48851.3 and 42 USC 11432. 42 USC 11432 requires that districts adopt policy to remove barriers to enrollment and retention of students experiencing homelessness due to absences or outstanding fees or fines. See the accompanying administrative regulation for additional procedures designed to remove barriers to the identification and enrollment of students experiencing homelessness.

The Superintendent or designee shall review district policies at least once every three years and recommend updates to ensure removal of any barriers to the education of ~~homeless~~ students experiencing homelessness and unaccompanied youth. Any such review shall address identification, enrollment, and retention of such students, including those barriers that are due to absences or outstanding fees or fines. (Education Code 48851.3, 42 USC 11432)

CSBA NOTE: Pursuant to 42 USC 11432, districts are required to designate an appropriate staff person, who may also be a coordinator for other federal programs, as a district liaison for homeless students. See the accompanying administrative regulation for information about the designation and duties of the district liaison.

The Superintendent or designee shall designate an appropriate staff person to serve as a liaison for homeless children and youths. The district liaison for homeless students shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting students experiencing homelessness to succeed in school, and as specified in Education Code 48851.3 related to trainings for district staff providing assistance to students experiencing homelessness.

CSBA NOTE: Education Code 48851~~, as amended by AB 2375 (Ch. 912, Statutes of 2022),~~ requires the district to ensure that each school within the district identifies all students experiencing homelessness and unaccompanied youths enrolled at the school and to annually provide and administer a housing questionnaire to parents/guardians of all students and all unaccompanied youths for purposes of identifying students experiencing homelessness and unaccompanied youths. The housing questionnaire ~~must~~is required to be based on best practices developed by CDE, include an explanation of the rights and protections a student has as a ~~homeless~~ child or youth experiencing homelessness or as an unaccompanied youth, and be made available in paper form. A sample housing questionnaire is available on CDE's ~~web site~~website.

Education Code 48851~~, as amended by AB 2375~~, requires districts to collect the completed housing questionnaires described above, and annually report to CDE the number of students experiencing homelessness and unaccompanied youths enrolled in the district.

The Superintendent or designee shall ensure that each district school identifies all students experiencing homelessness and unaccompanied youths enrolled at the school. (Education Code 48851)

To ensure easy identification of students experiencing homelessness, the Superintendent or designee shall annually provide and administer a housing questionnaire developed by the California Department of Education (CDE) to all parents/guardians of students and all unaccompanied youths. (Education Code 48851)

If the primary language of a student's parent/guardian or an unaccompanied youth is not English, either the housing questionnaire shall be made available in the primary language of the student's parent/guardian or the unaccompanied youth pursuant to Education Code 48985, or an appropriate translation of the housing questionnaire shall be provided upon request of a student's parent/guardian or an unaccompanied youth. (Education Code 48851)

The Superintendent or designee shall report to CDE the number of students experiencing homelessness, including unaccompanied youths, enrolled in the district as identified from the housing questionnaire described above. (Education Code 48851)

CSBA NOTE: Education Code 48852.6 requires districts to create a ~~web~~ ~~page~~webpage or post on its ~~web~~ ~~site~~website (1) a list of district liaisons and contact information for such liaison(~~s~~)), and (2) specific information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness. Additionally, Education Code 48852.6 requires a district school, if it has a ~~web~~ ~~site~~website, to post the contact information for the district liaison, as well as the name and contact information of any employee or person under contract the school may have who assists the district liaison in completing the liaison's duties. See the accompanying administrative regulation for more information regarding posting requirements.

~~In addition~~Additionally, the Superintendent or designee shall ensure that the district liaison's contact information and other information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness, are posted on the district and school ~~web~~ ~~sites~~websites as specified in the accompanying administrative regulation. (Education Code 48852.6)

CSBA NOTE: Pursuant to Education Code 48850 and 42 USC 11432, placement determinations for students experiencing homelessness ~~must~~are required to be made according to the student's "best interest," as defined by law and in the accompanying administrative regulation.

The Superintendent or designee shall ensure that placement decisions for students experiencing homelessness are based on the student's best interest as defined in law and administrative regulation.

Each student experiencing homelessness shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (Education Code 48850; 42 USC 11432)

CSBA NOTE: The following paragraph is **mandated** by 42 USC 11432. Although segregation of students experiencing homelessness into a separate school or program is prohibited, separate schools that were in operation before 2001 may continue to operate under specified conditions. Districts that maintain such a school may revise the following paragraph to reflect district practice.

Students experiencing homelessness shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. However, the Superintendent or designee may separate students experiencing homelessness on school grounds as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet their unique needs. (42 USC 11432, 11433)

The Superintendent or designee shall ensure that information and/or materials for students experiencing homelessness are provided in a manner and form understandable to the student's parents/guardians and to unaccompanied youths.

CSBA NOTE: Although students' addresses generally may be designated as "directory information" that is not harmful if disclosed, 42 USC 11432 provides that information about the living situation of a student experiencing homelessness ~~must~~is required to instead be provided the protections afforded to other student records under the Family Educational Rights and Privacy Act. For further

information about the disclosure of records of students experiencing homelessness, see the U.S. Department of Education's (USDOE), "Education for Homeless Children and Youths Program Non-Regulatory Guidance."

Information about the living situation of a student experiencing homelessness shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act, shall not be deemed to be directory information as defined in 20 USC 1232g, and shall not be released without written consent. (42 USC 11432)

CSBA NOTE: Pursuant to 42 USC 11432, districts receiving assistance through the McKinney-Vento Homeless Assistance Act are required to coordinate services as provided below. Other districts may delete or revise the following paragraph to reflect district practice.

The Superintendent or designee shall coordinate with other agencies and entities to ensure that students experiencing homelessness are promptly identified, ensure that students experiencing homelessness have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness. Toward these ends, the Superintendent or designee shall collaborate with local social services agencies, other agencies or entities providing services to students experiencing homelessness, and, if applicable, transitional housing facilities. ~~In addition~~Additionally, the Superintendent or designee shall coordinate transportation, transfer of school records, and other interdistrict activities with other local educational agencies. As necessary, the Superintendent or designee shall coordinate, within the district and with other involved local educational agencies, services for students experiencing homelessness and services for students with disabilities. (42 USC 11432)

CSBA NOTE: 42 USC 11432 **mandates** that districts adopt policies and practices to ensure participation by district liaisons and other appropriate staff in professional development and other technical assistance activities, as determined appropriate by the ~~federal~~Federal Office of the Coordinator.

Education Code 48852.5 requires CDE to provide specified informational and training materials to district liaisons, including informational materials on the educational rights of students experiencing homelessness and resources available to assist students experiencing homelessness. Additionally, Education Code 48852.5 ~~also~~ requires CDE to develop and implement a system to verify that districts are providing the required training to school personnel providing services to students experiencing homelessness at least annually.

Pursuant to Education Code 48851.3, ~~as added by AB 408,~~ the liaison for homeless students is required to offer annual training to district employees providing services to students experiencing homelessness and to inform such employees of the availability of training and the services the liaison provides. While Education Code 48851.3 requires annual training for employees who work with students experiencing homelessness, the liaison is encouraged to offer training to all district employees.

The following paragraph reflects the training requirement of Education Code 48851.3 and 48852.5, and USDOE's "Education for Homeless Children and Youths Program Non-Regulatory Guidance," regarding the content of the professional development.

At least annually, the district liaison and other appropriate staff shall participate in professional development and other technical assistance activities to assist them in identifying and meeting the needs of students experiencing homelessness. Such professional development and technical assistance shall include, but are not limited to, training on the district's homeless education program policies, definitions of terms related to homelessness, recognition of signs that students are experiencing or are at risk of experiencing homelessness, the steps that should be taken once a potentially homeless student is identified, and how to connect students experiencing homelessness with appropriate housing and service providers. (Education Code 48851.3, 48852.5; 42 USC 11432)

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. Pursuant to Education Code 52064.5, the State Board of Education has adopted evaluation rubrics for use by districts in evaluating their strengths, weaknesses, and areas that require improvement.

~~In addition~~Additionally, pursuant to 20 USC 6311 annual district report cards for districts receiving Title I funds are required to include disaggregated student achievement data and graduation rates of homeless students.

At least annually, the Superintendent or designee shall report to the Board on the identification of and outcomes for students experiencing homelessness, which may include, but are not limited to, the housing questionnaire responses, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall revise its strategies as needed to more effectively identify and support the education of students experiencing homelessness.

~~CSBA NOTE: Pursuant to Education Code 51225.1, as amended by SB 532 (Ch. 918, Statutes of 2022), districts are required to annually report to CDE regarding the number of students experiencing homelessness who, for the prior school year, graduated with an exemption from the district-established graduation requirements that are in addition to statewide coursework requirements, as specified below.~~

~~Annually, the Superintendent or designee shall report to CDE, in accordance with Education Code 51225.1, the number of students experiencing homelessness graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements.~~

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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 4600-4670	Uniform complaint procedures
Ed. Code 39807.5	Payment of transportation costs by parents

Ed. Code 48850	Academic achievement of students in foster care and homeless children
Ed. Code 48850-48859	Education of foster youth and homeless students
Ed. Code 48851	Identification of homeless children and youths and unaccompanied youths; housing questionnaire
Ed. Code 48851.3	Homeless education program policies; liaison responsibilities
Ed. Code 48851.5	Local educational agency liaison for homeless children and youths
Ed. Code 48852.3	Monitoring for compliance with chapter
Ed. Code 48852.5	Notice of educational rights of homeless students
Ed. Code 48852.6	Information regarding homelessness
Ed. Code 48852.7	Education of homeless students; immediate enrollment
Ed. Code 48859	Definitions
Ed. Code 48915.5	Recommended expulsion; foster youth with disabilities
Ed. Code 48918.1	Notice of recommended expulsion
Ed. Code 48985	Notices to parents/guardians in language other than English
Ed. Code 51225.1-51225.3	Graduation requirements
Ed. Code 52052	Accountability; numerically significant student subgroups
Ed. Code 52060-52077	Local control and accountability plan

Federal	**Description**
20 USC 1087vv	Free Application for Federal Student Aid; definitions
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 6311	State plan
42 USC ~~11431~~11301-11435	McKinney-Vento Homeless Assistance Act
42 USC 12705	Cranston-Gonzalez National Affordable Housing Act; state and local strategies

Management Resources	**Description**

California Child Welfare Council Publication	Partial Credit Model Policy and Practice Recommendations, September 2013
California Department of Education Publication	Federal Program Monitoring Instrument
California Department of Education Publication	Homeless Education Dispute Resolution Process, March 2020
National Center for Homeless Education Publication	Homeless Liaison Toolkit, 2020
U.S. Department of Education Guidance	Education for Homeless Children and Youths Program, Non-Regulatory Guidance, August 2018
Website	CSBA District and County Office of Education Legal Services
Website	California State University
Website	University of California
Website	California Department of Education, Homeless Children and Youth Education
Website	National Center for Homeless Education at SERVE
Website	National Homelessness Law Center
Website	U.S. Department of Education - Education for Homeless Children and Youths Grants for State and Local Activities
Website	California Community Colleges
Website	California Interscholastic Federation
Website	California Child Welfare Council

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0415	Equity
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0500	Accountability
1113	District And School Websites
1113	District And School Websites

1113-E(1)	District And School Websites
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1400	Relations Between Other Governmental Agencies And The Schools
3250	Transportation Fees
3250	Transportation Fees
3260	Fees And Charges
3260	Fees And Charges
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3541	Transportation Routes And Services
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
4112.9	Employee Notifications
4112.9-E(1)	Employee Notifications
4131	Staff Development
4212.9	Employee Notifications
4212.9-E(1)	Employee Notifications
4231	Staff Development
4312.9	Employee Notifications
4312.9-E(1)	Employee Notifications
4331	Staff Development
5111	Admission
5111	Admission
5111.1	District Residency

5111.1	District Residency
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5113.11	Attendance Supervision
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
5125.2	Withholding Grades, Diploma Or Transcripts
5132	Dress And Grooming
5132	Dress And Grooming
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.26	Tuberculosis Testing
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry
5141.6	School Health Services
5141.6	School Health Services
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.6	Parent/Guardian Notifications
5145.6-E(1)	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

6011	Academic Standards
6120	Response To Instruction And Intervention
6143	Courses Of Study
6143	Courses Of Study
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6145.2	Athletic Competition
6145.2	Athletic Competition
6146.1	High School Graduation Requirements
6146.3	Reciprocity Of Academic Credit
6146.3	Reciprocity Of Academic Credit
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
6164.2	Guidance/Counseling Services
6164.5	Student Success Teams
6164.5	Student Success Teams
6171	Title I Programs
6171	Title I Programs
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6173.1	Education For Foster Youth

6173.1	Education For Foster Youth
6174	Education For English Learners
6174	Education For English Learners
6177	Summer Learning Programs
6178	Career Technical Education
6178	Career Technical Education
6179	Supplemental Instruction
6190	Evaluation Of The Instructional Program

Regulation 6173: Education For Homeless Children

Status: ADOPTED

Original Adopted Date: 12/01/2014 **| Last Revised Date:** ~~03~~02/01/~~2023~~2026 **| Last Reviewed Date:** ~~03~~02/01/~~2023~~2026

CSBA NOTE: The following administrative regulation is **mandated** pursuant to Education Code 48851.3~~, as added by AB 408 (Ch. 914, Statutes of 2022)~~ and 42 USC 11432, which require districts to establish homeless education program policies. Pursuant to Education Code 48851.3 districts are required to update these policies at least once every three years. See section on "Transportation" below for additional requirements.

Definitions

CSBA NOTE: The federal McKinney-Vento Homeless Assistance Act (42 USC 11434a) and Education Code 48859 define "homeless children and youths" as provided below. Foster youth who are living in emergency or transitional shelters are within the definition of homeless students but youth who are awaiting foster care placement are not. See BP/AR 6173.1 - Education for Foster Youth for state law regarding foster children.

Homeless students or *students experiencing homelessness* means students who lack a fixed, regular, and adequate nighttime residence and includes: (Education Code 48859; 42 USC 11434a)

1. Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals

2. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings

3. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings

4. Migratory children who qualify as homeless because they are living in conditions described in ~~items~~Items #1-3 above

Unaccompanied youth includes a homeless child or youth not in the physical custody of a parent or guardian. (Education Code 48859; 42 USC 11434a)

CSBA NOTE: The following definition of "school of origin" generally reflects Education Code 48852.7, which exceeds the definition in 42 USC 11432 and is consistent with the state definition

of "school of origin" that applies to foster youth. However, 42 USC 11432 includes preschools in the definition as provided below.

School of origin means the school that the student experiencing homelessness attended when permanently housed or the school in which the student was last enrolled, including a preschool. If the school the student experiencing homelessness attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the student attended within the preceding 15 months and with which the student is connected, the district liaison for homeless students, in consultation with and with the agreement of the student experiencing homelessness and the person holding the right to make educational decisions for the student, shall determine which school is, in the best interests of the student experiencing homelessness, deemed the school of origin. (Education Code 48852.7; 42 USC 11432)

CSBA NOTE: Education Code 48850 expresses legislative intent that the "best interest" of a student experiencing homelessness or foster youth includes educational stability as well as placement in the least restrictive educational program, as provided below. Education Code 48853 further provides that the placement decision of a foster youth ~~must~~is required to consider the student's access to academic resources, services, and extracurricular and enrichment activities. For consistency with the definition of "best interest" applicable to foster youth see AR 6173.1 - Education for Foster Youth. The following definition also reflects Education Code 48853.

Best interest means that, in making educational and school placement decisions for a student experiencing homelessness, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the student's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853; 42 USC 11432)

District Liaison

CSBA NOTE: Pursuant to 42 USC 11432, districts are required to designate an appropriate staff person, who may also be a coordinator for other federal programs, as a district liaison for homeless students. The district should fill in the blanks below with the title or position, address, email address, and phone number of the district liaison.

The Superintendent designates the following staff person as the district liaison for homeless students: (42 USC 11432)

_____
(title or position)
_____
(address)
_____
(email address)
_____
(phone number)

CSBA NOTE: The duties of the district liaison for homeless students are listed in Education Code 48851.3~~, as added by AB 408,~~ and 42 USC 11432, and are specified below. Also see the U.S. Department of Education's (USDOE), "Education for Homeless Children and Youths Program Non-Regulatory Guidance," and the "Homeless Liaison Toolkit," developed by the National Center for Homeless Education.

The district's liaison for homeless students shall: (Education Code 48851.3, 48851.5, 48852.5; 42 USC 11432)

1. Ensure that students experiencing homelessness are identified by school personnel through outreach and coordination activities with other entities and agencies

2. Ensure that students experiencing homelessness are enrolled in, and have a full and equal opportunity to succeed in, district schools

3. Ensure that families and students experiencing homelessness have access to and receive educational services for which they are eligible, including services through Head Start and Early Head Start programs, early intervention services under Part C of the federal Individuals with Disabilities Education Act, and other preschool programs administered by the district

4. Ensure that families and students experiencing homelessness receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services

5. Inform parents/guardians of the educational and related opportunities available to their children and ensure that they are provided with meaningful opportunities to participate in the education of their children

6. Disseminate public notice of the educational rights of students experiencing homelessness in locations frequented by parents/guardians of students experiencing homelessness and by unaccompanied youth, including schools, shelters, public libraries, and hunger relief agencies (soup kitchens~~).~~)

   The rights shall be presented in a manner and form understandable to the parents/guardians of homeless students and unaccompanied youth.

7. Mediate enrollment disputes in accordance with law and the section "Resolving Enrollment Disputes" below

8. Fully inform parents/guardians of students experiencing homelessness and unaccompanied youth of all transportation services, including transportation to the school of origin, and assist them in accessing transportation to the school of choice

CSBA NOTE: Pursuant to Education Code 48852.5, the California Department of Education (CDE) is required to provide training materials to district liaisons for homeless students for the purpose of providing required professional development and support to school personnel who provide services to students experiencing homelessness.

Education Code 48857 provides funding for up to three county offices of education for the purposes of providing regional support, resources, and expertise to district liaisons for homeless students~~.~~ to ensure that districts meet all of the requirements specified in the federal McKinney-Vento Homeless Assistance Act. (42 USC 11301-11435).

Pursuant to Education Code 48851.3~~, as added by AB 408~~, the district's liaison for homeless students is required to offer annual training to district employees who provide services to students experiencing homelessness and inform such employees of the availability of training and the services the liaison provides. While Education Code 48851.3 requires annual training for employees who work with students experiencing homelessness, the district's liaison for homeless students is encouraged to offer training to all district employees.

The examples of school personnel listed below reflect CDE's ~~2022-23~~2025-26 Federal Program Monitoring Instrument.

9. Offer annual training related to the district's homeless education program policies to school personnel who provide services to students experiencing homelessness, including principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel, to ensure that such employees are informed of available training, professional development, and other support, and the services provided by the district liaison for homeless students

10. Ensure that unaccompanied youth are enrolled in school, have opportunities to meet the same challenging state academic standards established for other students, and are informed of their status as independent students under 20 USC 1087vv and that they may receive assistance from the district liaison to receive verification of their independent student status for purposes of applying for federal student aid pursuant to 20 USC 1090

11. Coordinate and collaborate with state coordinators and community and school personnel responsible for the provision of education and related services to students experiencing homelessness, including the collection and provision of comprehensive data to the state coordinator as required by law

CSBA NOTE: Pursuant to Education Code 48918.1, the district liaison ~~must~~is required to be notified at least 10 calendar days before the date of the expulsion hearing for a student experiencing homelessness, when the student's alleged violation does not require a mandatory recommendation for expulsion, and may be notified for mandatory expulsions; see AR 5144.1 - Suspension and Expulsion/Due Process. When so notified, the district liaison is expected to assist the student and, as necessary, advocate on the student's behalf.

Furthermore, pursuant to Education Code 48915.5, if the student experiencing homelessness has also been identified as an individual with a disability and the district has proposed a change of placement due to an act for which the decision to recommend expulsion is discretionary, the district liaison ~~must~~is required to be invited to participate in the individualized education program (IEP) team meeting that makes a manifestation determination pursuant to the Individuals with Disabilities Education Act (20 USC 1415(k)).

~~In addition~~Additionally, when notified pursuant to Education Code 48918.1, the district liaison shall assist, facilitate, or represent a student experiencing homelessness who is undergoing a disciplinary proceeding that could result in the student's expulsion. When notified pursuant to Education Code 48915.5, the district liaison shall participate in an individualized education program (IEP) team meeting to make a manifestation determination regarding the behavior of a student with a disability.

CSBA NOTE: 42 USC 11432 requires CDE to publish a list of district liaisons on its ~~web site~~website. CDE collects the name and contact information of district liaisons through the consolidated application process, along with information about district compliance with federal program requirements.

The Superintendent or designee shall inform students experiencing homelessness, their parents/guardians, school personnel, service providers, and advocates working with homeless families of the duties of the district's liaison. ~~The~~Additionally, the Superintendent or designee shall ~~also~~ provide the name and contact information of the district's liaison to the California Department of Education (CDE) for publishing on CDE's ~~web site~~website. (42 USC 11432)

Enrollment

The district shall make placement decisions for students experiencing homelessness based on the student's best interest. (Education Code 48850; 42 USC 11432)

In determining a student's best interest, a student experiencing homelessness shall, to the extent feasible, be placed in the school of origin, unless the student's parent/guardian or the unaccompanied youth requests otherwise. (Education Code 48852.7; 42 USC 11432)

CSBA NOTE: Education Code 48850 and 42 USC 11432 specify factors that ~~must~~are required to be considered in determining a student's best interest, as provided below.

When determining the best interest of any student experiencing homelessness, the district shall give priority to the request of the student's parent/guardian, or in the case of an unaccompanied youth, the request of the student. ~~The~~Additionally, the student's educational stability and opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress and other student-centered factors related to the student's best interest, including the impact of mobility on the student's achievement, education, health, and safety, shall ~~also~~ be considered. (Education Code 48850; 42 USC 11432)

CSBA NOTE: The following optional paragraph presents examples of factors that may be considered in making placement decisions based on a student's "best interest," and may be revised to reflect district practice.

Such factors may include, but are not limited to, the age of the student, the distance of the commute and the impact it may have on the student's education, personal safety issues, the student's need for special instruction, the length of anticipated stay in the temporary shelter or other temporary location, likely area of future housing, school placement of siblings, and the time remaining in the school year.

However, placement decisions shall not be based on whether a student experiencing homelessness lives with the student's homeless parent/guardian or has been temporarily placed elsewhere. (42 USC 11432)

In the case of an unaccompanied youth, the district liaison shall assist in placement or enrollment decisions, give priority to the views of the student, and provide notice to the student of the right to appeal. (42 USC 11432)

CSBA NOTE: Education Code 48852.7 and 42 USC 11432 require schools to immediately enroll students experiencing homelessness as specified below. In USDOE's, "Non-Regulatory Guidance Education for Homeless Children and Youths Program," USDOE recommends that the district take steps to facilitate immediate enrollment such as accepting school records directly from families, establishing school-based immunization clinics, and training staff on the legal requirements for immediate enrollment. See AR 5111.1 - District Residency.

Once a placement decision has been made, the principal or designee shall immediately enroll the student in the school of choice. The student shall be enrolled even if the student: (Education Code 48850, 48852.7; 42 USC 11432)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended

2. Does not have clothing normally required by the school, such as school uniforms

3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and records of immunization and other required health records

4. Has missed application or enrollment deadlines during any period of homelessness

The principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other required health records, the principal or designee shall immediately refer the parent/guardian to the district liaison for homeless students. The district liaison shall assist the parent/guardian, or the student if the student is an unaccompanied youth, in obtaining the necessary immunizations, screenings, or records for the student. (42 USC 11432)

If the student is placed at a school other than the school of origin or the school requested by the student's parent/guardian or the student, if an unaccompanied youth, the Superintendent or designee shall provide the parent/guardian or the unaccompanied youth with a written explanation of the reasons for the decision, including why placement in the student's school of origin or requested school is not in the student's best interest, along with a statement regarding the right to appeal the placement decision. The written explanation shall be in a manner and form understandable to such parent/guardian or unaccompanied youth. (42 USC 11432)

At the point of any change or subsequent change in the residence of a student experiencing homelessness, the student may continue attending the student's school of origin for the duration of the homelessness. (Education Code 48852.7; 42 USC 11432)

To ensure that the student experiencing homelessness has the benefit of matriculating with the student's peers in accordance with the established feeder patterns, the following shall apply: (Education Code 48852.7; 42 USC 11432)

1. If the student is transitioning between grade levels, the student shall be allowed to continue in the same attendance area

2. If the student is transitioning to a middle school or high school, and the school designated for matriculation is in another school district, the student shall be allowed to continue to the school designated for matriculation in that district

CSBA NOTE: Education Code 48852.7 and 42 USC 11432 require that students who become permanently housed during the school year be allowed to remain in the school of origin for the remainder of the school year. Additionally, Education Code 48852.7 allows students to remain in the school of origin, or matriculate to a feeder school, even if the student is no longer experiencing homelessness. The district may revise the following list to reflect the grade levels and feeder school patterns in the district.

If the student's housing status changes before the end of the school year so that the student is no longer experiencing homelessness, the student shall be allowed to stay in the school of origin: (Education Code 48852.7)

1. Through the duration of the school year if the student is in grades K-8

2. Through graduation if the student is in high school

CSBA NOTE: A district that operates an intersession program is required to grant priority access to a student experiencing homelessness, pursuant to Education Code 48850. If any such student will be moving during an intersession period, the student's parent/guardian, educational rights holder, or Indian custodian in the case of an Indian child, or, if there is no parent/guardian, educational rights holder, or Indian custodian, the unaccompanied homeless youth shall determine which school the student attends for the intersession period.

When the district offers an intersession program, priority access shall be given to students experiencing homelessness. If a student experiencing homelessness will be moving during an intersession period, the student's parent/guardian, educational rights holder, or Indian custodian in the case of an Indian child, or, if there is no parent/guardian, educational rights holder, or Indian custodian, the unaccompanied homeless youth, shall determine which school the student attends for the intersession period. (Education Code 48850)

Resolving Enrollment Disputes

CSBA NOTE: In the event that a dispute arises over the district's decision related to student eligibility, school selection, or enrollment, the district ~~must~~is required to comply with the requirements of 42 USC 11432 and the dispute resolution process established by CDE. CDE's, "Homeless Education Dispute Resolution Process," available on CDE's ~~web site~~website, provides such guidance. CDE's guidance does not specify a hearing process or timelines for the district-level dispute resolution process. Thus, the district may revise the following section to reflect district practice, provided that the process is consistent with law.

If a dispute arises over student eligibility, school selection, or enrollment in a particular school, the matter shall be referred to the district liaison, who shall carry out the dispute resolution process as expeditiously as possible. (42 USC 11432)

The parent/guardian or unaccompanied youth shall be provided with a written explanation of any decisions related to eligibility, school selection, or enrollment and of the right of the parent/guardian or unaccompanied youth to appeal such decisions. (42 USC 11432)

CSBA NOTE: The following optional list should be modified to reflect district practice. In USDOE's, "Education for Homeless Children and Youths Program Non-Regulatory Guidance," USDOE recommends that the written explanation contain the elements specified below. See the accompanying exhibits for a sample explanation and appeal form.

The written explanation shall include:

1. A description of the action proposed or refused by the district

2. An explanation of why the action is proposed or refused

3. A description of any other options the district considered and the reasons that any other options were rejected

4. A description of any other factors relevant to the district's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources

5. Appropriate timelines to ensure any relevant deadlines are not missed

6. Contact information for the district liaison and state coordinator, and a brief description of those roles

The written explanation shall be complete, as brief as possible, simply stated, and provided in language that the parent/guardian or student can understand.

CSBA NOTE: The following optional paragraph is recommended in USDOE's, "Education for Homeless Children and Youths Program Non-Regulatory Guidance."

The district liaison may use an informal process as an alternative to formal dispute resolution procedures, provided that the parents/guardians or unaccompanied youth have access to the more formal process if informal resolution is not successful in resolving the matter.

CSBA NOTE: The following optional paragraph is recommended in CDE's, "Homeless Education Dispute Resolution Process," guidance to districts. CDE recommends that if the parent/guardian or unaccompanied youth is an English Learner, the native language and/or an interpreter be used, and/or if additional supports are needed because of a disability, such services be made available without charge.

In working with a student's parents/guardians or unaccompanied youth to resolve an enrollment dispute, the district liaison shall:

1. Inform the student's parents/guardians or unaccompanied youth that written and/or oral documentation to support their position may be provided

2. Inform the student's parents/guardians or unaccompanied youth that they may seek the assistance of social services, advocates, and/or service providers in having the dispute resolved

3. Provide a simple form that they may use and turn in to the school to initiate the dispute resolution process

4. Provide a copy of the dispute form they submit for their records

5. Provide the outcome of the dispute for their records

When a student's parent/guardian or an unaccompanied youth involved in the enrollment dispute is an English learner, Items #1-5 shall be provided either in the native language of the parent/guardian or unaccompanied youth or through an interpreter. Any additional support needed because of a disability of that parent/guardian or unaccompanied youth shall be made available without a charge.

If a parent/guardian or unaccompanied youth disagrees with the district liaison's enrollment decision, the decision may be appealed to the Superintendent. The Superintendent shall make a determination within five working days.

CSBA NOTE: In CDE's, "Homeless Education Dispute Resolution Process," CDE describes the process for appealing a district's enrollment decision to the county office of education (COE) and CDE. Upon receipt of materials describing the dispute from the district, the COE liaison will determine the school selection or enrollment decision within five working days. If the dispute remains unresolved or is appealed, the COE liaison will forward the documentation to CDE's Homeless Education Program. CDE will notify all parties of the final determination of eligibility, school selection, or enrollment within five working days of receipt of the appeal.

If the parent/guardian chooses to appeal the district's placement decision, the district liaison shall forward all written documentation and related paperwork to the liaison for homeless students at the county office of education.

CSBA NOTE: 42 USC 11432 provides that, during any dispute over a student's enrollment, the student ~~must~~is required to be allowed to be enrolled in the school in which enrollment is sought during the period of all appeals. 42 USC 11434a defines "enrollment" as including attendance in classes and full participation in school activities.

Pending final resolution of the dispute, including all available appeals, the student shall be immediately enrolled in the school in which enrollment is sought and shall be allowed to attend classes and participate fully in school activities. (42 USC 11432, 11434a)

Transportation

CSBA NOTE: 42 USC 11432 **mandates** that districts adopt policies and practices to ensure that transportation is provided to students experiencing homelessness, at the request of the student's parent/guardian or of the district liaison in the case of an unaccompanied youth, to and from the school of origin as specified below.

In USDOE's, "Education for Homeless Children and Youths Program Non-Regulatory Guidance," USDOE states that the law imposes an affirmative obligation to transport students experiencing homelessness, even if transportation is not provided to other students. The Guidance clarifies that, because the State of California receives funds under McKinney-Vento, all districts in California are subject to this requirement.

The district shall provide transportation for a student experiencing homelessness to and from the student's school of origin when the student is residing within the district and the parent/guardian, or the district liaison in the case of an unaccompanied youth, requests that such transportation be provided. If the student moves outside of district boundaries, but continues to attend the student's school of origin within this district, the Superintendent or designee shall consult with the superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

CSBA NOTE: Pursuant to Education Code 39807.5, ~~as amended by AB 181 (Ch. 52, Statutes of 2022),~~ the district is required to waive transportation fees for an unduplicated student, as defined in Education Code 42238.02, which includes a student who is eligible for free or reduced-price meals, who is classified as an English learner, or who is a foster youth. Since it is likely that most students experiencing homelessness would be eligible to receive free meals, and would therefore qualify as

an unduplicated student, such students would most likely be exempt from transportation costs. See BP 3540 Transportation and BP/AR 3250 - Transportation Fees.

Any fees that the district charges for home-to-school transportation and other transportation as expressly provided by law shall be waived for students experiencing homelessness. (Education Code 39807.5)

CSBA NOTE: Education Code 48852.7 requires that the district provide transportation to a formerly homeless student with an IEP only if transportation is a necessary related service. Education Code 48852.7 does not supersede or exceed other laws governing special education services for eligible students experiencing homelessness.

The following paragraph may be revised if the district chooses to provide transportation to other formerly homeless students attending their school of origin.

The district shall not be obligated to provide transportation to students who continue attending their school of origin after they secure permanent housing, unless the formerly homeless student has an IEP that includes transportation as a necessary related service for the student. (Education Code 48852.7)

Transfer of Coursework and Credits

CSBA NOTE: The following section is for use by districts maintaining high schools. Education Code 51225.2~~, as amended by SB 532 (Ch. 918, Statutes of 2022),~~ addresses the transferability of coursework and credits completed by a student experiencing homelessness~~, as provided below.~~

~~Education Code 51225.2, as amended by SB 532, requires the transferring school to include in the student's educational record a determination of days of enrollment and/or seat time and an official transcript with full and partial credits earned, or any measure of full or partial coursework being satisfactorily completed.~~.

When a student experiencing homelessness transfers into a district school, the ~~district will receive an official transcript from the transferring school or district which reflects full~~ student's coursework and ~~partial~~ credits ~~and grades earned by the student and includes:~~ (shall be transferred as specified in Education Code 51225.2)

1. ~~A determination of the days of enrollment and/or seat time, if applicable, for all full and partial credits earned based on any measure of full or partial coursework being satisfactorily completed~~

   ~~*Partial coursework satisfactorily completed* includes any portion of an individual course, even if the student did not complete the entire course~~

2. ~~Separate listings for credits and grades earned at each school and local educational agency so it is clear where credits and grades were earned~~

3. A complete record of the student's seat time, including both period attendance and days of enrollment

The district shall transfer the credits and grades from the transferring school's transcript onto an official district transcript in the same manner as described in Item #2, above. (Education Code 51225.2)

If the Principal or designee has knowledge that the transcript from the transferring school may not include certain credits or grades, the Principal or designee shall contact the prior school within two business days to request that the full or partial credits be issued, which shall then be issued and provided by the prior school within two business days of the request. (Education Code 51225.2)

The district shall accept and issue full credit for any coursework that the student has satisfactorily completed while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school. (Education Code 51225.2)

CSBA NOTE: Pursuant to Education Code 51225.2, districts may not require a student who has completed an entire course to retake the course.

If the entire course was completed, the district shall not require the student to retake the course. (Education Code 51225.2)

If the entire course was not completed at the previous school, the student shall be issued partial credit for the coursework completed and shall be required to take the uncompleted portion of the course. However, the district may require the student to retake the portion of the course completed if, in consultation with the holder of educational rights for the student, the district finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a student in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. (Education Code 51225.2)

CSBA NOTE: Although Education Code 51225.2 requires districts to award partial credits to students who transfer from school to school, there is no uniform system for calculating and awarding partial credits. A recommendation for how to award partial credit is available in the California Child Welfare Council's, "Partial Credit Model and Board Policy and Practice Recommendations," and should be revised to reflect district practice.Administrative Regulation 6146.3 – Reciprocity of Academic Credit.

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall the district prevent a student experiencing homelessness from taking or retaking a

course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

Applicability of Graduation Requirements

CSBA NOTE: The following section is for use by districts maintaining high schools. AlsoFor more information regarding requirements for graduation from high school, see BP 6146.1 - High School Graduation Requirements.

To obtain A student experiencing homelessness who transfers to a highdistrict school diploma, a student experiencing homelessness shall shall be expected to complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements established by the Governing as specified in Board.

However, when a Policy 6146.1 - High School Graduation Requirements, unless the student experiencing homelessness who has completed the second year of high school transfers into the district from another school district or transfers between high schools within the district, the student shall be and thereby exempted from all district-established coursework and other district-established graduation such requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of the fourth year of high school. Within 30 calendar days of the student's transfer, the Superintendent or designee shall notify the student, the person holding the right to make educational decisions for the student, and the district liaison for homeless students of the availability of the exemption and whether the student qualifies. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer homeless. (Education Code 51225.1)

CSBA NOTE: Pursuant to Education Code 51225.1, as amended by SB 532, to determine whether a student with significant gaps in school attendance is in the third or fourth year of high school, the student's age as compared to the average age of students in the third or fourth year of high school may be used.

To determine whether a student is in the third or fourth year of high school, the district shall use either the number of credits the student has earned as of the date of the transfer, the length of school enrollment, or, for a student with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school, whichever qualifies the student for the exemption. (Education Code 51225.1)

CSBA NOTE: Education Code 51225.1, as amended by SB 532, requires the district to exempt a student who qualifies for an exemption from district-established graduation requirements, under the circumstances described below.

If a student experiencing homelessness was not properly notified of an exemption, declined the exemption, or was not previously exempted, the student or the person holding the right to make educational decisions for the student may request the exemption and the Superintendent or

designee shall exempt the student within 30 days of the request. A student may request the exemption even if the student is no longer a student experiencing homelessness. (Education Code 51225.1)

CSBA NOTE: Pursuant to Education Code 51225.1, as amended by SB 532, the district is required to reevaluate a student's eligibility for an exemption from district-established graduation requirements, as described below.

When the Superintendent or designee determines that a student who transferred into a district school is reasonably able to complete district-established graduation requirements by the end of the student's fourth year of high school, the student shall not be exempted from those requirements. Within 30 calendar days of the following academic year, the student shall be reevaluated based on the student's course completion status at the time, to determine if the student continues to be reasonably able to complete the district-established graduation requirements in time to graduate by the end of the student's fourth year of high school. Written notice as to whether the student then qualifies for exemption shall be provided to the student, the person holding the right to make educational decisions for the student, and if applicable, to the student's social worker or probation officer. (Education Code 51225.1)

If, upon reevaluation, it is determined that the student experiencing homelessness is not reasonably able to complete the district-established graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, the Superintendent or designee shall provide the student with the option to receive an exemption from district-established graduation requirements or stay in school for a fifth year to complete the district-established graduation requirements upon agreement with the student, or if under 18 years of age, the person holding the right to make educational decisions for the student, and provide notifications in accordance with Education Code 51225.1. (Education Code 51225.1)

CSBA NOTE: Pursuant to Education Code 51225.1, as amended by SB 532, the district is required to consult with a student experiencing homelessness who is granted an exemption from district-established graduation requirements and the person holding the right to make educational decisions for the student, as described below.

When a student experiencing homelessness is exempted from district-established graduation requirements, the Superintendent or designee shall consult with the student and the person holding the right to make educational decisions for the student about the following: (Education Code 51225.1)

1. Discussion of how any requirements that are waived may affect the student's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution

2. Discussion and information about other options available to the student, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities

available through the California Community Colleges

3. Consideration of the student's academic data and any other information relevant to making an informed decision on whether to accept the exemption

The district shall not require or request a student experiencing homelessness to transfer schools in order to qualify for an exemption and shall not grant any request made by a student experiencing homelessness, the person holding the right to make educational decisions for the student, or the district liaison on behalf of the student, for a transfer solely to qualify for an exemption. (Education Code 51225.1)

CSBA NOTE: Education Code 51225.1 prohibits the district from requiring a student who is eligible for an exemption from district-established graduation requirements from accepting the exemption or being denied enrollment, as described below.

The Superintendent or designee shall not require a student experiencing homelessness who is eligible for an exemption from district-established graduation requirements, and would otherwise be entitled to remain in attendance at the school, to accept the exemption or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether such courses are required for statewide graduation requirements. (Education Code 51225.1)

CSBA NOTE: Education Code 51225.1 prohibits the district from revoking a student's exemption from district-established graduation requirements.

If a student experiencing homelessness is exempted from district-established graduation requirements, the exemption shall not be revoked. Additionally, the exemption shall continue to apply after the student is no longer experiencing homelessness or if the student transfers to another school, including a charter school, or school district. (Education Code 51225.1)

CSBA NOTE: Pursuant to Education Code 51225.1, the district may not require or request a student who is exempted from district-established graduation requirements and completes statewide coursework requirements before the end of the student's fourth year of high school to graduate early, as described below.

The Superintendent or designee shall not require or request a student experiencing homelessness who is exempted from district-established graduation requirements and who completes the statewide coursework requirements before the end of the fourth year of high school, and would otherwise be entitled to remain in school, to graduate before the end of the student's fourth year of high school. (Education Code 51225.1)

CSBA NOTE: Pursuant to Education Code 51225.1, as amended by SB 532, if the district determines that a student who is eligible for the exemption from district-established graduation

requirements is reasonably able to complete those requirements in time to graduate from high school by the end of the student's fifth year, the district is required to provide the following.

Upon making a finding that a student experiencing homelessness is reasonably able to complete district-established graduation requirements within the fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

1. Consult with the student and, if under 18 years of age, the person holding the right to make educational decisions for the student, of the option to remain in school for a fifth year to complete the district-established graduation requirements and how that will affect the student's ability to gain admission to a postsecondary educational institution

2. Consult with and provide information to the student about transfer opportunities available through the California Community Colleges

3. Upon agreement with the student or with the person holding the right to make educational decisions for the student if under 18 years of age, permit the student to stay in school for a fifth year to complete the district-established graduation requirements

4. Consult with the student or with the person holding the right to make educational decisions for the student of the option to remain in the student's school of origin

CSBA NOTE: Pursuant to Education Code 51225.1, as amended by SB 532, until January 1, 2028, when a student experiencing homelessness who has completed the second year of high school transfers into the district from another school district or transfers between high schools within the district, and is not reasonably able to complete the district-established graduation requirements, but is reasonably able to complete the statewide coursework requirements, within the student's fifth year of high school, the district is required to exempt the student from the district-established graduation requirements and provide the student with the option to remain in school for a fifth year to complete the statewide requirements. In such situations, consultation with the student and the person holding the right to make educational decisions for the student is required, as provided below.

When a student experiencing homelessness who has completed the second year of high school transfers into the district from another school district or transfers between high schools within the district, and is not reasonably able to complete the district-established graduation requirements within the student's fifth year of high school but is reasonably able to complete the statewide coursework requirements within the fifth year of high school, the student shall be exempted from all district-established graduation requirements and be provided with the option to remain in school for a fifth year to complete the statewide requirements. In such situations, the Superintendent or designee shall consult with the student and the person holding the right to make educational decisions for the student, regarding the following: (Education Code 51225.1)

1. The student's option to remain in school for a fifth year to complete statewide coursework requirements

2. The effect of waiving the district-established requirements and remaining in school for a fifth year on the student's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education

3. Other options available to the student, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges

4. The student's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements

Eligibility for Extracurricular Activities

CSBA NOTE: The following paragraph is required pursuant to Education Code 48850. See BP 6145 - Extracurricular and Cocurricular Activities for additional eligibility requirements.

A student experiencing homelessness who enrolls in any district school shall have access to extracurricular and enrichment activities that are available to all students in the school, including but not limited to, interscholastic sports administered by the California Interscholastic Federation. (Education Code 48850)

Notification, Complaints, and Posting Requirements

Information regarding the educational rights of students experiencing homelessness, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

CSBA NOTE: Education Code 51225.1 and 51225.2 provide that complaints of noncompliance with specified requirements related to the educational rights of students experiencing homelessness may be filed in accordance with the uniform complaint procedures (UCP) specified in 5 CCR 4600-4670. As with other complaints covered under the UCP, a complainant may appeal the district's decision to CDE and, if the district or CDE finds any merit in the complaint, the district must provide a remedy to the affected student. See BP/AR 1312.3 - Uniform Complaint Procedures.

Any complaint that the district has not complied with requirements regarding the education of students experiencing homelessness, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

CSBA NOTE: Education Code 48852.6 requires the district and each district school that maintains a web sitewebsite to post on the district and school web siteswebsites information related to the education of students experiencing homelessness, as specified in the following paragraphs.

The Superintendent or designee shall ensure that a list of the district's liaison(s) and the contact information for such liaison(s), as well as specific information on homelessness, including, but not limited to, information regarding the educational rights and resources available to students experiencing homelessness, are posted on the district's ~~web site~~website. (Education Code 48852.6)

~~Each~~Additionally, each district school that has a ~~web site~~website shall ~~also~~ post the contact information for the district liaison and the name and contact information of any employee or other person under contract with the school who assists the district liaison in completing the liaison's duties pursuant to 42 USC 11432. (Education Code 48852.6)

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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 4600-4670	Uniform complaint procedures
Ed. Code 39807.5	Payment of transportation costs by parents
Ed. Code 48850	Academic achievement of students in foster care and homeless children
Ed. Code 48850-48859	Education of foster youth and homeless students
Ed. Code 48851	Identification of homeless children and youths and unaccompanied youths; housing questionnaire
Ed. Code 48851.3	Homeless education program policies; liaison responsibilities
Ed. Code 48851.5	Local educational agency liaison for homeless children and youths
Ed. Code 48852.3	Monitoring for compliance with chapter
Ed. Code 48852.5	Notice of educational rights of homeless students
Ed. Code 48852.6	Information regarding homelessness
Ed. Code 48852.7	Education of homeless students; immediate enrollment
Ed. Code 48859	Definitions
Ed. Code 48915.5	Recommended expulsion; foster youth with disabilities
Ed. Code 48918.1	Notice of recommended expulsion

Ed. Code 48985	Notices to parents/guardians in language other than English
Ed. Code 51225.1-51225.3	Graduation requirements
Ed. Code 52052	Accountability; numerically significant student subgroups
Ed. Code 52060-52077	Local control and accountability plan

Federal	**Description**
20 USC 1087vv	Free Application for Federal Student Aid; definitions
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 6311	State plan
42 USC ~~11431~~11301-11435	McKinney-Vento Homeless Assistance Act
42 USC 12705	Cranston-Gonzalez National Affordable Housing Act; state and local strategies

Management Resources	**Description**
California Child Welfare Council Publication	Partial Credit Model Policy and Practice Recommendations, September 2013
California Department of Education Publication	Federal Program Monitoring Instrument
California Department of Education Publication	Homeless Education Dispute Resolution Process, March 2020
National Center for Homeless Education Publication	Homeless Liaison Toolkit, 2020
U.S. Department of Education Guidance	Education for Homeless Children and Youths Program, Non-Regulatory Guidance, August 2018
Website	CSBA District and County Office of Education Legal Services
Website	California State University
Website	University of California
Website	California Department of Education, Homeless Children and Youth Education

Website	National Center for Homeless Education at SERVE
Website	National Homelessness Law Center
Website	U.S. Department of Education - Education for Homeless Children and Youths Grants for State and Local Activities
Website	California Community Colleges
Website	California Interscholastic Federation
Website	California Child Welfare Council

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0415	Equity
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0500	Accountability
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1400	Relations Between Other Governmental Agencies And The Schools
3250	Transportation Fees
3250	Transportation Fees
3260	Fees And Charges
3260	Fees And Charges
3515.4	Recovery For Property Loss Or Damage

3515.4	Recovery For Property Loss Or Damage
3541	Transportation Routes And Services
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
4112.9	Employee Notifications
4112.9-E(1)	Employee Notifications
4131	Staff Development
4212.9	Employee Notifications
4212.9-E(1)	Employee Notifications
4231	Staff Development
4312.9	Employee Notifications
4312.9-E(1)	Employee Notifications
4331	Staff Development
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5113.11	Attendance Supervision
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

5125.2	Withholding Grades, Diploma Or Transcripts
5132	Dress And Grooming
5132	Dress And Grooming
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.26	Tuberculosis Testing
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry
5141.6	School Health Services
5141.6	School Health Services
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.6	Parent/Guardian Notifications
5145.6-E(1)	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
6011	Academic Standards
6120	Response To Instruction And Intervention
6143	Courses Of Study
6143	Courses Of Study
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6145.2	Athletic Competition

6145.2	Athletic Competition
6146.1	High School Graduation Requirements
6146.3	Reciprocity Of Academic Credit
6146.3	Reciprocity Of Academic Credit
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
6164.2	Guidance/Counseling Services
6164.5	Student Success Teams
6164.5	Student Success Teams
6171	Title I Programs
6171	Title I Programs
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6174	Education For English Learners
6174	Education For English Learners
6177	Summer Learning Programs
6178	Career Technical Education

6178	Career Technical Education
6179	Supplemental Instruction
6190	Evaluation Of The Instructional Program

Exhibit 6173-E(1): Education For Homeless Children

Status: ADOPTED

Original Adopted Date: 07/01/2005 | **Last Revised Date:** ~~03~~02/01/~~2022~~2026 | **Last Reviewed Date:** ~~03~~02/01/~~2022~~2026

DISTRICT EXPLANATION OF DECISION

RELATED TO ELIGIBILITY, SCHOOL SELECTION, OR ENROLLMENT

CSBA NOTE: The following form should be revised to reflect district practice. In the U.S. Department of Education's (USDOE), "Education for Homeless Children and Youths Program, Non-Regulatory Guidance~~"~~," USDOE recommends that the written statement of any decision regarding the eligibility, school selection, or enrollment of a student experiencing homelessness include the elements specified below. See the accompanying administrative regulation.

Instructions: The following form provides notice and explanation to a student's parent/guardian or an unaccompanied youth regarding the district's decision related to student eligibility, school selection, or enrollment.

Date:_____ Name of person completing form:_____
Title:_____ Phone number:_____

In accordance with the federal McKinney-Vento Homeless Assistance Act (42 USC 11431-11435), this notification is being provided to either:
Name of parent(s)/guardian(s): _____
Name of unaccompanied student: _____

School requested:_____
District's placement decision (name of school):_____

Action(s) proposed/refused by the district related to eligibility, school selection, or enrollment:
_____
_____
_____
_____
_____

The district's determination regarding eligibility, school selection, or enrollment was based upon the following evidence and for the following reasons:
_____
_____
_____
_____
_____

Other options that the district considered, if any, included the following options which were rejected for the following reasons:
_____
_____
_____
_____
_____

Factors relevant to the district's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources, if any:
_____
_____
_____
_____
_____

You have the right to appeal this decision to the district Superintendent. To do so, contact the district's homeless liaison listed below within the next ___(_____ (insert number of days)___) days to request a Dispute Form. You may provide written or verbal documentation to support your position, and may also seek the assistance of social services, advocates, and/or service providers in the dispute process. The Superintendent or designee will review all the evidence and will notify you of their decision within ___(_____ (insert number of days)___) days.

If you are not satisfied with the Superintendent's decision, you may appeal to the _____(_____ (insert county name)_____) County Office of Education. If you are not satisfied with the county office's decision, you may then appeal to the California Department of Education. The district's homeless liaison can assist you with this appeal.

CONTACT INFORMATION:

District Liaison: The district liaison is one of the primary contacts between families experiencing homelessness and school or district staff. The district liaison for homeless students is responsible for coordinating services to ensure that students experiencing homelessness enroll in school and have the opportunity to succeed academically, and mediates enrollment disputes as needed.

Name of district's homeless liaison:_____
Address:_____
Phone number:_____

County Liaison: If you appeal the district's decision to the county office of education, the district liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office. The county liaison will review the materials and determine the eligibility, school selection, or enrollment decision within five working days of receiving the materials. The county liaison will notify you of the decision.

Name of County Office of Education homeless liaison:_____
Address:_____

Phone number:_____

State Coordinator: If you appeal the county office's decision to the California Department of Education, the county homeless liaison shall forward all written documentation and related paperwork to the State Homeless Coordinator. The state coordinator will review the district, county office, and parent/guardian information and will notify you of the decision within ten working days of receiving the materials.

Name of state homeless coordinator:_____
Address:_____
Phone number: _____

RIGHTS:

Pending the final resolution of this dispute, including the period of all appeals, the student has the right to immediately enroll in the school requested and to participate fully in school activities at that school.

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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 4600-4670	Uniform complaint procedures
Ed. Code 39807.5	Payment of transportation costs by parents
Ed. Code 48850	Academic achievement of students in foster care and homeless children
Ed. Code 48850-48859	Education of foster youth and homeless students
Ed. Code 48851	Identification of homeless children and youths and unaccompanied youths; housing questionnaire
Ed. Code 48851.3	Homeless education program policies; liaison responsibilities
Ed. Code 48851.5	Local educational agency liaison for homeless children and youths
Ed. Code 48852.3	Monitoring for compliance with chapter
Ed. Code 48852.5	Notice of educational rights of homeless students
Ed. Code 48852.6	Information regarding homelessness
Ed. Code 48852.7	Education of homeless students; immediate enrollment

Ed. Code 48859	Definitions
Ed. Code 48915.5	Recommended expulsion; foster youth with disabilities
Ed. Code 48918.1	Notice of recommended expulsion
Ed. Code 48985	Notices to parents/guardians in language other than English
Ed. Code 51225.1-51225.3	Graduation requirements
Ed. Code 52052	Accountability; numerically significant student subgroups
Ed. Code 52060-52077	Local control and accountability plan

Federal	**Description**
20 USC 1087vv	Free Application for Federal Student Aid; definitions
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 6311	State plan
42 USC ~~11431~~11301-11435	McKinney-Vento Homeless Assistance Act
42 USC 12705	Cranston-Gonzalez National Affordable Housing Act; state and local strategies

Management Resources	**Description**
California Child Welfare Council Publication	Partial Credit Model Policy and Practice Recommendations, September 2013
California Department of Education Publication	Federal Program Monitoring Instrument
California Department of Education Publication	Homeless Education Dispute Resolution Process, March 2020
National Center for Homeless Education Publication	Homeless Liaison Toolkit, 2020
U.S. Department of Education Guidance	Education for Homeless Children and Youths Program, Non-Regulatory Guidance, August 2018
Website	CSBA District and County Office of Education Legal Services
Website	California State University
Website	University of California

Website	California Department of Education, Homeless Children and Youth Education
Website	National Center for Homeless Education at SERVE
Website	National Homelessness Law Center
Website	U.S. Department of Education - Education for Homeless Children and Youths Grants for State and Local Activities
Website	California Community Colleges
Website	California Interscholastic Federation
Website	California Child Welfare Council

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0415	Equity
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0500	Accountability
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1400	Relations Between Other Governmental Agencies And The Schools
3250	Transportation Fees
3250	Transportation Fees
3260	Fees And Charges
3260	Fees And Charges
3515.4	Recovery For Property Loss Or Damage

3515.4	Recovery For Property Loss Or Damage
3541	Transportation Routes And Services
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
4112.9	Employee Notifications
4112.9-E(1)	Employee Notifications
4131	Staff Development
4212.9	Employee Notifications
4212.9-E(1)	Employee Notifications
4231	Staff Development
4312.9	Employee Notifications
4312.9-E(1)	Employee Notifications
4331	Staff Development
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5113.11	Attendance Supervision
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
5125.2	Withholding Grades, Diploma Or Transcripts
5132	Dress And Grooming

5132	Dress And Grooming
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.26	Tuberculosis Testing
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry
5141.6	School Health Services
5141.6	School Health Services
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.6	Parent/Guardian Notifications
5145.6-E(1)	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
6011	Academic Standards
6120	Response To Instruction And Intervention
6143	Courses Of Study
6143	Courses Of Study
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6145.2	Athletic Competition
6145.2	Athletic Competition
6146.1	High School Graduation Requirements
6146.3	Reciprocity Of Academic Credit
6146.3	Reciprocity Of Academic Credit

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
6164.2	Guidance/Counseling Services
6164.5	Student Success Teams
6164.5	Student Success Teams
6171	Title I Programs
6171	Title I Programs
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6174	Education For English Learners
6174	Education For English Learners
6177	Summer Learning Programs
6178	Career Technical Education
6178	Career Technical Education
6179	Supplemental Instruction
6190	Evaluation Of The Instructional Program

Exhibit 6173-E(2): Education For Homeless Children

Status: ADOPTED

Original Adopted Date: 07/01/2005 | **Last Revised Date:** ~~03~~02/01/~~2022~~2026 | **Last Reviewed Date:** ~~03~~02/01/~~2022~~2026

DISPUTE FORM

Instructions: This form is to be completed by a parent/guardian or student when a dispute regarding enrollment has arisen. As an alternative to completing this form, the information on this form may be shared verbally with the district's liaison for homeless students.

Date submitted:_____
Student's name:_____
Name of person completing form:_____
Relation to student:_____
Address:_____
Phone number:_____

Name of school requested:_____

I wish to appeal the eligibility, school selection, or enrollment decision made by:
□ District liaison □ District Superintendent □ County office of education liaison

Reason for the appeal: You may include an explanation to support your appeal in this space or provide your explanation verbally.
_____
_____
_____
_____

I have been provided with:
□ A written explanation of the district's decision
□ Contact information for the district's homeless liaison
□ Contact information for the county office of education's homeless liaison
□ Contact information for the state homeless coordinator

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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 4600-4670	Uniform complaint procedures
Ed. Code 39807.5	Payment of transportation costs by parents
Ed. Code 48850	Academic achievement of students in foster care and homeless children
Ed. Code 48850-48859	Education of foster youth and homeless students
Ed. Code 48851	Identification of homeless children and youths and unaccompanied youths; housing questionnaire
Ed. Code 48851.3	Homeless education program policies; liaison responsibilities
Ed. Code 48851.5	Local educational agency liaison for homeless children and youths
Ed. Code 48852.3	Monitoring for compliance with chapter
Ed. Code 48852.5	Notice of educational rights of homeless students
Ed. Code 48852.6	Information regarding homelessness
Ed. Code 48852.7	Education of homeless students; immediate enrollment
Ed. Code 48859	Definitions
Ed. Code 48915.5	Recommended expulsion; foster youth with disabilities
Ed. Code 48918.1	Notice of recommended expulsion
Ed. Code 48985	Notices to parents/guardians in language other than English
Ed. Code 51225.1-51225.3	Graduation requirements
Ed. Code 52052	Accountability; numerically significant student subgroups
Ed. Code 52060-52077	Local control and accountability plan

Federal	Description
20 USC 1087vv	Free Application for Federal Student Aid; definitions
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 6311	State plan
42 USC ~~11431~~11301-11435	McKinney-Vento Homeless Assistance Act

42 USC 12705	Cranston-Gonzalez National Affordable Housing Act; state and local strategies

Management Resources	Description
California Child Welfare Council Publication	Partial Credit Model Policy and Practice Recommendations, September 2013
California Department of Education Publication	Federal Program Monitoring Instrument
California Department of Education Publication	Homeless Education Dispute Resolution Process, March 2020
National Center for Homeless Education Publication	Homeless Liaison Toolkit, 2020
U.S. Department of Education Guidance	Education for Homeless Children and Youths Program, Non-Regulatory Guidance, August 2018
Website	CSBA District and County Office of Education Legal Services
Website	California State University
Website	University of California
Website	California Department of Education, Homeless Children and Youth Education
Website	National Center for Homeless Education at SERVE
Website	National Homelessness Law Center
Website	U.S. Department of Education - Education for Homeless Children and Youths Grants for State and Local Activities
Website	California Community Colleges
Website	California Interscholastic Federation
Website	California Child Welfare Council

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0415	Equity
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0500	Accountability

1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1400	Relations Between Other Governmental Agencies And The Schools
3250	Transportation Fees
3250	Transportation Fees
3260	Fees And Charges
3260	Fees And Charges
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3541	Transportation Routes And Services
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
4112.9	Employee Notifications
4112.9-E(1)	Employee Notifications
4131	Staff Development
4212.9	Employee Notifications
4212.9-E(1)	Employee Notifications
4231	Staff Development
4312.9	Employee Notifications
4312.9-E(1)	Employee Notifications
4331	Staff Development
5111	Admission

5111	Admission
5111.1	District Residency
5111.1	District Residency
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5113.11	Attendance Supervision
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
5125.2	Withholding Grades, Diploma Or Transcripts
5132	Dress And Grooming
5132	Dress And Grooming
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.26	Tuberculosis Testing
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry
5141.6	School Health Services
5141.6	School Health Services
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.6	Parent/Guardian Notifications
5145.6-E(1)	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
6011	Academic Standards
6120	Response To Instruction And Intervention
6143	Courses Of Study
6143	Courses Of Study
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6145.2	Athletic Competition
6145.2	Athletic Competition
6146.1	High School Graduation Requirements
6146.3	Reciprocity Of Academic Credit
6146.3	Reciprocity Of Academic Credit
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
6164.2	Guidance/Counseling Services
6164.5	Student Success Teams
6164.5	Student Success Teams
6171	Title I Programs
6171	Title I Programs
6172	Gifted And Talented Student Program

6172	Gifted And Talented Student Program
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6174	Education For English Learners
6174	Education For English Learners
6177	Summer Learning Programs
6178	Career Technical Education
6178	Career Technical Education
6179	Supplemental Instruction
6190	Evaluation Of The Instructional Program

Policy 6173.1: Education For Foster Youth

Status: ADOPTED

Original Adopted Date: 03/01/2008 **| Last Revised Date:** ~~03~~02/01/~~2023~~2026 **| Last Reviewed Date:** ~~03~~02/01/~~2023~~2026

CSBA NOTE: Education Code 42238.02 and 42238.03 provide supplemental and concentration grants within the local control funding formula based on the number and concentration of unduplicated counts of students who are foster youth, who are English learners, or who are eligible for free or reduced-price meals; see BP/AR 3100 - Budget. ~~In addition~~Additionally, Education Code 52060-52077 ~~require~~requires districts to develop a local control and accountability plan (LCAP) which ~~must~~is required to be aligned to specific state priorities and any additional local priorities, and ~~which must~~to contain annual goals for all students and for each "numerically significant" student subgroup and the specific actions to be taken to achieve each goal; see BP/AR 0460 - Local Control and Accountability Plan.

Education Code 48850-48859 (the AB 490 Educational Rights and Stability Act of 2003) create obligations for districts regarding the education of foster youth, including the right of foster youth to continue attending their school of origin and the requirement to ensure that foster youth have access to the same academic resources, services, and extracurricular and enrichment activities that are available to all students. ~~See~~For more information regarding these obligations, see the accompanying administrative regulation.

~~While the~~The requirements of the federal McKinney-Vento Homeless Assistance Act (42 USC 11431-11435) may apply to foster youth in certain situations, such as when they are living in emergency or transitional shelters ~~(~~. For more information about the education of students who are experiencing homelessness see BP/AR 6173 - Education for Homeless Children~~)~~. However, Education Code 48850-48859 ~~extend~~extends services to youth at any time when in foster care. The following policy may be revised to reflect district practice.

The Governing Board recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs that may be addressed with the provision of a safe, positive learning environment that is free from discrimination and harassment and that promotes students' self-esteem and academic achievement.

The Superintendent or designee shall provide foster youth with full access to the district's educational program and implement strategies necessary for the improvement of the academic achievement of foster youth. Additionally, as identified in the district's local control and accountability plan (LCAP~~). The~~), the Superintendent or designee shall ~~also~~ develop strategies to build a foster youth's feeling of connectedness with school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities.

CSBA NOTE: Pursuant to Education Code 48850, placement determinations for foster youth are required to be made in accordance with the student's "best interest." ~~In addition~~Additionally, Education Code 48853.5 requires each district to designate a staff person as a foster care liaison to help ensure proper school placement, enrollment, and transfer. ~~See~~For more information regarding placement decisions for foster youth, see the accompanying administrative regulation.

The Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and as specified in the accompanying administrative regulation. ~~To that end, the~~The Superintendent or designee shall designate a staff person as the district liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth.

The Superintendent or designee and district liaison shall ensure that all appropriate staff, including, but not limited to, each principal, school registrar, and attendance clerk, receive training on the enrollment, placement, and transfer of foster youth and other related rights.

CSBA NOTE: Education Code 48853.5 encourages districts to collaborate with other agencies to provide services to foster youth. The following optional paragraph should be modified to reflect district practice.

To address the needs of foster youth and help ensure the maximum utilization of available funds, the Superintendent or designee shall collaborate with local agencies and officials including, but not limited to, the county placing agency, social services, probation officers, and juvenile court officers. The Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth.

CSBA NOTE: Pursuant to Education Code 52060, each district is required to update the LCAP by July 1 each year. The following optional paragraph uses the LCAP review timeline and may be revised to reflect district practice.

At least annually and in accordance with the established timelines, the Superintendent or designee shall report to the Board on the outcomes for foster youth regarding the goals and specific actions identified in the LCAP, including, but not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, and suspension/expulsion rates. As necessary, evaluation data shall be used to determine and recommend revisions to the LCAP for improving or increasing services for foster youth.

~~CSBA NOTE: Pursuant to Education Code 51225.1, as amended by SB 532 (Ch. 918, Statutes of 2022), districts are required to annually report to the California Department of Education regarding the number of foster youth who, for the prior school year, graduated with an exemption from the district-established graduation requirements that are in addition to statewide coursework requirements, as specified below.~~

~~Annually, the Superintendent or designee shall report to the California Department of Education, in accordance with Education Code 51225.1, the number of foster youth graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements.~~

Policy Reference UPDATE Service

Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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 4600-4670	Uniform complaint procedures
Ed. Code 39807.5	Payment of transportation costs by parents/guardians; waiver for foster youth
Ed. Code 42238.01-42238.07	Local control funding formula
Ed. Code 42920-42926	Foster children educational services
Ed. Code 48645-48647	Juvenile court schools
Ed. Code 48850-48859	Education of foster youth and homeless students
Ed. Code 48915.5	Recommended expulsion; foster youth with disabilities
Ed. Code 48918.1	Notice of recommended expulsion
Ed. Code 49061	Definitions; directory information
Ed. Code 49069.5	Students in foster care; grades and credits
Ed. Code 49076	Access to student records
Ed. Code 51225.1	Exemption from district graduation requirements
Ed. Code 51225.2	Course credits
Ed. Code 51225.3	High school graduation requirements
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 56055	Rights of foster parents pertaining to foster youth's education
W&I Code 10553.1	Indian and tribal organizations
H&S Code 120341	Foster youth; school placement and immunization records
H&S Code 1522.41	Training and certification of group home administrators
W&I Code 16000-16014	Foster care placement
W&I Code 300	Minors subject to jurisdiction
W&I Code 309	Investigation and release of child
W&I Code 317	Appointment of legal counsel
W&I Code 361	Limitations on parental control
W&I Code 366.27	Educational decision by relative providing living arrangements
W&I Code 602	Minors violating law; ward of court

W&I Code 726	Limitations on parental control
W&I Code 727	Order of care; ward of court

Federal	**Description**
20 USC 1415	Procedural safeguards
20 USC 6311	State plan
29 USC 794	Rehabilitation Act of 1973; Section 504
42 USC 11431-11435	McKinney-Vento Homeless Assistance Act
42 USC 670-679b	Federal assistance for foster care programs

Management Resources	**Description**
Alliance for Children's Rights Publication	Foster Youth Education Toolkit, December 2016
California Child Welfare Council Publication	Partial Credit Model Policy and Practice Recommendations, September 2013
California Foster Youth Education Task Force Pub	California Foster Youth Education Law Fact Sheets, January 2021
Cities, Counties and Schools Partnership Pub.	Our Children: Emancipating Foster Youth, A Community Action Guide
CSBA Publication	Our Foster Youth: What School Boards Can Do, May 2016
CSBA Publication	Foster Youth: Supports for Success, Governance Brief, May 2016
U.S. Department of Education Publication	Ensuring Educational Stability for Children in Foster Care, Non-Regulatory Guidance, June 2016
Website	CSBA District and County Office of Education Legal Services
Website	Alliance for Children's Rights
Website	Foster Ed
Website	National Center for Youth Law
Website	California Department of Education, Foster Youth Services
Website	California Department of Social Services, Foster Youth Ombudsman Office
Website	California Foster Youth Education Task Force
Website	California Youth Connection
Website	Cities Counties and Schools Partnership
Website	CSBA
Website	California Child Welfare Council

Cross References

Code	Description
0200	Goals For The School District
0410	Nondiscrimination In District Programs And Activities
0415	Equity
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
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
1400	Relations Between Other Governmental Agencies And The Schools
3100	Budget
3100	Budget
3250	Transportation Fees
3250	Transportation Fees
3260	Fees And Charges
3260	Fees And Charges
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3540	Transportation
3541	Transportation Routes And Services
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
4131	Staff Development
4231	Staff Development
4331	Staff Development
5111	Admission
5111	Admission

5111.1	District Residency
5111.1	District Residency
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5113.11	Attendance Supervision
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5116.2	Involuntary Student Transfers
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention
5125	Student Records
5125	Student Records
5125.2	Withholding Grades, Diploma Or Transcripts
5131	Conduct
5131.2	Bullying
5131.2	Bullying
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5132	Dress And Grooming
5132	Dress And Grooming
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.26	Tuberculosis Testing
5141.31	Immunizations
5141.31	Immunizations

5141.32	Health Screening For School Entry
5141.6	School Health Services
5141.6	School Health Services
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5145.9	Hate-Motivated Behavior
5147	Dropout Prevention
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
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6145.2	Athletic Competition
6145.2	Athletic Competition
6146.1	High School Graduation Requirements
6146.3	Reciprocity Of Academic Credit
6146.3	Reciprocity Of Academic Credit
6159	Individualized Education Program
6159	Individualized Education Program
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
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6164.2	Guidance/Counseling Services
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
6174	Education For English Learners
6174	Education For English Learners
6177	Summer Learning Programs
6179	Supplemental Instruction
6184	Continuation Education
6184	Continuation Education
6190	Evaluation Of The Instructional Program
9320	Meetings And Notices

Regulation 6173.1: Education For Foster Youth

Status: ADOPTED

Original Adopted Date: 12/01/2013 **| Last Revised Date:** ~~03~~02/01/~~2023~~2026 **| Last Reviewed Date:** ~~03~~02/01/~~2023~~2026

Definitions

CSBA NOTE: Education Code 42238.01 and 48853.5~~, as amended by AB 181 (Ch. 52, Statutes of 2022),~~ define "foster youth," as reflected in the following paragraph. Education Code 42921 adds to the definition of "student in foster care" a child who is detained in a county-operated juvenile detention facility or is the subject of a juvenile court petition and has been identified by a county child welfare agency, a probation department, or an Indian tribe meeting specified criteria as being at imminent risk of removal and placement into foster care.

Foster youth, *foster child*, or *student in foster care* means any of the following: (Education Code 42238.01, 42921, 48853.5)

1. A child who is the subject of a petition filed pursuant to Welfare and Institutions Code 300, regardless of whether ~~or not~~ the child has been removed from the child's home by the juvenile court pursuant to Welfare and Institutions Code 319 or 361

2. A child who is the subject of a petition filed pursuant to Welfare and Institutions Code 602, regardless of whether ~~or not~~ the child has been removed from the child's home

3. A child who is the subject of a petition filed pursuant to Welfare and Institutions Code 602, has been removed from the child's home by the juvenile court pursuant to Welfare and Institutions Code 727, and is in foster care as defined by Welfare and Institutions Code 727.4(d)

4. A nonminor who is under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Code 450, and satisfies the criteria specified in Education Code 42238.01

5. A child who has been removed from the youth's home pursuant to Welfare and Institutions Code 309

6. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court pursuant to the court's jurisdiction in accordance with the tribe's law

7. A child who is the subject of a voluntary placement agreement, as defined in Welfare and Institutions Code 11400(p)

8. A child who is detained in a county-operated juvenile detention facility, or a child who is the subject of a petition filed pursuant to Welfare and Institutions Code 602 and has been identified by a county child welfare agency, a probation department, or an Indian tribe that entered into an agreement pursuant to Welfare and Institutions Code 10553.1 as being at imminent risk of removal and placement into foster care

CSBA NOTE: In instances where the rights of the parent/guardian have been limited, the court may appoint an educational representative on a temporary or long-term basis to make educational decisions for the student.

Person holding the right to make educational decisions means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 726.

CSBA NOTE: Pursuant to Education Code 48853.5, if a foster youth is also a student with a disability, the school of origin includes a placement in a certified nonpublic, nonsectarian school, and requires a nonpublic, nonsectarian school or agency to agree in writing, for any foster student it serves, to be designated as the school of origin of the foster student and to allow the foster student to continue education in the school.

School of origin means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the foster youth was last enrolled, or if there is another school that the foster youth attended with which the foster youth is connected and that the foster youth attended within the preceding 15 months, the district liaison, in consultation with, and with the agreement of, the foster youth and the person holding the right to make educational decisions for the foster youth shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. If a foster youth is also a student with a disability and attends a certified nonpublic, nonsectarian school, then that school shall be deemed to be the school of origin. (Education Code 48853.5)

CSBA NOTE: Education Code 48850 expresses the legislative intent that the "best interests" of a foster youth include educational stability as well as placement in the least restrictive educational setting necessary to achieve academic progress, as provided below.

~~In addition~~Additionally, pursuant to 20 USC 6311, determination of a student's "best interest" requires consideration of all factors relating to the student's best interest, including the appropriateness of the current educational setting and the proximity to the school in which the student is enrolled at the time of placement.

Best interests of a foster youth means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the proximity to the school at the time of placement, appropriateness of the educational setting, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress,

and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853; 20 USC 6311)

District Liaison

CSBA NOTE: Pursuant to Education Code 48853.5, districts are required to designate a staff person as the educational liaison for foster youth. The person may be the same individual designated as the liaison for homeless students as required by 42 USC 11432; see AR 6173 - Education for Homeless Children. ~~In addition~~Additionally, Education Code 48853.5 requires that, for districts operating a foster youth services program, the liaison be affiliated with that program. The duties of the liaison are as specified below.

The Superintendent designates the following position as the district's liaison for foster youth: (Education Code 48853.5)

_____
(position or title)
_____
(address)
_____
(phone number)
_____
(email)

The liaison for foster youth shall:

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of students in foster care (Education Code 48853.5)

CSBA NOTE: Education Code 48645.5 requires districts to accept for credit full or partial coursework completed in a public school or nonpublic nonsectarian school or agency in addition to a juvenile court school~~; see the section below entitled "Transfer of Coursework and Credits."~~. For more information regarding the transfer of coursework and credits, see BP/AR 6146.3 – Reciprocity of Academic Credit.

2. Ensure proper transfer of credits, records, and grades when students in foster care transfer from one school to another or from one district to another (Education Code 48645.5, 48853.5)

   When a student in foster care is enrolling in a district school, the liaison 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. When a foster youth is transferring to a new school, the liaison shall provide the student's records to the new school within two business days of receiving the new school's request. (Education Code 48853.5)

CSBA NOTE: Pursuant to Education Code 48853.5, ~~as amended by AB 740 (Ch. 400, Statutes of 2022),~~ a foster youth's educational rights holder, attorney, and county social worker have the same rights as a parent/guardian to receive a suspension notice, expulsion notice, manifestation

determination notice, involuntary transfer notice, and other documents and related information. See AR 5144.1 - Suspension and Expulsion/Due Process, AR 5144.2 - Suspension/Expulsion (Students with Disabilities), and BP/AR 6184 - Continuation Education.

3. Notify a foster youth's educational rights holder, attorney, and county social worker when a foster youth is undergoing any expulsion or other disciplinary proceeding including a manifestation determination for a foster youth who is a student with a disability, prior to a change in the foster youth's placement~~.~~ (Education Code 48853.5, 48911, 48915.5, 48918.1)

CSBA NOTE: Items #4-8 below are optional and should be modified to reflect district practice.

4. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973

5. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services

6. Develop protocols and procedures for creating awareness for district staff, including principals, school registrars, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth

CSBA NOTE: ~~Optional~~ Item #7 establishes the responsibility of the district liaison to collaborate with other local agencies to coordinate services for foster youth.

Pursuant to Education Code 42920.5-42921, the Foster Youth Services Coordinating Program provides funding for a county office of education or consortium of county offices of education to coordinate educational support for foster youth among the districts within their jurisdiction. As part of the program, such county offices ~~must~~are required to develop and implement a coordinating plan for purposes of establishing guiding principles and protocols to provide supports for foster care students. To the extent possible, such a plan ~~must~~is required to include, but is not limited to, a description of how the program will establish ongoing collaboration among local educational agencies, county child welfare agencies, and county probation departments to determine the proper educational placement of foster youth.

Additionally, pursuant to Education Code 42921, a foster youth may receive tutoring, mentoring, and counseling services by the foster youth services coordinating program if a foster youth educational services coordinator determines that the foster youth services coordinator is unable to secure those services through the district and the foster youth educational services coordinator has identified such services and established them as needed. In addition, pursuant to Education Code 42921, if a district annually certifies in writing that it is unable, using any other state, federal, local, or private funds, to provide tutoring, mentoring, and counseling for foster youth, it may enter into a temporary

agreement with the foster youth services coordinating program to provide those services, if the program has established such services.

7. Collaborate with the county office of education, county placing agency, county child welfare agency, county probation department, juvenile court, and other appropriate agencies to help coordinate instruction, counseling, tutoring, mentoring vocational training, and other related services for the district's foster youth

CSBA NOTE: The following optional item facilitates the annual update of the local control and accountability plan required pursuant to Education Code 52060; see BP/AR 0460 - Local Control and Accountability Plan.

8. Monitor the educational progress of foster youth and provide reports to the Superintendent or designee and the Governing Board based on indicators identified in the district's local control and accountability plan

CSBA NOTE: The following paragraph is optional and may be revised to reflect district practice.

The Superintendent or designee shall regularly monitor the liaison's caseload, as well as additional duties outside of the foster youth program, to ensure that adequate time and resources are provided to meet the needs of foster youth in the district.

Enrollment

A student placed in a licensed children's institution or foster family home within the district shall attend programs operated by the district unless one of the following circumstances applies: (Education Code 48853, 48853.5)

1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency or in another local educational agency

CSBA NOTE: Pursuant to Education Code 48853, a district is required to educate foster youth in the least restrictive environment necessary for their educational achievement. However, a district may be discharged from this obligation when the parent/guardian or other person holding the right to make educational decisions for the foster youth unilaterally decides to place the foster youth in another educational program and provides the district a written statement as specified in item #2 below.

2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interests of the student to be placed in another education program and submits a written statement to the district indicating that determination and an awareness of the following:

    a. The student has a right to attend a regular public school in the least restrictive environment

b. The alternate education program is a special education program, if applicable

c. The decision to unilaterally remove the student from the district school and to place the student in an alternate education program may not be financed by the district

d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent/guardian or other person holding the right to make educational decisions for the student

CSBA NOTE: Pursuant to Education Code 48853.5, the education of a foster youth may continue in the school of origin under the circumstances stated below. Elementary and high school districts should delete any Item (#3b or c) that is not applicable to the grade levels served by the district.

3. At the initial placement or any subsequent change in placement, the student exercises the right to continue in the school of origin, as defined above.

   In any such circumstance, the following shall apply:

   a. The student may continue in the school of origin for the duration of the court's jurisdiction

   b. If the court's jurisdiction over a grade K-8 student is terminated prior to the end of a school year, the student may continue in the school of origin for the remainder of the school year

   c. If the court's jurisdiction is terminated while the student is in high school, the student may continue in the school of origin through graduation

   d. If the student is transitioning between school grade levels, the student shall be allowed to continue in the district in the same attendance area to provide the student the benefit of matriculating with the student's peers in accordance with the established feeder patterns of school in the district.

      A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The role of the liaison shall be advisory with respect to placement decisions and determination of the school of origin. (Education Code 48853.5)

The district liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the foster youth be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to

attend. All decisions shall be made in accordance with the foster youth's best interests. (Education Code 48853.5)

Prior to making any recommendation to move a foster youth from the school of origin, the liaison shall provide the foster youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how the recommendation serves the youth's best interests. (Education Code 48853.5)

CSBA NOTE: Pursuant to Education Code 48853.5, a district is required to immediately enroll any foster youth transferring into the district even when the foster youth has outstanding fees, fines, textbooks, or other moneys due to the last school attended or the district has not received the foster youth's academic or medical records, as listed in Items #1-3 below. However, pursuant to Health and Safety Code 120341, if a district does not receive a foster youth's immunization records prior to enrollment, the district ~~must~~is required to take steps, after the foster youth is enrolled, to obtain the immunization records or ensure that the foster youth is properly immunized. See BP/AR 5141.31 - Immunizations.

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the foster youth would be served by a transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth, regardless of whether the foster youth: (Education Code 48853.5)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended

2. Does not have clothing normally required by the school, such as school uniforms

3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation

CSBA NOTE: Education Code 48853 and 48853.5 specify that, if a dispute arises regarding school placement, then the district ~~shall~~is required to use an existing dispute resolution process available to any district student. The following paragraph should be modified to reflect district practice.

If the foster youth or a person holding the right to make educational decisions for the foster youth disagrees with the liaison's enrollment recommendation, an appeal may be filed with the Superintendent. The Superintendent shall make a determination within 30 calendar days of receipt of the appeal. Within 30 calendar days of receipt of the Superintendent's decision, the foster youth or the person holding the right to make educational decisions for the foster youth may appeal that decision to the Board. The Board shall consider the issue at its next regularly scheduled meeting. The Board's decision shall be final.

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the

foster youth has the right to remain in the school of origin pending resolution of the dispute. (Education Code 48853.5)

CSBA NOTE: A district that operates an intersession program is required to grant priority access to a foster youth, pursuant to Education Code 48853.5. If any such student will be moving during an intersession period, the student's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the student attends for the intersession period. When the district offers an intersession program, priority access shall be given to students who are foster youth. If a foster student will be moving during an intersession period, the student's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the student attends for the intersession period. (Education Code 48853.5)

Transportation

CSBA NOTE: Pursuant to Education Code 48853.5, a district may, but is not required to, provide transportation to enable a foster youth to attend a school or school district of origin, except when it is otherwise required by federal law or pursuant to the individualized education program of a student with a disability. In accordance with 20 USC 6312, districts are mandated to collaborate with the local child welfare agency to develop clear written procedures governing how transportation will be provided, arranged, and funded to enable foster youth to attend their school of origin, when it is in their best interest to do so. The local child welfare agency may reimburse the district for any additional costs of such transportation, or the district may agree to pay for or share the costs with the child welfare agency. The following section may be revised to reflect the procedures established in collaboration with the child welfare agency, or such procedures may be incorporated into a memorandum of understanding or other document.

The Superintendent or designee shall collaborate with the local child welfare agency to determine how transportation will be provided, arranged, and funded in a cost-effective manner to enable a foster youth to remain in the school of origin, for the duration of the time spent in foster care, when it is in the foster youth's best interest to do so. Such transportation costs may be paid by either the child welfare agency or the district, or shared by both. (20 USC 6312)

CSBA NOTE: Pursuant to Education Code 39807.5~~, as amended by AB 181~~, districts that provide home-to-school transportation and other transportation as expressly provided by law, and charge fees for such transportation, are required to waive transportation fees for foster youth. See BP 3250 - Transportation Fees and AR 3260 - Fees and Charges.

Any fees that the district charges for home-to-school transportation and other transportation as expressly provided by law shall be waived for foster youth. (Education Code 39807.5)

Effect of Absences on Grades

The grades of a student in foster care shall not be lowered for any absence from school that is due to either of the following circumstances: (Education Code 49069.5)

1. A decision by a court or placement agency to change the student's placement, in which case the grades shall be calculated as of the date the student left school

2. A verified court appearance or related court-ordered activity

Transfer of Coursework and Credits

CSBA NOTE: The following section is for use by districts maintaining high schools. Education Code 51225.2, as amended by SB 532 (Ch. 918, Statutes of 2022), addresses the transferability of coursework and credits completed by foster youth, as provided below.

Education Code 51225.2, as amended by SB 532, requires the transferring school to include in the foster youth's educational record a determination of days of enrollment and/or seat time and an official transcript with full and partial credits and grades earned, or any measure of full or partial coursework being satisfactorily completed.

When a foster youthstudent transfers into a district school, the district will receive an official transcript from the transferring school or district which reflects full and partial credits and grades earned by the foster youth and includes: (Education Code 51225.2)

1. A determination of the days of enrollment and/or seat time, if applicable for all full and partial credits earned based on any measure of full or partial coursework being satisfactorily completed

   Partial coursework satisfactorily completed includes any portion of an individual course, even if the student did not complete the entire course

2. Separate listings for credits and grades earned at each school and local educational agency so it is clear where credits and grades were earned

3. A complete record of the student's seat time, including both period attendance and days of enrollment

The district student's coursework and credits shall transfer the credits and grades from the transferring school's transcript onto an official district transcript in the same manner as described in Item #2, above. (Education Code 51225.2)

If the Principal or designee has knowledge that the transcript from the transferring school may not include certain credits or grades, the Principal or designee shall contact the prior school within two business days to request that the full or partial credits be issued, which shall then be issued and provided by the prior school within two business days of the request. (Education Code 51225.2)

The district shall accept and issue full or partial credit for any coursework that the foster youth has satisfactorily completed while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency. (Education Code 51225.2)

CSBA NOTE: Pursuant to Education Code 51225.2, districts are not authorized to require a foster youth who has completed an entire course to retake the course.

If the entire course was completed, the district shall not require the foster youth to retake the course. (Education Code 51225.2)

If the entire course was not completed at the previous school, the foster youth shall be issued partial credit for the coursework completed and shall be required to take the uncompleted portion of the course. However, the district may require the foster youth to retake the portion of the course completed if, in consultation with the holder of educational rights for the foster youth, the district finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a foster youth in any particular course, the foster youth shall be enrolled in the same or equivalent course, if applicable, to enable the completion of the entire course. (Education Code 51225.2)

CSBA NOTE: Although Education Code 51225.2 requires districts to award partial credits to foster youth who transfer from school to school, there is no uniform system for calculating and awarding partial credits. To ensure consistency in the treatment of foster youth, the California Child Welfare Council (CCWC), in its, "Partial Credit Model Policy and Practice Recommendations," available on its web site, recommends the approach be transferred as specified in the following optional paragraph, which may be revised to reflect district practice. Education Code 51225.2 and Board Policy and Administrative Regulation 6146.3 – Reciprocity of Academic Credit.

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall the district prevent a foster youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

Applicability of Graduation Requirements

CSBA NOTE: The following section is for use by districts maintaining high schools. Also see BP 6146.1 - High School Graduation Requirements.

To obtain a high school diploma, a foster youth shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements prescribed by the Board.

However, when a foster youth who has completed the second year of high school transfers into the district from another school district or transfers between high schools within the district, the foster youth shall be exempted from all district-established coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to

complete the additional requirements in time to graduate from high school by the end of the fourth year of high school. Within 30 calendar days of the foster youth's transfer, the Superintendent or designee shall notify the foster youth, the person holding the right to make educational decisions for the foster youth, and the foster youth's social worker of the availability of the exemption and whether the foster youth qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer a foster youth. (Education Code 51225.1)

CSBA NOTE: Pursuant to Education Code 51225.1, as amended by SB 532, to determine whether a foster youth with significant gaps in school attendance is in the third or fourth year of high school, the student's age as compared to the average age of students in the third or fourth year of high school may be used.

To determine whether a foster youth is in the third or fourth year of high school, the district shall use either the number of credits the foster youth has earned as of the date of the transfer, the length of school enrollment, or for a foster youth with significant gaps in school attendance, the foster youth's age as compared to the average age of students in the third or fourth year of high school, whichever qualifies the foster youth for the exemption. (Education Code 51225.1)

CSBA NOTE: Education Code 51225.1, as amended by SB 532, requires the district to exempt a foster youth who qualifies for an exemption from district-established graduation requirements, under the circumstances described below.

If a foster youth was not properly notified of an exemption, declined the exemption, or was not previously exempted, the foster youth or the person holding the right to make educational decisions for the foster youth may request the exemption and the Superintendent or designee shall exempt the foster youth within 30 days of the request. A student who at one time qualified for the exemption may request the exemption even if the student is no longer eligible. (Education Code 51225.1)

CSBA NOTE: Pursuant to Education Code 51225.1, as amended by SB 532, the district is required to reevaluate a foster youth's eligibility for an exemption from district-established graduation requirements, as described below

When the Superintendent or designee determines that a foster youth who transferred into a district school is reasonably able to complete district-established graduation requirements by the end of the foster youth's fourth year of high school, the foster youth shall not be exempted from those requirements. Within 30 calendar days of the following academic year, the foster youth shall be reevaluated based on the foster youth's course completion status at the time, to determine if the student continues to be reasonably able to complete the district-established graduation requirements in time to graduate by the end of the foster youth's fourth year of high school. Written notice as to whether the foster youth then qualifies for the exemption shall be provided to the foster youth, the person holding the right to make educational decisions for the foster youth, and if applicable, to the foster youth's social worker or probation officer. (Education Code 51225.1)

If, upon reevaluation, it is determined that the foster youth is not reasonably able to complete the

district-established graduation requirements in time to graduate from high school by the end of the foster youth's fourth year of high school, the Superintendent or designee shall provide the foster youth with the option to receive an exemption from district-established graduation requirements or stay in school for a fifth year to complete the district-established graduation requirements upon agreement with the foster youth, or if under 18 years of age, the person holding the right to make educational decisions for the foster youth, and provide notifications in accordance with Education Code 51225.1. (Education Code 51225.1)

CSBA NOTE: Pursuant to Education Code 51225.1, as amended by SB 532, the district is required to consult with a foster youth who is granted an exemption from district-established graduation requirements and the person holding the right to make educational decisions for the foster youth, as described below.

When a foster youth is exempted from district-established graduation requirements, the Superintendent or designee shall consult with the foster youth and the person holding the right to make educational decisions for the foster youth about the following: (Education Code 512251.)

1. Discussion of how any requirements that are waived may affect the foster youth's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution

2. Discussion and information about other options available to the student, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges

3. Consideration of the foster youth's academic data and any other information relevant to making an informed decision on whether to accept the exemption

The district shall not require or request a foster youth to transfer schools in order to qualify for an exemption and shall not grant any request made by a foster youth or any person acting on behalf of a foster youth for a transfer solely to qualify the foster youth for an exemption. (Education Code 51225.1)

CSBA NOTE: Education Code 51225.1 prohibits the district from requiring a foster youth who is eligible for an exemption from district-established graduation requirements from accepting the exemption or being denied enrollment, as described below.

The Superintendent or designee shall not require a foster youth who is eligible for an exemption from district-established graduation requirements, and would otherwise be entitled to remain in attendance at the school, to accept the exemption or be denied enrollment in, or the ability to complete, courses for which the foster youth is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether such courses are required for statewide graduation requirements. (Education Code 51225.1)

CSBA NOTE: Education Code 51225.1 prohibits the district from revoking a foster youth's exemption from district-established graduation requirements.

If a foster youth is exempted from district-established graduation requirements the exemption shall not be revoked. Additionally, the exemption shall continue to apply after the termination of the court's jurisdiction over the student while still enrolled in school or if the foster youth transfers to another school or school district. (Education Code 51225.1)

CSBA NOTE: Pursuant to Education Code 51225.1, the district may not require or request a foster youth who is exempted from district-established graduation requirements and completes statewide coursework requirements before the end of the foster youth's fourth year or high school to graduate early, as described below.

The Superintendent or designee shall not require or request a foster youth who is exempted from district-established graduation requirements and who completes the statewide coursework requirements before the end of the fourth year of high school, and would otherwise be entitled to remain in school, to graduate before the end of the foster youth's fourth year of high school. (Education Code 51225.1)

CSBA NOTE: Pursuant to Education Code 51225.1, as amended by SB 532, if the district determines that a foster youth who is eligible for the exemption from district-established graduation requirements is reasonably able to complete those requirements in time to graduate from high school by the end of the foster youth's fifth year, the district is required to provide the following.

Upon making a finding that a foster youth is reasonably able to complete district-established graduation requirements within the fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

1. Consult with the foster youth and the person holding the right to make educational decisions for the foster youth of the option to remain in school for a fifth year to complete the district-established graduation requirements and how that will affect the foster youth's ability to gain admission to a postsecondary educational institution

2. Consult with and provide information to the foster youth about transfer opportunities available through the California Community Colleges

3. Upon agreement with the foster youth or, if under 18 years of age, the person holding the right to make educational decisions for the foster youth, permit the foster youth to stay in school for a fifth year to complete the district-established graduation requirements

4. Consult with the foster youth and the person holding the right to make educational decisions for the foster youth of the option to remain in the foster youth's school of origin

CSBA NOTE: Pursuant to Education Code 51225.1, as amended by SB 532, until January 1, 2028, when a foster youth who has completed the second year of high school transfers into the district from another school district or transfers between high schools within the district, and is not reasonably able to complete the district-established graduation requirements, but is reasonably able to complete the statewide coursework requirements within the foster youth's fifth year of high school, the district is required to exempt the foster youth from the district-established graduation requirements and provide the foster youth with the option to remain in school for a fifth year to complete the statewide requirements. In such situations, consultation with the foster youth and the person holding the right to make educational decisions for the foster youth is required, as provided below.

When a foster youth who has completed the second year of high school transfers into the district from another school district or transfers between high schools within the district, and is not reasonably able to complete the district-established graduation requirements within the foster youth's fifth year of high school but is reasonably able to complete the statewide coursework requirements within the fifth year of high school, the foster youth shall be exempted from all district-established graduation requirements and provided with the option to remain in school for a fifth year to complete the statewide requirements. In such situations, the Superintendent or designee shall consult with the foster youth and the person holding the right to make educational decisions for the foster youth, regarding the following: (Education Code 51225.1)

1. The foster youth's option to remain in school for a fifth year to complete statewide coursework requirements

2. The effect of waiving the district-established requirements and remaining in school for a fifth year on the foster youth's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education

3. Other options available to the foster youth, including but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges

4. The foster youth's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements

Applicability of Graduation Requirements

A foster student who transfers to a district school shall be expected to complete all courses and fulfill graduation requirements as specified in Board Policy 6146.1 - High School Graduation Requirements, unless the student has completed the second year of high school and thereby exempted from such requirements in accordance with Education Code 51225.1.

Eligibility for Extracurricular Activities

CSBA NOTE: Education Code 48850 provides that, when a foster youth's residence changes pursuant to a court order or decision of a child welfare worker, the student shall be immediately deemed to meet all residency requirements for participation in extracurricular activities and interscholastic sports. For additional information about eligibility requirements, see BP 6145 - Extracurricular and Cocurricular Activities.

A foster youth whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

Notification and Complaints

CSBA NOTE: Education Code 48853, 49069.5, 51225.1, and 51225.2 require that the district's annual uniform complaint procedures notification include specified information regarding the educational rights of foster youth. See AR 1312.3 - Uniform Complaint Procedures for further information regarding this notification. Pursuant to Education Code 48853.5, the California Department of Education (CDE), in consultation with the California Foster Youth Education Task Force, developed a standardized notice of the educational rights of foster youth, available on CDE's ~~web site~~website.

Information regarding the educational rights of foster youth shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

CSBA NOTE: Education Code 48853, 48853.5, 49069.5, 51225.1, and 51225.2 provide that complaints of noncompliance with specified requirements related to the education of foster youth may be filed in accordance with the uniform complaint procedures specified in 5 CCR 4600-4670. As with other complaints covered under the uniform complaint procedures, a complainant may appeal the district's decision to CDE and, if the district or CDE finds any merit in the complaint, the district ~~must~~is required to provide a remedy to the affected student. See BP/AR 1312.3 - Uniform Complaint Procedures.

Any complaint alleging that the district has not complied with requirements regarding the education of foster youth may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures. If the district finds merit in a complaint, the district shall provide a remedy to the affected student. A complainant not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE) and shall receive a written decision regarding the appeal within 60 days of CDE's receipt of the appeal. If CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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 4600-4670	Uniform complaint procedures
Ed. Code 39807.5	Payment of transportation costs by parents/guardians; waiver for foster youth
Ed. Code 42238.01-42238.07	Local control funding formula
Ed. Code 42920-42926	Foster children educational services
Ed. Code 48645-48647	Juvenile court schools
Ed. Code 48850-48859	Education of foster youth and homeless students
Ed. Code 48915.5	Recommended expulsion; foster youth with disabilities
Ed. Code 48918.1	Notice of recommended expulsion
Ed. Code 49061	Definitions; directory information
Ed. Code 49069.5	Students in foster care; grades and credits
Ed. Code 49076	Access to student records
Ed. Code 51225.1	Exemption from district graduation requirements
Ed. Code 51225.2	Course credits
Ed. Code 51225.3	High school graduation requirements
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 56055	Rights of foster parents pertaining to foster youth's education
W&I Code 10553.1	Indian and tribal organizations
H&S Code 120341	Foster youth; school placement and immunization records
H&S Code 1522.41	Training and certification of group home administrators
W&I Code 16000-16014	Foster care placement
W&I Code 300	Minors subject to jurisdiction
W&I Code 309	Investigation and release of child
W&I Code 317	Appointment of legal counsel
W&I Code 361	Limitations on parental control
W&I Code 366.27	Educational decision by relative providing living arrangements
W&I Code 602	Minors violating law; ward of court

W&I Code 726	Limitations on parental control
W&I Code 727	Order of care; ward of court

Federal	**Description**
20 USC 1415	Procedural safeguards
20 USC 6311	State plan
29 USC 794	Rehabilitation Act of 1973; Section 504
42 USC 11431-11435	McKinney-Vento Homeless Assistance Act
42 USC 670-679b	Federal assistance for foster care programs

Management Resources	**Description**
Alliance for Children's Rights Publication	Foster Youth Education Toolkit, December 2016
California Child Welfare Council Publication	Partial Credit Model Policy and Practice Recommendations, September 2013
California Foster Youth Education Task Force Pub	California Foster Youth Education Law Fact Sheets, January 2021
Cities, Counties and Schools Partnership Pub.	Our Children: Emancipating Foster Youth, A Community Action Guide
CSBA Publication	Our Foster Youth: What School Boards Can Do, May 2016
CSBA Publication	Foster Youth: Supports for Success, Governance Brief, May 2016
U.S. Department of Education Publication	Ensuring Educational Stability for Children in Foster Care, Non-Regulatory Guidance, June 2016
Website	CSBA District and County Office of Education Legal Services
Website	Alliance for Children's Rights
Website	Foster Ed
Website	National Center for Youth Law
Website	California Department of Education, Foster Youth Services
Website	California Department of Social Services, Foster Youth Ombudsman Office
Website	California Foster Youth Education Task Force
Website	California Youth Connection
Website	Cities Counties and Schools Partnership
Website	CSBA

Website	California Child Welfare Council

Cross References

Code	Description
0200	Goals For The School District
0410	Nondiscrimination In District Programs And Activities
0415	Equity
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
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
1400	Relations Between Other Governmental Agencies And The Schools
3100	Budget
3100	Budget
3250	Transportation Fees
3250	Transportation Fees
3260	Fees And Charges
3260	Fees And Charges
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3540	Transportation
3541	Transportation Routes And Services
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals

4131	Staff Development
4231	Staff Development
4331	Staff Development
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5113.11	Attendance Supervision
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5116.2	Involuntary Student Transfers
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention
5125	Student Records
5125	Student Records
5125.2	Withholding Grades, Diploma Or Transcripts
5131	Conduct
5131.2	Bullying
5131.2	Bullying
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5132	Dress And Grooming
5132	Dress And Grooming

5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.26	Tuberculosis Testing
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry
5141.6	School Health Services
5141.6	School Health Services
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5145.9	Hate-Motivated Behavior
5147	Dropout Prevention
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
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities

6145.2	Athletic Competition
6145.2	Athletic Competition
6146.1	High School Graduation Requirements
6146.3	Reciprocity Of Academic Credit
6146.3	Reciprocity Of Academic Credit
6159	Individualized Education Program
6159	Individualized Education Program
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
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6164.2	Guidance/Counseling Services
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children

6174	Education For English Learners
6174	Education For English Learners
6177	Summer Learning Programs
6179	Supplemental Instruction
6184	Continuation Education
6184	Continuation Education
6190	Evaluation Of The Instructional Program
9320	Meetings And Notices

Policy 6173.2: Education Of Children Of Military Families

Status: ADOPTED

Original Adopted Date: 11/01/2009 **| Last Revised Date:** ~~10~~02/01/~~2017~~2026 **| Last Reviewed Date:** ~~10~~02/01/~~2017~~2026

CSBA NOTE: The following optional policy may be revised to reflect district practice.

Pursuant to Education Code 51255, the California Department of Education (CDE) is required to establish a California Purple Star School Designation Program to reduce the burden on military-connected students and their families by (1) articulating the most critical transition supports for military-connected students and their families, (2) publicly recognizing and designating public schools that meet certain requirements, and (3) signaling which schools are the most committed and best equipped to meet military-connected students, and their families', unique needs.

The Governing Board recognizes that children of military families face challenges to their academic success caused by the frequent moves or deployments of their parents/guardians in fulfillment of military service. The district shall provide such students with academic resources, services, and opportunities for extracurricular and enrichment activities that are available to all district students.

CSBA NOTE: Pursuant to Education Code 49700-49704, the Interstate Compact on Educational Opportunity for Military Children is applicable to California school districts. Education Code 49700-49701 establish uniform means of assisting children of military families, as defined in the accompanying administrative regulation, by reducing or eliminating the barriers to their educational success caused by the frequent moves and deployments of their parents/guardians. Among other things, Education Code 49701 requires that districts be flexible in applying certain local rules to such students in order to facilitate their enrollment, placement, advancement, eligibility for extracurricular activities, and on-time graduation.

The Superintendent or designee may waive district policies or rules when necessary to facilitate the enrollment, placement, advancement, eligibility for extracurricular activities, or on-time graduation of children of military families, in accordance with the Interstate Compact on Educational Opportunity for Military Children as ratified in Education Code 49700-49704.

CSBA NOTE: The following optional paragraph reflects a recommendation in ~~the California Department of Education's (CDE)~~ CDE's, "Final Report to the Legislature on the Interstate Compact on Educational Opportunity for Military Children~~.~~."

The Superintendent or designee shall provide information and/or training to administrators, other appropriate district staff, and military families regarding the provisions of the Interstate Compact and the educational rights of children of military families.

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. Each branch of the military appoints school liaison officers or comparable positions to serve as the primary point of contact for school-related matters. Their duties include coordinating with local school systems and assisting military families with school issues.

The Superintendent or designee shall collaborate with parents/guardians, school liaison officers from military installations, and/or other agencies within and outside the state to facilitate the transition of children of military families into and out of the district.

CSBA NOTE: The following paragraph may be revised to reflect district practice. Pursuant to 20 USC 6311~~, as amended by the Every Student Succeeds Act (P.L. 114-95),~~ states and districts are required to issue an annual report card which ~~must~~is required to include state achievement results for students who have parents/guardians who are members of the Armed Forces on active duty or full-time National Guard duty. ~~The~~ CDE has updated the California Longitudinal Pupil Achievement Data System to indicate such students. These students will be assigned a national identification number that will facilitate monitoring of their academic progress as they move across military bases and from state to state.

The Superintendent or designee shall annually report to the Board and the public on the educational outcomes of children of military families. Such reports may include, but are not limited to, school attendance, student achievement test results, promotion and retention rates by grade levels, and graduation rates.

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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 4600-4670	Uniform complaint procedures
Ed. Code 35160.5	District policies; rules and regulations
Ed. Code 35179	Interscholastic athletics; associations or consortia
Ed. Code 35181	Governing board authority to set policy on responsibilities of students
Ed. Code 35351	Assignment of students to particular schools
Ed. Code 46600-46611	Interdistrict attendance agreements
Ed. Code 48050-48054	Nonresidents
Ed. Code 48200-48208	Children ages 6-18; compulsory full-time attendance
Ed. Code 48300-48316	Student attendance alternatives; school district of choice program
Ed. Code 49603	Military services; definition
Ed. Code 49700-49704	Education of children of military families
Ed. Code 51225.1	Exemptions from graduation requirements
Ed. Code 51225.2	Course credits
Ed. Code 51225.3	High school graduation requirements

Ed. Code 51240-51246	Exemptions from requirements
Ed. Code 51250-51251	Assistance to military dependents
Ed. Code 51255	Purple star school designation program
Ed. Code 56325	Unofficial transcripts for transfer students
Ed. Code 66204	Certification of high school courses as meeting university admission criteria

Federal	**Description**
10 USC 101	Definitions
10 USC 1209	Transfer to inactive status list instead of separation
10 USC 1211	Members on temporary disability retired list: return to active duty; promotion
20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 6311	State plan
29 USC 794	Rehabilitation Act of 1973; Section 504

Management Resources	**Description**
California Child Welfare Council Publication	Partial Credit Model Policy and Practice Recommendations, September 2013
California Department of Education Publication	Final Report to the Legislature on the Interstate Compact on Educational Opportunity for Military Children, April 2014
Website	CSBA District and County Office of Education Legal Services
Website	Military Interstate Children's Compact Commission
Website	California Department of Education, Educational Options Office
Website	CSBA
Website	California Child Welfare Council

Cross References

Code	**Description**
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
1400	Relations Between Other Governmental Agencies And The Schools

4131	Staff Development
4231	Staff Development
4331	Staff Development
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency
5113	Absences And Excuses
5113	Absences And Excuses
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5113.11	Attendance Supervision
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention
5125	Student Records
5125	Student Records
5141	Health Care And Emergencies
5141	Health Care And Emergencies
5141.31	Immunizations
5141.31	Immunizations
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6120	Response To Instruction And Intervention
6141.5	Advanced Placement

6143	Courses Of Study
6143	Courses Of Study
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6145.2	Athletic Competition
6145.2	Athletic Competition
6146.1	High School Graduation Requirements
6146.3	Reciprocity Of Academic Credit
6146.3	Reciprocity Of Academic Credit
6159	Individualized Education Program
6159	Individualized Education Program
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
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
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
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6174	Education For English Learners
6174	Education For English Learners
6179	Supplemental Instruction

Regulation 6173.2: Education Of Children Of Military Families

Status: ADOPTED

Original Adopted Date: 03/01/2016 **| Last Revised Date:** ~~12~~02/01/~~2018~~2026 **| Last Reviewed Date:** ~~12~~02/01/~~2018~~2026

CSBA NOTE: The following administrative regulation is optional. Pursuant to Education Code 49701, districts are required to be flexible in applying their local rules to children of military families in order to facilitate their enrollment, placement, advancement, eligibility for extracurricular activities, and on-time graduation.

~~In addition~~Additionally, Education Code 51251 authorizes the Governing Board to establish a course credit transfer policy, provided that, under the policy, students would still be substantially meeting district graduation requirements. Pursuant to Education Code 51251, the district may provide early entry transfer, pretranscript evaluation, student support services, and other similar assistance to any school-aged child of a military service member who is on active duty, or within one year of discharge, or when the student's transfer to a new school is a direct result of the military transfer or discharge of a parent/guardian.

Definitions

Children of military families are school-aged children in the household of: (Education Code 49701)

1. Members who are in full-time duty status in the active uniformed service of the United States, including any member of the National Guard and Reserve on active duty order pursuant to 10 USC 1209 or 1211

2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired, for one year after their medical discharge or retirement

3. Members of the uniformed services who have died while on active duty or as a result of injuries sustained on active duty, for one year after their death

CSBA NOTE: Pursuant to Education Code 49701, for purposes of the Interstate Compact on Educational Opportunity for Military Children, "uniformed services" includes the United States Space Force.

Uniformed services means the United States Army, Navy, Air Force, Marine Corps, Space Force, or Coast Guard, as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration and the United States Public Health Services. (Education Code 49071)

Enrollment and Residency

The Superintendent or designee shall facilitate the enrollment of children of military families and ensure that they are not placed at a disadvantage due to difficulty in the transfer of their records from previous school districts and/or variations in entrance or age requirements. (Education Code 49701)

A child of a military family shall be deemed to meet district residency requirements if the parent/guardian, while on active military duty pursuant to an official military order, is transferred or is pending transfer to a military installation within the state. The Superintendent or designee shall accept electronic submission of such a student's application for enrollment, including enrollment in a specific school or program within the district, and for course registration. (Education Code 48204.3)

CSBA NOTE: Pursuant to Education Code 56325, as amended by AB 1412 (Ch. 453, Statutes of 2025), when a child of a military family who is a student with disabilities enrolls in the district, the district is required to accept unofficial records provided by the student's parent/guardian pending validation by the official records, in accordance with the requirements of the Interstate Compact on Educational Opportunity for Military Children.

When a child of a military family is transferring into the district, the Superintendent or designee shall enroll the student based on unofficial education records, if official records are not yet available. Upon enrollment, the Superintendent or designee shall immediately request the student's official records from the student's previous district. The Superintendent or designee shall allow the student 30 days from the date of enrollment to obtain all required immunizations. (Education Code 49701, 56325)

~~CSBA NOTE: Education Code 48204.6, as added by AB 2949 (Ch. 327, Statutes of 2018), requires districts to allow a child of a military family to continue attending the school of origin (i.e., the school in which the student is enrolled at the time that a change in residence occurs), as specified below.~~If the child of a military family is a student with disabilities, the district shall take reasonable steps to promptly obtain, from the previous school in which the student was enrolled, the student's records, including the individualized education program (IEP) and supporting documents and any other records relating to the provision of special education and related services to the student. (Education Code 56325)

A child of a military family shall be allowed to continue attending the school of origin, regardless of any change of residence of the family during that school year, for the duration of the student's status as a child of a military family. (Education Code 48204.6)

CSBA NOTE: The following paragraph may be revised to reflect the grade levels offered by the district and feeder patterns with other districts. Unified school districts and high school districts may delete ~~item~~Item #2 below.

To provide a child of a military family the benefit of matriculating with peers in accordance with the established feeder patterns of the district, the following shall apply: (Education Code 48204.6)

1. If the student is transitioning between grade levels, the student shall be allowed to continue in the school district of origin in the same school attendance areas.

2. If the student is transitioning to a middle or high school and the school designated for matriculation is in another district, the student shall be allowed to continue to the school designated for matriculation in that school district.

The principal or designee of the new school shall ensure that the student is immediately enrolled even if the student has outstanding fees, fines, textbooks, or other items or moneys due to the school last attended or is unable to produce clothing or records normally required for enrollment, such as previous academic records, medical records, including, but not limited to, records or other proof of immunization history pursuant to Health and Safety Code 120325-120480, proof of residency, other documentation, or school uniforms. (Education Code 48204.6)

CSBA NOTE: Items #1-2 may be revised to reflect the grade levels offered by the district.

If the student's status changes during a school year due to the end of military service of the student's parent/guardian, the following shall apply: (Education Code 48204.6)

1. If the student is in grades K-8, the student shall be allowed to continue attending the school of origin through the duration of that academic school year.

2. If the student is in high school, the student shall be allowed to continue attending the school of origin through graduation.

CSBA NOTE: Pursuant to Education Code 48307, a district ~~must~~may not deny a student whose parent/guardian is on active military duty from transferring out of the district to any other district. ~~In addition~~Additionally, Education Code 46600 provides that a district ~~must~~may not prohibit the transfer of such a student out of the district to any other district that approves the transfer, regardless of whether ~~or not~~ an interdistrict transfer agreement exists or a permit is issued. ~~Also~~For more information regarding interdistrict attendance, see BP 5117 - Interdistrict Attendance.

A child of an active military duty parent/guardian shall not be prohibited from transferring out of the district, if the school district of proposed enrollment approves the application for transfer. (Education Code 46600, 48307)

When a child of a military family is transferring out of the district, the Superintendent or designee

shall provide the student's parents/guardians with a complete set of the student's records or, if the official student record cannot be released, an unofficial or "hand-carried" record. Upon request from the new district, the Superintendent or designee shall provide a copy of the student's record to the new district within 10 days. (Education Code 49701)

Transportation

CSBA NOTE: Education Code 48204.6~~, as added by AB 2949,~~ does not require the district to provide transportation to allow a child of a military family to attend the school of origin, as specified above, unless otherwise required by federal law.

The Superintendent or designee may, but is not required to, provide transportation to enable a child of a military family to attend the school of origin or to matriculate to a feeder school as described above, except when indicated in the ~~individualized education program~~ (IEP) of a student with a disability or otherwise required by federal law. (Education Code 48204.6)

Placement

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. Pursuant to Education Code 51251, the district may provide pretranscript evaluations, as described below, in order to address the needs of children of military families.

Whenever a student's parent/guardian is serving on active duty or has been discharged from military service within the last year and the student transfers to a new school as the direct result of the military transfer or discharge, the Superintendent or designee may, prior to the receipt of official transcript(s) or the arrival of the student, review the student's coursework to date, including any unofficial transcript(s), to determine the appropriate placement of the student in classes. The evaluation shall also include communication with school counselors and teachers at the former school by videoconferencing, email, and/or telephone calls. (Education Code 51251)

The Superintendent or designee shall initially honor the placement of any child of a military family in educational courses and programs based on the student's enrollment and/or assessment in the previous school. The Superintendent or designee may, to the extent permitted by Board policy, waive course or program prerequisites, preconditions, and/or application deadlines when making decisions regarding placement of children of military families and their eligibility for extracurricular academic, athletic, and social activities. (Education Code 49701)

CSBA NOTE: Pursuant to Education Code 49701, the district is required to provide a child of a military family who has been identified as a student with a disability eligible for services under the Individuals with Disabilities Education Act (20 USC 1400-1482) or Section 504 of the federal Rehabilitation Act (29 USC 794) with services based on the student's current individualized education program or Section 504 plan, as appropriate. See BP/AR 6159 - Individualized Education Program and BP/AR 6164.6 - Identification and Education Under Section 504.

When a child of a military family transferring into the district has been identified as an individual with a disability pursuant to 20 USC 1400-1482, the Superintendent or designee shall provide comparable services based on the student's current IEP. ~~In addition~~Additionally, when the child of a military family transferring into the district is eligible for services under Section 504 of the federal Rehabilitation Act, the Superintendent or designee shall make reasonable accommodations and modifications to address the needs of the student subject to the student's existing Section 504 plan. The district may authorize subsequent evaluations of the student to ensure appropriate placement. (Education Code 49701)

Transfer of Coursework and Credits

CSBA NOTE: The following section is for use by districts maintaining high schools.

~~When a child of a military family transfers into a district school, the district shall accept and issue full credit for any coursework that the student has satisfactorily completed while attending another public school, a nonpublic, nonsectarian school or agency, or a juvenile court school and shall not require the student to retake the course. (Education Code 51225.2)~~

~~If the student did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall be required to take only the portion of the course not completed at the previous school. However, the district may require the student to retake the portion of the course completed if, in consultation with the student's parent/guardian, the district finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. (Education Code 51225.2)~~

~~CSBA NOTE: Although Education Code 51225.2 requires districts to award partial credits to children of military families who transfer between schools, there is no uniform system for calculating and awarding partial credits. The following optional paragraph reflects a recommendation for how to award partial credit by the California Child Welfare Council's Partial Credit Model Policy and Practice Recommendations and should be revised to reflect district practice.~~

~~Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject.~~

~~In no event shall the district prevent a child of a military family from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)~~

When a child of a military family transfers into a district school, the student's coursework and credits shall be transferred as specified in Education Code 51225.2 and Board Policy and Administrative Regulation 6146.3 – Reciprocity of Academic Credit.

Absences

CSBA NOTE: The California Department of Education's ~~(CDE)~~ , "Final Report to the Legislature on the Interstate Compact on Educational Opportunity for Military Children~~,~~," available on its ~~web site~~website, contains a sample letter that may be provided to parents/guardians to report deployment-related absences.

When a student's parent/guardian is an active duty member and is called to duty for, is on leave from, or is immediately returned from deployment to a combat zone or to combat support posting, the Superintendent or designee may grant additional excused absences to the student to visit with the parent/guardian. (Education Code 49701)

Graduation Requirements

CSBA NOTE: The following section is for use by districts maintaining high schools.

~~To obtain a high~~ A child of a military family who transfers to a district school ~~diploma, a child of a military family~~ shall be expected to complete all courses ~~required by Education Code 51225.3~~ and ~~shall generally~~ fulfill ~~any additional~~ graduation requirements ~~prescribed by the Governing~~ as specified in Board~~.~~

~~However, when a child of a military family who~~ Policy 6146.1 - High School Graduation Requirements, unless the student has completed the second year of high school ~~transfers into the district from another school district or transfers between high schools within the district, the student shall be~~ and thereby exempted from ~~all district-adopted coursework and other district-established graduation~~such requirements ~~that are in addition to the statewide coursework requirements specified in Education Code 51225.2, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of the fourth year of high school. Within 30 calendar days of the student's transfer, the Superintendent or designee shall notify the student and parent/guardian of the availability of the exemption and whether the student qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student no longer meets the definition of a child of a military family pursuant to Education Code 49701. (Education Code 51225.1)~~

~~To determine whether a child of a military family is in the third or fourth year of high school, the district shall use either the number of credits earned as of the date of the transfer or the length of school enrollment, whichever qualifies the student for the exemption.~~ ~~(~~in accordance with Education Code 51225.1~~)~~

~~The Superintendent or designee shall notify any child of a military family who is granted an exemption and the student's parent/guardian how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)~~

The district shall not require or request a child of a military family to transfer schools in order to qualify for an exemption, and no child of a military family or parent/guardian shall be permitted to request a transfer solely to qualify for an exemption. (Education Code 51225.1)

If a child of a military family is exempted from local graduation requirements, the exemption shall continue to apply after the student no longer meets the definition of a child of a military family while enrolled in school or upon transfer to another school or school district. (Education Code 51225.1)

If the Superintendent or designee determines that a child of a military family is reasonably able to complete district graduation requirements within a fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

:

1. Inform the student and, if under 18 years of age, the student's parent/guardian of the option available to the student to remain in school for a fifth year to complete the district's graduation requirements and how that will affect the student's ability to gain admission to a postsecondary educational institution

2. Provide information to the student about transfer opportunities available through the California Community Colleges

3. Upon agreement with the student, or with the parent/guardian if the student is under 18 years of age, permit the student to stay in school for a fifth year to complete the district's graduation requirements

Notification and Complaints

CSBA NOTE: Education Code 51225.1 and 51225.2 provide that complaints of noncompliance with specified requirements related to the educational rights of children of military families may be filed in accordance with the uniform complaint procedures specified in 5 CCR 4600-4670. As with other complaints covered under the uniform complaint procedures, a complainant may appeal the district's decision to CDE and, if the district or CDE finds any merit in the complaint, the district must provide a remedy to the affected student. See BP/AR 1312.3 - Uniform Complaint Procedures.

Information regarding the educational rights of children of military families, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

Any complaint alleging that the district has not complied with requirements regarding the education

~~of children of military families, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.~~

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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 4600-4670	Uniform complaint procedures
Ed. Code 35160.5	District policies; rules and regulations
Ed. Code 35179	Interscholastic athletics; associations or consortia
Ed. Code 35181	Governing board authority to set policy on responsibilities of students
Ed. Code 35351	Assignment of students to particular schools
Ed. Code 46600-46611	Interdistrict attendance agreements
Ed. Code 48050-48054	Nonresidents
Ed. Code 48200-48208	Children ages 6-18; compulsory full-time attendance
Ed. Code 48300-48316	Student attendance alternatives; school district of choice program
Ed. Code 49603	Military services; definition
Ed. Code 49700-49704	Education of children of military families
Ed. Code 51225.1	Exemptions from graduation requirements
Ed. Code 51225.2	Course credits
Ed. Code 51225.3	High school graduation requirements
Ed. Code 51240-51246	Exemptions from requirements
Ed. Code 51250-51251	Assistance to military dependents
Ed. Code 51255	Purple star school designation program
Ed. Code 56325	Unofficial transcripts for transfer students
Ed. Code 66204	Certification of high school courses as meeting university admission criteria

Federal	Description
10 USC 101	Definitions

10 USC 1209	Transfer to inactive status list instead of separation
10 USC 1211	Members on temporary disability retired list: return to active duty; promotion
20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 6311	State plan
29 USC 794	Rehabilitation Act of 1973; Section 504

Management Resources	Description
California Child Welfare Council Publication	Partial Credit Model Policy and Practice Recommendations, September 2013
California Department of Education Publication	Final Report to the Legislature on the Interstate Compact on Educational Opportunity for Military Children, April 2014
Website	CSBA District and County Office of Education Legal Services
Website	Military Interstate Children's Compact Commission
Website	California Department of Education, Educational Options Office
Website	CSBA
Website	California Child Welfare Council

Cross References

Code	Description
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
1400	Relations Between Other Governmental Agencies And The Schools
4131	Staff Development
4231	Staff Development
4331	Staff Development
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities

5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency
5113	Absences And Excuses
5113	Absences And Excuses
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5113.11	Attendance Supervision
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention
5125	Student Records
5125	Student Records
5141	Health Care And Emergencies
5141	Health Care And Emergencies
5141.31	Immunizations
5141.31	Immunizations
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6120	Response To Instruction And Intervention
6141.5	Advanced Placement
6143	Courses Of Study
6143	Courses Of Study
6145	Extracurricular And Cocurricular Activities

6145	Extracurricular And Cocurricular Activities
6145.2	Athletic Competition
6145.2	Athletic Competition
6146.1	High School Graduation Requirements
6146.3	Reciprocity Of Academic Credit
6146.3	Reciprocity Of Academic Credit
6159	Individualized Education Program
6159	Individualized Education Program
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
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
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
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6174	Education For English Learners
6174	Education For English Learners
6179	Supplemental Instruction

Regulation 6173.3: Education For Juvenile Court School Students

Status: ADOPTED

Original Adopted Date: 12/01/2016 | **Last Revised Date:** ~~12~~02/01/~~2023~~2026 | **Last Reviewed Date:** ~~12~~02/01/~~2023~~2026

CSBA NOTE: The following optional administrative regulation is for use by districts that maintain secondary schools. Juvenile court schools are operated by county offices of education pursuant to Education Code 48645-48650 and serve students who are under the protection or authority of the county juvenile justice system. Pursuant to Education Code 48645.2, such schools may be administered either by the County Superintendent of Schools or by the ~~board~~Governing Board of the district in which the juvenile court school is located, through a contract between the County Board of Education and the district's ~~governing~~ board.

Education Code 48647, 51225.1, and 51225.2~~,~~ establish educational rights of former juvenile court school students who transition into a district school. These include rights related to the immediate enrollment of such students, the immediate transfer of educational records, the transfer of coursework and credits, the option to remain in school for a fifth year to complete graduation requirements upon agreement with the student or the student's educational rights holder, and exemption from district-established graduation requirements under certain conditions. For more information regarding high school graduation requirements and exemptions from such requirements, see BP 6146.1 – High School Graduation Requirements and AR 6146.3 – Reciprocity of Academic Credit.

The following optional paragraph reflects the intent expressed in Education Code 48647 to encourage collaboration between the district and county agencies to ensure effective communication, enrollment, and placement practices.

The Superintendent or designee shall collaborate with the County Superintendent of Schools and the county probation department to facilitate the transition of students from a juvenile court school into the regular schools of the district. Such collaboration may include, but not be limited to, the development of data-sharing systems, communication strategies, and other structures that aid in the enrollment, placement, and continuous educational progress of such students.

Enrollment

CSBA NOTE: Education Code 48645.5 requires the immediate enrollment of a student who has had contact with the juvenile justice system. Pursuant to Education Code 48645.5 and 48853.5, such a student ~~must~~is required to be enrolled even if the student (1) has outstanding fees, fines, textbooks, or other items or monies due to the previous school, (2) does not have clothing normally required by the school, such as school uniforms, or (3) is unable to produce records normally required for enrollment.

A former juvenile court school student transferring into a regular district school shall be immediately enrolled in the school. The Superintendent or designee shall not deny enrollment to a student solely on the basis of an arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other contact with the juvenile justice system. (Education Code 48645.5)

Transfer of Coursework and Credits

CSBA NOTE: The following section is for use by districts maintaining high schools. Education Code 51225.2, as amended by SB 532 (Ch. 918, Statutes of 2022), addresses the transferability of coursework and credits completed by a student enrolled in a juvenile court, as provided below.

Education Code 51225.2, as amended by SB 532, requires the transferring school to include in the student's educational record a determination of days of enrollment and/or seat time and an official transcript with full and partial credits earned, or any measure of full or partial coursework being satisfactorily completed.

CSBA NOTE: The following section is for use by districts maintaining high schools.

When a student enrolled in aformer juvenile court school student transfers into a district school, the district will receive an official transcript from the transferring school or district which reflects full and partial credits and grades earned by the student and includes: (Education Code 51225.2)

1. A determination of the days of enrollment and/or seat time, if applicable, for all full and partial credits earned based on any measure of full or partial coursework being satisfactorily completed

   Partial coursework satisfactorily completed includes any portion of an individual course, even if the student did not complete the entire course

2. Separate listings for credits and grades earned at each school and local educational agency so it is clear where credits and grades were earned

3. A complete record of the student's seat time, including both period attendance and days of enrollment

The district student's coursework and credits shall transfer the credits and grades from the transferring school's transcript onto an official district transcript in the same manner as described in Item #2, above. (Education Code 51225.2)

If the Principal or designee has knowledge that the transcript from the transferring school may not include certain credits or grades, the Principal or designee shall contact the prior school within two business days to request that the full or partial credits be issued, which shall then be issued and provided by the prior school within two business days of the request. (Education Code 51225.2)

The district shall accept and issue full credit for any coursework that the former juvenile court school student has satisfactorily completed while attending another public school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school. (Education Code 51225.2)

CSBA NOTE: Pursuant to Education Code 51225.2, districts may not require a student who has completed an entire course to retake the course.

If the entire course was completed, the district shall not require the student to retake the course. (Education Code 51225.2)

If the entire course was not completed at the previous school, the student shall be issued partial credit for the coursework completed and shall be required to take the uncompleted portion of the course. However, a student may be required to retake the portion of the course completed if the Superintendent or designee, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a former juvenile court school student in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. (Education Code 51225.2)

CSBA NOTE: The following paragraph should be revised to reflect district practice, consistent with district policy related to partial credit awarded to homeless students and foster youth. Although Education Code 51225.2 requires districts to award partial credits to former juvenile court school students who transfer from school to school, there is no uniform system for calculating and awarding partial credits. The following paragraph reflects a recommendation in the California Child Welfare Council's Partial Credit Modeltransferred as specified in Education Code 51225.2 and Board Policy and Practice Recommendations and is consistent with the approach provided in AR 6173 - Education for Homeless Children and AR 6173.1 - Education for Foster Youth.Administrative Regulation 6146.3 – Reciprocity of Academic Credit.

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject.

In no event shall the district prevent a former juvenile court school student from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

Applicability of Graduation Requirements

CSBA NOTE: The following section is for use by districts maintaining high schools.

If a student completes district graduation requirements while being detained in a juvenile facility, the district shall issue the student a diploma from the school the student last attended, unless the County Superintendent issues the diploma. (Education Code 48645.5)

CSBA NOTE: The remainder of this section addresses the completion of graduation requirements by students who transfer from a juvenile court school to a district school after completing two years of high school. Education Code 51225.1 exempts such students from district-established graduation requirements under certain conditions.

A student who transfers to a district school from a juvenile court school shall generally be expected to complete all courses required by Education Code 51225.3 and to fulfill any additional graduation requirements prescribed by the Governing Board.

However, when a student who has completed the second year of high school transfers from a juvenile court school into a district school, the student shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of the student's fourth year of high school. Within 30 calendar days of the student's transfer, the Superintendent or designee shall notify the student, the student's educational rights holder, and the student's social worker or probation officer of the availability of the exemption and whether the student qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the termination of the court's jurisdiction over the student. (Education Code 51225.1)

CSBA NOTE: Pursuant to Education Code 51225.1, as amended by SB 532, to determine whether a student with significant gaps in school attendance is in the third or fourth year of high school, the student's age as compared to the average age of students in the third or fourth year of high school may be used.

To determine whether a student is in the third or fourth year of high school, the district shall use either the number of credits the student has earned as of the date of the transfer, the length of school enrollment, or, for a student with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school, whichever qualifies the student for the exemption. (Education Code 51225.1)

CSBA NOTE: Education Code 51225.1, as amended by SB 532, requires the district to exempt a student who qualifies for an exemption from district-established graduation requirements, under the circumstances described below.

If a former juvenile court school student was not properly notified of an exemption, declined the exemption, or was not previously exempted, the student or the student's educational rights holder may request the exemption and the Superintendent or designee shall exempt the student within 30 days of the request. A student may request the exemption even if the student is no longer a juvenile court student. (Education Code 51225.1)

CSBA NOTE: Pursuant to Education Code 51225.1, as amended by SB 532, the district is required to reevaluate a student's eligibility for an exemption from district-established graduation requirements, as described below.

When the Superintendent or designee determines that a student who transferred into a district school is reasonably able to complete district-established graduation requirements by the end of the student's fourth year of high school, the student shall not be exempted from those requirements. Within 30 calendar days of the following academic year, the student shall be reevaluated based on the student's course completion status at the time, to determine if the student continues to be reasonably able to complete the district-established graduation requirements in time to graduate by the end of the student's fourth year of high school. Written notice as to whether the student then qualifies for the exemption shall be provided to the student, the student's educational rights holder, and if applicable, to the student's social worker or probation officer. (Education Code 51225.1)

If, upon reevaluation, it is determined that the former juvenile court student is not reasonably able to complete the district-established graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, the Superintendent or designee shall provide the student with the option to receive an exemption from district-established graduation requirements or stay in school for a fifth year to complete the district-established graduation requirements upon agreement with the student, or if under 18 years of age, the student's educational rights holder, and shall provide notifications in accordance with Education Code 51225.1. (Education Code 51225.1)

CSBA NOTE: Pursuant to Education Code 51225.1, as amended by SB 532, the district is required to consult with a former juvenile court student who is granted an exemption from district-established graduation requirements and the student's educational rights holder, as described below.

When a former juvenile court student is exempted from district-established graduation requirements, the Superintendent or designee shall consult with the student and the student's educational rights holder about the following: (Education Code 51225.1)

1. Discussion of how any requirements that are waived may affect the student's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution

2. Discussion and information about other options available to the student, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges

3. Consideration of the student's academic data and any other information relevant to making an informed decision on whether to accept the exemption

The district shall not require or request a former juvenile court student to transfer schools in order to qualify for an exemption and shall not grant any request made by a former juvenile court student,

the student's educational rights holder, or the district liaison on behalf of the student, for a transfer solely to qualify for an exemption. (Education Code 51225.1)

CSBA NOTE: Education Code 51225.1 prohibits the district from requiring a student who is eligible for an exemption from district-established graduation requirements from accepting the exemption or being denied enrollment, as described below.

The Superintendent or designee shall not require a former juvenile court student who is eligible for an exemption from district-established graduation requirements and would otherwise be entitled to remain in attendance at the school, to accept the exemption or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether such courses are required for statewide graduation requirements. (Education Code 51225.1)

CSBA NOTE: Education Code 51225.1 prohibits the district from revoking a student's exemption from district-established graduation requirements.

If a former juvenile court student is exempted from district-established graduation requirements, the exemption shall not be revoked. Additionally, the exemption shall continue to apply after the termination of the court's jurisdiction over the student while still enrolled in the school or if the student transfers to another school, including a charter school, or school district. (Education Code 51225.1)

CSBA NOTE: Pursuant to Education Code 51225.1, the district may not require or request a student who is exempted from district-established graduation requirements and completes statewide coursework requirements before the end of the student's fourth year of high school to graduate early, as described below.

The Superintendent or designee shall not require or request that a former juvenile court student who is exempted from district-established graduation requirements and who completes the statewide coursework requirements before the end of the fourth year of high school, and would otherwise be entitled to remain in school, graduate before the end of the student's fourth year of high school. (Education Code 51225.1)

CSBA NOTE: Pursuant to Education Code 51225.1, as amended by SB 532, if the district determines that a student who is eligible for the exemption from district-established graduation requirements is reasonably able to complete those requirements in time to graduate from high school by the end of the student's fifth year, the district is required to provide the following.

Upon making a finding that a former juvenile court student is reasonably able to complete district-established graduation requirements within the fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

1. Consult with the student and, if under 18 years of age, the student's educational rights holder, of the option to remain in school for a fifth year to complete the district-established graduation requirements and how that will affect the student's ability to gain admission to a postsecondary educational institution

2. Consult with and provide information to the student about transfer opportunities available through the California Community Colleges

3. Upon agreement with the student or with the student's educational rights holder if under 18 years of age, permit the student to stay in school for a fifth year to complete the district-established graduation requirements

CSBA NOTE: Pursuant to Education Code 51225.1, as amended by SB 532, until January 1, 2028, when a student enrolled in a juvenile court school who has completed the second year of high school transfers into the district or transfers between high schools within the district, and is not reasonably able to complete the district-established graduation requirements, but is reasonably able to complete the statewide coursework requirements, within the student's fifth year of high school, the district is required to exempt the student from the district-established graduation requirements and provide the student with the option to remain in school for a fifth year to complete the statewide requirements. In such situations, consultation with the student and the student's educational rights holder is required, as provided below.

When a juvenile court student who has completed the second year of high school transfers into the district or between high schools within the district, and the Superintendent or designee determines that the student is not reasonably able to complete the district-established graduation requirements within the student's fifth year of high school but is reasonably able to complete the statewide coursework requirements within the fifth year of high school, the student shall be exempted from all district-established graduation requirements and be provided with the option to remain in school for a fifth year to complete the statewide requirements. In such situations, the Superintendent or designee shall consult with the student and the student's educational rights holder, regarding the following: (Education Code 51225.1)

1. The student's option to remain in school for a fifth year to complete statewide coursework requirements

2. The effect of waiving the district-established requirements and remaining in school for a fifth year on the student's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education

3. Other options available to the student, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges

4. The student's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements

Notification and Complaints

Information regarding the educational rights of former juvenile court school students, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint

~~procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)~~

~~CSBA NOTE: Education Code 51225.1 and 51225.2 provide that complaints of noncompliance with specified requirements related to the educational rights of former juvenile court school students may be filed in accordance with the uniform complaint procedures specified in 5 CCR 4600-4670. As with other complaints covered under the uniform complaint procedures, a complainant may appeal the district's decision to the California Department of Education (CDE) and, if the district or CDE finds any merit in the complaint, the district must provide a remedy to the affected student. See BP/AR 1312.3 - Uniform Complaint Procedures.~~

~~Any complaint that the district has not complied with requirements regarding the education of former juvenile court school students, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.~~

A former juvenile court school student who transfers to a district school shall be expected to complete all courses and fulfill graduation requirements as specified in Board Policy 6146.1 - High School Graduation Requirements, unless the student has completed the second year of high school and thereby exempted from such requirements in accordance with Education Code 51225.1.

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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 4600-4670	Uniform complaint procedures
Ed. Code 48645-48650	Juvenile court schools
Ed. Code 48853.5	Immediate enrollment
Ed. Code 51225.1	Exemption from district graduation requirements
Ed. Code 51225.2	Course credits
Ed. Code 51225.3	High school graduation requirements
W&I Code 602	Minors violating law; ward of court
W&I Code 880-893	Wards and dependent children; juvenile homes, ranches and camps

Management Resources	Description
California Child Welfare Council Publication	Partial Credit Model Policy and Practice Recommendations, September 2013
Website	CSBA District and County Office of Education Legal Services

Website	California Child Welfare Council
Website	California Department of Education, Juvenile Court Schools
Website	CSBA
Website	Youth Law Center
Youth Law Center Publication	Educational Injustice: Barriers to Achievement and Higher Education for Youth in California Juvenile Court Schools, 2016

Cross References

Code	Description
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency
5125	Student Records
5125	Student Records
5125.2	Withholding Grades, Diploma Or Transcripts
5132	Dress And Grooming
5132	Dress And Grooming
5141.26	Tuberculosis Testing
5141.31	Immunizations
5141.31	Immunizations
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
6143	Courses Of Study
6143	Courses Of Study

6146.1	High School Graduation Requirements
6146.3	Reciprocity of Academic Credit
6146.3	Reciprocity of Academic Credit

Policy 6173.4: Education For American Indian Students

Status: ADOPTED

Original Adopted Date: 06/01/2023 **| Last Revised Date:** 02/01/2026 **| Last Reviewed Date:** ~~06~~02/01/~~2023~~2026

CSBA NOTE: The following policy may be revised to reflect district practice. Districts that receive federal Title VI Indian education funding (20 USC 7401-7492), which supports local educational agencies, Indian tribes and organizations, and other entities in meeting the unique cultural, language, and educational needs of American Indian students, are **mandated** to adopt policy and procedures to ensure that the program will be operated and evaluated in consultation with, and with the involvement of, parents/guardians and family members of American Indian students and community representatives; ~~see the section entitled, "Title VI Indian Education Program,"~~ for more information regarding this mandate, see "Title VI Indian Education Program," below.

The terms "American Indian," "Native American," and "Indian" are used in various state and federal laws but do not always refer to the same groupings of people or are not defined. For purposes of Title VI, 20 USC 7491 defines "Indians" to include Alaska natives. The following policy may be revised to reflect terminology preferred by the district and local tribes.

The Governing Board recognizes that American Indian students may have unique cultural, language, and educational needs that may be addressed by increasing student knowledge about American Indian history, including the history and culture of local tribes, and by providing American Indian students with access to education and other services necessary for such students to meet the same challenging academic standards as other students.

The Superintendent or designee shall provide all students with culturally relevant curriculum related to local American Indian tribes and implement strategies necessary for the improvement of the academic achievement of American Indian students.

CSBA NOTE: The following paragraphs address the involvement of a California Indian Education Task Force. Pursuant to Education Code 33391, ~~as added by AB 1703 (Ch. 477, Statutes of 2022),~~ districts are encouraged to form a California Indian Education Task Force with Indian tribes local to their region~~,~~ or historically located in the region, to assist in the development of curriculum related to local tribes~~,~~ and in the identification of~~, and strategies to close,~~ any achievement gaps between American Indian students and other students in the district, and strategies to close them.

The Native American Studies Model Curriculum, available on the University of California at Davis' Native American Studies website, is a state funded comprehensive, standards-aligned curriculum dedicated to Native American Studies that offers lessons that integrate Native perspectives across academic disciplines.

In order to discuss, gain a shared understanding of, and develop curriculum for use within the district, and to identify the extent and nature of any achievement gaps between American Indian students and other district students, and strategies to address any such gaps, the district may form a California Indian Education Task Force with tribes local to the region. Participants in the task force meetings may consider issues of mutual concern, which include: (Education Code 33391)

1. Developing a thorough, shared understanding of accurate, high-quality curricular materials about the history, culture, and government of local tribes, and developing such materials for use within the district that include tribal experiences and perspectives

2. Developing a shared understanding of proper or improper instructional materials when these materials use depictions of Native Americans

3. Encouraging the adoption of the curriculum developed by the California Indian Education Task Force

4. Identifying the extent and nature of any achievement gap between American Indian students and other students, and strategies necessary to close it

If formed, the California Indian Education Task Force shall, within one year and thereafter annually, submit a report to the California Department of Education on the findings, including progress of work on Items #1-4, above. (Education Code 33391)

The Superintendent or designee shall identify American Indian students most at-risk of not meeting state academic standards and provide to such students the needed support(s), including making referrals, as appropriate, for special education services or services under Section 504 of the federal Rehabilitation Act of 1973, or other school-based services such as counseling and health services, supplemental instruction, before- or after-school services, and summer learning programs.

CSBA NOTE: Education Code 48432.5~~, as amended by AB 740 (Ch. 400, Statutes of 2022),~~ provides protections for American Indian students prior to an involuntary transfer to a continuation school. Additionally, Education Code 48853.5, 48911, 48911.1, 48915.5, and 48918.1~~, as amended by AB 740~~, provide protections for American Indian students regarding suspension and expulsion proceedings and assignments to supervised suspension classrooms. In such instances, written notice must be provided to an American Indian student's tribal social worker and, if applicable, the county social worker. See AR 5144.1 - Suspension and Expulsion/Due Process, AR 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities), AR 6173.1 - Education for Foster Youth, and AR 6184 - Continuation Education.

Suspension, expulsion, assignment to a supervised suspension classroom, or involuntary transfer to a continuation school of an American Indian student shall be in accordance with law and as specified in Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities), and Board Policy/Administrative Regulation 6184 - Continuation Education.

CSBA NOTE: Pursuant to Labor Code 3074.2, any district planning to hold a college or career fair is required to identify approved apprenticeship programs in the county and notify such programs that they are hosting a college or career fair. See BP 6164.2 - Guidance/Counseling Services and BP 6178 - Career Technical Education.

The Superintendent or designee shall provide programs to facilitate the successful transition of American Indian students to post-secondary education and employment, which may include college and career fairs ~~in accordance with Labor Code 3074.2~~as specified in Board Policy 6164.2 - Guidance/Counseling Services and Board Policy 6178 - Career Technical Education, apprenticeship and preapprenticeship programs, mentorship programs, and counseling services.

As needed, the Superintendent or designee shall provide professional development to teachers and other school staff to assist them in understanding and responding to the unique needs of American Indian students.

At least annually, the Superintendent or designee shall report to the Board on the outcomes of American Indian students including, but not limited to, school attendance, student achievement test results, promotion and retention by grade level, graduation rates, and suspension/expulsion rates.

Title VI Indian Education Program

CSBA NOTE: The following section is for districts that receive Title VI funding pursuant to 20 USC 7401-7492, and should be deleted by districts that do not receive such funding.

With the assistance of federal Title VI funding for the education of children from federally recognized tribes, the district shall offer programs and activities to meet the unique cultural, language, and educational needs of American Indian students, as defined in 20 USC 7491. Program objectives and outcomes shall be based on state academic standards. (20 USC 7424)

CSBA NOTE: The following paragraphs address the involvement of parents/guardians and family members of American Indian students and community representatives in program implementation and evaluation, as ~~mandated~~required by 20 USC 7424, and may be expanded to reflect district practice.

In developing, implementing, and evaluating Title VI programs and activities, the Superintendent or designee shall consult with and involve parents/guardians and family members of American Indian students and other community representatives. (20 USC 7424)

The district shall establish a committee that is composed of, and selected by, parents/guardians and family members of American Indian students, representatives of tribes on tribal lands located within 50 miles of any district school that serves any children of the tribes, teachers, and, if appropriate, American Indian students enrolled in secondary schools in the district. The majority of the committee shall be parents/guardians and family members of American Indian students. The committee shall participate in program development and provide written approval for the program. (20 USC 7424)

CSBA NOTE: Pursuant to 20 USC 7425, federal funding for American Indian education programs may be used for any of the services and activities listed in Items #1-13 below. The following list may be revised to reflect district practice.

The district's Title VI program for American Indian education may include any of the following services and activities: (20 USC 7425)

1. Activities that support Native American language programs and Native American language restoration programs, which may be taught by traditional leaders

2. Culturally related activities that support the district's program

3. Early childhood and family programs that emphasize school readiness

4. Enrichment programs that focus on problem solving and cognitive skills development and directly support the attainment of state academic standards

5. Integrated educational services in combination with other programs that meet the needs of American Indian students and their families, including programs that promote parent/guardian involvement in school activities and increase student achievement

6. Career preparation activities that enable American Indian students to participate in career technical education programs, including programs for mentoring and apprenticeship

7. Activities to educate individuals so as to prevent violence, suicide, and substance abuse

8. The acquisition of equipment that is essential to achieve program goals

9. Activities that promote the incorporation of culturally responsive teaching and learning strategies into the district's educational program

10. Family literacy services

11. Activities that recognize and support the unique cultural and educational needs of American Indian students, and incorporate appropriately qualified tribal elders and seniors

12. Dropout prevention strategies for American Indian students

13. Strategies to meet the educational needs of American Indian students in correctional facilities, including such strategies that support American Indian students who are transitioning from such facilities to schools served by the district

Any federal funds received to support American Indian education programs shall be used to supplement, not supplant, state or local funds allocated for such purposes. (20 USC 7424)

Program funds may be used to support a Title I schoolwide program pursuant to 20 USC 6314 if approved by the committee established pursuant to 20 USC 7424, provided that the schoolwide program is consistent with the purpose of American Indian education programs and the district's application identifies how the use of such funds in a schoolwide program will produce benefits to American Indian students that would not be achieved if not used in a schoolwide program. (20 USC 7424)

As needed, professional development shall be provided to teachers and other school staff to assist them in working with American Indian students and carrying out Title VI programs. (20 USC 7424)

The Superintendent or designee shall maintain a record of the information establishing the status of each student as an American Indian student eligible for assistance through the federal American Indian education program. (20 USC 7427)

The Superintendent or designee shall periodically assess the progress of all American Indian students, including American Indian students who do not participate in programs funded through Title VI, in meeting program goals and objectives. Assessment results shall be provided to the Board, the committee established pursuant to 20 USC 7424, tribes whose children are served by the district, and the community. (20 USC 7424)

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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
Ed. Code 33380-33384	California Indian Education Centers
Ed. Code 33390-33391	California Indian Education Act
Ed. Code 48432.5	Involuntary transfers
Ed. Code 48853.5	Education of foster children
Ed. Code 48911	Suspension or expulsion
Ed. Code 48911.1	In school suspension
Ed. Code 48915.5	Suspension or expulsion of students with disabilities

Ed. Code 48918.1	Expulsion hearings
Ed. Code 48980	Apprenticeship programs notifications
Ed. Code 52270	Career fair notification
Gov. Code 8450	Disclosure of financial information
Labor Code 3074.2	College and career fairs

Federal	Description
2 CFR 200.0-200.521	Federal uniform grant guidance
20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 6314	Title I schoolwide program
20 USC 7401-7492	Indian education
20 USC 7701-7714	Impact Aid
29 USC 794	Rehabilitation Act of 1973; Section 504
34 CFR 222.90-222.129	Impact Aid; special provisions for local educational agencies that claim children residing on Indian lands
34 CFR 300.1-300.818	Individuals with Disabilities Education Act

Management Resources	Description
Website	CSBA District and County Office of Education Legal Services
Website	U.C. Davis, Native American Studies (https://camodelcurricula.ucdavis.edu/native-american-studies)
Website	U.S. Department of Education, Office of Impact Aid
Website	U.S. Department of Education, Office of Indian Education
Website	California Department of Education

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0415	Equity
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0500	Accountability

1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
3230	Federal Grant Funds
3230	Federal Grant Funds
3231	Impact Aid
4131	Staff Development
4231	Staff Development
4331	Staff Development
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5116.2	Involuntary Student Transfers
5141.5	Mental Health
5141.6	School Health Services
5141.6	School Health Services
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5147	Dropout Prevention
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6120	Response To Instruction And Intervention
6162.5	Student Assessment
6164.2	Guidance/Counseling Services
6164.5	Student Success Teams

6164.5	Student Success Teams
6171	Title I Programs
6171	Title I Programs
6173.1	Education for Foster Youth
6177	Summer Learning Programs
6178	Career Technical Education
6178	Career Technical Education
6179	Supplemental Instruction
6184	Continuation Education
6184	Continuation Education

Policy 6175: Migrant Education Program

Status: ADOPTED

Original Adopted Date: 07/01/2003 **| Last Revised Date:** ~~03~~02/01/~~2024~~2026 **| Last Reviewed Date:** ~~03~~02/01/~~2024~~2026

CSBA NOTE: The following optional policy is for use by districts that have established migrant education programs pursuant to federal Title I, Part C (20 USC 6391-6399) and Education Code 54440-54445. In California, most districts that provide migrant education services operate pursuant to service agreements with regional service centers pursuant to Education Code 54444.1. The district submits a service application to the regional center, which then submits a regional application to the California Department of Education (CDE). The following policy and accompanying administrative regulation should be revised as necessary to reflect the district's agreement with its regional service center.

During the Federal Program Monitoring (FPM) process, CDE will review whether the district is fulfilling the major legal requirements for implementation of the program. Education Code 51225.2 describes this group of highly mobile students as "a pupil who is a migratory child" and CDE's Uniform Complaint Procedures ~~2023-24~~2025-26 FPM instrument describes this group as "pupils who are migratory~~",~~," which is reflected in the use of this description throughout the policy. The following policy may be revised to reflect terminology preferred by the district and local community.

Pursuant to Education Code 41601.6, up to two local educational agencies may request authorization from CDE to provide an extended school year program to specified students who are migratory, which includes average daily attendance funding for such students~~;~~. For more information regarding summer school and extended school year programs, see the accompanying administrative regulation.

The Governing Board desires to provide a comprehensive program for students who are migratory that attempts to mitigate the impact of educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors that may inhibit their ability to succeed in school. The district shall make use of available funds to provide supplementary services for students who are migratory.

The Superintendent or designee shall cooperate with the regional migrant service center in outreach and identification of eligible students who are migratory and in the provision of migrant education services. ~~The~~Additionally, the Superintendent or designee shall ~~also~~ coordinate migrant education services with other programs within the district and with other public agencies that serve migrant workers and their families.

CSBA NOTE: 20 USC 6394 establishes priority for services for students who are migratory who are failing or at risk of failing to meet state standards or have dropped out of school. According to CDE's ~~2017~~2023, "State Service Delivery Plan," for purposes of establishing priority for services, students are considered to be failing or most at risk of failing to achieve state standards if they (1) score at Level 1-2 (standard not met or standard nearly met) on the English language and/or mathematics summative assessments of the California Assessment of Student Performance and Progress, or (2)

score at Levels 1-3 (beginning to moderately developed English skills) on the California English Language Development Test or the English Language Proficiency Assessments for California.

The term "qualifying move" means a move due to economic necessity (1) from one residence to another residence, and (2) from one school district to another school district, with limited exceptions.

The district shall give first priority for services to students who are migratory ~~who~~and have made a qualifying move within the previous one year period, and are failing~~,~~ or are most at risk of failing~~,~~ to meet state academic standards or have dropped out of school. (20 USC 6394, 6399)

CSBA NOTE: 20 USC 7881 requires that eligible private school students residing within the district be provided an opportunity to receive services on an equitable basis with public school students, as provided below. See AR 6171 - Title I Programs for further information about requirements pertaining to such participation.

The district shall provide services to eligible private school students residing within the district on an equitable basis with participating public school students. (20 USC 7881; 34 CFR 200.87)

CSBA NOTE: Education Code 54443.1 requires that local migrant education programs conduct an individual assessment of the educational and health needs of each student who is migratory within 30 days of enrollment and prepare a brief individual learning plan in writing listing the services to be provided to each student~~;~~. For more information regarding program components, see the accompanying administrative regulation. These duties may be performed by either the district or the regional service center depending on their agreement.

The Superintendent or designee shall ensure that each student who is migratory is placed at the appropriate grade level upon enrollment and is provided services in accordance with an individual needs assessment and learning plan.

CSBA NOTE: The following optional paragraph may be revised to reflect district practice, including specific indicators that the Governing Board and Superintendent or designee agree to use in evaluating program effectiveness.

The Superintendent or designee shall annually report to the Board regarding student performance on statewide assessments of core academic subjects and English language development, as appropriate, for students enrolled in the district's migrant education program. ~~In addition~~Additionally, the Superintendent or designee shall periodically report to the Board regarding the alignment of district services with the needs of students as identified in student needs assessments conducted pursuant to Education Code 54443.1. As necessary, the Board shall seek technical assistance from the migrant education regional service center and/or make changes in the services provided by the district in order to improve student achievement.

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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 3080	Applicability of uniform complaint procedures to complaints regarding students with disabilities
5 CCR 4600-4670	Uniform complaint procedures
Ed. Code 200	Equal rights and opportunities in state educational institutions
Ed. Code 220	Prohibition of discrimination
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 37220	School calendar
Ed. Code 41601.6	Extended school year program for migratory students
Ed. Code 48204.7	Enrollment
Ed. Code 51225.1	Exemption from district graduation requirements
Ed. Code 51225.2	Transfer of coursework and credit
Ed. Code 51225.3	High school graduation requirements
Ed. Code 54440-54445	~~Migrant children~~Students who are migratory

Federal	Description
20 USC 6311	State plan
20 USC 6391-6399	Education of migratory children
20 USC 7881	Participation of private school students
34 CFR 200.81-200.89	Migrant education program

Management Resources	Description
California Child Welfare Council Publication	Partial Credit Model Policy and Practice Recommendations, September 2013
California Department of Education Publication	~~2017 State Service Delivery Plan~~2023 State Service Delivery Plan (https://www.cde.ca.gov/sp/me/mt/documents/ssdp2022.docx)
U.S. Department of Education Publication	Education of Migratory Children Under Title I, Part C of the Elementary and Secondary Education Act of 1965, Non-Regulatory Guidance, rev. March 2017
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Migrant Education Office
Website	U.S. Department of Education, Office of Migrant Education

Website	West Ed, Migrant Student Information Network
Website	CSBA

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0415	Equity
0500	Accountability
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
1400	Relations Between Other Governmental Agencies And The Schools
~~1445~~	~~Response To Immigration Enforcement~~
~~1445~~	~~Response To Immigration Enforcement~~
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4131	Staff Development
4231	Staff Development
4331	Staff Development
5111.1	District Residency
5111.1	District Residency
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5113.11	Attendance Supervision
5125	Student Records
5125	Student Records

5125.2	Withholding Grades, Diploma Or Transcripts
5132	Dress And Grooming
5132	Dress And Grooming
5141.26	Tuberculosis Testing
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry
5141.6	School Health Services
5141.6	School Health Services
5145.13	Response To Immigration Enforcement
5145.13	Response To Immigration Enforcement
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
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
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6115	Ceremonies And Observances
6115	Ceremonies And Observances
6146.1	High School Graduation Requirements
6146.3	Reciprocity of Academic Credit
6146.3	Reciprocity of Academic Credit
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6164.2	Guidance/Counseling Services

6164.5	Student Success Teams
6164.5	Student Success Teams
6171	Title I Programs
6171	Title I Programs
6174	Education For English Learners
6174	Education For English Learners
6177	Summer Learning Programs
6178	Career Technical Education
6178	Career Technical Education

Regulation 6175: Migrant Education Program

Status: ADOPTED

Original Adopted Date: 07/01/2003 **| Last Revised Date:** ~~03~~02/01/~~2024~~2026 **| Last Reviewed Date:** ~~03~~02/01/~~2024~~2026

CSBA NOTE: The following optional administrative regulation reflects requirements of the migrant education program established pursuant to federal Title I, Part C (20 USC 6391-6399) and Education Code 54440-54445 and should be revised to reflect the district's agreement with the regional service center.

Education Code 51225.2 describes this group of highly mobile students as "a pupil who is a migratory child" and the California Department of Education's (CDE) Uniform Complaint Procedures ~~2023-24~~2025-26 Federal Program Monitoring (FPM) instrument describes this group as "~~students~~pupils who are migratory," which is reflected in the use of this description throughout the administrative regulation. The following administrative regulation may be revised to reflect terminology preferred by the district and local community.

Eligibility

CSBA NOTE: Student eligibility for migrant education services is based on criteria delineated in 20 USC 6399 and 34 CFR 200.81. Eligibility is established through an interview conducted by a migrant education recruiter, who is employed by either the regional service center or district and has received specialized training and authorization to identify and recruit families for the migrant education program. Recruitment and identification procedures are detailed in CDE's ~~2017~~2023, "State Service Delivery Plan."

Pursuant to 34 CFR 200.89, regional service centers are required to annually validate eligibility through the re-interview of parents/guardians of a randomly selected sample of students previously identified as migratory.

Students ~~age~~ 3 to 21 years of age shall be eligible for the district's migrant education program if they, their parents/guardians, or their spouses are migratory agricultural workers or fishers who, in the preceding 36 months, moved into the district due to economic necessity and engaged in new temporary or seasonal employment or personal subsistence in agriculture or fishing. If such employment was not secured soon after the move, students may be considered students who are migratory if the student, the student's parents/guardians, or the student's spouse actively sought such new employment and have a recent history of moves for temporary or seasonal agricultural or fishing employment. (20 USC 6399; 34 CFR 200.81)

CSBA NOTE: The last sentence of the following paragraph should be deleted by districts that do not offer classes at the secondary level.

A student who ceases to be a student who is migratory during a school term shall be eligible for services until the end of the term. If comparable services are not available through other programs, a student who is no longer migratory may continue to receive services for one additional school year. Students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation. (20 USC 6394)

Enrollment

A student who is migratory shall be immediately enrolled in the district even if the student: (Education Code 48204.7)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended

2. Does not have clothing normally required by the school, such as school uniforms

3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, medical records, including, but not limited to, records or other proof of immunization history, or other documentation

If a student who is migratory experiences a change in residence, the student may remain enrolled in the school of origin for the duration of the student's status as a student who is migratory. (Education Code 48204.7)

If a student's status as a student who is migratory changes during a school year, the Superintendent or designee shall allow the student to continue at the school of origin through the duration of that school year or, if the student is enrolled in a high school, through graduation. (Education Code 48204.7)

A student who is migratory and is transitioning between school grade levels shall be allowed to continue in the district of origin in the same attendance area to provide the student the benefit of matriculating with peers in accordance with the established feeder patterns of school districts. A student who is migratory and is transitioning to a middle school or high school designated for matriculation in another school district shall be allowed to enroll in that school. (Education Code 48204.7)

The Superintendent or designee shall inform a student who is migratory and the student's parent/guardian of the impact of remaining in the school of origin on the student's eligibility to receive migrant education services pursuant to Education Code 54440-54445. (Education Code 48204.7)

The Superintendent or designee may, but is not required to, provide transportation to enable a student who is migratory to attend the school of origin, unless otherwise required by federal law, or provide programs for online instruction as a substitute for physical attendance. (Education Code

48204.7)

Student Records

CSBA NOTE: Pursuant to 34 CFR 200.89, CDE and agencies operating migrant education programs ~~must~~are required to maintain a Certificate of Eligibility form and any additional documentation needed to confirm each student's eligibility.

Education Code 234.7 prohibits the collection of information or documents regarding the citizenship or immigration status of students or their family members, except as required by law or to administer a state or federally supported educational 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. See BP/AR ~~1445~~5145.13 - Response to Immigration Enforcement.

The Superintendent or designee shall maintain records documenting the eligibility of students enrolled in the district's migrant education program. However, the district shall not collect information or documents regarding the citizenship or immigration status of students or their family members for the purpose of determining eligibility for migrant education services.

CSBA NOTE: 20 USC 6398 requires districts receiving migrant education funds to make student records available at no cost to another district that requests the records, if the request is made to meet the needs of a student who is migratory. State law requiring the transfer of records for all students is reflected in BP/AR 5125 - Student Records. In California, the Migrant Student Information Network, developed and maintained by WestEd, assists CDE and each regional center with data collection and reporting regarding students who are migratory. ~~See the section "Transfer of Coursework and Credits" below for~~For the transfer of the transcript of a high school student who is migratory, see AR 6146.3 – Reciprocity of Academic Credit.

The Superintendent or designee shall acquire education and health records from the previous school districts of a student who is migratory, as appropriate.

When a student who is migratory transfers to another district, the student's records shall be provided to the receiving district upon request at no cost in order to assist that district in meeting the needs of the student. (20 USC 6398)

Program Components

CSBA NOTE: The following section may be revised to reflect the district's service agreement with the regional service center.

The migrant education program shall include all of the following components: (Education Code 54443.1)

1. A general needs assessment summarizing the needs of the population to be served

2. A comprehensive program to meet the educational, health, and related needs of participating students which supplements the district program and includes, but is not limited to:

    a. Instructional services, including academic, remedial and compensatory, bilingual-crosscultural, and career technical instruction

    b. Counseling and career education services

    c. Preschool services in accordance with Education Code 54443

    d. Other educational services that are not otherwise available in sufficient quantity or quality to eligible students who are migratory

    e. The acquisition of instructional materials and equipment necessary to adequately provide the appropriate services

    f. Other related services to meet the special needs of eligible students who are migratory to enable them to participate effectively in instructional services

    g. The coordination and teaming of existing resources serving students who are migratory, such as bilingual-crosscultural education, health screening, and compensatory education

3. Individual assessment of the educational and relevant health needs of each participating student, within 30 days of enrollment, including assessments concurrently provided pursuant to compensatory education, bilingual-crosscultural education, school improvement programs, and other programs serving the student

4. A brief individual learning plan listing the services to be provided to each student, which shall be given to the parent/guardian in writing or at a parent/guardian conference, annually and when the student moves to a new district

5. Staffing and staff development plans and practices to meet the needs of students and implement the program

6. Parent/guardian and community involvement as specified in Education Code 54444.2, including, but not necessarily limited to, the establishment of a parent/guardian advisory council to actively involve parents/guardians in planning, operating, and evaluating the district's migrant education program

CSBA NOTE: 20 USC 6394 requires "the same" parent/guardian involvement in migrant education programs as is required for Title I programs for disadvantaged students ~~(see BP/AR 6020 - Parent Involvement),~~ unless extraordinary circumstances make such provision impractical. For more information regarding parent/guardian involvement, see BP/AR 6020 - Parent Involvement.

7. The migrant education program shall provide for the same opportunities for parent/guardian involvement that are provided to parents/guardians for federal Title I programs. (20 USC 6394)

8. Evaluations which include annual student progress and overall program effectiveness and quality control reports

Summer School and Extended School Year Program

CSBA NOTE: Pursuant to Education Code 54444.3, each district receiving federal migrant education funding is required to conduct summer school programs for eligible students who are migratory. Before establishing the program, the district ~~must~~is required to submit an application for approval to the Superintendent of Public Instruction. The following section may be revised to reflect the grade levels offered by the district.

The district shall conduct summer school program(s) for eligible students who are migratory. The summer school program shall respond to the individual needs of participating students and shall build on and be consistent with the instructional programs offered to these students during the regular school year. Coursework shall be of the same level of difficulty in each subject as that provided to students enrolled in regular classes of instruction within the district in the preceding year. (Education Code 54444.3)

Teachers in the summer school program shall have cultural training or background and understanding of the special needs of students who are migratory and possess the proper credential for the subjects and grade levels to which they are assigned. (Education Code 54444.3)

The program shall comply with the following requirements for instructional time: (Education Code 54444.3)

1. For kindergarten class, a minimum of 180 minutes per day, including recesses, for not less than 20 instructional days

2. For grades 1-8, a minimum of 200 minutes per day, including recesses and passing time but excluding noon intermissions, for not less than 20 instructional days

3. For grades 7-12, a minimum of 240 minutes per day, including passing time but excluding noon intermissions, for not less than 30 instructional days

CSBA NOTE: Pursuant to Education Code 54444.3, holidays on which schools are required to be closed, as specified in Education Code 37220, may be deducted from the required number of

teaching days. For more information regarding holidays on which schools are required to be closed, see AR 6115 - Ceremonies and Observances.

The number of instructional days may be less than as described above if, during the summer school program, there is a holiday for which schools are required to be closed. (Education Code 37220, 54444.3).

When district facilities that are suitable for the summer climate are available, the district shall make facilities available at cost to other agencies that request facilities for the operation of migrant summer school programs, unless just cause for denial exists. When approved by the Superintendent of Public Instruction, the district may jointly offer facilities with a neighboring district to meet the needs of the migrant summer school program for the entire area. (Education Code 54444.3)

CSBA NOTE: Pursuant to Education Code 41601.6, to mitigate lost instructional time due to family movement related to migratory agricultural employment, up to two local educational agencies may request authorization from CDE to provide an extended school year program to students who are migratory who, due to family movement, enroll in transitional kindergarten, kindergarten, or any of grades 1-6, on or after March 1 of the school year and depart on or before December 1 of the next school year, which includes the receipt of specified average daily attendance funding for such students.

If the district receives authorization and average daily attendance funding from the California Department of Education to provide an extended school year program to students who are migratory who, due to family movement, enroll in transitional kindergarten, kindergarten, or any of grades 1-6, on or after March 1 of the school year and depart on or before December 1 of the next school year, the Superintendent or designee shall operate the program in accordance with Education Code 41601.6. (Education Code 41601.6)

Transfer of Coursework and Credits

CSBA NOTE: The following section is for use by districts maintaining high schools. Education Code 51225.2 addresses the transferability of coursework and credits completed by a student enrolled in a migrant education program, as provided below.

Education Code 51225.2 requires the transferring school to include in the student's educational record a determination of days of enrollment and/or seat time and an official transcript with full and partial credits earned, or any measure of full or partial coursework being satisfactorily completed.

When a student enrolled in a migrant education program who is migratory transfers into a district school, the district will receive an official transcript from the transferring school or district which reflects full and partial credits and grades earned by the student and includes: (Education Code 51225.2)

1. A determination of the days of enrollment and/or seat time, if applicable, for all full and partial credits earned based on any measure of full or partial coursework being satisfactorily completed

   Partial coursework satisfactorily completed includes any portion of an individual course,

even if the student did not complete the entire course

2. Separate listings for credits and grades earned at each school and local educational agency so it is clear where credits and grades were earned

3. A complete record of the student's seat time, including both period attendance and days of enrollment

The district student's coursework and credits shall transfer the credits and grades from the transferring school's transcript onto an official district transcript in the same manner as described in Item #2, above. (Education Code 51225.2)

If the Principal or designee has knowledge that the transcript from the transferring school may not include certain credits or grades, the Principal or designee shall contact the prior school within two business days to request that the full or partial credits be issued, which shall then be issued and provided by the prior school along with all academic and other records within two business days of the request. (Education Code 51225.2)

The district shall accept and issue full credit for any coursework that the student who is migratory has satisfactorily completed while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school.

CSBA NOTE: Pursuant to Education Code 51225.2, districts are not authorized to require a student who is migratory who has completed an entire course to retake the course.

If the entire course was completed, the district shall not require the student who is migratory to retake the course. (Education Code 51225.2)

If the entire course was not completed at the previous school, the student who is migratory shall be issued partial credit for the coursework completed and shall be required to take the uncompleted portion of the course. However, the district may require the student who is migratory to retake the portion of the course completed if, in consultation with the educational rights holder for the student who is migratory, the district finds that the student who is migratory is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a student who is migratory in any particular course, the student who is migratory shall be enrolled in the same or equivalent course, if applicable, to enable the completion of the entire course. (Education Code 51225.2)

CSBA NOTE: Although Education Code 51225.2 requires districts to award partial credits to students who are migratory who transfer from school to school, there is no uniform system for calculating and awarding partial credits. To ensure consistency in the treatment of foster youth, the California Child Welfare Council, in its, "Partial Credit Model Policy and Practice Recommendations," available on its website, recommends the approach transferred as specified in the following optional paragraph, which may be revised to reflect district practice.

~~Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.~~

~~In no event shall the district prevent a student who is migratory from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)~~Education Code 51225.2 and Board Policy/ Administrative Regulation 6146.3 – Reciprocity of Academic Credit.

Applicability of Graduation Requirements

~~CSBA NOTE: The following section is for use by districts maintaining high schools.~~

~~To obtain a high school diploma, a~~A student who is migratory ~~shall~~ that transfers to a district school shall be expected to complete all courses ~~required by Education Code 51225.3~~ and ~~shall generally~~ fulfill ~~any additional local~~ graduation requirements ~~prescribed by the~~ as specified in Board~~.~~

~~However, when a~~ Policy 6146.1 - High School Graduation Requirements, unless the student ~~who is migratory~~ has completed the second year of high school and ~~transfers into a district school, the student shall be~~ is thereby exempted from ~~all district-adopted coursework and other district-established graduation~~ such requirements~~, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of the student's fourth year of high school. Within 30 calendar days of the student's transfer, the Superintendent or designee shall notify the student and the student's parent/guardian of the availability of the exemption and whether the student qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the termination of the court's jurisdiction over the student. (Education Code 51225.1)~~

~~CSBA NOTE: Pursuant to Education Code 51225.1, to determine whether a student with significant gaps in school attendance is in the third or fourth year of high school, the student's age as compared to the average age of students in the third or fourth year of high school may be used.~~

~~To determine whether a student is in the third or fourth year of high school, the district shall use either the number of credits the student has earned as of the date of the transfer, the length of school enrollment, or, for a student with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school, whichever qualifies the student for the exemption. (Education Code 51225.1)~~

~~CSBA NOTE: Education Code 51225.1 requires the district to exempt a student who qualifies for an exemption from district-established graduation requirements, under the circumstances described below.~~

~~If a student who is migratory was not properly notified of an exemption, declined the exemption, or was not previously exempted, the student or the student's educational rights holder may request~~

the exemption and the Superintendent or designee shall exempt the student within 30 days of the request. A student may request the exemption even if the student is no longer a student who is migratory. (Education Code 51225.1)

CSBA NOTE: Pursuant to Education Code 51225.1 the district is required to reevaluate a student's eligibility for an exemption from district-established graduation requirements, as described below.

When the Superintendent or designee determines that a student who transferred into a district school is reasonably able to complete district-established graduation requirements by the end of the student's fourth year of high school, the student shall not be exempted from those requirements. Within 30 calendar days of the following academic year, the student shall be reevaluated based on the student's course completion status at the time, to determine if the student continues to be reasonably able to complete the district-established graduation requirements in time to graduate by the end of the student's fourth year of high school. Written notice as to whether the student then qualifies for exemption shall be provided to the student, the student's educational rights holder, and if applicable, to the student's social worker or probation officer. (Education Code 51225.1)

If, upon reevaluation, it is determined that the student who is migratory is not reasonably able to complete the district-established graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, the Superintendent or designee shall provide the student with the option to receive an exemption from district-established graduation requirements or stay in school for a fifth year to complete the district-established graduation requirements upon agreement with the student, or if under 18 years of age, the student's educational rights holder, and shall provide notifications in accordance with Education Code 51225.1. (Education Code 51225.1)

CSBA NOTE: Pursuant to Education Code 51225.1, the district is required to consult with a student who is migratory who is granted an exemption from district-established graduation requirements and the student's educational rights holder, as described below.

When a student who is migratory is exempted from district-established graduation requirements, the Superintendent or designee shall consult with the student and the student's educational rights holder about the following: (Education Code 51225.1)

1. Discussion of how any requirements that are waived may affect the student's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution

2. Discussion and information about other options available to the student, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges

3. Consideration of the student's academic data and any other information relevant to making an informed decision on whether to accept the exemption

The district shall not require or request a student who is migratory to transfer schools in order to qualify for an exemption and shall not grant any request made by a student who is migratory or the student's parent/guardian for a transfer solely to qualify for an exemption. (Education Code 51225.1)

CSBA NOTE: Education Code 51225.1 prohibits the district from requiring a student who is eligible for an exemption from district-established graduation requirements from accepting the exemption or being denied enrollment, as described below.

The Superintendent or designee shall not require a student who is migratory who is eligible for an exemption from district-established graduation requirements and would otherwise be entitled to remain in attendance at the school, to accept the exemption or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether such courses are required for statewide graduation requirements. (Education Code 51225.1)

CSBA NOTE: Education Code 51225.1 prohibits the district from revoking a student's exemption from district-established graduation requirements.

If a student who is migratory is exempted from district-established graduation requirements, the exemption shall not be revoked. Additionally, the exemption shall continue to apply after the student no longer meets the definition of a student who is migratory while still enrolled in the school or if the student transfers to another school, including a charter school, or school district. (Education Code 51225.1)

CSBA NOTE: Pursuant to Education Code 51225.1, the district may not require or request a student who is exempted from district-established graduation requirements and completes statewide coursework requirements before the end of the student's fourth year of high school to graduate early, as described below.

The Superintendent or designee shall not require or request that an eligible student who is exempted from district-established graduation requirements and who completes the statewide coursework requirements before the end of the fourth year of high school, and would otherwise be entitled to remain in school, to graduate before the end of the student's fourth year of high school. (Education Code 51225.1)

CSBA NOTE: Pursuant to Education Code 51225.1, if the district determines that a student who is eligible for the exemption from district-established graduation requirements is reasonably able to complete those requirements in time to graduate from high school by the end of the student's fifth year, the district is required to provide the following.

Upon making a finding that a student who is migratory is reasonably able to complete district-established graduation requirements within the fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

1. Consult with the student and, if under 18 years of age, the student's educational rights holder, of the option to remain in school for a fifth year to complete the district-established graduation requirements and how that will affect the student's ability to gain admission to a

postsecondary educational institution

2. Consult with and provide information to the student about transfer opportunities available through the California Community Colleges

3. Upon agreement with the student or with the student's educational rights holder if under 18 years of age, permit the student to stay in school for a fifth year to complete the district-established graduation requirements

CSBA NOTE: Pursuant to Education Code 51225.1, until January 1, 2028, when a student who is migratory has completed the second year of high school transfers into the district or transfers between high schools within the district, and is not reasonably able to complete the district-established graduation requirements, but is reasonably able to complete the statewide coursework requirements, within the student's fifth year of high school, the district is required to exempt the student from the district-established graduation requirements and provide the student with the option to remain in school for a fifth year to complete the statewide requirements. In such situations, consultation with the student and the student's educational rights holder is required, as provided below.

When a student who is migratory has completed the second year of high school transfers into the district or between high schools within the district, and the Superintendent or designee determines that the student is not reasonably able to complete the district-established graduation requirements within the student's fifth year of high school but is reasonably able to complete the statewide coursework requirements within the fifth year of high school, the student shall be exempted from all district-established graduation requirements and be provided with the option to remain in school for a fifth year to complete the statewide requirements. In such situations, the Superintendent or designee shall consult with the student and the student's educational rights holder, regarding the following: (Education Code 51225.1)

1. The student's option to remain in school for a fifth year to complete statewide coursework requirements

1. The effect of waiving the district-established requirements and remaining in school for a fifth year on the student's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education

2. Other options available to the student, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges

3. The student's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements

Parent Advisory Council

The parent advisory council shall be comprised of members who are knowledgeable of the needs of students who are migratory and shall be elected by the parents/guardians of students enrolled in the district's migrant education program. The composition of the council shall be determined by the parents/guardians at a general meeting to which all parents/guardians of participating students shall be invited. The parents/guardians shall be informed, in a language they understand, that they have the sole authority to decide on the composition of the council. (Education Code 54444.2)

At least two-thirds of the advisory council shall consist of parents/guardians of students who are migratory. (Education Code 54444.2)

All parent/guardian candidates for the council shall be nominated by parents/guardians. Nonparent candidates, such as teachers, administrators, other school personnel, or students, shall be nominated by the groups they represent. All other community candidates shall be nominated by the parents/guardians. (Education Code 54444.2)

The parent/guardian advisory council shall meet at least six times during the year and shall: (Education Code 54444.4)

1. Establish program goals, objectives, and priorities

2. Review annual needs and year-end assessments, program activities for each school, and individual learning plans

3. Advise on the selection, development, and reassignment of migrant education program staff

4. Participate actively in planning and negotiating program applications and service agreements

5. Perform all other responsibilities required under state and federal laws or regulations

The Superintendent or designee shall establish and implement a training program for advisory council members to enable them to carry out their responsibilities. The training program shall be developed in consultation with the council and shall include appropriate training materials in a language understandable to each member. (Education Code 54444.2)

The Superintendent or designee shall provide the council, without charge, a copy of all applicable state and federal migrant education statutes, rules, regulations, guidelines, audits, monitoring reports, and evaluations. Upon request, these materials also shall be provided without charge to each member of the council. (Education Code 54444.2)

~~**Notification and Complaints**~~

~~CSBA NOTE: Education Code 51225.1 and 51225.2 provide that complaints of noncompliance with specified requirements related to the educational rights of students who are migratory may be filed in accordance with the uniform complaint procedures specified in 5 CCR 4600-4670. As with other complaints covered under the uniform complaint procedures, a complainant may appeal the district's decision to CDE and, if the district or CDE finds any merit in the complaint, the district must provide a remedy to the affected student. See BP/AR 1312.3 - Uniform Complaint Procedures.~~

~~Information regarding the educational rights of students who are migratory, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)~~

~~Any complaint that the district has not complied with requirements regarding the education of students who are migratory, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in Administrative Regulation 1312.3 - Uniform Complaint Procedures.~~

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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 3080	Applicability of uniform complaint procedures to complaints regarding students with disabilities
5 CCR 4600-4670	Uniform complaint procedures
Ed. Code 200	Equal rights and opportunities in state educational institutions
Ed. Code 220	Prohibition of discrimination
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 37220	School calendar
Ed. Code 41601.6	Extended school year program for migratory students
Ed. Code 48204.7	Enrollment
Ed. Code 51225.1	Exemption from district graduation requirements
Ed. Code 51225.2	Transfer of coursework and credit
Ed. Code 51225.3	High school graduation requirements

Ed. Code 54440-54445	~~Migrant~~ ~~children~~Students who are migratory

Federal	**Description**
20 USC 6311	State plan
20 USC 6391-6399	Education of migratory children
20 USC 7881	Participation of private school students
34 CFR 200.81-200.89	Migrant education program

Management Resources	**Description**
California Child Welfare Council Publication	Partial Credit Model Policy and Practice Recommendations, September 2013
California Department of Education Publication	~~2017~~ ~~State~~ ~~Service~~ ~~Delivery~~ ~~Plan~~2023 State Service Delivery Plan (https://www.cde.ca.gov/sp/me/mt/documents/ssdp2022.docx)
U.S. Department of Education Publication	Education of Migratory Children Under Title I, Part C of the Elementary and Secondary Education Act of 1965, Non-Regulatory Guidance, rev. March 2017
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Migrant Education Office
Website	U.S. Department of Education, Office of Migrant Education
Website	West Ed, Migrant Student Information Network
Website	CSBA

Cross References

Code	**Description**
0410	Nondiscrimination In District Programs And Activities
0415	Equity
0500	Accountability
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
1400	Relations Between Other Governmental Agencies And The Schools
~~1445~~	~~Response To Immigration Enforcement~~
~~1445~~	~~Response To Immigration Enforcement~~
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4131	Staff Development
4231	Staff Development
4331	Staff Development
5111.1	District Residency
5111.1	District Residency
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5113.11	Attendance Supervision
5125	Student Records
5125	Student Records
5125.2	Withholding Grades, Diploma Or Transcripts
5132	Dress And Grooming
5132	Dress And Grooming
5141.26	Tuberculosis Testing
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry
5141.6	School Health Services
5141.6	School Health Services
5145.13	Response To Immigration Enforcement

5145.13	Response To Immigration Enforcement
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
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
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6115	Ceremonies And Observances
6115	Ceremonies And Observances
6146.1	High School Graduation Requirements
6146.3	Reciprocity of Academic Credit
6146.3	Reciprocity of Academic Credit
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6164.2	Guidance/Counseling Services
6164.5	Student Success Teams
6164.5	Student Success Teams
6171	Title I Programs
6171	Title I Programs
6174	Education For English Learners
6174	Education For English Learners
6177	Summer Learning Programs
6178	Career Technical Education

Bylaw 9250: Remuneration, Reimbursement And Other Benefits

Status: ADOPTED

Original Adopted Date: 11/01/2001 **| Last Revised Date:** ~~08~~02/01/~~2013~~2026 **| Last Reviewed Date:** ~~08~~02/01/~~2013~~2026

Compensation

CSBA NOTE: Education Code 35120 authorizes Governing Board members to receive compensation for their services~~, with a maximum amount prescribed~~ based on the district's average daily attendance (ADA) for the prior school year~~.~~

~~The district should select the appropriate option below. If the Board selects Option 1, it may, at its discretion, revise the paragraph to reflect the maximum amount applicable to its ADA. If the Board elects to receive less than the maximum amount provided in law, it should select Option 2~~ and ~~specify the amount.~~

~~OPTION 1:~~ ~~Each member of the Governing Board may receive~~, as amended by AB 1390 (Ch. 639, Statutes of 2025), increases the maximum monthly compensation ~~as provided for in Education Code 35120.~~

~~OPTION 1 ENDS HERE~~

~~OPTION 2:~~ ~~Each member of the Governing Board may receive a~~ amount. For a chart with the maximum monthly compensation ~~of $ _____. (Education Code 35120)~~

~~OPTION 2 ENDS HERE~~

~~OPTION 3:~~ ~~The members of the Governing Board view their Board service as a voluntary contribution to the community and elect not to receive the compensation to which they are entitled~~amounts per ADA range, see Exhibit (2).

Additionally, pursuant to Education Code 35120~~.~~

~~OPTION 3 ENDS HERE~~

~~CSBA NOTE: The remainder of this section~~, the Board may annually increase the monthly compensation of Board members beyond the applicable maximum amount delineated in Education Code 35120 by an amount not to exceed five percent.

Notwithstanding Education Code 35120, compensation for certain boards may be governed by the applicable city or county charter, or both. This bylaw is ~~for use by districts that selected Option 1 or 2 above~~written based on state law but should be modified to the extent a city or county charter applies.

Each member of the Governing Board shall be provided monthly compensation of $ _____, less any amounts deducted for meeting absences which are not excused by the Board. (Education Code 35120)

Board members are not required to accept the monthly compensation.

~~On an annual basis, the Board may~~ On an annual basis, the Board may amend this Bylaw to increase the compensation of Board members beyond the limit delineated in Education Code 35120 in an amount not to exceed five percent based on the present monthly rate of compensation. ~~(Education Code 35120)~~

~~Board members are not required to accept payment for meetings attended.~~

~~Any member who does not attend all Board meetings during the month is eligible to receive only a percentage of the monthly compensation equal to the percentage of meetings he/she attended, unless otherwise authorized by the Board in accordance with law. (Education Code 35120)~~(Education Code 35120)

CSBA NOTE: In order to receive the entire compensation amount for a given month, a Board member is required to attend all Board meetings held that month, including special and emergency Board meetings. Pursuant to Education Code 35120, ~~the Board may adopt a~~ a Board member who is absent from a meeting shall not receive the pro rata monthly compensation for that meeting unless the Board finds, via resolution ~~authorizing a~~, that the Board member was absent due to ~~be compensated for meetings he/she missed under~~one or more specified circumstances. ~~See the accompanying exhibit for~~ For a sample resolution.

~~A member may be compensated~~ authorizing compensation for ~~meetings he/she missed when the~~ an absent Board~~, by~~ member, see Exhibit (1).

A Board member who is absent from a Board meeting shall not receive the pro rata monthly compensation for that meeting unless the Board finds, via resolution, ~~finds that he/she~~that at the time of the Board meeting the Board member was ~~performing designated~~absent due to the need to perform services for the district ~~at the time of the meeting or that he/she was absent because of~~, illness, jury duty, or a hardship deemed acceptable by the Board. (Education Code 35120)

Student Board ~~members shall receive no~~member compensation ~~for meetings attended. (Education Code 35012)~~shall be provided in accordance with Board Bylaw 9150 - Student Board Members.

CSBA NOTE: The following optional paragraph is for use by any board whose quorum also serves as another legislative body that receives additional compensation. Pursuant to Government Code 54952.3, the disclosure requirements described below are not applicable if the compensation of the legislative body is set by statute.

Whenever a quorum of Board members serves as another legislative body which will meet simultaneously or in serial order to a Board meeting, the Board clerk or a member of the Board shall, when required by law, verbally announce the amount of any additional compensation or stipend

that each member will be entitled to receive as a result of convening the simultaneous or serial meeting. (Government Code 54952.3)

Reimbursement of Expenses

CSBA NOTE: ~~The~~Pursuant to Education Code 35044, the district is ~~allowed~~required to reimburse ~~Board members for expenses incurred~~individual Board members for travel expenses incurred when performing services directed by the Board. Additionally, pursuant to Education Code 35160, the Board may otherwise act in any manner which is not in conflict with or inconsistent with, or otherwise preempted by, any law, and which is not in conflict with the purposes for which districts are established. Based on this authority, the Board may authorize reimbursement for individual Board members for expenses incurred generally when performing district business. ~~Pursuant to~~ However, Article XVI, section 6, of the California Constitution generally prohibits gifts of public funds and Government Code 8314~~, it is unlawful for any elected official to~~ prohibits the use ~~or permit others to use~~of public resources for campaign activity or personal purposes which are not authorized by law. ~~As defined, "personal purposes" include activities for personal enjoyment, private gain or advantage, or an outside endeavor not related to agency business, but do not include the incidental and minimal use of public resources (e.g., equipment or office space) for personal purposes, including an occasional telephone call.~~

~~Board members~~The district shall ~~be reimbursed~~reimburse individual Board members for actual and necessary expenses incurred when performing authorized services for the district~~. Expenses~~, including services directed by the Board. The timelines and procedures for ~~travel, telephone, business meals, or other authorized purposes~~ reimbursement shall be ~~in accordance with policies~~the same as those established for district personnel and at the same rate of reimbursement. (Education Code 31560, 35044; Government Code 8314)

CSBA NOTE: ~~Education Code 35044 authorizes reimbursement for Board members for travel expenses incurred when performing services directed by the Board. If the district wishes to require prior Board approval for travel and/or for certain kinds of trips (e.g., out-of-state travel), it should modify the~~ The following ~~paragraph accordingly.~~

~~Board members shall be reimbursed for travel expenses incurred when performing services directed by the Board. (Education Code 35044)~~

~~CSBA NOTE: The remainder of this section is optional and may be revised~~paragraphs should be modified to reflect district practice.

~~Authorized purposes may include, but are not limited to, attendance at educational seminars or conferences designed to improve Board members' skills and knowledge; participation in regional, state, or national organizations whose activities affect the district's interests; attendance at district or community events; and meetings with state or federal officials on issues of community concern.~~ All other expenses, including personal expenses, shall be the responsibility of individual Board members and shall not be paid or reimbursed by the district. (Government Code 8314)

~~Personal expenses shall be the responsibility of individual Board members. Personal expenses~~

Personal expenses shall include, but are not limited to, the personal portion of any trip, tips or gratuities, alcohol, entertainment, laundry, expenses of any family member who is accompanying the Board member on district-related business, personal use of an automobile, and personal losses and traffic violation fees incurred while on district business.

Any Board member with questions regarding the propriety of a particular type of expense ~~should be resolved by~~shall seek and receive guidance from the Superintendent or designee before the expense is incurred.

Credit Cards

CSBA NOTE: ~~The following optional paragraph should be deleted if the~~ Although some districts issue district ~~does not issue~~ credit cards to Board members~~. A~~, a policy statement issued by the Institute for Local Government, ~~although~~ primarily applicable to city and county governments, indicates that many local agencies have decided not to issue credit cards to local officials because of the potential for confusing an agency credit card with a personal card and the negative consequences of personal use of an agency card. The following optional paragraph should be deleted if the district does not issue credit cards to Board members.

Board members may use district-issued credit cards while on official district business and consistent with the limits established for district personnel. Personal expenses shall not be charged on a district-issued credit card, even if the Board member intends to subsequently reimburse the district for the personal charges.

~~Health and Welfare~~ Benefits for ~~Current~~ Board Members

CSBA NOTE: The following section is optional. ~~The~~Pursuant to Government Code 53201 and 53205, the district has the option of providing health and welfare benefits to Board members ~~pursuant to Government Code 53201 and 53205~~ and has flexibility in selecting the types of coverage and the methods of payment for such coverage. Pursuant to Government Code 53200, health and welfare benefits may include, but are not limited to, hospital, medical, surgical, dental, disability, group life, legal expense, and income protection insurance or benefits. However, Internal Revenue Service Publication 571, which was last revised in January 2025, indicates that, as elected officials, Board members are not eligible to participate in district programs for the purchase of tax sheltered annuities pursuant to 26 USC 403 and 26 CFR 1.403(b)-2.

Pursuant to Government Code 53208.5, the health and welfare benefits of a Board member ~~can~~may not be ~~no~~ greater than that received by nonsafety employees of the district or, if the district has different benefit structures, ~~no~~not greater than the most generous schedule of benefits being received by any category of nonsafety employees. Nonsafety employees are those employees not otherwise included in Government Code 20420-20445 defining "safety members" for purposes of membership in the Public Employees' Retirement System. Additionally, Government Code 53208.5 ~~also~~ provides that Board members shall not be eligible to accrue multiple health and welfare benefits from two or more public agencies for concurrent service, unless the Board member serves as a regular full-time employee in a separate public agency.

Government Code 53202 authorizes the district to contract with one or more insurers, health service organizations, or legal service organizations for health and welfare benefits. Alternatively, the district may approve an existing health care arrangement between a Board member and an insurer or health care provider. In 83 Ops.Cal.Atty.Gen. 124 (2000), the Attorney General opined that, if the district chooses to approve such an arrangement, the district may pay for this benefit by way of reimbursement to the Board member who has paid for the benefit instead of direct district payment to the insurer. However, according to the Attorney General, a district may not make cash payments to Board members in lieu of providing them with health insurance benefits. For districts considering the reimbursement of Board members for the cost of health and welfare benefits, it is recommended that the district consult CSBA's District and County Office of Education Legal Services or district legal counsel.

Board members may participate in the health and welfare benefits program provided for district employees.

~~Health~~ as permitted by law. However, health and welfare benefits for Board members shall be no greater than that received by the district's nonsafety employees with the most generous schedule of benefits. (Government Code 53201, 53205, 53208.5)

CSBA NOTE: The district may choose and/or revise any of the following options to reflect district practice.

OPTION 1: (District pays premium)

The district shall pay the premiums required for Board members electing to participate in the district health and welfare benefits program to the same extent that it pays for district employees.

OPTION 1 ENDS HERE

OPTION 2: (Board member pays premium/portion of premium and district reimburses)

Board members who elect to participate in the district health and welfare benefit program or in any approved health plans shall pay _____ toward the ~~full~~ cost of premiums.

OPTION 2 ENDS HERE

OPTION 3: (District reimburses Board members for costs paid for approved health plans)

The district shall pay $_____ as a reimbursement for costs of approved health plans that have been paid by Board members.

OPTION 3 ENDS HERE

CSBA NOTE: ~~The following optional paragraph is for use by districts that~~Pursuant to Government Code 53205.1, a district may choose to pay all or a portion of premiums, dues, or other charges for

health and welfare benefits for a Board member's spouse or dependent children~~, as authorized by Government Code 53205.1. The district may revise the paragraph to specify a different portion of payment.~~.

Pursuant to Family Code 297.5, registered domestic partners have the same rights, protections, and benefits as spouses under California law. Therefore, to the extent that the district provides health benefits under state law to spouses of Board members, the same coverage must be provided to registered domestic partners.

Pursuant to Health and Safety Code 1373 and Insurance Code 10277, the age at which a person ceases to be a dependent child is ~~age~~ 26 years of age or higher as specified in the health plan, unless otherwise provided under a plan that qualifies as a grandfathered plan pursuant to 42 USC 18011. ~~In addition~~Additionally, a health services plan or insurer is required to continue coverage for a dependent child who attains the age specified in the plan if ~~he/she~~the child is incapable of self-sustaining employment by reason of a physically or mentally disabling injury, illness, or condition and is chiefly dependent on the subscriber or insured for support. In addition, Health and Safety Code 1373 and Insurance Code 10277 ~~also~~ require that, if the plan provides coverage for a dependent child who is over 26 years of age ~~26~~ and enrolled at a secondary or postsecondary educational institution, continued coverage must be provided during any break in the school calendar and during a medical leave of absence as specified.

The following paragraph should be deleted or modified to reflect district practice.

Health and welfare benefits provided to Board members shall be extended at the same level to their spouse/registered domestic partner and to their eligible dependent children as specified in law and the health plan. (Family Code 297.5; Government Code 53205.1)

~~Health and Welfare Benefits for Former Board Members~~

~~CSBA NOTE: The following section is optional. Government Code 53201 authorizes the district to pay premiums for health and welfare benefits for former Board members under the limited circumstances described below. Any district that does not offer benefits to former Board members should delete this entire section.~~

CSBA NOTE: Pursuant to Government Code 53201, the district may pay premiums for health and welfare benefits for former Board members under very limited circumstances. It is recommended that the district consult CSBA's District and County Office of Education Legal Services or district legal counsel before adding, modifying, or deleting the following paragraph.

Former Board members, and a former Board member's spouse/registered domestic partner and eligible dependent children, may participate in the health and welfare benefits program provided for district employees ~~under the conditions specified below.~~

CSBA NOTE: Government Code 53208.5 provides that Board members may not receive benefits greater than those provided to district employees,only as provided below. Thus, if a district's collective bargaining agreement specifies that employee eligibility for benefits terminates at age 65, then Board member benefits will also terminate at that time. Districts with such circumstances may expand the following paragraph to indicate the limits of the benefits.

Health and welfare benefits for former Board members shall be no greater than those receivedpermitted by district nonsafety employees with the most generous schedule of benefits. (Government Code 53208.5)

CSBA NOTE: Pursuant to Government Code 53201, a district may pay premiums for health and welfare benefits for former Board members only if all of the following conditions are satisfied: (1) the district paid for benefits for former Board members before January 1, 1994; (2) the former Board member served in office after January 1, 1981; (3) the former Board member's term began before January 1, 1995; and (4) the former Board member served for 12 or more years. If the district did not pay benefits for former Board members before January 1, 1994, benefits may be provided to former Board members only on a self-pay basis, even if a former member has served in office for the requisite amount of time.

Note: In Thorning v. Hollister School District, the court of appeal ruled that a board policy adopted during the board member's term of office has the effect of vesting him/her with those benefits and that the board cannot subsequently unilaterally withdraw those benefits from those board members.

Option 1 below is for use only by districts that paid health and welfare benefits for former board members before January 1, 1994 and choose to continue to do so. Option 2 is for use by districts that are either ineligible to pay for such benefits because they did not pay for former board member benefits before January 1, 1994, have no qualified board members, or choose not to pay for such benefits.

Because this is a complex area of law, it is strongly recommended that the district consult with legal counsel before offering paid health benefits to former Board members.

OPTION 1: (Benefits paid by district)

The district shall pay the premiums for health and welfare benefits of any former Board member who served in office after January 1, 1981, began his/her term before January 1, 1995, and has served for 12 or more years. (Government Code 53201)

OPTION 1 ENDS HERE

CSBA NOTE: The following paragraph is optional. If the district allows Board members elected on or after January 1, 1995 to continue benefits at their own expense after leaving service, as authorized

by Government Code 53201, it may revise the following paragraph to require more than one term of service at its discretion.

Any other former Board member who served at least one term may participate in the health and welfare benefits program at his/her own expense if coverage is in effect at the time he/she leaves office. (Government Code 53201)

OPTION 2: (Benefits paid by former Board member)

CSBA NOTE: At its discretion, the Board may revise the following paragraph to require more than one term of office.

Any former Board member leaving the Board after at least one term of office may participate in the health and welfare benefits program at his/her own expense if coverage is in effect at the time of retirement. (Government Code 53201)

OPTION 2 ENDS HERE

CSBA NOTE: The following optional paragraph is for use by all districts. Government Code 53205.1 authorizes the district to fund health and welfare benefits for spouses and dependent children of former Board members.

Health and welfare benefits provided to a former Board member shall be extended, at his/her expense and at the same level, to his/her spouse/registered domestic partner and eligible dependent children as specified in law and the health plan.

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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
Cal. Const. Art. XVI, Sec. 6	Prohibition on gifts of public funds
Ed. Code 33050-33053	General waiver authority
Ed. Code 33362-33363	Reimbursement of expenses; board member or member-elect
Ed. Code 35012	Board members; number, election, and terms
Ed. Code 35044	Payment of traveling expenses of representatives of board
Ed. Code 35120	Student board membershipBoard member compensation
Ed. Code 35160	School Board authority
Ed. Code 35172	Promotional activities

Ed. Code 44038	Cash deposits for transportation purchased on credit
Fam. Code 297-297.5	Rights, protections, benefits under the law; registered domestic partners
Gov. Code 20322	Elective officers; election to become member
Gov. Code 20420-20445	Membership in Public Employees' Retirement System; definition of safety employees
Gov. Code 3543.7	Duty to meet and negotiate in good faith
Gov. Code 53200-53209	Group insurance
Gov. Code 54952.3	Simultaneous or serial meetings; announcement of compensation
Gov. Code 8314	Use of public resources
H&S Code 1373	Health services plan; coverage for dependent children
Ins. Code 10277-10278	Group and individual health insurance; coverage for dependent children

Federal	**Description**
26 CFR 1.403(b)-2	Tax-sheltered annuities; definition of employee
26 USC 403	Tax-sheltered annuities
42 USC 18011	Right to maintain existing health coverage

Management Resources	**Description**
Attorney General Opinion	83 Ops.Cal.Atty.Gen. 124 (2000)
Attorney General Opinion	91 Ops.Cal.Atty.Gen. 37 (2008)
Court Decision	Thorning v. Hollister School District (1992) 11 Cal.App.4th 1598
Court Decision	Board of Education of the Palo Alto Unified School District v. Superior Court of Santa Clara County (1979) 93 Cal.App.3d 578
Institute for Local Government Publication	Sample Expense and Use of Public Resources Policy Statement, January 2006
Internal Revenue Service Publication	Tax-Sheltered Annuity Plans (403(b) Plans) for Employees of Public Schools and Certain Tax-Exempt Organizations, Publication 571, rev. ~~February~~ ~~2013~~January 2025
Website	CSBA District and County Office of Education Legal Services
Website	Public Employees' Retirement System

Website	Institute for Local Government
Website	Internal Revenue Service
Website	CSBA

Cross References

Code	Description
1160	Political Processes
3100	Budget
3100	Budget
3350	Travel Expenses
3513.1	Cellular Phone Reimbursement
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits
9110	Terms Of Office
9150	Student Board Members
9240	Board Training
9324	Minutes And Recordings

Exhibit 9250-E(1): Remuneration, Reimbursement And Other Benefits **Status:** ADOPTED

Original Adopted Date: 08/01/2013 **| Last Revised Date:** 02/01/2026 **| Last Reviewed Date:** 0802/01/20132026

RESOLUTION ON EXCUSING BOARD MEMBER ABSENCE FOR PURPOSES OF MONTHLY COMPENSATION FOR MISSED MEETINGS

CSBA NOTE: Pursuant to Education Code 35120 and the accompanying Board Bylaw, a Governing Board member who is absent from a meeting shall not receive the pro rata monthly compensation for that meeting unless the Board finds, via resolution, that the Board member was absent due to one or more specified circumstances. The following optional exhibit isprovides such a resolution for use by districts that offer monthly compensation to members of the Governing Board for their service; see Options #1 and 2 in the accompanying board bylaw. Pursuant to Education Code 35120, a Board member may receive compensation for Board meetings that he/she missed if the Board makes a finding, by resolution, that one or more specified circumstances existBoard.

WHEREAS, the members of the Governing Board of the _____ School District appreciates the services provided by members of the Board and provides (Board) receive monthly compensation for meeting attendance in accordance with Education Code 35120 (EC 35120) and Board Bylaw 9250; and – Remuneration, Reimbursement and Other Benefits (BB 9250);

WHEREAS, Education Code 35120 provides that the monthly compensation provided to Board members shall be commensurate with the percentage of meetings attended during the month unless otherwise authorized by Board resolutionpursuant to EC 35120 and BB 9250, a Board member who is absent from a Board meeting shall not receive the pro rata monthly compensation for that meeting unless the Board finds, via resolution, that the Board member was absent due to the need to perform services for the district, illness, jury duty, or a hardship deemed acceptable by the Board at the time of the Board meeting; and

WHEREAS, Education Code 35120 specifies limited circumstances under which the Board is authorized to compensate a Board member for meetings he/she missed; and

WHEREAS, the Board finds that (_____(name of Board member) did not attendwas absent from the Board meeting(s) on (dates) _____ (date(s)).

NOW THEREFORE BE IT RESOLVED, the Board finds that the absence of _____(name of Board member) from the Board meeting(s) on _____ (date(s)) is excused for the following reason(s): (check applicable reasons) (s):

[ ] Performance of other designated duties for the district during the time of the meeting
[ ] Illness or jury

[ ] Jury duty
[ ] Hardship deemed acceptable by the Board

~~NOW THEREFORE~~ ; and

BE IT FURTHER RESOLVED ~~that~~, the Board ~~of the~~ _____ ~~School District approves full compensation~~authorizes _____ (name of ~~the~~ Board member) to be compensated for the ~~month of~~ _____.

~~PASSED AND ADOPTED THIS _____ day of _____, _____ at a regular meeting, by the following vote:~~

~~AYES:_____ NOES:_____ ABSENT:_____~~

~~Attest:~~

_____ _____
~~Secretary~~ ~~President~~

Board meeting(s) on _____ (date(s)).

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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
Cal. Const. Art. XVI, Sec. 6	Prohibition on gifts of public funds
Ed. Code 33050-33053	General waiver authority
Ed. Code 33362-33363	Reimbursement of expenses; board member or member-elect
Ed. Code 35012	Board members; number, election, and terms
Ed. Code 35044	Payment of traveling expenses of representatives of board
Ed. Code 35120	~~Student board membership~~Board member compensation
Ed. Code 35160	School Board authority
Ed. Code 35172	Promotional activities
Ed. Code 44038	Cash deposits for transportation purchased on credit
Fam. Code 297-297.5	Rights, protections, benefits under the law; registered domestic partners
Gov. Code 20322	Elective officers; election to become member

Gov. Code 20420-20445	Membership in Public Employees' Retirement System; definition of safety employees
Gov. Code 3543.7	Duty to meet and negotiate in good faith
Gov. Code 53200-53209	Group insurance
Gov. Code 54952.3	Simultaneous or serial meetings; announcement of compensation
Gov. Code 8314	Use of public resources
H&S Code 1373	Health services plan; coverage for dependent children
Ins. Code 10277-10278	Group and individual health insurance; coverage for dependent children

Federal	**Description**
26 CFR 1.403(b)-2	Tax-sheltered annuities; definition of employee
26 USC 403	Tax-sheltered annuities
42 USC 18011	Right to maintain existing health coverage

Management Resources	**Description**
Attorney General Opinion	83 Ops.Cal.Atty.Gen. 124 (2000)
Attorney General Opinion	91 Ops.Cal.Atty.Gen. 37 (2008)
Court Decision	Thorning v. Hollister School District (1992) 11 Cal.App.4th 1598
Court Decision	Board of Education of the Palo Alto Unified School District v. Superior Court of Santa Clara County (1979) 93 Cal.App.3d 578
Institute for Local Government Publication	Sample Expense and Use of Public Resources Policy Statement, January 2006
Internal Revenue Service Publication	Tax-Sheltered Annuity Plans (403(b) Plans) for Employees of Public Schools and Certain Tax-Exempt Organizations, Publication 571, rev. ~~February~~ ~~2013~~January 2025
Website	CSBA District and County Office of Education Legal Services
Website	Public Employees' Retirement System
Website	Institute for Local Government
Website	Internal Revenue Service
Website	CSBA

Cross References

Code	**Description**

1160	Political Processes
3100	Budget
3100	Budget
3350	Travel Expenses
3513.1	Cellular Phone Reimbursement
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits
9110	Terms Of Office
9150	Student Board Members
9240	Board Training
9324	Minutes And Recordings

Exhibit 9250-E(2): Remuneration, Reimbursement And Other Benefits

Status: ADOPTED

Original Adopted Date: 02/01/2026 | **Last Revised Date:** 02/01/2026

CHART OF BOARD MEMBER MONTHLY COMPENSATION

CSBA NOTE: Education Code 35120 authorizes Governing Board members to receive compensation for their services based on the district's average daily attendance (ADA) for the prior school year and, as amended by AB 1390 (Ch. 639, Statutes of 2025), increases the maximum monthly compensation amount. The following chart provides the maximum statutory monthly compensation amount for each ADA range.

Additionally, pursuant to Education Code 35120, the Board may annually increase the monthly compensation of Board members beyond the applicable maximum amount delineated in the chart by an amount not to exceed five percent.

Notwithstanding Education Code 35120, compensation for certain boards may be governed by the applicable city or county charter, or both. This chart would not be applicable to such districts.

District's Prior Average Daily Attendance	Monthly Compensation Limit
1,000 or less	$600
1,001 to 10,000	$1,200
10,001 to 25,000	$2,000
25,001 to 60,000	$3,000
60,001 or more	$4,500

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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
Cal. Const. Art. XVI, Sec. 6	Prohibition on gifts of public funds
Ed. Code 33050-33053	General waiver authority
Ed. Code 33362-33363	Reimbursement of expenses; board member or member-elect
Ed. Code 35012	Board members; number, election, and terms
Ed. Code 35044	Payment of traveling expenses of representatives of board
Ed. Code 35120	Board member compensation

Ed. Code 35160	School Board authority
Ed. Code 35172	Promotional activities
Ed. Code 44038	Cash deposits for transportation purchased on credit
Fam. Code 297-297.5	Rights, protections, benefits under the law; registered domestic partners
Gov. Code 20322	Elective officers; election to become member
Gov. Code 20420-20445	Membership in Public Employees' Retirement System; definition of safety employees
Gov. Code 3543.7	Duty to meet and negotiate in good faith
Gov. Code 53200-53209	Group insurance
Gov. Code 54952.3	Simultaneous or serial meetings; announcement of compensation
Gov. Code 8314	Use of public resources
H&S Code 1373	Health services plan; coverage for dependent children
Ins. Code 10277-10278	Group and individual health insurance; coverage for dependent children

Federal	**Description**
26 CFR 1.403(b)-2	Tax-sheltered annuities; definition of employee
26 USC 403	Tax-sheltered annuities
42 USC 18011	Right to maintain existing health coverage

Management Resources	**Description**
Attorney General Opinion	83 Ops.Cal.Atty.Gen. 124 (2000)
Attorney General Opinion	91 Ops.Cal.Atty.Gen. 37 (2008)
Court Decision	Thorning v. Hollister School District (1992) 11 Cal.App.4th 1598
Court Decision	Board of Education of the Palo Alto Unified School District v. Superior Court of Santa Clara County (1979) 93 Cal.App.3d 578
Institute for Local Government Publication	Sample Expense and Use of Public Resources Policy Statement, January 2006
Internal Revenue Service Publication	Tax-Sheltered Annuity Plans (403(b) Plans) for Employees of Public Schools and Certain Tax-Exempt Organizations, Publication 571, rev. January 2025
Website	CSBA District and County Office of Education Legal Services
Website	Public Employees' Retirement System

Website	Institute for Local Government
Website	Internal Revenue Service
Website	CSBA

Cross References

Code	Description
1160	Political Processes
3100	Budget
3100	Budget
3350	Travel Expenses
3513.1	Cellular Phone Reimbursement
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits
9110	Terms Of Office
9150	Student Board Members
9240	Board Training
9324	Minutes And Recordings

Bylaw 9320: Meetings And Notices

Status: ADOPTED

Original Adopted Date: 03/01/2008 **| Last Revised Date:** ~~03~~02/01/~~2024~~2026 **| Last Reviewed Date:** ~~03~~02/01/~~2024~~2026

CSBA NOTE: The following bylaw is **mandated** pursuant to Education Code 35140 and Government Code 54954, which require the Governing Board to fix the time and location for its regular Board meetings by rule and regulation. See "Regular Meetings" below for language fulfilling this mandate.

Meetings of the Governing Board are conducted for the purpose of accomplishing district business. ~~In~~The Board may meet in open session or closed session, as necessary, in accordance with applicable open meeting laws (Brown Act), ~~the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide the opportunity for members of the public to directly address the Board. All meetings shall be conducted in accordance with law and the Board's bylaws, policies, and administrative regulations~~and Board Bylaw 9320.1 – Remote Meetings and Attendance, Board Bylaw 9321 – Closed Session, Board Bylaw 9322 – Agenda/Meeting Materials, and Board Bylaw 9323 – Meeting Conduct.

A Board meeting exists whenever a majority of Board members ~~gather~~gathers at the same time and location, including ~~teleconference location as permitted by Government Code 54953~~remotely or electronically, to hear, discuss, deliberate, or take action upon any item within the subject matter jurisdiction of the Board. (Government Code 54952.2)

CSBA NOTE: The Brown Act prohibits serial Board meetings, which are defined ~~under~~by Government Code 54952.2 as a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item of district business.

This prohibition against serial Board meetings also applies to communications via technology. Email exchanges, text/chat threads, or comments posted on a blog or social media account that result in a majority of the ~~Governing~~ Board "discussing among themselves" an item within the subject matter jurisdiction of the Board could result in a Brown Act violation. Pursuant to Government Code 54952.2, Board members may engage in separate conversations or communications with members of the public on ~~an Internet-based~~ social media ~~platform~~ that is open and accessible to the public as long as a majority of the Board does not use the platform to ~~discuss~~directly communicate among themselves ~~business~~regarding matters within the subject matter jurisdiction of the Board and members do not comment on or use digital icons (e.g., "likes" or emojis) to express reactions to communications made by other Board members. Additionally, a Board member is prohibited from responding directly to any communication from other members of the Board on a social media platform regarding matters that are within the subject matter jurisdiction of the Board. ~~See BB 9012 - Board Member Electronic Communications.~~

~~In 84 Ops.Cal.Atty.Gen. 30 (2001), the Attorney General opined that Government Code 54952.2 prohibits a majority of the Board from sending emails to each other to develop a collective concurrence as to action to be taken by the Board even if the emails are (1) sent to the secretary and chairperson, (2) posted on the district's website, and (3) distributed (in a printed version) at the next meeting. Although the Attorney General recognized that those three conditions would allow the deliberations to be conducted, to some extent, "in public," the emails were prohibited by the Brown Act because all debate would be completed before the meeting and members of the public who did not have Internet access would be excluded from the debate.~~

~~In accordance with law and as specified in Board Bylaw 9012 - Board Member Electronic Communications, a majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, including social media and other electronic communications, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board.~~ For more information regarding Board member communications via technology, see BB 9012 - Board Member Electronic Communications.

However, Government Code 54952.2 specifies that briefings between less than a quorum of the Board and staff, whether in-person, virtual, or via email,~~CSBA NOTE: Government Code 54952.2 specifies that briefings between staff and Board members~~ are permissible in order to answer questions or to provide information, as long as the briefing is not used to communicate the comments or position of any other Board member.

It is recommended that districts with questions regarding serial Board meetings consult CSBA's District and County Office of Education Legal Services or district legal counsel.

~~In accordance with law and as specified in Board Bylaw 9012 - Board Member Electronic Communications, a majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, including social media and other electronic communications, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)~~

In accordance with Board Bylaw 9012 - Board Member Electronic Communications, a majority of the Board shall not use a series of communications of any kind, directly or through intermediaries or technology, including official or personal social media accounts, to discuss, deliberate, or take action on any matter that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

~~CSBA NOTE: Government Code 54952.2 specifies that briefings between staff and Board members are permissible in order to answer questions or to provide information, as long as the briefing is not used to communicate the comments or position of any other Board member.~~

However, the Superintendent or designee may engage in separate conversations or communications with Board members in order to answer questions or provide information regarding ~~an item~~any matter within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

~~CSBA NOTE: Government Code 54953.2 requires that all Board meetings meet the protections of the Americans with Disabilities Act (ADA) (42 USC 12132) and implementing regulations. Such protections require the district to ensure that the meeting is accessible to persons with disabilities and, upon request, to provide disability-related accommodations, such as auxiliary aids and services. Auxiliary aids and services may include accommodations at the actual meeting, such as a sign-language interpreter, or accommodations to the supporting documentation, such as Braille translation of the agenda packet. Government Code 54954.2 requires that the agenda specify how, when, and to whom a request for accommodation should be made; see BB 9322 - Agenda/Meeting Materials.~~

~~Government Code 54953 requires the Board to maintain and implement a procedure for receiving and swiftly resolving requests for reasonable accommodation for individuals with disabilities, consistent with the ADA, and to resolve any doubt in favor of accessibility.~~

~~In order to help ensure the participation of individuals with disabilities at Board meetings, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. Any doubt about a request for accommodation shall be resolved in favor of accessibility. Notice of the procedure for receiving and resolving such requests for accommodation shall be given in each instance in which notice of the time of a meeting is otherwise given or the agenda for the meeting is otherwise posted. (Government Code 54953, 54953.2, 54954.1, 54954.2)~~

Regular Meetings

CSBA NOTE: Education Code 35140 and Government Code 54954 **mandate** the Board to fix the time and location for its regular Board meetings by rule and regulation. The following paragraph should be revised to reflect district practice.

Unless otherwise determined by the Board, the Board shall hold _____ regular Board meeting(s) each month starting at _____p.m. on the _____(day(s)) of the month at _____ (name of facility and address).

CSBA NOTE: Pursuant to Government Code 54954.2, the agenda for a regular Board meeting ~~must~~is required to be posted at least 72 hours prior to the meeting~~,~~ at a location that is freely accessible to the public. Additionally, Government Code 54954.2 ~~also~~ requires that the agenda be posted on the district's website. Other posting requirements may apply where Board members ~~are participating by teleconference~~attend and participate remotely as specified ~~below~~in BB 9320.1 – Remote Meetings and Attendance.

The Attorney General has determined in 78 Ops.Cal.Atty.Gen. 327 (1995) that weekend hours may be counted as part of the 72-hour period for posting of the agenda prior to a regular Board meeting. In the same opinion, the Attorney General found that the term "freely accessible" requires that the agenda be posted in a location where it can be read by the public at any time during the 72 hours immediately preceding the meeting. For example, if a building where the agenda is posted is closed during the evening hours, the agenda ~~must~~is required to also be posted in a location accessible during evening hours, such as a lighted display case outside of the building. ~~The~~Additionally, the

Attorney General ~~also~~ opined in 88 Ops.Cal.Atty.Gen. 218 (2005) that the agenda may be posted on a touch screen electronic kiosk, in lieu of a paper copy on a bulletin board, as long as the kiosk is accessible without charge to the public 24 hours a day, seven days a week.

At least 72 hours prior to a regular Board meeting, the agenda shall be posted at one or more locations freely accessible to members of the public ~~and~~, on the district's website, and at any location required by Board Bylaw 9320.1 - Remote Meetings and Attendance. (Government Code 54954.2)

CSBA NOTE: Pursuant to Government Code 54957.5, the agenda ~~must~~is required to list the address where the public can inspect agenda materials that are distributed to Board members less than 72 hours before a regular Board meeting. Pursuant to Government Code 54957.5, when agenda materials are distributed to all or a majority of the Board less than 72 hours before a regular Board meeting and outside of regular business hours, the materials may be posted on the district's website in satisfaction of the Brown Act if specified requirements are met. ~~Districts~~It is recommended that districts with questions regarding this exception ~~are encouraged to~~ consult CSBA's District and County Office of Education Legal Services or district legal counsel. ~~Also~~For more information on distributing agenda materials to Board members, see BB 9322 - Agenda/Meeting Materials.

~~In addition~~Additionally, pursuant to the California Public Records Act (Government Code 7920.000 - 7930.215), agenda materials related to an open session of a Board's regular Board meeting are "public records" and are subject to inspection by any member of the public as specified in BP/AR 1340 - Access to District Records.

Consistent with ~~Government Code 54957.5 and~~ Board Bylaw 9322 - Agenda/Meeting Materials, whenever agenda materials relating to an open session of a regular Board meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the materials available for public inspection at a public office or location designated for that purpose. The records shall be posted on the district website at the time the materials are distributed to all or a majority of the Board if distributed outside of business hours. (Government Code 54957.5)

Special Meetings

CSBA NOTE: Government Code 54956 permits the Board president or a majority of the Board to call a special Board meeting. When a majority of the Board has requested a special Board meeting on the same specific topic, the Superintendent or designee shall inform the Board and the meeting shall be organized and called. If an individual Board member desires a special Board meeting on a specific topic that has not been called by the Board president, the Board member should inform the Superintendent or designee rather than other Board members in order to comply with the Brown Act.

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members on any topic within the subject matter jurisdiction of the Board unless otherwise prohibited by law or as specified in BB 9323.2 - Actions by the Board. (Government Code 54956)

At least 24 hours before the noticed start time ~~of the meeting~~, written notice of a special ~~meetings~~Board meeting shall be ~~delivered~~: (Government Code 54953.8, 54953.8.3, 54956)

1. Delivered personally or by any other means to all Board members and the local media who have requested such notice in writing~~. The notice also shall be posted~~

2. Posted on the district's website~~,~~ and~~, at least 24 hours before the time of the meeting,~~ in a location freely accessible to the public.

3. Posted in any location required by Board Bylaw 9320.1 - Remote Meetings and Attendance

The notice shall specify the time and location of the special Board meeting and the business to be transacted or discussed. No other business shall be considered ~~at this meeting~~. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the special Board meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (Education Code 35144; Government Code 54956)

~~Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration.~~ (~~Government Code~~ 54954.3)

Emergency Meetings

CSBA NOTE: The emergency Board meeting provisions in Government Code 54956.5 differ from the provisions in Government Code 54953.8.2, as added by SB 707 (Ch. 327, Statutes of 2025), that permit a remote Board meeting based on a proclaimed state of emergency or local emergency. The former permits the Board to hold an urgent Board meeting without the 24-hour notice and posting requirements, while the latter permits the Board to meet remotely without the requirement to post the physical location of Board members.

In the case of an emergency situation for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency Board meeting ~~without complying~~as long as it complies with all requirements of a special Board meeting, except the 24-hour notice and/or 24-hour posting ~~requirement for special meetings pursuant to Government Code 54956.~~requirements. (Government Code 54956.5)

The Board may meet in closed session during an emergency ~~meetings~~Board meeting so long as two-thirds of the members present at the meeting agree or, if less than two-thirds of the members are

present, by unanimous vote of the members present. (Government Code 54956.5)

~~The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)~~

CSBA NOTE: Government Code 54956.5 requires the Board president or designee to give notice of an emergency Board meeting by telephone at least one hour before the meeting to the local media that have requested notice of special Board meetings or, as amended by AB 2350 (Ch. 565, Statutes of 2024), by email.

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency Board meeting by telephone or email at least one hour before the meeting to the local media that have requested notice of special Board meetings. ~~All~~As applicable, all telephone numbers or email addresses provided by the media in the most recent request for notification shall be exhausted. If telephone or internet services are not functioning, the notice requirement of one hour is waived and, as soon after the emergency Board meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time notification as is given to the other members of the Board. (Government Code 54956.5)

The minutes of the emergency Board meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon as possible after the meeting ~~as possible~~. (Government Code 54956.5)

An *emergency* means a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board. (Government Code 54956.5)

A *dire emergency* means a crippling disaster, mass destruction, terrorist act, or threatened terrorist activity that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency Board meeting may endanger the public health and/or safety as determined by a majority of the members of the Board. (Government Code 54956.5)

Adjourned/Continued Meetings

The Board may adjourn/continue any regular or special Board meeting to a later time and location that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn/continue such a meeting. If no Board members are present, the secretary or the clerk may declare the Board meeting adjourned/continued to a later time and location and shall give notice in the same manner required for special Board meetings. (Government Code 54955)

Within 24 hours after the time of adjournment/continuance, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the location where

the Board meeting was held. (Government Code 54955)

Study Sessions, Retreats, Public Forums, and Discussion Meetings

CSBA NOTE: The following section is optional and may be revised to reflect district practice. Pursuant to Government Code 54954.2, the Board ~~must still~~is required to comply with the public notice requirements when holding a study session, retreat, public forum, or other such Board meeting.

The Board may convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public. ~~The~~Additionally, the Board may ~~also~~ convene a retreat ~~or discussion meeting~~ to discuss Board roles and relationships. Any such Board meeting, regardless of title or topic, shall be held as a regular or special Board meeting, as appropriate, and shall comply with all other requirements for regular or special Board meetings. (Government Code 54956)

Other Gatherings

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members

2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern

3. An open and noticed meeting of another body of the district

4. An open and noticed meeting of a legislative body of another local agency

5. A purely social or ceremonial occasion

6. An open and noticed meeting of a standing committee of the Board established pursuant to Board Bylaw 9130 - Board Committees, provided that the Board members who are not members of the standing committee attend only as observers

Individual contacts or conversations between a Board member and any other person that are not part of a series of communications prohibited by the Brown Act are permitted. (Government Code 54952.2)

Location of Meetings

Unless the Board is holding a ~~teleconference~~remote Board meeting during a proclaimed state of emergency or local emergency in accordance with Board Bylaw 9320.1 - Remote Meetings and Attendance, all Board meetings shall be held within district boundaries, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party

2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property

3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law

4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if its principal office is located outside the district

5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the state or federal officials have jurisdiction

6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility

7. Visit the office of the district's legal counsel ~~for a~~to meet in closed session on pending litigation, when doing so would reduce legal fees or costs

8. Attend conferences on nonadversarial collective bargaining techniques

9. Interview residents of another district regarding the Board's potential employment of an applicant for Superintendent of the district

10. Interview a potential employee from another district

All Board meetings, regardless of location, shall comply with the applicable notice and open meeting requirements. Additionally, no such meeting may be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135, which is inaccessible to individuals with disabilities, or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

If a fire, flood, earthquake, or other emergency renders the posted regular or special Board meeting location unsafe and the deadline for posting the location has passed, the meeting shall be held at a location designated by the Board president or designee, who shall so inform all news media who have requested notice of meetings pursuant to Government Code 54956 by the most rapid available means of communication.

Traditional Teleconferencing

A Board member may participate in any meeting by teleconference, which includes both audio or video/audio so long as the following conditions are met: (Government Code 54953)

1. All votes taken during the meeting are by rollcall

2. The meeting is conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency

3. The location of the Board member participating by teleconference is open and accessible to the public during the meeting, except during closed session, such that members of the public may observe in person the Board member participating by teleconference, may hear/listen to the meeting to the same extent as the Board member participating by teleconference, and may make public comment during the same portion of the agenda as others members of the public from the same location as the Board member participating by teleconference

4. The location of the Board member participating by teleconference is noted in the agenda and the agenda is posted at the location of the Board member participating by teleconference in advance of the meeting as statutorily required based on the type of meeting

5. At least a quorum of the members is within the district boundaries.

Teleconferencing by Individual Board Member Due to Just Cause

CSBA NOTE: Government Code 54953, as amended by AB 557 (Ch. 534, Statutes of 2023), authorizes a Board member, until January 1, 2026, to participate in a meeting by teleconference for just cause, as described below. Districts should be aware that the choice to participate in a meeting by teleconference due to just cause is at the sole discretion of the Board member and can be exercised at any time. Therefore, it is recommended that districts consider including teleconference access, as described below, as part of every meeting. Districts are also encouraged to consult CSBA's District and County Office of Education Legal Services or district legal counsel to determine the best means of complying with Government Code 54953.

Until January 1, 2026, when there is "just cause" preventing a Board member from attending a Board meeting in person, that Board member may participate in that meeting by teleconference without: (Government Code 54953)

1. Including the location of the Board member participating by teleconference in the agenda

2. Making the location of the Board member participating by teleconference open and accessible to the public

3. Posting the agenda at the location of the Board member participating by teleconference

A Board member needing to participate by teleconference for just cause shall notify the Board at the earliest possible opportunity, including at the start of a regular meeting, of the need to do so and include a general description of the circumstances relating to the need to appear by teleconference at the given meeting. (Government Code 54953)

For the Board member to participate by teleconference under this section, all of the following are required: (Government Code 54953)

1. All votes taken during the meeting are by rollcall

2. At least a quorum of the Board participates in person from a singular physical location clearly identified on the agenda

3. The Board member participating by teleconference utilizes both audio and visual technology to participate in the meeting

CSBA NOTE: Government Code 54953 requires Board members participating by teleconference due to just cause to publicly disclose whether any individual 18 years of age or older is present at the Board member's location and, if so, the general nature of the member's relationship with each such individual before "any" Board action is taken, but does not specify the frequency of such disclosures. One option is for the Board member to make the initial disclosure at the start of the meeting and then make additional disclosures, if needed, each time an individual 18 years of age or older enters or exits the Board member's location. Another option is for the Board member to make separate disclosures before each Board action. Districts are encouraged to consult CSBA's District and County Office of Education Legal Services or district legal counsel to determine the best means of complying with this requirement.

4. The Board member participating by teleconference publicly discloses, before any action is taken, whether any individual 18 years of age or older is present at the Board member's location and the general nature of the member's relationship with each such individual

5. The public is able to access the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with real-time public comment being allowed via the platform or service, in addition to public comment being available in person

   The platform or service may require members of the public to register in order to make public comments so long as the platform or service is not controlled by the district

6. The agenda for the meeting includes information describing how members of the public can access the platform or service

If the platform or service is disrupted such that the public cannot access the meeting or give real-time public comment, the meeting may continue but the Board may not take action on any agenda item until the disruption is resolved. (Government Code 54953)

A Board member shall be permitted to participate by teleconference for just cause for no more than two meetings per calendar year. (Government Code 54953)

For purposes of this section, "just cause" may exist for any of the following: (Government Code 54953)

1. A childcare or caregiving need of a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner that requires a Board member to participate remotely

2. A contagious illness prevents a Board member from attending in person

3. A Board member has a need related to a physical or mental disability not otherwise reasonably accommodated

4. A Board member is traveling while on official business of the Board or another state or local agency

Teleconferencing by Individual Board Member Due to Emergency Circumstances

CSBA NOTE: Government Code 54953, as amended by AB 557 (Ch. 534, Statutes of 2023), authorizes a Board member, until January 1, 2026, to participate in a meeting by teleconference due to emergency circumstances, as described below.

Until January 1, 2026, when a physical or family medical emergency would prevent a Board member from attending a Board meeting in person, that Board member may request to participate in such meeting by teleconference. The Board member requesting to appear remotely shall submit the request as soon as possible and include a concise general description of the emergency that necessitated the request. The Board member shall not be required to disclose any disability, medical diagnosis, or personal medical information exempt under existing law. (Government Code 54953)

If the request is received timely, it shall be added to the agenda as the first item of business at the

meeting, even before any closed session items. If the request is not received timely, it shall be taken up by the Board before the first item of business at the meeting. The request shall only be granted upon a vote by the majority of the Board. (Government Code 54953, 54954.2)

If the request is granted by the Board, the Board member may participate by teleconference without: (Government Code 54953)

1. Including the location of the Board member participating by teleconference in the agenda

2. Making the location of the Board member participating by teleconference open and accessible to the public

3. Posting the agenda at the location of the Board member participating by teleconference

For the Board member to participate by teleconference due to emergency circumstances, all of the following are required: (Government Code 54953)

1. All votes taken during the meeting are by rollcall

2. At least a quorum of the Board participates in person from a singular physical location clearly identified on the agenda

3. The Board member participating by teleconference utilizes both audio and visual technology to participate in the meeting

CSBA NOTE: Government Code 54953 requires Board members participating by teleconference due to emergency circumstances to publicly disclose whether any individual 18 years of age or older is present at the Board member's location and, if so, the general nature of the member's relationship with each such individual before "any" Board action is taken, but does not specify the frequency of such disclosures. One option is for the Board member to make the initial disclosure at the start of the meeting and then make additional disclosures, if needed, each time an individual 18 years of age or older enters or exits the Board member's location. Another option is for the Board member to make separate disclosures before each Board action. Districts are encouraged to consult CSBA's District and County Office of Education Legal Services or district legal counsel to determine the best means of complying with this requirement.

1. The Board member participating by teleconference publicly discloses, before any action is taken, whether any individual 18 years of age or older is present at the Board member's location and the general nature of the member's relationship with each such individual

2. The public is able to access the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with real-time public comment being allowed via the platform or service, in addition to public comment being available in person

The platform or service may require members of the public to register in order to make public comments so long as the platform or service is not controlled by the district

3. The agenda for the meeting includes information describing how members of the public can access the platform or service

If the platform or service is disrupted such that the public cannot access the meeting or give real-time public comment, the meeting may continue but the Board shall not take action on any agenda item until the disruption is resolved. (Government Code 54953)

In total, a Board member may not participate by teleconference due to emergency circumstances alone, or together with teleconference due to just cause, as specified above, for more than 20 percent of the Board's regular meetings or for more than three consecutive months. If the Board meets less than 10 times in a calendar year, a Board member may not appear remotely due to emergency circumstances for more than two meetings. (Government Code 54953)

Teleconference Meetings During a Proclaimed State of Emergency

CSBA NOTE: Pursuant to Government Code 54953, as amended by AB 557 (Ch. 534, Statutes of 2023), boards are authorized to conduct board meetings by teleconference as specified below when holding a board meeting during a proclaimed state of emergency.

The Board may conduct a Board meeting entirely by teleconference during a proclaimed state of emergency pursuant to Government Code 8625-8629 in any of the following circumstances: (Government Code 54953)

1. For the purpose of determining whether meeting in person would present imminent risks to the health or safety of attendees due to the emergency

2. When the Board has been determined, pursuant to Item #1 above, that meeting in person would present imminent risks to the health or safety of attendees due to the emergency

The Board may hold a meeting by teleconference during a proclaimed state of emergency without: (Government Code 54953):

1. Including the location of Board members in the agenda

2. Making the locations of Board members open and accessible to the public

3. Posting the agenda at the locations of Board members

For the Board to hold such meeting, all of the following are required: (Government Code 54953)

1. All votes taken during the meeting are by rollcall

2. The public is able to access the meeting via a call-in service or an internet-based platform or service, with real-time public comment being allowed via the platform or service

   If an internet-based platform or service is utilized, it may require members of the public to register in order to make public comments so long as the platform or service is not controlled by the district

3. The agenda for the meeting includes information describing how members of the public can access the platform or service

If the platform or service is disrupted such that the public cannot access the meeting or give real-time public comment, the meeting may continue but the Board may not take action on any agenda item until the disruption is resolved. (Government Code 54953)

For any public comment period with a time limit, the Board may not close that public comment period or the opportunity to register until the full time for public comment has elapsed. For any other public comment period, the Board shall allow a reasonable amount of time to allow members of the public to provide public comment and to register to do so. (Government Code 54953)

The Board may continue to conduct all meetings by teleconference throughout one or more 45-day periods so long as, prior to the beginning of each 45-day period, the Board has reconsidered the circumstances of the state of emergency and determines that it continues to directly impact the ability of the Board to meet safely in person. (Government Code 54953) (Government Code 54954)

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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
Ed. Code 35140	Time and place of meetings
Ed. Code 35143	Annual organizational meetings; date and notice
Ed. Code 35144	Special meeting
Ed. Code 35145	Public meetings
Ed. Code 35145.5	Agenda; public participation and regulations
Ed. Code 35146	Closed sessions; student matters
Ed. Code 35147	Open meeting laws exceptions

Gov. Code 11135	Prohibition of discrimination
Gov. Code 3511.1	Local agency executives
Gov. Code 54950-54963	The Ralph M. Brown Act
~~Gov. Code 54953~~	~~Oral summary of recommended salary and benefits of superintendent~~
~~Gov. Code 54954~~	~~Time and place of regular meetings~~
~~Gov. Code 54954.2~~	~~Agenda posting requirements; board actions~~
~~Gov. Code 54956~~	~~Special meetings~~
~~Gov. Code 54956.5~~	~~Emergency meetings~~
Gov. Code 7920.000-7930.215	California Public Records Act
Gov. Code 8625-8629	California Emergency Services Act

Federal	**Description**
28 CFR 35.160	Effective communications for individuals with disabilities
28 CFR 36.303	Nondiscrimination on the basis of disability, public accommodations, auxiliary aids, and services
42 USC 12101-12213	Americans with Disabilities Act

Management Resources	**Description**
Attorney General Opinion	78 Ops.Cal.Atty.Gen. 327 (1995)
Attorney General Opinion	79 Ops.Cal.Atty.Gen. 69 (1996)
Attorney General Opinion	84 Ops.Cal.Atty.Gen. 181 (2001)
Attorney General Opinion	84 Ops.Cal.Atty.Gen. 30 (2001)
Attorney General Opinion	88 Ops.Cal.Atty.Gen. 218 (2005)
Court Decision	Knight First Amendment Institute at Columbia University v. Trump (2019) 928 F.3d 226
Court Decision	Garnier v. Poway Unified School District (S.D. Cal. September 26, 2019) No. 17-cv-2215-W (JLB), 2019 WL 4736208
Court Decision	Wolfe v. City of Fremont (2006) 144 Cal.App. 4th 533
CSBA Publication	The Brown Act: School Boards and Open Meeting Laws, rev. 2023
Institute for Local Government Publication	The ABCs of Open Government Laws
League of California Cities Publication	Open and Public V: A Guide to the Ralph M. Brown Act, 2016

Website	CSBA District and County Office of Education Legal Services
Website	CSBA, GAMUT Meetings
Website	Institute for Local Government
Website	League of California Cities
Website	California Attorney General's Office
Website	CSBA

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0420.4	Charter School Authorization
0420.4	Charter School Authorization
0420.43	Charter School Revocation
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
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
1160	Political Processes
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1330	Use Of School Facilities
1330	Use Of School Facilities
1340	Access To District Records
1340	Access To District Records
1431	Waivers

2000	Concepts And Roles
2111	Superintendent Governance Standards
2120	Superintendent Recruitment And Selection
2121	Superintendent's Contract
2210	Administrative Discretion Regarding Board Policy
3100	Budget
3100	Budget
3280	Sale Or Lease Of District-Owned Real Property
3280	Sale Or Lease Of District-Owned Real Property
3311	Bids
3311	Bids
3312	Contracts
3314	Payment For Goods And Services
3314	Payment For Goods And Services
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
4117.14	Postretirement Employment
4141.6	Concerted Action/Work Stoppage
4141.6	Concerted Action/Work Stoppage
4241.6	Concerted Action/Work Stoppage
4241.6	Concerted Action/Work Stoppage
4312.1	Contracts
4317.14	Postretirement Employment
5113.12	District School Attendance Review Board
5113.12	District School Attendance Review Board
6112	School Day
6112	School Day
6117	Year-Round Schedules
6173.1	Education For Foster Youth

6173.1	Education For Foster Youth
7150	Site Selection And Development
7150	Site Selection And Development
7214	General Obligation Bonds
7214	General Obligation Bonds
7310	Naming Of Facility
9000	Role Of The Board
9005	Governance Standards
9012	Board Member Electronic Communications
9100	Organization
9121	President
9130	Board Committees
9140	Board Representatives
9220	Governing Board Elections
9220-E(1)	Governing Board Elections
9230	Orientation
9240	Board Training
9270	Conflict Of Interest
9270-E(1)	Conflict Of Interest
9310	Board Policies
9320.1	Remote Meetings and Attendance
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session
9322	Agenda/Meeting Materials
9323	Meeting Conduct
9323.2	Actions By The Board
9323.2-E(1)	Actions By The Board
9324	Minutes And Recordings

9400 Board Self-Evaluation

Bylaw 9320.1: Remote Meetings and Attendance

Status: ADOPTED

Original Adopted Date: 02/01/202 | | **Last Reviewed Date:** 02/01/2026

CSBA NOTE: The following Board bylaw specifies the circumstances in which the Governing Board is legally permitted to meet remotely and in which individual Board members are permitted to attend and participate remotely in a Board meeting.

The Governing Board recognizes the need, when permitted by law, to hold Board meetings in which the Board members meet remotely or in which individual Board members attend and participate remotely.

Definitions

Local emergency means either of the following that impacts persons under the jurisdiction of the district or property within the boundaries of the district: (Government Code 54953.8.2)

1. A condition of extreme peril proclaimed by a city, county, or city and county pursuant to Government Code 8630

2. A local health emergency proclaimed pursuant to Health and Safety Code 101080

Remote means not being physically present at the primary in-person location of a Board meeting, and includes the terms "teleconference" and "virtual."

Remote attendance and participation means the ability to attend and participate in a Board meeting by electronic means, through either audio or visual technology, or both.

Remote Board Member means a Board member, not physically present at the Board meeting, who nonetheless seeks to attend and participating in a Board meeting.

State of Emergency means state of emergency proclaimed pursuant to Government Code 8625.

Traditional Method of Remote Attendance

A remote Board member may attend and participate in a Board meeting so long as all of the following conditions are met: (Government Code 54953)

1. All votes taken during the meeting are by rollcall

2. The meeting is conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board

3. The physical location of the remote Board member is open and accessible to the public during the meeting, except during closed session, such that members of the public may observe in person the remote Board member; may hear, listen to, or watch the meeting to the same extent as the remote Board member; and may make public comment during the same portion of the agenda as other members of the public from the same location as the

remote Board member

4. The location from which the remote Board member will attend the meeting is noted in the agenda and the agenda is posted at that location in advance of the meeting as statutorily required based on the type of meeting

5. At least a quorum of the Board is within district boundaries

Remote Attendance as an Accommodation

CSBA NOTE: In 107 Ops.Cal.Atty.Gen. 107, the Attorney General opined that a Board member with a qualifying disability under the federal Americans with Disability Act (ADA) is required to be offered remote attendance and participation as a reasonable accommodation. While the Attorney General did not prescribe all of the conditions and requirements of such a reasonable accommodation, the opinion found that it is required to be "done in a manner that simulates in-person attendance." Additionally, Government Code 54953, as amended by SB 707 (Ch. 327, Statutes of 2025), permits remote attendance and participation as a reasonable accommodation for a Board member with a disability but requires that the Board member (1) participate through both audio and visual technology, except that any Board member with a disability may participate only through audio technology if a physical condition related to their disability results in a need to participate off camera, and (2) disclose at the Board meeting before any action is taken whether any other individuals 18 years of age or older are present in the room at the remote location with the Board member, and the general nature of the member's relationship with any of those individuals. The remote Board member in this circumstance is considered to be attending in-person at the physical meeting location for all purposes, including any requirement that a quorum participate from any particular location.

With respect to the requirement to disclose whether any other individuals 18 years of age or older are present in the room at the location with the remote Board member, and the general nature of the member's relationship with any of those individuals, Government Code 54953, as amended by SB 707, does not specify the frequency of such disclosures. One option is for the remote Board member to make the initial disclosure at the start of the Board meeting and then make additional disclosures, if needed, each time an individual 18 years of age or older enters or exits the room. Another option is for the remote Board member to make separate disclosures before each Board action. It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel to determine the best means of complying with this requirement.

A Board member with a qualifying disability under the Americans with Disabilities Act that precludes the Board member from attending a Board meeting in person or from attending and participating remotely in a Board meeting using the method specified in "Traditional Method of Remote Attendance" above may request to attend and participate remotely as a reasonable accommodation for the Board member's disability.

If the request is granted based on the district's process for reviewing reasonable accommodations, the remote Board member shall be permitted to attend and participate in the Board meeting as long as the following requirements are met: (Government Code 54953)

CSBA NOTE: While Government Code 54953 does not require that all votes be taken by rollcall when a remote Board member attends and participates as an accommodation, it is the practice

required for every other situation in which there is remote attendance and participation as a means to ensure vote clarity. Item #1 below incorporates this approach and should be modified to reflect district practice.

1. All votes taken during the meeting are by rollcall

2. The remote Board member utilizes both audio and visual technology to participate in the meeting, except no visual technology shall be required if a physical condition related to their disability results in a need to participate off camera

3. The remote Board member publicly discloses, before any action is taken, whether any individual 18 years of age or older is present at the Board member's location and the general nature of the member's relationship with each such individual

In this circumstance, the following conditions are not required: (Government Code 54953)

1. Including the location of the remote Board member in the agenda

2. Making the location of the remote Board member open and accessible to the public

3. Posting the agenda at the location of the remote Board member

Additionally, in this circumstance, the remote Board member shall be considered to be attending in-person at the physical meeting location for all purposes, including any requirement that a quorum participate from any particular location. (Government Code 54953)

These requirements and conditions may be modified as required by law or the district may offer another reasonable accommodation as appropriate.

Remote Attendance Due to Just Cause

CSBA NOTE: Government Code 54953.8.3, as added by SB 707, authorizes a remote Board member to attend and participate in a Board meeting for "just cause," as described below. This authorization, which goes into effect July 1, 2026, replaces prior provisions which authorized a remote Board member to attend and participate in a Board meeting for "just cause" or "emergency circumstances."

Beginning July 1, 2026, a remote Board member may attend and participate in a Board meeting based on any of the following "just cause" reasons: (Government Code 54953.8.3)

1. A childcare or caregiving need of a Board member's child, parent, grandparent, grandchild, sibling, spouse, or domestic partner that requires the Board member to attend and participate remotely

2. A contagious illness that prevents a Board member from attending in person

CSBA NOTE: Item #3 below is for a Board member's physical or mental condition for which remote attendance is not required as a reasonable accommodation under the ADA. For more information about reasonable accommodations under the ADA, see "Remote Attendance as an Accommodation" above.

3. A need related to a Board member's physical or mental condition not otherwise reasonably accommodated

4. A Board member is traveling while on official business of the Board or another state or local agency

5. An immunocompromised child, parent, grandparent, grandchild, sibling, spouse, or domestic partner of a Board member requires the Board member to attend and participate remotely

6. A physical or family medical emergency prevents a Board member from attending in person

7. Military service obligations that result in a Board member being unable to attend in person because the Board member is serving under official written orders for active duty, drill, annual training, or any other duty required as a member of the California National Guard or a United States Military Reserve organization that requires the Board member to be at least 50 miles outside the boundaries of the district

The remote Board member shall notify the Board at the earliest possible opportunity, including at the start of a Board meeting, of the need to attend and participate remotely for just cause, including the general circumstances of the Board member's need to attend and participate remotely. The remote Board member need not disclose any medical diagnosis or disability, or any personal medical information that is otherwise exempt under existing law. The minutes for the Board meeting shall identify the specific provision that is the basis for the just cause. (Government Code 54953, 54953.8.3)

Additionally, when a remote Board member attends and participates in a Board meeting based on just cause, all of the following conditions shall be met: (Government Code 54953, 54953.8, 54953.8.3)

1. All votes taken during the meeting are by rollcall

2. The meeting is conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board

3. The public is able to access the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with real-time public comment being allowed via the platform or service, in addition to public comment being available in person

   The platform or service may require members of the public to register in order to make public comments as long as the platform or service is not controlled by the district.

4. The agenda for the meeting includes information describing how members of the public can access the platform or service and how members of the public can offer public comment

5. The minutes of the Board meeting state that the remote Board member attended and participated remotely

6. At least a quorum of the Board participates in person from a singular physical location clearly identified on the agenda and which is within district boundaries and is open to the public

7. The remote Board member utilizes both audio and visual technology to participate in the meeting

CSBA NOTE: Government Code 54953.8.3, as added by SB 707, requires a remote Board member attending and participating due to just cause to publicly disclose whether any individual 18 years of age or older is present in the room with the remote Board member and, if so, the general nature of the member's relationship with each such individual before "any" Board action is taken, but does not specify the frequency of such disclosures. One option is for the remote Board member to make the initial disclosure at the start of the Board meeting and then make additional disclosures, if needed, each time an individual 18 years of age or older enters or exits the room. Another option is for the remote Board member to make separate disclosures before each Board action. It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel to determine the best means of complying with this requirement.

8. The remote Board member publicly discloses, before any action is taken, whether any individual 18 years of age or older is present at the Board member's location and the general nature of the member's relationship with each such individual

In this circumstance, the agenda need not include the location of the remote Board member or be posted at that location, and the location of the remote Board member need not be open and accessible to the public. (Government Code 54953, 54953.8)

The Board shall give notice of the means by which members of the public may access the meeting and offer public comment. The agenda shall identify and include an opportunity for all persons to attend via a call-in option or an internet-based service option. (Government Code 54953.8)

If the platform or service is disrupted such that the public cannot access the meeting or give real-time public comment, the Board meeting may continue but the Board may not take action on any agenda item until public access to the meeting is restored. (Government Code 54953.8)

CSBA NOTE: Government Code 54953.8.3, as added by SB 707, sets an annual limit on the number of times a remote Board member can attend and participate in a Board meeting for just cause, which is based on the frequency of the Board's regular meetings. Districts should select the option below which best aligns with its regular Board meeting frequency.

OPTION 1: (For Boards that generally hold no more than one regular meeting per month)

A remote Board member may attend and participate in no more than two Board meetings per year for just cause. (Government Code 54953.8.3)

OPTION 1 ENDS HERE

OPTION 2: (For Boards that generally hold two regular meetings per month)

A remote Board member may attend and participate in no more than five Board meetings per year for just cause. (Government Code 54953.8.3)

OPTION 2 ENDS HERE

OPTION 3: (For Boards that generally hold at least three regular meetings per month)

A remote Board member may attend and participate in no more than seven Board meetings per year for just cause. (Government Code 54953.8.3)

OPTION 3 ENDS HERE

CSBA NOTE: Pursuant to Government Code 54953.8.3, as added by SB 707, a "meeting," for the purpose of counting remote attendance and participation, is defined as any number of Board meetings that begin on the same calendar day.

A remote Board member's attendance and participation in multiple Board meetings that begin on the same calendar day shall only count as one Board meeting for purposes of this limit.

Remote Board Meetings During a Proclaimed State of Emergency

CSBA NOTE: Government Code 54953.8.2, added by SB 707, supplanted the authority previously contained in Government Code 54953 related to remote Board meetings during a proclaimed state of emergency and expanded that authority to address local emergencies.

The Board may conduct a remote Board meeting during a proclaimed state of emergency or local emergency in either of the following circumstances: (Government Code 54953.8.2)

1. For the purpose of determining, by majority vote, whether meeting in person would present imminent risks to the health or safety of attendees due to the emergency

2. When the Board, pursuant to Item #1 above, has determined that meeting in person would present imminent risks to the health or safety of attendees due to the emergency

In either such circumstance, the Board may hold a remote Board meeting without: (Government Code 54953.8, 54953.8.2)

1. Including the location of Board members in the agenda

2. Making the locations of Board members open and accessible to the public

3. Posting the agenda at the locations of Board members

4. Having at least a quorum of the Board members within the district boundaries

When the Board holds such a meeting, all of the following shall be followed: (Government Code 54953.8, 54953.8.2)

1. All votes taken during the meeting are by rollcall

2. The public is able to access the meeting via a call-in or audiovisual platform or service, with real-time observation of the meeting and public comment being allowed via the platform or service

   The platform or service may require members of the public to register in order to make public comments so long as the platform or service is not controlled by the district.

3. The agenda for the meeting includes information describing how members of the public can access the platform or service

The Board may continue to conduct all Board meetings remotely throughout one or more 45-day periods as long as, prior to the beginning of each 45-day period, the Board has reconsidered the circumstances of the proclaimed state of emergency or local emergency and determined that it continues to directly impact the ability of the Board to meet safely in person. (Government Code 54953.8.2)

Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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
Ed. Code 35140	Time and place of meetings
Ed. Code 35143	Annual organizational meetings; date and notice
Ed. Code 35144	Special meeting
Ed. Code 35145	Public meetings
Ed. Code 35145.5	Agenda; public participation and regulations
Ed. Code 35146	Closed sessions; student matters
Ed. Code 35147	Open meeting laws exceptions
Gov. Code 11135	Prohibition of discrimination
Gov. Code 3511.1	Local agency executives
Gov. Code 54950-54963	The Ralph M. Brown Act
Gov. Code 7920.000-7930.215	California Public Records Act
Gov. Code 8625-8629	California Emergency Services Act
Gov. Code 8630	Local emergency
H & S Code 101080	Local health emergency

Federal	Description
28 CFR 35.160	Effective communications for individuals with disabilities
28 CFR 36.303	Nondiscrimination on the basis of disability; public accommodations, auxiliary aids, and services
42 USC 12101-12213	Americans with Disabilities Act

Management Resources	Description
Attorney General Opinion	78 Ops.Cal.Atty.Gen. 327 (1995)
Attorney General Opinion	79 Ops.Cal.Atty.Gen. 69 (1996)
Attorney General Opinion	84 Ops.Cal.Atty.Gen. 181 (2001)
Attorney General Opinion	84 Ops.Cal.Atty.Gen. 30 (2001)
Attorney General Opinion	88 Ops.Cal.Atty.Gen. 218 (2005)
Attorney General Opinion	107 Ops.Cal.Atty.Gen. 107 (2024)
Court Decision	Knight First Amendment Institute at Columbia University v. Trump (2019) 928 F.3d 226

Court Decision	Garnier v. Poway Unified School District (S.D. Cal. September 26, 2019) No. 17-cv-2215-W (JLB), 2019 WL 4736208
Court Decision	Wolfe v. City of Fremont (2006) 144 Cal.App.4th 533
CSBA Publication	The Brown Act: School Boards and Open Meeting Laws, rev. 2023
Institute for Local Government Publication	The ABCs of Open Government Laws
League of California Cities Publication	Open and Public V: A Guide to the Ralph M. Brown Act, 2016
Website	CSBA District and County Office of Education Legal Services
Website	CSBA, GAMUT Meetings
Website	Institute for Local Government
Website	League of California Cities
Website	California Attorney General's Office
Website	CSBA

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
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
1160	Political Processes
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1330	Use Of School Facilities
1330	Use Of School Facilities
1340	Access To District Records
1340	Access To District Records
2000	Concepts And Roles
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
4117.14	Postretirement Employment

4141.6	Concerted Action/Work Stoppage
4141.6	Concerted Action/Work Stoppage
4241.6	Concerted Action/Work Stoppage
4241.6	Concerted Action/Work Stoppage
4312.1	Contracts
9000	Role Of The Board
9005	Governance Standards
9012	Board Member Electronic Communications
9100	Organization
9121	President
9130	Board Committees
9140	Board Representatives
9230	Orientation
9240	Board Training
9310	Board Policies
9320	Board Meetings And Notices
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session
9322	Agenda/Meeting Materials
9323	Meeting Conduct
9323.2	Actions By The Board
9323.2-E(1)	Actions By The Board
9324	Minutes And Recordings
9400	Board Self-Evaluation

Bylaw 9322: Agenda/Meeting Materials

Status: ADOPTED

Original Adopted Date: 03/01/2008 | **Last Revised Date:** ~~06~~02/01/~~2023~~2026 | **Last Reviewed Date:** ~~06~~02/01/~~2023~~2026

~~**Agenda Content**~~

Governing Board meeting agendas shall reflect the district's vision and goals and the Board's focus on student learning and well-being.

CSBA NOTE: Government Code 54954.2 requires ~~Governing~~ ~~Board~~ meeting agendas to briefly describe each item to be discussed, including closed session items, and states that a brief general description of an item generally need not exceed 20 words. For information regarding the different types of meetings and meeting location requirements, ~~including~~ ~~teleconferenced~~ ~~meetings,~~ see BB 9320 - Meetings and Notices. For information regarding remote meetings and attendance, see BB 9320.1 – Remote Meetings and Attendance. For agenda requirements regarding closed session agenda items, see BB 9321 - Closed Session.

Each agenda shall state the meeting time and location(s) and shall briefly describe each item ~~to be transacted or discussed~~listed in the agenda, including items to be discussed in closed session~~.~~ in accordance with Board Bylaw 9321 – Closed Session. (Government Code 54954.2)

For a regular meeting, the Board may consider an item not included in the posted agenda in accordance with Board Bylaw 9323.2 – Actions by the Board.

Public Comment

CSBA NOTE: Education Code 35145.5 **mandates** the Board to adopt regulations which ensure that the public can address the Board regarding matters within the subject matter jurisdiction of the Board.

The agenda shall provide members of the public the opportunity to address the Board on any agenda item before or during the Board's consideration of the item~~. The agenda for a regular meeting shall also provide members of the public an opportunity~~, including items to ~~address the~~be considered in closed session in accordance with Board ~~regarding matters within the subject matter jurisdiction of the Board which are not~~Bylaw 9321 – Closed Session and items listed on the consent agenda. (Education Code 35145.5; Government Code 54954.3)

CSBA NOTE: Government Code 54954.3 authorizes reasonable regulations regarding public comment, including establishing limits on the total amount of time allocated for public testimony and for each individual speaker.

There are different practices regarding public comment. Option 1 below reflects that members of the public are provided with one opportunity to address the Board on all open session agenda items. Option 2 below reflects that members of the public are provided with separate opportunities to address the Board on each open session agenda item. Districts should select and complete the option below that reflects district practice or modify an option below to reflect district practice.

OPTION 1 (ONE PUBLIC COMMENT ITEM FOR ALL OPEN SESSION AGENDA ITEMS)

Before any other open session agenda item, there shall be one public comment item on every meeting agenda to give members of the public the opportunity to address the Board on any item on the open session agenda. The public comment period shall last no longer than _____ minutes unless extended in accordance with Board Bylaw 9323 – Meeting Conduct. No member of the public may be permitted to speak more than once during this item.

OPTION 1 ENDS HERE

OPTION 2 (SEPARATE PUBLIC COMMENT FOR EACH OPEN SESSION AGENDA ITEM)

As part of every open session item, there shall be an opportunity for members of the public to address the Board on that item. The time set aside for public comment on each item shall last no longer than _____ minutes unless extended in accordance with Board Bylaw 9323 – Meeting Conduct. No member of the public may be permitted to speak more than once on each item.

OPTION 2 ENDS HERE

CSBA NOTE: Government Code 54954.3 provides an exception to the public comment requirement when the item was previously considered by a committee comprised exclusively of Board members and, as amended by SB 707 (Ch. 327, Statutes of 2025), imposes additional requirements for when the exceptions may apply.

The agenda ~~does not~~ need ~~to~~not provide an opportunity for public comment on an item that has previously been considered at an open meeting by a committee comprised exclusively of Board members, provided that ~~members~~all of the following conditions were met: (Government Code 54954.3)

1. Members of the public were afforded an opportunity to comment on the item, before or during the committee's consideration of the item~~, and the item has not been substantially changed since the committee considered it.~~ ~~(Government Code 54954.3)~~

   ~~The notice and agenda shall describe the means available for the public to access the meeting and provide public comment in-person and, if a Board member is appearing remotely due to an emergency circumstance or for just cause pursuant to Government Code 54953, through an internet-based service or call-in option.~~ ~~(Government Code 54953)~~

2. The item has not been substantially changed since the committee considered it

3. A quorum of the committee attended and participated in the committee meeting at which the item was considered from a singular physical location that was clearly identified on the agenda, open to the public, and situated within the boundaries of the district

4. Any other applicable provisions of Government Code 54954.3

Additionally, the agenda for a regular meeting shall provide members of the public with an opportunity to address the Board regarding matters within the subject matter jurisdiction of the Board which are not on the agenda. (Education Code 35145.5; Government Code 54954.3)

The notice and agenda shall include information describing how members of the public can access the platform or service and how members of the public can offer public comment if required pursuant to Board Bylaw 9320.1 – Remote Meeting and Attendance.

Disability-Related Accommodations or Modifications

CSBA NOTE: Government Code 54954.2 requires that the agenda include information regarding how, when, and to whom a request for a disability-related accommodation or modification may be made. Additionally, Government Code 54953.8, as ~~amended~~added by ~~AB 2449 (Ch. 285, Statutes of 2022),~~ ~~requires~~SB 707, restates the requirements from Government Code 54953 which provides that boards ~~to~~ maintain and implement a procedure for receiving and swiftly resolving requests for reasonable accommodation for individuals with disabilities, consistent with the Americans with Disabilities Act~~,~~ (ADA) (42 USC 12132), and to resolve any doubt in favor of accessibility. ~~See BB 9320 - Meetings and Notices.~~ The following paragraph should be modified to reflect district practice as to when and to whom such a request should be made.

The agenda shall include information regarding how, when, and to whom a request for disability-related accommodations or modifications, including auxiliary aids and services, may be made by an individual who requires accommodations or modifications in order to participate in the ~~Board~~ meeting, as well as the procedure for receiving and resolving such requests as required by law. (Government Code 54953.8, 54954.2~~, 54953~~)

CSBA NOTE: Pursuant to Government Code 54957.5, the agenda for a regular meeting ~~must~~is required to include the address of the location where the public can inspect any materials that are related to an open session item and are distributed to the Board less than 72 hours before that meeting. In *Fowler v. City of Lafayette*, the ~~court~~California Appellate Court clarified that the disclosure requirements of Government Code 54957.5 also apply to claims or written threats of litigation pursuant to Government Code 54956.9.

~~See~~For more information regarding the ~~section below entitled~~ "dissemination of agenda materials to the public, see "Regular Meeting Agenda Dissemination to Members of the Public~~."~~" and "Special Meeting Agenda Dissemination to Members of the Public" below.

Each agenda for a regular meeting shall list the address designated by the Superintendent or designee for public inspection of documents related to an open session item, or for records of a statement threatening litigation against the district to be discussed in closed session, when such documents have been distributed to the Board less than 72 hours before the meeting. (Government Code 54956.9, 54957.5)

CSBA NOTE: ~~The following paragraph is optional.~~ Pursuant to Education Code 49073.2, the Board is prohibited from including in its minutes a student's directory information, as defined in Education Code 49061, or a parent/guardian's personal information, as defined in Education Code 49073.2, when the student or parent/guardian has provided the Board with a written request that such information be excluded; for more information on regarding minutes, see BB 9324 - Minutes and Recordings. In order to notify students and parents/guardians of the right to request that ~~such~~this information be withheld, the ~~Board should consider~~following paragraph requires including such a statement in each agenda and should be modified to reflect district practice.

Each agenda shall include a statement regarding the option for students and parents/guardians to request that directory information or personal information of the student or parent/guardian, as defined in Education Code 49061 and/or 49073.2, be excluded from the minutes. ~~The~~ Additionally, the agenda shall ~~also~~ state that the request must be made in writing to the secretary or clerk of the Board. (Education Code 49073.2)

Agenda Preparation

CSBA NOTE: It is common practice for the Board president and the Superintendent to work together to develop the agenda for each meeting. However, some Boards prefer that the Board president makes the final decision regarding the agenda. The following paragraph reflects collaboration between the Board president and Superintendent and should be modified to reflect district practice.

The Board president and the Superintendent, as secretary to the Board, shall work together to develop the agenda for each ~~regular and special meeting~~meeting, including whether an item requires Board action and whether an item shall be considered in open or closed session.

CSBA NOTE: Education Code 35145.5 **mandates** that the Board adopt reasonable regulations to ensure that members of the public can place matters directly related to district business on ~~Board meeting agendas. The following paragraph, including the timeline, should be revised to reflect district practice.~~meeting agendas. Districts are free to establish their own timeline for placing an item on the agenda, taking into account staff time and resources, as long as the established timeline is a reasonable one. In *Caldwell v. Roseville Joint Union High School District*, a federal district court upheld a district bylaw requiring members of the public to submit a written request in order to place items on a meeting agenda. ~~The case involved an alleged violation of the plaintiff's First Amendment rights when the district did not place an item on the agenda in response to the plaintiff's oral request because the district disagreed with the plaintiff's religious beliefs. However, the court held that the district's bylaw requiring that requests first be made in writing was content-neutral and thus a reasonable restriction~~The following paragraph requires that members of the public submit a written request and should be revised to reflect district practice.

Any ~~Board member or~~ member of the public, or an individual Board member acting in that Board member's capacity as a member of the public, may request that a matter within the subject matter jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Superintendent or designee with supporting documents and information. (Education Code 35145.5)

CSBA NOTE: In *Mooney v. Garcia*, ~~a~~the California ~~appeals court~~Appellate Court reaffirmed the Board's discretion in determining whether an agenda item is within the subject matter jurisdiction of ~~a governing board~~the Board.

The Board president and Superintendent shall decide whether such a request ~~from a member of the public~~ is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board ~~may~~shall not be placed on the agenda. ~~In addition, before placing the item on the agenda, the~~ Additionally, if the Board president and Superintendent ~~shall~~ determine ~~if~~that the ~~item~~request is merely a request for information, ~~and if so, respond accordingly~~then the request shall not be placed on the agenda.

~~CSBA NOTE: The following paragraph is optional and may be revised to reflect district practice.~~

~~If the Board president and Superintendent deny a request from a Board member to place an item on the agenda, the Board member may request the Board take action during a Board meeting to determine whether the item shall be placed on the agenda.~~

~~The Board president and Superintendent shall also decide whether an agenda item is appropriate for discussion in open or closed session, whether the item should be an action item subject to Board vote or an information item, and when the item is placed on the agenda.~~

CSBA NOTE: It is common practice for individual Board members to be permitted to request that matters within the subject matter jurisdiction of the Board be placed on an agenda. However, even if no such explicit permission exists, Board members may do so as members of the public pursuant to Government Code 35145.5. The following two paragraphs, which should be modified to reflect district practice, create separate authority for individual Board members to request that matters within the subject matter jurisdiction of the Board be placed on an agenda and a process by which that request can be voted on by the Board if it is denied.

A Board member may request in writing, at a meeting as part of a related open session item, or at a meeting as part of an open session item intended for this purpose that a specific matter within the subject matter jurisdiction of the Board be placed on an upcoming Board agenda. Within thirty (30) days of receiving the request, the Board member shall be informed by the Board president if the request has been approved or denied by the Board president and Superintendent.

If the request is approved, the Board president and Superintendent shall inform the Board member of the general timeframe that the matter will be placed on an agenda, on which part of the agenda the item will appear, and whether the item requires action by the Board. If the request is denied, the Board president and Superintendent fail to provide a response to the request, or the requesting Board member disagrees with the timeframe that the matter will be placed on an agenda, on which part of the agenda the item will appear, or whether the item requires action by the Board, then the Board member may appeal the response to the request to the Board. The Board president and Superintendent shall place the appeal on the next upcoming regular meeting agenda for Board action, but only as to whether, when, and how to agendize the requested matter. If a majority of the Board agrees with the appeal, the item will be considered in accordance with the decision of the majority of the Board.

CSBA NOTE: The following optional paragraph is for boards that use the consent agenda or calendar to take action on matters of a routine nature for which discussion may not be necessary. It

is important for such boards to limit the use of the consent agenda to noncontroversial matters and to establish rules that help ensure that any use of the consent agenda does not reduce transparency in the Board's conduct of district business or result in violation of the open meeting laws. ~~In addition~~Additionally, boards should be aware that, by law, certain items may not be placed on the consent agenda. ~~For example, pursuant to Government Code 54960.2, a board's decision to approve or rescind its unconditional commitment to refrain from taking certain actions in violation of the Brown Act must be made as a separate~~For more information regarding what item ~~and~~may not be placed on the consent agenda~~. See~~, see BB 9323.2 - Actions by the Board.

In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda~~.~~, except as required by law. Consent items shall be items of a routine nature ~~and items~~ for which Board discussion is not anticipated and for which the Superintendent recommends approval. ~~When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a separate agenda item.~~

~~The agenda shall provide an opportunity for members of the public to comment on any consent agenda item unless such item has been previously considered at an open meeting of a committee comprised exclusively of Board members. (Government Code 54954.3)~~

~~Any Board action that involves borrowing $100,000 or more shall be discussed, considered, and deliberated upon as a separate item of business on the meeting agenda. (Government Code 53635.7)~~

~~All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.~~

Agenda Dissemination to Board Members

~~CSBA NOTE: The following section is optional and should be modified to reflect district practice.~~CSBA NOTE: Pursuant to Government Code 7921.310, when the Board, in the conduct of its duties, is authorized by law to access any writing of the Board or district, including the agenda and supporting documents, the district is prohibited from discriminating between or among Board members as to when and which writing will be made available.

~~CSBA's GAMUT Meetings, an electronic board meeting agenda service for use by districts, county offices of education, and the public allows development of and access to Board meeting agendas, supporting documents, and minutes from any computer that has Internet access. Further information can be found on CSBA's website.~~

At least 72 hours before each regular meeting, each Board member shall be provided a copy of the agenda and ~~agenda packet, including~~all related materials such as the Superintendent or designee's report; minutes to be approved; copies of communications; reports from committees, staff, and others; and other available supporting documents pertinent to the meeting.
Additionally, the Superintendent or designee may distribute to the Board additional materials related to agenda items less than 72 hours before each regular meeting, as permitted by law.

CSBA NOTE: Government Code 54956, as amended by SB 707, only refers to the authority to "call" and "notice" a special meeting. However, in practice these terms, particularly "notice," are synonymous with "agenda." The following paragraph utilizes the term "agenda" and should be modified to reflect district practice.

When a special ~~meetings are~~meeting is called, Board members shall receive~~,~~ the agenda and all related materials at least 24 hours prior to the meeting~~, notice of the business to be transacted.~~. (Government Code 54956)

Board members shall review the agenda and all related materials before each regular or special meeting. Individual Board members may confer directly with the Superintendent or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not, outside of a noticed meeting, directly or through intermediaries or electronic means, discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

Regular Meeting Agenda Dissemination to Members of the Public

~~Agenda~~The agenda and all related materials distributed to the Board related to a regular meeting shall be made available to the public upon request without delay. However, only those documents which are disclosable public records under the California Public Records Act (~~PRA~~CPRA) and which relate to an agenda item scheduled for the open session portion of a regular meeting or which contain a claim or written threat of litigation which will be discussed in closed session shall be made available to the public. (Government Code 54956.9, 54957.5)

~~CSBA NOTE: Pursuant to Government Code 54954.2, the agenda for a regular meeting of the Board must be posted at least 72 hours prior to the meeting on the district's website, if it has one, and at a location that is freely accessible to the public. The Attorney General has determined~~CSBA NOTE: The Attorney General opined in 78 Ops.Cal.Atty.Gen. 327 (1995) that weekend hours may be counted as part of the 72-hour period for posting of the agenda prior to a regular meeting. In the same opinion, the Attorney General found that the ~~term "freely accessible" requires that~~requirement for the agenda to be posted in a "freely accessible" location ~~where~~means that it can be read by the public at any time, including evening hours, during the 72 hours immediately preceding the meeting. ~~Also see BB 9320 - Meetings and Notices.~~

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public. (Government Code 54954.2)

CSBA NOTE: Government Code 54954.2 requires that the agenda be posted on the homepage of the district website, if it has one, in accordance with law. Districts that use an integrated agenda management platform, such as CSBA's GAMUT Meetings, may provide a direct link on the homepage of the district's website to access agendas posted on the platform. Pursuant to Government Code 54954.2, the link ~~must~~is required to not be solely accessible through a contextual menu, and the agenda must be posted in a format which is retrievable, downloadable, indexable, electronically searchable by commonly used Internet search applications, available to the public free of charge, and without any restriction that would impede the reuse or redistribution of

the agenda.

The Attorney General has opined in 99 Ops. Cal. Atty. Gen. 11 (2016) that the Brown Act regular meeting online agenda posting provision contained within Government Code 54954.2 is not necessarily violated when a local agency's website experiences technical difficulties that cause the agenda to become inaccessible to the public for a portion of the 72 hours that precede the ~~scheduled~~ meeting. If the local agency has otherwise substantially complied with the Brown Act agenda posting requirements, the legislative body may lawfully hold its regular meeting as scheduled.

Pursuant to Government Code 54957.5, ~~as amended by AB 2647 (Ch. 971, Statutes of 2022),~~ the district may post on the district's website any writing related to an open session item of a regular ~~Board~~ meeting which is distributed to Board members less than 72 hours before the meeting, when, due to the closure of the location designated for inspection, the writing is not available for inspection by the public. To post such a writing, the requirements specified in Items #1-4 below ~~must~~are required to be met. ~~Districts~~It is recommended that districts with questions regarding this exception ~~are encouraged to~~ consult CSBA's District and County Office of Education Legal Services or district legal counsel.

~~In addition~~Additionally, the Superintendent or designee shall post the agenda on the homepage of the district website. The posted agenda shall be accessible through a prominent direct link to the current agenda or to the district's agenda management platform in accordance with Government Code 54954.2. When the district utilizes an integrated agenda management platform, the link to that platform shall take the user directly to the website with the district's agendas, and the current agenda shall be the first available. (Government Code 54954.2)

If a writing which relates to an open session agenda item or which contains a claim or written threat of litigation which will be discussed in closed session during a regular ~~Board~~ meeting is distributed to the Board less than 72 hours prior to ~~a~~the meeting, the Superintendent or designee shall make the writing available for public inspection at a designated location at the same time the document is distributed to all or a majority of the Board. However, if the writing is distributed to at least a majority of the Board at a time when the designated location is closed to the public, this requirement may be satisfied by posting the writing on the district website if the following conditions are met: (Government Code 54957.5)

1. An initial staff report or similar document containing an executive summary and any staff recommendations related to the agenda item is made available for public inspection at the designated location at least 72 hours before the meeting

2. The writing is immediately posted on the district's website in a position and manner that makes it clear that the writing relates to an agenda item for the upcoming meeting

3. The district lists the website address where such writings may be accessed on all Board meeting agendas

4. A physical copy of the document is made available for public inspection at the designated location at the beginning of the next regular business hours, but not less than 24 hours before the ~~relevant Board~~ meeting

The Superintendent or designee shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)

~~CSBA NOTE: The following paragraph is for districts that have a website and should be deleted by districts that do not have a website. Pursuant to Government Code 54954.1, any district with a website is required to email a copy of, or a website link to, the agenda or a copy of all the documents constituting the agenda packet if a person requests that such items be delivered by email, as specified below.~~

The Superintendent or designee shall email a copy of, or a website link to, the agenda or a copy of all the documents constituting the agenda packet to any person who requests such items to be delivered by email. If the Superintendent or designee determines that it is technologically infeasible to do so, a copy of the agenda or a website link to the agenda and a copy of all other documents constituting the agenda packet shall be sent to the person who has made the request in accordance with mailing requirements specified in law. (Government Code 54954.1)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)

~~CSBA NOTE: The following optional paragraph is for use by districts that charge a fee for mailing the agenda or agenda packet.~~CSBA NOTE: Government Code 54954.1 authorizes districts to charge a fee for mailing the agenda or agenda packet as long as the fee does not exceed the cost of providing the service. Pursuant to Government Code 54957.5, a surcharge may not be imposed for providing the agenda and other public record documents in alternative formats to persons with disabilities. The following optional paragraph is for use by districts that charge a fee for mailing the agenda or agenda packet and should be deleted or modified to reflect district practice.

Persons requesting mailing of the agenda or agenda packet shall pay an annual fee, as determined by the Superintendent or designee, not to exceed the cost of providing the service.

Any document prepared by the district or Board and distributed during ~~a public~~an open meeting shall be made available for public inspection at the meeting. Any document prepared by another person shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the ~~PRA~~CPRA. (Government Code 54957.5)

CSBA NOTE: Pursuant to Government Code 54954.1, upon request, the agenda and ~~supporting documentation must~~all related materials are required to be made available in appropriate alternative formats to persons with a disability, as required under the ~~Americans with Disabilities Act (42 USC 12132).~~ADA. Examples of alternative formats, also referred to as "auxiliary aids and services," are listed in 28 CFR 36.303 and include accessible electronic and information technology, audio recordings, or Braille materials.

Upon request, the Superintendent or designee shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)

Special Meeting Agenda Dissemination to Members of the Public

CSBA NOTE: The portions of the Brown Act related to the dissemination of the agenda and related materials are inconsistent in regard to whether they apply solely to regular meetings or are silent as to which type of meeting they apply. Out of an abundance of caution and to reflect common practice among districts, the following section, which should be modified to reflect district practice, is written to extend the agenda dissemination requirements for regular meetings to special meetings. It is recommended that districts with questions regarding special meeting agenda dissemination consult CSBA's District and County Office of Education Legal Services or district legal counsel.

The requirements for the dissemination of regular meeting agendas and related materials and writings to members of the public found in "Regular Meeting Agenda Dissemination to Members of the Public" shall be applicable to the dissemination of special meeting agendas and related materials and writings to members of the public except that the 24-hour requirement shall apply rather than the 72-hour requirement.

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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
Ed. Code 35144	Special meeting
Ed. Code 35145	Public meetings
Ed. Code 35145.5	Agenda; public participation and regulations
Ed. Code 49061	Definitions; directory information
Ed. Code 49073.2	Privacy of student and parent/guardian personal information; minutes of board meeting
Gov. Code 53635.7	Separate item of business for borrowing of $100,000 or more
Gov. Code 54950-54963	Ralph M. Brown Act
Gov. Code 54953	Meetings; Americans with Disabilities Act accessibility
Gov. Code 54953.8	Remote meeting and attendance
Gov. Code 54953.8.2	State of emergency
Gov. Code 54953.8.3	Just cause
Gov. Code 54954.1	Request for copy of agenda or agenda packet by member of public
Gov. Code 54954.2	Agenda posting requirements; board actions

Gov. Code 54954.3	Opportunity for public to address legislative body
Gov. Code 54954.5	Closed session item descriptions
Gov. Code 54956	Special meetings
Gov. Code 54956.5	Emergency meetings
Gov. Code 54956.9	Meetings
Gov. Code 54957.5	Public records
Gov. Code 54960.2	Challenging board actions; cease and desist
Gov. Code 7920.000-7930.170	California Public Records Act
Gov. Code 95000-95004	California Early Intervention Services Act

Federal	**Description**
28 CFR 35.160	Effective communications for individuals with disabilities
28 CFR 36.303	Nondiscrimination on the basis of disability, public accommodations, auxiliary aids, and services
42 USC 12101-12213	Americans with Disabilities Act

Management Resources	**Description**
Attorney General Opinion	99 Ops. Cal. Atty. Gen. 11 (2016)
Attorney General Opinion	78 Ops.Cal.Atty.Gen. 327 (1995)
Attorney General Publication	The Brown Act: Open Meetings for Legislative Bodies, rev. 2003
Court Decision	Sierra Watch v. County of Placer (2022) 69 Cal.App.5th 86
Court Decision	Fowler v. City of Lafayette (2020) 45 Cal.App.5th 68
Court Decision	Caldwell v. Roseville Joint Union High School District (2007) U.S. Dist. LEXIS 66318
Court Decision	Mooney v. Garcia (2012) 207 Cal.App.4th 229
CSBA Publication	The Brown Act: School Boards and Open Meeting Laws, rev. 2023
CSBA Publication	Call to Order: A Blueprint for Great Board Meetings
Website	CSBA District and County Office of Education Legal Services
Website	California Attorney General's Office
Website	CSBA

Cross References

Code	**Description**
0000	Vision

0200	Goals For The School District
0410	Nondiscrimination In District Programs And Activities
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
1312.1	Complaints Concerning District Employees
1312.1	Complaints Concerning District Employees
1312.2	Complaints Concerning Instructional Materials
1312.2	Complaints Concerning Instructional Materials
1312.2-E(1)	Complaints Concerning Instructional Materials
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
1340	Access To District Records
1340	Access To District Records
1400	Relations Between Other Governmental Agencies And The Schools
2210	Administrative Discretion Regarding Board Policy
3100	Budget
3100	Budget
3312	Contracts
3320	Claims And Actions Against The District
3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
4312.1	Contracts
5113.12	District School Attendance Review Board

5113.12	District School Attendance Review Board
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
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
9012	Board Member Electronic Communications
9121	President
9122	Secretary
9130	Board Committees
9150	Student Board Members
9200	Limits Of Board Member Authority
9310	Board Policies
9320	Meetings And Notices
9320.1	Remote Meetings and Attendance
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session
9323	Meeting Conduct
9323.2	Actions By The Board
9323.2-E(1)	Actions By The Board
9324	Minutes And Recordings

Bylaw 9323: Meeting Conduct

Status: ADOPTED

Original Adopted Date: 11/01/2006 **| Last Revised Date:** ~~12~~02/01/~~2022~~2026 **| Last Reviewed Date:** ~~12~~02/01/~~2022~~2026

~~CSBA NOTE: Education Code 35010 mandates the Governing Board to "prescribe and enforce" rules for its own governance. These rules must not be inconsistent with law or with regulations prescribed by the State Board of Education. The following bylaw provides suggested rules and procedures for meeting conduct and reflects provisions of law as applicable.~~

Meeting Procedures

All Governing Board meetings shall begin on time and shall be guided by an agenda prepared in accordance with Board bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements) and other applicable laws.

~~CSBA NOTE: The law does not specify that a particular set of procedures must govern Board meetings. Although Robert's Rules of Order can serve as a useful guide, the Board may adopt any procedure that allows for the efficient and consistent conduct of meetings.~~

CSBA NOTE: The law does not require a particular set of procedures to govern Governing Board meetings. However, it is common to use Robert's Rules of Order or Rosenberg's Rules of Order. The following paragraph should be modified to reflect district practice.

~~The Board president shall conduct Board meetings in accordance with Board bylaws and procedures that enable the Board to efficiently consider issues and carry out the will of the majority.~~The Board chair, who is either the Board president or the Board member chairing the meeting at the time if the Board president is absent, shall conduct Board meetings in accordance with _____ to enable the Board to efficiently consider issues and carry out the will of the majority.CSBA NOTE: The following optional paragraph limits the length of Board meetings and should be revised to reflect district practice.

The Board believes that late night meetings can deter public participation, ~~can~~ affect the Board's decision-making ability, and ~~can~~ be a burden to staff. Regular Board meetings shall be adjourned by ~~10:30~~ _____ p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and, if necessary, may subsequently be adjourned to a later date.

~~CSBA NOTE: In Rubin v. City of Burbank, an appellate court held that inclusion of "sectarian prayer" at city council meetings, which communicated a preference for a particular religious faith and advanced one faith over another, was unconstitutional by directing the prayer "in the name of~~

Jesus." The court held that it would be constitutional to require the city to advise those people conducting the prayer of this limitation. This opinion is consistent with an unpublished 9th Circuit federal court opinion which stated that an invocation "in the name of Jesus" was unconstitutional in that it displayed allegiance to a particular faith.

Some general guidelines for invocations can be found in an Attorney General's opinion (76 Ops.Cal.Atty.Gen. 281 (1993)) which stated that a county board of supervisors could open its sessions with an invocation when the invocation is (1) not required by law as a condition to the official proceedings, (2) not part of the deliberative agenda, (3) not offered, supervised, or approved as to content by a public officer, (4) not officially limited to a particular religion, (5) not disparaging of others, and (6) not directed towards proselytizing. However, because this is an unsettled area of law that is subject to frequent litigation, it is strongly recommended that districts consult CSBA District and County Office of Education Legal Services or district legal counsel if they wish to open meetings with an invocation. Note that a different legal analysis applies to student-led or student-initiated prayer; see BP 5127 - Graduation Ceremonies and Activities.

Quorum and Abstentions

The Board shall act by majority vote of all of the membership constituting the Board. (Education Code 35164)

CSBA NOTE: The Attorney General opined in 61 Ops.Cal.Atty.Gen. 243 (1978) that members of a public body have a duty to vote on issues before them so that the public is represented and receives the services which the public body was created to provide. Issues arise when a motion is tied and one Board member has abstained. The general parliamentary rule is that an abstention is counted as agreeing with the action taken by the majority of those who vote, whether affirmatively or negatively (66 Ops.Cal.Atty.Gen. 336 (1983)). However, a stronger argument could be made that the parliamentary rule is in conflict with Education Code 35164 which requires a majority vote of all of the membership of the Board in order for the Board to act (i.e., a majority of all of the membership of the Board must vote affirmatively in order to approve any action). In 55 Ops.Cal.Atty.Gen. 26 (1972), the Attorney General opined that, when a statutory requirement exists that requires an affirmative action of at least a majority of the members of the Board, the general rule that members not voting were deemed to have agreed with the action taken by the majority of those that voted is not applicable.

The following optional paragraph is consistent with CSBA's opinion that a majority of the Board must vote affirmatively for a motion to carry, but the law is not settled and contrary legal opinions may exist. It is strongly recommended that the district consult with CSBA District and County Office of Education Legal Services or district legal counsel and modify the following paragraph to ensure consistency with district practice.

The Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them.

CSBA NOTE: The following optional paragraph, which should be revised to reflect district practice, is for boards that use the consent agenda or calendar to take action on matters of a routine nature for which discussion may not be necessary. For more information regarding the use of a consent agenda or calendar, see BB 9322 – Agenda/Meeting Materials.

When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a separate agenda item. The Board chair shall determine where on the agenda the former consent item is placed.

Quorum and Abstentions

Except as required by law, the Board shall act by majority vote of all of the membership constituting the Board. (Education Code 35164)

Except when prohibited by law, the Board expects its members to vote on all issues before them.

When a member abstains, the abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action.

CSBA NOTE: The following paragraph applies only to ~~districts with~~ seven -member boards and should be deleted by ~~districts~~boards with ~~a~~ three or five ~~member board~~members.

Provided the Board typically ~~has~~consists of seven members and there are no more than two vacancies on the Board, the vacant position(s) shall not be counted for purposes of determining how many members of the Board constitute a majority. ~~In addition~~Additionally, whenever any provisions of the Education Code require unanimous action of all or a specific number of the members, the vacant position(s) shall not be counted for purposes of determining the total membership constituting the Board. (Education Code 35165)

Public Participation

CSBA NOTE: Pursuant to Government Code 54953.3, members of the public cannot be required to register their names, complete a questionnaire, or provide other information as a condition of attending a Board meeting, except that ~~if the meeting is conducted using remote public participating or with a Board member attending remotely pursuant to Government Code 54953,~~ a member of the public desiring to observe the meeting or provide comment through the use of a third party ~~internet~~ website or online platform may be required to register as required by the third party provider.

Members of the public may be given or asked for non-personal identifying information (e.g., a numbered ticket) to indicate speaking order for public comment. If an attendance list or similar document is posted near the entrance or circulated during the meeting, it ~~must~~is required to clearly state that signing or completing the document is voluntary.

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, ~~persons~~members of the public attending a Board ~~meetings~~meeting shall not be requested to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting, except ~~that~~ if ~~the meeting is conducted using remote public participation or with a Board member attending remotely pursuant to Government Code 54953,~~ a member of the public ~~desiring to provide~~ desires to observe the meeting or make public comment through the use of a third party ~~internet~~ website or online platform ~~may be required to register~~ as required by the third party provider.

To facilitate public comment, the Board may request that members of the public who wish to give public comment provide their names or other identifying information to determine speaking order.

In order to conduct district business in an orderly and efficient manner, ~~the Board requires that public presentations to the Board comply~~public comment shall occur in accordance with Board Bylaw 9322 – Agenda Meeting/Materials and in compliance with the following procedures:

~~CSBA NOTE: Education Code 35145.5 mandates the Board to adopt regulations which ensure that the public can address the Board regarding agenda items, as specified below.~~

CSBA NOTE: District employees have the same right as members of the public to address the Board during a public Board meeting. In 90 Ops.Cal.Atty.Gen. 47 (2007), the Attorney General opined that, under the Ralph M. Brown Act, an administrative district employee cannot be prohibited from attending a Board meeting or from speaking during the public comment period, including comments on an employment-related issue.

~~1. The Board shall give members of the public an opportunity to address the Board on any item of interest to the public that is within the subject matter jurisdiction of the Board, either before or during the Board's consideration of the item. (Education Code 35145.5; Government Code 54954.3)~~

~~2. At a time so designated on the agenda at a regular meeting, members of the public may bring before the Board matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. (Education Code 35145.5; Government Code 54954.2)~~

~~3. Without taking action, Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, Board members or staff members may ask a question for clarification, make a brief announcement, or make a brief report on their own activities. (Government Code 54954.2)~~

~~Furthermore, 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)~~

4. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of Board members at a public meeting where the public had the opportunity to address the committee on that item. However, if the Board determines that the item has been substantially changed since the committee heard the item, the Board shall provide an opportunity for the public to speak. (Government Code 54954.3)

5. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits.

CSBA NOTE: Government Code 54954.3 authorizes reasonable regulations limiting the total amount of time allocated for public testimony on particular issues and for each individual speaker. Such reasonable regulations must ensure that the intent of allowing the public an adequate opportunity to speak to the Board is carried out. The following paragraph should be revised to reflect district practice.

In general, individual speakers will be allowed three minutes to address the Board on each agenda or nonagenda item, and the Board will limit the total time for public input on each item to 20 minutes. However, in exceptional circumstances when necessary to ensure full opportunity for public input, the Board president may, with Board consent, adjust the amount of time allowed for public input and/or the time allotted for each speaker. Any such adjustment shall be done equitably so as to allow a diversity of viewpoints. The president may also ask members of the public with the same viewpoint to select a few individuals to address the Board on behalf of that viewpoint.

In order to ensure that non-English speakers receive the same opportunity to directly address the Board, any member of the public who utilizes a translator shall be provided at least twice the allotted time to address the Board, unless simultaneous translation equipment is used to allow the Board to hear the translated public testimony simultaneously. (Government Code 54954.3)

6. The Board president may rule on the appropriateness of a topic, subject to the following conditions:

   a. If a topic would be suitably addressed at a later time, the Board president may indicate the time and place when it should be presented.

   b. The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts, or omissions. (Government Code 54954.3)

CSBA NOTE: The following optional item addresses the issue of specific charges or complaints against district employees in open Board meetings. Although the Board may inform the speaker of appropriate district complaint procedures, it cannot prohibit criticisms of the district and its employees, no matter how harsh. Board members and staff may briefly respond to the concerns raised by the complainant at

the meeting.

In Baca v. Moreno Valley Unified School District, a federal district court issued a preliminary injunction against the district prohibiting it from enforcing its policy barring criticism of employees at public Board meetings. The court found that the district's policy violated the plaintiff's First Amendment rights by restricting the content of her speech. The court further noted that the district could not legally prevent a person from speaking in open session, even if the speech was clearly defamatory. It is recommended that the Board consult CSBA District and County Office of Education Legal Services or district legal counsel if a question arises regarding public criticism of a district employee.

c. The Board shall not prohibit public criticism of district employees. However, whenever a member of the public initiates specific complaints or charges against an individual employee, the Board president shall inform the complainant of the appropriate complaint procedure.

CSBA NOTE: As provided in item #7 below, Government Code 54957.9 authorizes the Board to remove persons who willfully disrupt or disturb a meeting. Examples of disruptive conduct might include conduct that is extremely loud, disturbing, or creates a health or safety risk. In McMahon v. Albany Unified School District, the court held that a speaker's constitutional rights were not violated when he was removed from a Board meeting after dumping a substantial amount of garbage on the floor of the meeting room. Because the speaker was not removed based on the content of his speech, the court upheld his conviction for a willful disruption of a public meeting. In City of San Jose v. Garbett, the court held that a legislative body may exclude from a meeting a person who has expressed a credible threat of violence that would place reasonable persons in fear for their safety or the safety of their immediate family and that serves no legitimate purpose.

However, the courts have found that a person's conduct must actually disrupt the meeting in order to warrant ejection. In Norse v. City of Santa Cruz, the court held that the city council improperly ejected a member of the public who gave the council a silent Nazi salute, on the grounds that the action did not interfere with the proceedings of the meeting.

7. The Board president shall not permit actual disruption of Board meetings. Actual disruption by an individual or group or any conduct or statements that threaten the safety of any person(s) at the meeting shall be grounds for the president to terminate the privilege of addressing the Board and remove the individual from the meeting.

CSBA NOTE: Government Code 54957.95, as added by SB 1100 (Ch. 171, Statutes of 2022), authorizes the presiding member of the Board or designee to remove an individual for disrupting a Board meeting, and establishes a procedure for warning the individual prior to removal, as specified below. However, no warning is required before removing an individual if their behavior constitutes a use of force or a true threat of force.

~~Because of the potential impact on the public's access to open meetings, it is recommended that the Board consult CSBA District and County Office of Education Legal Services or district legal counsel if a question arises regarding the procedures for removing a disruptive individual, or if an individual's behavior warrants removal from a meeting.~~

1. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law (Education Code 35145.5; Government Code 54954.2)

2. Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda (Government Code 54954.2)

   Additionally, on their own initiative or in response to questions posed by the public, Board members or staff members may ask a question for clarification, make a brief announcement, or make a brief report on their own activities. (Government Code 54954.2)

   In addition, 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)

CSBA NOTE: Government Code 54954.3 authorizes reasonable regulations, including the total amount of time allocated for each individual speaker and whether speakers may defer or combine time. The following paragraph may be modified to reflect district practice.

3. A member of the public wishing to be heard by the Board shall first be recognized by the Board chair

An individual speaker shall be allowed a maximum of _____ minutes to address the Board. However, the Board chair, or a majority of the Board, may adjust the amount of time allowed for public input and/or the time allotted for each speaker. Any such adjustment shall be done equitably so as to allow a diversity of viewpoints. Additionally, the Board chair may ask members of the public with the same viewpoint to select a few individuals to address the Board on behalf of that viewpoint.

In order to ensure that non-English speakers receive the same opportunity to directly address the Board, any member of the public who utilizes a translator shall be provided at least twice the allotted time to address the Board, unless simultaneous translation equipment is used to allow the Board to hear the translated public testimony simultaneously. (Government Code 54954.3)

4. An individual speaker may give some or all of the speaker's time to another speaker, provided that no individual speaker is permitted to speak more than the maximum time permitted per individual speaker pursuant to Board Bylaw 9322 – Agenda/Meeting Materials

5. For any public comment period with a time limit when a remote Board member is attending and participating based on just cause pursuant to Board Bylaw 9320.1 – Remote Meetings and Attendance, the Board may not close that public comment period or the opportunity to register to provide public comment via the two-way audiovisual platform or two-way audio service until the full time for public comment has elapsed (Government Code 54953.8)

   For any other public comment period when a remote Board member is attending and participating based on just cause pursuant to Board Bylaw 9320.1 – Remote Meetings and Attendance, the Board shall allow a reasonable amount of time to permit members of the public to provide public comment and to register to do so via the two-way audiovisual platform or two-way audio service. (Government Code 54953.8)

6. The Board chair shall determine whether an individual's public comment is within the scope of the public comment period, subject to the following conditions:

   a. If the public comment is within the scope of a different public comment period, the Board chair shall so indicate

   b. Public criticism of the Board, individual Board members, the district, its policies, procedures, programs, services, acts, or omissions shall not be prohibited (Government Code 54954.3)

CSBA NOTE: The following optional item addresses the issue of specific charges or complaints against district employees in open Board meetings. Although the Board may inform the speaker of appropriate district complaint procedures, it cannot prohibit criticisms of the district and its employees, no matter how harsh. Board members and staff may briefly respond to the concerns raised by the complainant at the meeting.

In *Baca v. Moreno Valley Unified School District*, a federal district court issued a preliminary injunction against the district prohibiting it from enforcing its policy barring criticism of employees at public Board meetings. The court found that the district's policy violated the plaintiff's First Amendment rights by restricting the content of her speech. The court further noted that the district could not legally prevent a member of the public from speaking in open session, even if the speech was clearly defamatory. It is recommended that the Board consult CSBA District and County Office of Education Legal Services or district legal counsel if a question arises regarding public criticism of a district employee.

   c. Public criticism of district employees shall not be prohibited

However, whenever a member of the public initiates specific complaints or charges against an individual employee, the Board chair shall inform the complainant of the appropriate complaint procedure.

Disruptions

CSBA NOTE: Government Code 54957.95 authorizes the Board to remove a person who willfully disrupts or disturbs a meeting. Examples of disruptive conduct might include conduct that is extremely loud, disturbing, or creates a health or safety risk. In *McMahon v. Albany Unified School*

District, a California Appellate Court held that a speaker's constitutional rights were not violated when the speaker was removed from a Board meeting after dumping a substantial amount of garbage on the floor of the meeting room. Because the speaker was not removed based on the content of his speech, the court upheld his conviction for a willful disruption of a public meeting. In *City of San Jose v. Garbett*, the court held that a legislative body may exclude from a meeting a person who has expressed a credible threat of violence that would place reasonable persons in fear for their safety or the safety of their immediate family and that serves no legitimate purpose.

However, the courts have found that a person's conduct is required to actually disrupt the meeting in order to warrant ejection. In *Norse v. City of Santa Cruz*, the court held that the city council improperly ejected a member of the public who gave the council a silent Nazi salute, on the grounds that the action did not interfere with the proceedings of the meeting.

Because of the potential impact on the public's access to open meetings, it is recommended that the Board consult CSBA District and County Office of Education Legal Services or district legal counsel if a question arises regarding the procedures for removing a disruptive individual, or if an individual's behavior warrants removal from a meeting.

The Board ~~President or designee may remove~~ chair shall not permit an individual ~~for~~to actually ~~disrupting the~~ disrupt a Board meeting. Actual disruption by an individual or any conduct or statements that threaten the safety of any person(s) at the meeting shall be grounds for the Board chair to terminate the privilege of addressing the Board for that meeting and remove the individual from the meeting. (Government Code 54957.95)

Prior to removal, the individual shall be warned that ~~their~~the individual's behavior is disrupting the meeting and that failure to cease the disruptive behavior may result in removal. If, after being warned, the individual does not promptly cease the disruptive behavior, the Board ~~president~~chair, or designee, may then remove the individual from the meeting. (Government Code 54957.95)

When an individual's behavior constitutes the use of force or a true threat of force, the individual shall be removed from a Board meeting without a warning. (Government Code 54957.95)

Disrupting means engaging in behavior during a Board meeting that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting and includes, but is not limited to, a failure to comply with reasonable and lawful regulations adopted by a legislative body pursuant to Section 54954.3 or any other law, or engaging in behavior that constitutes use of force or a true threat of force. (Government Code 54957.95)

True threat of force means a threat that has sufficient indicia of intent and seriousness, that a reasonable observer would perceive it to be an actual threat to use force by the person making the threat. (Government Code 54957.95)

Additionally, the Board may order the room cleared ~~if necessary~~when a group or groups of persons willfully interrupts so as to render the orderly conduct of the meeting unfeasible and order cannot be restored by the removal of individuals who are willfully interrupting the meeting. In this case, members of the media not participating in the disturbance shall be allowed to remain, and individuals not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to such a group disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code 54957.9)

~~When disruptive conduct occurs, the Board may decide to recess the meeting to help restore order, or if removing the disruptive individual(s) or clearing the room is infeasible, move the meeting to another location. The Board may direct the Superintendent or designee to contact local law enforcement as necessary.~~

CSBA NOTE: In *Berkeley People's Alliance v. City of Berkeley*, the California Appellate Court held that Government Code 54957.9 requires a legislative body to clear the meeting room when a meeting is willfully disrupted and order cannot be restored by removing disruptive individuals and does not permit the legislative body to relocate the meeting to a different room in lieu of clearing the meeting room.

When such group disruptive conduct occurs, the Board may decide to recess the meeting to help restore order, remove the disruptive individual(s), or clear the room. Additionally, the Board may adjourn the meeting to another time and location specified in an order of adjournment. The Board chair may direct the Superintendent or designee to contact local law enforcement as necessary. (Government Code 54955, 54957.9, 54957.95, 54957.96)

Recording by the Public

CSBA NOTE: Government Code 54953.5 provides that any ~~person~~member of the public attending an open meeting may record it with an audio or video recorder or a still or motion picture camera unless the Board makes a reasonable finding that the recording cannot continue without noise, illumination, or obstruction of view which would persistently disrupt the meeting. Government Code 54953.6 requires a similar finding before the Board can prohibit or restrict a broadcast of its meetings.

The following paragraph extends the right to record an open meeting to include recordings made by other devices such as a cell phone.

Members of the public may record an open Board meeting using an audio or video recorder, still or motion picture camera, cell phone, or other device, provided that the noise, illumination, or obstruction of view does not persistently disrupt the meeting. The Superintendent or designee may designate locations from which members of the public may make such recordings without causing a distraction.

If the Board finds that noise, illumination, or obstruction of view related to these activities would persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board. (Government Code 54953.5, 54953.6)

Policy Reference UPDATE Service
Copyright 2026 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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
Code of Civil Procedure 527.8	Workplace violence safety

Ed. Code 32210	Willful disturbance of public school or meeting
Ed. Code 35010	Control of district; prescription and enforcement of rules
Ed. Code 35145.5	Agenda; public participation and regulations
Ed. Code 35163	Official actions, minutes, and journal
Ed. Code 35164	Actions by majority vote
Ed. Code 35165	Effect of vacancies upon majority and unanimous votes by seven member board
Ed. Code 5095	Powers of remaining board members and new appointees
Elec. Code 18430	Prevention or hinderance of electors assembling in public meeting
Gov. Code ~~54953.3~~54950-54963	~~Meetings to be open and public; remote attendance~~Brown Act
~~Gov. Code 54953.5~~	~~Audio or video recording of proceedings~~
~~Gov. Code 54953.6~~	~~Broadcasting of proceedings~~
~~Gov. Code 54954.2~~	~~Agenda posting requirements; board actions~~
~~Gov. Code 54954.3~~	~~Opportunity for public to address legislative body~~
~~Gov. Code 54957~~	~~Closed session personnel matters~~
~~Gov. Code 54957.9~~	~~Disorderly conduct of general public during meeting; clearing of room~~
~~Gov. Code 54957.95~~	~~Opening meetings; orderly conduct~~
Pen. Code 403	Disruption of assembly or meeting

Management Resources	**Description**
Attorney General Opinion	55 Ops.Cal.Atty.Gen. 26 (1972)
Attorney General Opinion	61 Ops.Cal.Atty.Gen. 243~~, 253~~ (1978)
Attorney General Opinion	63 Ops.Cal.Atty.Gen. 215 (1980)
Attorney General Opinion	66 Ops.Cal.Atty.Gen. 336 (1983)
Attorney General Opinion	76 Ops.Cal.Atty.Gen. 281 (1993)
Attorney General Opinion	90 Ops.Cal.Atty.Gen. 47 (2007)
Attorney General Opinion	59 Ops.Cal.Atty.Gen. 532 (1976)
Attorney General Publication	The Brown Act: Open Meetings for Legislative Bodies, rev. 2003

Court Decision	Baca v. Moreno Valley Unified School District (1996) 936 F. Supp. 719
Court Decision	Berkeley People's Alliance v. City of Berkeley (2025) 114 Cal.App.5th 984
Court Decision	City of San Jose v. William Garbett (2010) 190 Cal.App. 4th 526
Court Decision	McMahon v. Albany Unified School District (2002) 104 Cal.App.4th 1275
Court Decision	Norse v. City of Santa Cruz (9th Cir. 2010) 629 ~~F3d~~F.3d 966
Court Decision	Rubin v. City of Burbank (2002) 101 Cal.App.4th 1194
CSBA Publication	The Brown Act: School Boards and Open Meeting Laws, rev. 2023
CSBA Publication	Call to Order: A Blueprint for Great Board Meetings
Website	CSBA District and County Office of Education Legal Services
Website	California Attorney General's Office
Website	CSBA

Cross References

Code	Description
1000	Concepts And Roles
1100	Communication With The Public
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.1	Complaints Concerning District Employees
1312.1	Complaints Concerning District Employees
1313	Civility
3100	Budget
3100	Budget
3270	Sale And Disposal Of Books, Equipment And Supplies
3270	Sale And Disposal Of Books, Equipment And Supplies
3312	Contracts

9005	Governance Standards
9100	Organization
9121	President
9130	Board Committees
9200	Limits Of Board Member Authority
9230	Orientation
9270	Conflict Of Interest
9270-E(1)	Conflict Of Interest
9310	Board Policies
9320	Meetings And Notices
9320.1	Remote Meetings and Attendance
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

Policy 6153: School-Sponsored Trips

Status: ADOPTED

Original Adopted Date: 03/01/1991 | **Last Revised Date:** 10/20/2022 | **Last Reviewed Date:** 10/20/2022

The Board of Trustees recognizes that field trips supplement and enrich the classroom learning experience, lead to increased student achievement, and foster student engagement. The Board encourages field trips to reinforce and increase learning opportunities and to enhance district programs.

Field trips shall be conducted in connection with the district's course of study or school-related social, educational, cultural, athletic, school band, or other extracurricular or cocurricular activities. A field trip to a foreign country may be permitted to familiarize students with the language, history, geography, natural science, and other studies relative to the district's course of study. (Education Code 35330)

Requests for field trips involving out-of-state, out-of-country, or overnight travel shall be submitted to the Superintendent or designee. The Superintendent or designee shall review the request and make a recommendation to the Board as to whether the request should be approved by the Board. All other field trips shall be approved in advance by the principal.

The principal shall establish a process for approving a staff member's request to conduct a field trip. When planning trips, staff shall consider student safety, objectives of instruction, the most effective use of instructional time, the distance from school, district and student expense, and transportation and supervision requirements. Principals may exclude from the trip any student whose presence on the trip would pose a safety or disciplinary risk.

No field trip shall be authorized if any student would be excluded from participation because of a lack of sufficient funds. The Superintendent or designee shall coordinate with community groups to supply funds for students in need. (Education Code 35330)

The Board may approve the use of district funds for student expenses for in-state, out-of-state, or out-of-country field trips or excursions when permitted by law. In addition, expenses of instructors, chaperones, and other personnel participating in such trips, as well as incidental expenses for the use of district equipment during the trip, may be paid from district funds. (Education Code 35330)

Regulation 6153: School-Sponsored Trips

Status: ADOPTED

Original Adopted Date: 04/01/1987 | **Last Revised Date:** 10/20/2022 | **Last Reviewed Date:** 10/20/2022

All planned trips away from school grounds, including athletic trips and outdoor education programs, are subject to this regulation.

Students must have written parental permission in order to participate in trips requiring transportation. (Education Code 35350) The District shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip.

If the Board allocates funds for school-sponsored trips, individual schools may be provided with budgetary allocations so that they can plan ahead. Special trip expense funds may be established when necessary for fund-raising purposes.

Principals shall ensure that teachers develop plans, which provide for the safety of students and their proper supervision by certificated staff on all school-sponsored trips. Other school employees and parents/guardians also may participate in this supervision and may be asked to attend preparatory training sessions and/or meetings.

The normal ratio of adults to students on school-sponsored trips shall be one to ten. If the trip involves overnight trips, water activities, or other exceptional circumstances, which affect student safety, this ratio shall be revised to ensure closer supervision of elementary and middle grade students, appropriate to their ages. For students in high school the ratio may be less than one to ten. With safety of students in mind, the Principal may recommend to the Superintendent that a ratio of less than ten is needed to assure student safety. The Superintendent's decision is final.

Overnight Trips

Overnight trips present additional safety concerns, which may be satisfied by student liability and medical insurance as well as additional chaperones. Expenses of instructors, chaperones, and other personnel participating in an overnight trip may be paid from District funds. (Education Code 35330)

All trips involving out-of-state or overnight travel shall require the prior approval of the Board. Other trips may be approved by the Superintendent or designee.

Study Trips

In advance of a study trip, teachers shall determine educational objectives, which relate directly to the curriculum. Principals shall ensure that teachers develop plans, which provide for the best use of students' learning time while on the trip. Teachers also shall provide appropriate instruction before and after the trip.

Safety and First Aid

1. While conducting a trip, the teacher, employee or agent of the school shall have the school's first aid kit in his/her possession or immediately available. (Education Code 32040, 32041)

2. Whenever trips are conducted in areas known to be infested with poisonous snakes:

    a. The first aid kit taken on the trip shall contain medically accepted snakebite remedies. (Education Code 32043)

    b. The trip shall be accompanied by a teacher, employee or agent of the school who has completed a first aid course which is certified by the American Red Cross and which emphasizes the treatment of snakebites. (Education Code 32043)

3. Before trips of more than one day, the principal or designee shall hold a meeting for staff, parents/guardians and students to discuss safety and the importance of safety-related rules for the trip. For noncertificated adults who will assist in supervising students on the trip, the principal or designee may also hold a meeting to explain how to keep appropriate groups together and what to do if an emergency occurs.

Supervision

1. Students on approved trips are under the jurisdiction of the Board and subject to school rules and regulations.

2. Teachers or other certificated personnel shall accompany students on all trips and shall assume responsibility for their proper conduct.

3. Before the trip, teachers shall provide any adult chaperones who may accompany the students with clear information regarding their responsibilities.

4. Chaperones shall be 21 years of age or older.

5. Chaperones shall be assigned a prescribed group of students and shall be responsible for the continuous monitoring of these students' activities.

6. Teachers and chaperones shall not consume alcoholic beverages or use controlled substances while accompanying and supervising students on a trip.

7. When a trip is made to a place of business or industry, the teacher shall arrange for an employee of the host company to serve as conductor.

Funding

No student shall be prevented from making a trip because of a lack of sufficient funds. No trip shall be authorized if any student would be excluded from participation because of a lack of sufficient funds. (Education Code 35330)

Trip Approval

1. Teachers planning a trip shall make a request in writing to the principal at least ten days prior to the date desired. Whenever practical, an alternate date should also be listed. The purpose of the trip and its relation to the course of study shall be stated in the request.

2. Field Trips will only be approved if they occur during the Calendared School year, this includes school breaks. Note: Summer School trips are exceptions to these dates.

3. The principal shall approve or disapprove the request and notify the teacher. If the trip is disapproved, the principal should state the reasons.

4. Principals may exclude from the trip any student whose presence on the trip would pose a safety or disciplinary risk.

5. Principals shall approve no activities which they consider to be inherently dangerous to students or to pose unacceptable, unmitigated risks.

Trips Which Include Swimming or Wading

1. No swimming or wading shall be allowed on trips unless planned and approved in advance.

2. When wading in the ocean, bay, river or other body of water as part of a planned, supervised outdoor education activity, teaches shall provide for a number of chaperones to exceed the normal one to ten ratio and shall instruct both chaperones and students of the real and potential risks inherent in such activities and the precautions necessary for their safety.

3. Swimming Activities

    a. Parents/guardians must provide written permission for the student to swim and must indicate the student's swimming ability.

    b. Swimming facilities, including backyard pools, must be inspected by the principal and teacher before the trip is scheduled.

    c. Owners of private pools must provide a certificate of insurance, designating the District as an additional insured, for not less than $500,000 in liability coverage.

    d. Lifeguards must be designated for all swimming activities. If lifeguards are not provided by the pool

owner or operator, the principal shall ensure their presence.
Lifeguards must be Red Cross certified or equivalent and must be at least 21 years old.

e. The ratio of adult chaperones to students shall be at least one to ten. In grades 4-6, this ratio shall be one to eight. In grades K-3, this ratio shall be one to four.

f. Specific supervisory responsibilities shall be determined in advance to accommodate the varying swimming abilities of students. These responsibilities shall be clarified in writing and reviewed verbally before the trip.

g. Emergency procedures shall be included with written instructions to adult chaperones and staff.

h. Staff and chaperones assigned to supervise students must wear swimsuits and know how to swim.

i. The principal may require students to wear flotation devices, depending upon their age and swimming ability.

j. A buddy system or other means of surveillance shall be arranged in advance and strictly enforced during swimming activities.

Regulation
Revised:
BUDGET

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
Pacific Grove, California
BP3100

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

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

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

Budget Development and Adoption Process

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

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

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

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

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

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

(Education Code 42126, 42127)

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

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

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

Budget Criteria and Standards

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

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

Reserve Balance

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

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

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

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

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

Budget Advisory Committee

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

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

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

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

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

Public Hearing

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

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

Board Policy Manual

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

1. The minimum recommended reserve for economic uncertainties

2. The combined assigned and unassigned ending fund balances that are in excess of the minimum recommended reserve

3. A statement of reasons substantiating the need for the combined assigned and unassigned ending balances that are in excess of the minimum recommended reserve

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

(Education Code 42103)

Budget Review Committee for Disapproved Budgets

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

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

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

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

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

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

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

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

Regulation **PACIFIC GROVE UNIFIED SCHOOL DISTRICT**
Revised: Pacific Grove, California
BUDGET AR3100
Original Adopted Date: | Last Revised Date: | Last Reviewed Date:

Purpose

The Governing Board recognizes that one-time revenues provide important opportunities to support strategic investments that advance student outcomes and organizational effectiveness. At the same time, the Board is committed to maintaining fiscal stability by ensuring that such funds are used in a manner that does not create ongoing financial obligations.

Definition

For purposes of this policy, "one-time funds" are revenues that are non-recurring in nature and are not reasonably expected to continue in future fiscal years. These may include, but are not limited to:

1. State or federal one-time allocations
2. Grants with fixed terms
3. Fund balance or reserves above required minimums
4. Proceeds from asset sales or settlements

Guiding Principles

1. Avoidance of Ongoing Obligations
    a. One-time funds shall not be used to support ongoing expenditures such as permanent staffing, recurring contracts, or programs that require sustained funding beyond the available resource.
2. Strategic Investment
    a. Priority shall be given to expenditures that provide long-term value, including:
        i. Temporary supplanting of existing funding
        ii. Temporary work assignments, that will be eliminated when one-time funds have been exhausted
        iii. Infrastructure, facilities, and capital improvements
        iv. Technology upgrades and modernization
        v. Equipment and instructional materials with multi-year benefit
3. Time-Limited Initiatives
    a. One-time funds may be used for pilot programs, short-term initiatives, or innovation efforts where costs are clearly defined and sunset provisions are established.

4. Fiscal Stabilization
    a. When appropriate, one-time funds may be used to:
        i. Mitigate projected deficits
        ii. Maintain prudent reserve levels
        iii. Address unforeseen fiscal pressures
5. Alignment with District Goals
    a. All expenditures of one-time funds shall align with the District's strategic priorities, Local Control and Accountability Plan (LCAP), and Board-adopted goals.

Planning and Transparency

The Superintendent or designee shall clearly identify one-time revenues and proposed uses within budget presentations and financial reports.

A multi-year projection shall accompany any recommendation involving one-time funds, demonstrating that no structural deficit is created.

The Board shall review and approve the allocation of significant one-time funds as part of the budget adoption or interim reporting process.

Accountability

The Superintendent or designee shall monitor the use of one-time funds and report periodically to the Board on progress and outcomes. Any unspent one-time funds shall be re-evaluated and reallocated in accordance with this policy.

Exceptions

The Board recognizes that unique circumstances may warrant limited exceptions to this policy. Any such exception shall:

1. Be explicitly identified and justified
2. Include a clear exit strategy
3. Be approved by the Board

Regulation 5117: Interdistrict Attendance **Status:** ADOPTED

Original Adopted Date: 07/01/2012 **| Last Revised Date:** 10/20/2022 **| Last Reviewed Date:** 10/20/2022

Exceptions to General Policy

The District Superintendent or designee may make exceptions to the District's general policy of denying interdistrict attendance permits only if capacity is available and only for the following students:

1. Students Moving Into the District in the Immediate Future. Interdistrict attendance permits may be approved for students whose parent(s) or guardian(s) provides written evidence that the family will be moving into the District in the immediate future and would like the student to start the school year in the District.

2. Students of District Employees Living Outside the District Boundaries. Interdistrict attendance permits may be approved for students of District employees (certificated, classified, confidential or management) living outside of District boundaries and who are employed by the District for a minimum of 20 hours per week or 0.5 FTE. District employees whose children have been admitted under this policy must apply for readmission annually, and permits will only be approved for so long as the parent or guardian continues to be employed by the District for a minimum of 20 hours per week or 0.5 FTE.

   Unless the Superintendent or designee grants an extension, the student's interdistrict attendance permit shall be revoked within 30 calendar days if for any reason the employee is released, resigns, or reduces his or her working hours below the minimum threshold.

3. Mid-Year Residency Changes. Interdistrict attendance permits may be approved for a student whose residency changes after mid-year and who notifies the District of the change of residency, in order to permit the student to continue his or her attendance in a District school only until the end of the current school semester. In cases where transferring to a new school district after the end of the current semester would cause a severe hardship, the Superintendent is authorized to grant the interdistrict attendance permit through the end of the current school year. Such permits shall not be renewed.

4. High School Juniors and Seniors.

   A new interdistrict attendance permit may be approved for a student who would like to continue attending their junior and senior year even though their parent(s) or guardian(s) have recently moved outside the district's boundaries. To be eligible to apply, a candidate for this new interdistrict attendance permit must have successfully completed their sophomore year at the high school and registered to attend their junior year.

Parent(s) or Guardian(s) must first apply for the interdistrict transfer from the district in which their new residence is located. If the new district agrees to release the student, then a UpperClass Privilege Request Form is to be completed and submitted to the high school. In addition, but not limited to 3 a., b., and c. above, UpperClass Privilege Request Form will also be evaluated based on:

- Student academic standing
- Year of original enrollment
- Date of move out of district

No existing interdistrict attendance permits will be rescinded for students after June 30 following the completion of 10th grade or for students in grades 11 or 12. (EC 46600 (a)(4).)

In determining whether to approve an interdistrict attendance permit, the Assistant Superintendent or designee shall consider the following factors:

a. Whether there is available space in existing programs to admit the student without disruption of the current student-teacher ratios.

b. Any discipline and attendance problems.

c. Whether education would require the District to create a new program or new services to address the student's needs.

5. Students who are attending the District as a result of their parent or legal guardian's employment with the District *(refer to section 2 above)* may be granted a temporary exception to interdistrict attendance requirements if the employee experiences a reduction in force or layoff..

   a. ***Temporary Continuation of Enrollment***
   A student who is currently enrolled in the District based on the employment of a parent or legal guardian may remain enrolled for a period not to exceed six (6) months or one academic semester, whichever occurs first, following the effective date of the employee's layoff.

   b. ***Requirement to Apply for Interdistrict Transfer***
   During this temporary continuation period, the student's parent or guardian must submit a new *PGUSD Interdistrict Transfer Agreement* for continued enrollment. Approval of the agreement is subject to review and authorization by the District.

   c. ***Student Standing Requirement***
   To be considered for continued enrollment, the student must remain in good standing, including acceptable standards of behavior and attendance.

d. ***Factors Considered in Approval***
In determining whether to approve the *PGUSD Interdistrict Transfer Agreement*, the Assistant Superintendent or designee shall consider the following factors:

1. Program and Space Availability
Whether space is available within existing programs and grade levels to admit or retain the student without disruption to established student–teacher ratios.

2. Discipline and Attendance Record
The student's record related to behavior, discipline, and attendance while enrolled in the District.

e. ***Final Determination***
Approval of an *PGUSD Interdistrict Transfer Agreement* under this exception shall remain subject to District capacity, program availability, and administrative review, and may be denied if the criteria outlined above are not met.

Victims of Bullying

Where a student has been determined by personnel of the District or his or her district of residence to have been the victim of an act of bullying as defined in Education Code 48900(r), committed by a student enrolled in the student's district of residence, at the request of the student's parent(s) or guardian(s), the student shall be given priority for interdistrict transfer under any existing interdistrict attendance agreement between the District and another district, subject to the terms of the interdistrict attendance agreement and a review of the individual student's circumstances. In the absence of an existing interdistrict attendance agreement between the District and another district, if a student desiring to transfer is determined to have been the victim of an act of bullying under Education Code 48900(r), the District shall give additional consideration to the creation of an interdistrict attendance permit. (Education Code 46600, 48900(r)) Students seeking an interdistrict transfer on the basis that they were a victim of bullying under Education Code section 48900(r), must provide documentation confirming that they were in fact a victim of bullying within the past school year, as determined by their district of residence.

Initial Requests

The Assistant Superintendent may approve or deny initial interdistrict attendance permit requests in accordance with applicable law and District policy and regulation.

Within 30 calendar days of the receipt of a "current year request" for interdistrict attendance, which means a request received beginning 15 calendar days before start of the school year for which the transfer is sought, the Assistant Superintendent shall notify the parent(s) or guardian(s) of a student who is denied interdistrict attendance regarding the process for appeal. (46600.1(c) and

46600.2 (a)(5)(A).)

Within 14 calendar days of the receipt of a "future year request" for interdistrict attendance, which means a request received up until 15 calendar days before the start of the school year for which the transfer is sought, the Assistant Superintendent shall notify the parent(s) or guardian(s) of a student who is denied interdistrict attendance regarding the process for appeal. (46600.1 (c) and 46600.2 (a)(5)(B).)

Appeal Process

An appeal to the District Superintendent may be filed within ten (10) calendar days of the date listed on the denial by the Assistant Superintendent. The parent(s) or guardian(s) of a student whose interdistrict transfer request has been denied will be offered an opportunity to meet with the District Superintendent and within twenty (20) calendar days after the appeal was filed, the District Superintendent will give his or her final decision, in writing, to the parent(s) or guardian(s). Except in cases where good cause is shown, the record shall not be reopened to consider evidence or argument which was not presented in the initial interdistrict transfer request. Failure to appeal to the District Superintendent within the required time shall be considered as cause for denial of an appeal.

If denied by the District Superintendent, the parent or guardian will be notified in writing of the right to appeal to the District's Board of Trustees by filing a written notice of appeal no later than ten (10) days from the date of receipt of the District Superintendent's denial. The Board of Education shall act on the appeal within thirty (30) days of denial by the District Superintendent. If the Board of Education denies the appeal, the District Superintendent or designee shall advise the person requesting the interdistrict attendance permit regarding the process for appeal to the Monterey County Board of Education within thirty (30) calendar days of the final denial. (EC46601 and 46600.2(b).

Within thirty (30) calendar days after the appeal is filed, the County Board of Education will determine whether the student should be permitted to attend the District school and the applicable period of attendance (46610 (b)(2)(a)(i). Failure to appeal within the required time shall be considered good cause for denial of an appeal. (46601 (a).)

The County Board of Education shall render a decision within three school days of any hearing conducted by the County Board of Education unless the parent or guardian requests a postponement. (46601 (b)(2)(B).)

Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or decisions while expulsion proceedings are pending or during the term of the expulsion. (Education Code 46601)

Enrollment in ROC or ROP Program

Interdistrict attendance agreements or permits shall not be required for students enrolling in an ROC or ROP program. (Education Code 52317)

Revocation

With the exception of students who have completed 10th grade or who are in grades 11 or 12, a student's interdistrict attendance permit may be revoked at any time during the school year due to unsatisfactory attendance or tardiness, behavior, poor academic performance, disruption of the educational program, or because it is determined that a parent or guardian made false statements or misrepresentations in applying for the student's interdistrict attendance permit. (EC 46600 (a)(4).)

Transportation

Transportation will not be provided for students attending a District school on an interdistrict attendance permit.

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
CA Constitution Article 1, Section 31	Nondiscrimination on the basis of race, sex, color, ethnicity, or national origin
Ed. Code 41020	Requirement for annual audit
Ed. Code 46600-46611	Interdistrict attendance agreements
Ed. Code 48204	Residency requirements for school attendance
Ed. Code 48300-48317	Student attendance alternatives; school district of choice program
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 48915	Expulsion; particular circumstances
Ed. Code 48915.1	Expelled individuals; enrollment in another district
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 52317	Regional Occupational Center/Program; enrollment of students; interdistrict attendance

Ed. Code 8151	Apprentices; exemption from interdistrict attendance agreement

Management Resources	Description
Attorney General Opinion	84 Ops.Cal.Atty.Gen. 198 (2001)
Attorney General Opinion	87 Ops.Cal.Atty.Gen. 132 (2004)
Court Decision	Walnut Valley Unified School District v. the Superior Court of Los Angeles County (2011) 192 Cal.App.4th 234
Court Decision	Crawford v. Huntington Beach Union High School District (2002) 98 Cal.App.4th 1275
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education
Website	CSBA

Cross References

Code	Description
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
3540	Transportation
3541	Transportation Routes And Services
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency

5111.1-E PDF(1)	District Residency
5112.2	Exclusions From Attendance
5113.1	Chronic Absence And Truancy
5116	School Attendance Boundaries
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5119	Students Expelled From Other Districts
5131.2	Bullying
5131.2	Bullying
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.6	Parent/Guardian Notifications
5148	Child Care And Development
5148	Child Care And Development
6146.3	Reciprocity Of Academic Credit
6146.3	Reciprocity Of Academic Credit
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
9000	Role Of The Board
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session

Regulation **PACIFIC GROVE UNIFIED SCHOOL DISTRICT**
Revised: Pacific Grove, California
Students
MOBILE COMMUNICATION DEVICES AR 5131.8

Purpose

To regulate the possession or use of non-PGUSD owned electronic signaling and media devices and other portable electronic or communication devices by students of the District while the students are on campus, in the classroom setting, attending school-sponsored activities, or while under the supervision of District employees. All devices shall forthwith in this AR be designated as Devices.

Definition

These regulations are in conformance with Board Policy 5131.8 and are intended to regulate the possession and use of all of the following:

1. **Electronic communication and media devices** that transmit, receive, or store data, voice, or video via wireless or cellular networks. This includes, but is not limited to: smartphones, smartwatches, tablets, laptops, handheld radios, and any device with mobile hotspot or wireless communication capabilities. This definition also applies to emerging technologies developed for similar functions.

2. **Portable personal electronic devices**, including but not limited to: tablets, smartwatches, digital music players, handheld gaming consoles, e-readers, and laser pointers.

3. **Audio, video, and image recording devices**, such as digital cameras, video cameras, action cams (e.g., GoPro), drones with cameras, and any other device capable of capturing still images, video, or audio recordings.

4. **Electronic accessories and peripherals**, whether wired or wireless, that connect to or enhance the use of any of the above devices. These include, but are not limited to: headphones, earbuds, Bluetooth speakers, external microphones or cameras, auxiliary displays, and connected environmental or biometric sensors.

Possession and Use

Possession and use of electronic signaling and media devices or other portable electronic or communication devices while students are on campus, in the classroom setting, while attending school-sponsored activities, or while under the supervision and of District employees, is permitted only under the circumstances described herein.

High School Students Use and/or Possession

1. Except as specified herein, High School age students may possess and use electronic and media devices and other portable electronic or communication devices before the bell signaling the beginning of the first instructional period of each school day and following the bell signaling the end of the final instructional period of each school day. Students may also use such devices during the lunch period, break, or while attending school-sponsored athletic events.

2. High School age students must ensure that permitted devices are turned "off" and out of sight during instructional periods, or as directed by a District employee. All amplification and notification functions, including "silent" and "vibrate" modes, of such devices may not be utilized while the student is participating in classroom instruction and other school activities.

General Grade Level Student Use and/or Possession

1. No Device shall disrupt any instructional program or school-sponsored activity.

2. Electronic signaling and media devices or other portable electronic or communication devices may be used during non instructional time, and outside of those times authorized herein during an emergency affecting the school or the community, or in the event of a medical emergency requiring immediate response.

3. Students may not bring laser pointers onto any District premises unless it is for a valid instructional or other school-related purpose. Prior to bringing a laser pointer onto District premises, students shall first obtain written permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.

4. Students may not use any electronic listening or recording device in any classroom without the prior consent of the teacher and the principal or designee and the consent of the person(s) being recorded.

5. Students may not use cameras, video cameras, or any other device that captures images, records video, and/or takes photographs, while on campus without prior

consent of the teacher and the principal or designee and the consent of the person(s) being recorded.

Emergency Justifiable Circumstances

The District recognizes that there may be emergency situations or specific, justifiable circumstances where a student's well-being or educational access is best supported by the use of a personal electronic device outside of the standard times and conditions outlined in District policy. In such cases, principals or their designees are authorized to approve individual student use of personal electronic devices, including for health-related needs, safety reasons, accessibility accommodations, or urgent family communication.

Students requesting to use a device under these conditions must receive prior approval from the school site administrator or designee. Approval may be granted on a case-by-case basis, with the student and family informed of the parameters for acceptable use.

Parents or guardians must submit a written request, electronic or hard copy, outlining the reason for the student's need to use the device. This request must be reviewed and approved before any non-standard device use occurs during the school day.

Unauthorized use of a personal electronic device without prior approval may be considered a violation of District policy and may result in revocation of privileges and appropriate disciplinary action.

Possession or Use for Essential Health Purposes

Nothing in these regulations shall be construed to prohibit a student who requires an electronic signaling and media device or other portable electronic or communication device for essential health and safety purposes from the limited use of such a device. A student who needs to use an electronic signaling and media device or other portable electronic or communication device for essential health and safety purposes shall furnish to the principal or designee a written determination by a licensed physician and/or surgeon that the limited use of the device is essential to the health of the pupil.

Use on District School Buses

Use of electronic signaling, recording and media devices or other portable electronic or communications devices by students while riding to and from school on Pacific Grove Unified School District buses are not permitted unless allowed by the bus driver, and so long as it does not impact the safe operation of the school bus.

However, students may use such devices on District or commercially chartered buses used for school-sponsored activities during the official instructional day, with prior consent of the principal, teacher, or other District employee, or as required for essential health purposes, as discussed above.

Violation of Board Policy or District Rules and/or Regulations

Unauthorized use or possession of electronic signaling and media devices and other portable electronic or communication devices disrupts the instructional program and distracts from the learning environment. Therefore, unauthorized use or possession of such devices may be grounds for disciplinary action.

District instructional staff and other site employees are expected to provide appropriate supervision to enforce District rules and regulations. If a District instructional staff or other site employee observes or becomes aware of a violation of these rules and/or regulations, the instructional staff and other site employees may:

For High School Students
Refer to the Pacific Grove High School Handbook for specific guidelines.

For Middle School Students
Refer to the Pacific Grove Middle School Handbook for specific guidelines.

For Elementary School Students
Refer to the Forest Grove Elementary School Handbook for specific guidelines.
Refer to the Robert H. Down Elementary School Handbook for specific guidelines.

District employees who take actual possession of any personal property of a student, with the intention of returning it at a later time, have the responsibility to ensure that the property is placed in a secure location.

Electronic signaling and media devices and other portable electronic or communication

devices confiscated from students and turned in to the school office may, at the discretion of the principal or designee, be returned to the student at the end of the instructional day, or kept until principal or designee consults with parent or guardian.

Repeated unauthorized use or possession may lead to disciplinary action. Depending on circumstances, disciplinary action may include, but is not limited to: (1) confiscation of device, as set out, above; (2) conference with parent/guardian; or (3) suspension and/or expulsion. A student who is found to have violated this policy more than two times during a single academic year may, at the discretion of the principal or designee, be prohibited from possessing any electronic signaling and media devices or other portable electronic or communications device on campus for the remainder of that academic year.

OPTIONAL--A principal or designee may establish procedures at a school site which are more restrictive than these regulations, provided that those procedures do not place any restrictions upon ability to possess or use electronic signaling and media devices or other portable electronic or communications devices for medical reasons, as set forth in Board policy.

No Liability for Loss, Damage, or Destruction

The District assumes no liability for loss, damage, or destruction of any such electronic signaling and media devices and other portable electronic or communication devices brought onto school grounds, left in automobiles or school lockers, or after confiscation by District employees.

Each principal or designee shall develop appropriate procedures for recording the confiscation and release of electronic signaling and media devices and other portable electronic or communication devices at each school site.

Legal Reference:
EDUCATION CODE
35160 Authority of governing boards
48901.5 Electronic signaling device; possession or use prohibited; exception
51512 Prohibited use of electronic listening or recording devices
PENALCODE
417.27 Laser pointers; possession on school premises

Approved:

Revised:

Board Cover Sheet

Information/Discussion

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

Meeting Date
May 21, 2026

Presenter(s)
Dr. Linda Adamson
Superintendent

Item
Future Agenda Items

Recommendation
The District Administration recommends that the Board review the Future Agenda Items list and provide direction regarding the addition, prioritization, or scheduling of items for upcoming meetings.

Background
Bylaw 9323: Meeting Conduct serves as the regulatory framework for Board operations and public engagement. Adopted in 2006 and revised in 2023, it ensures compliance with the Ralph M. Brown Act and California Education Code. The bylaw prioritizes meeting efficiency – establishing a 10:00 p.m. adjournment goal – and codifies the Board President's authority to maintain order while protecting the public's right to address the Board.

Information
Bylaw 9323 balances legal compliance with efficient governance through the following mandates:

- Operational Efficiency: Meetings adjourn by 10:00 p.m. unless extended by a majority; all actions require a majority vote of the full Board.
- Participation Standards: Public comments are limited to 3 minutes (6 for translated testimony). While the Board cannot deliberate on non-agendized items, it may direct staff to place matters on a future agenda.
- Conduct & Oversight: The Board President manages the floor to prevent "actual disruption" while ensuring the public's right to record and offer criticism is protected.

Fiscal Impact
N/A

2025/26

(None) No Fiscal Impact

Program/Grant
N/A

Future Agenda Items

Item	Requested	Status/Action Plan Notes	Presented/ Agendized	Admin. Resolved
Fiscal Resources	February 26, 2026	Inquiry submitted to FCMAT and SSC for scoping, timeline, and cost associated with external agency review. Information Item will be presented at a meeting in April to highlight process, timeline, request scope definition from the Board and review estimated cost if the Board were to pursue one or both as an option	☑	☐
Facility Use Agreement Contracts	April 9, 2026	A trustee requested that we bring forward copies of the District's facility use contracts for review, along with an overview of the process for requesting use of PGUSD facilities. This will also include information on where these materials and procedures are accessible on the District website.	☐	☐

Updated: Apr 29, 2026