

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT**  
**BOARD OF EDUCATION**  
**SPECIAL MEETING: Apr 23, 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:** Apr 23, 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

### VIRTUAL ZOOM LINK

<https://pgusd.zoom.us/j/88109803222?pwd=pNsTOAV7fym6gaDaSlbTk4Sth9Exp.1#success>

Meeting ID: 881 0980 3222  
 Passcode: 365988  
 One tap mobile +16699006833,,81793111121#,,,,\*717431# US (San Jose)  
 +16694449171,,81793111121#,,,,\*717431# US  
 Find your local number: [https://pgusd.zoom.us/u/kdsFxmWk](https://pgusd.zoom.us/j/88109803222?pwd=pNsTOAV7fym6gaDaSlbTk4Sth9Exp.1#success)

#### Trustees:

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

#### Administration:

Superintendent Dr. Linda Adamson  
 Assistant Superintendent Joshua Jorm

#### Student Representative(s):

Jasmine Booker  
 Paige Houston  
 Paige Silveira  
 Sulachhya Gurung

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

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

## AGENDA AND ORDER OF BUSINESS

### I. OPENING BUSINESS

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
SPECIAL MEETING: Apr 23, 2026**

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- A. Call to Order
- B. Land Acknowledgement  
Good evening; As we begin this meeting, it's important to pay respect to and acknowledge that we are on the traditional land of the Ohlone, Costanoan & Esselen people and additionally pay respect to elders both past and present.
- C. Roll Call
- D. Adoption of Agenda
  - Public Comment:
  - Board Discussion:
  - Move:  Second:  Vote:

**II. CLOSED SESSION**

- A. Identify Closed Session Topics:  
The Board of Education will meet in Closed Session to consider matters appropriate for Closed Session in accordance with Education and Government Code.
  - a. Confidential Student Matter
  - b. Public Employee Discipline/Dismissal/Release/Leave/Complaint [Government Code § 54957]
- B. Public Comment on Closed Session Topics
- C. Adjourn to Closed Session

**III. RECONVENE IN OPEN SESSION**

- A. Report Action Taken in Closed Session:
  - a. Confidential Student Matter
  - b. Public Employee Discipline/Dismissal/Release/Leave/Complaint [Government Code § 54957]
- B. Pledge of Allegiance
- C. Employee of the Year Recognition - Dr. Linda Adamson and Board of Trustees

**IV. 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*

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
SPECIAL MEETING: Apr 23, 2026**

*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. Out of County/Overnight Activities 5  
 Recommendation: ( Josh Jorn , Assistant Superintendent) The District Administration recommends that the Board review and approve the Out of County and/or Overnight Activities.

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

**V. ACTION/DISCUSSION**

- A. Resolution No. 1195 - Authorization for California State Preschool Program Relocation and Licensing Application 8

Recommendation: ( Abbie Arbrun , FGE Principal) The District Administration recommends that the Board approve Board Resolution No. 1195 authorizing the submission of an application to the Community Care Licensing Division to relocate the California State Preschool Program from the David Avenue location to Forest Grove Elementary School, and to obtain the appropriate childcare license for operation at the new site.

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

- B. Parcel Tax Survey 12

Recommendation: (Josh Jorn, Assistant Superintendent and Dr. Linda Adamson, Superintendent) The District Administration recommends that the Board approve proceeding with Dale Scott & Company to conduct a community survey to gather information regarding voter awareness, interest, and support related to a potential parcel tax measure for the November 2026 ballot.

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

**VI. INFORMATION/DISCUSSION**

- A. Local Control and Accountability Plan (LCAP) Community Input Update 13

Recommendation: (Dr. Larry Haggquist , Executive Director of Educational Services) The Administration recommends that the Board receive an update on the Local Control and Accountability Plan (LCAP) educational partner input process.

- Public Comment:

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
SPECIAL MEETING: Apr 23, 2026**

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- Board Discussion:
  - Direction: \_\_\_\_\_
- 

**VII. ADJOURNMENT**

Next Regular Board Meeting: May 7, 2026

Next Special Board Meeting: May 21, 2026

# Board Cover Sheet

## Consent ▾

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

## Meeting Date

Apr 23, 2026

## Presenter(s)

Josh Jorn

Assistant Superintendent

## Item

Out of County/Overnight Activities

## Recommendation

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

## Background

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

## Information

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

## Fiscal Impact

N/A

2025/26 ▾

(N/A) No Fiscal Impact

## Program/Grant

N/A

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
2025-26 OUT OF COUNTY OR OVERNIGHT ACTIVITIES**

<u>Date(s)</u>	<u>Destination</u>	<u>Student/ Class/ Activity</u>	<u>Transportation</u>	<u>Cost</u>	<u>Funding Source</u>
4/24/2026	Hollister High School Hollister, CA	PGHS Boys Tennis CCS Tennis Match	District Van	\$ -	PGHS Athletics

# PACIFIC GROVE UNIFIED SCHOOL DISTRICT PGHS REQUEST FOR OFF CAMPUS ACTIVITY

Board Approval is required for all out-of-county, out-of-state, or overnight activities. The request must be approved by the Board prior to the event, therefore the request must be submitted **AT LEAST FOUR (4) WEEKS PRIOR TO THE EVENT**. For ALL other activities, submit a request two weeks in advance of activity.

**Date of Activity:** 4/24/26 **Day of Activity:** Friday

**Activity Name/ Location:** Boys Tennis CCS play-in **Address:** 1220 Monterey Street

**City:** Hollister **County:** San Benito

**School:** Pacific Grove High School **Teacher/ Class or Club:** Boys Tennis **Grade:** 9-12

**School Departure Time:** 1:30 p.m. **Pickup Time from Place of Activity:** 6 p.m.

**Name(s) of Employee(s) Accompanying Students:** Farren Casad, Sean O'Brien

**Number of Adults:** 2 **Number of Students:** 11

(Total Chaperones)

**Description of Activity/ Educational Objective:** Tennis match

**List All Stops:** Hollister High School

I understand that per Board Policy 6153, I am responsible for sending and having returned prior to departure written permission from parents for this trip. FC (Teacher/Coach/Advisors Initials)

**Means of Transportation:** District Van  
(Board Regulation 3541.1 requirements will be complied with when using private autos: FC (Teacher/ Coach/Advisors Initials)  
Farren Casad, Sean O'Brien

**Name(s) of Auto Drivers (subject to change):** \_\_\_\_\_  
 **Form-OCA-1** Release of Driver Record Information is on file with the District \_\_\_\_\_  
 **Form-OCA-2** Personal Automobile Information is on file with the District \_\_\_\_\_  
 **Fingerprint** clearance is on file with the District \_\_\_\_\_

**Requested By:** Farren Casad Farren Casad **Date:** 04/11/2026  
*Employee Signature (accompanying students)* *(Printed Name)*

**Administrative Approval/Principal:** Greg O'Meara **Date:** 04/19/2026

\*\*\*\*\*  
**Substitute Required:** No **# of Days** \_\_\_\_\_ **Account Code (for sub):** \_\_\_\_\_

**Cost of Activity:** \$ 0.00 + **Cost of Transportation:** \$ 0.00 + **Cost of Substitute:** \$ \_\_\_\_\_ = **Total Cost (Est):** \$ \_\_\_\_\_

**Funds to be charged for all activity expenses:** ( ) Students ( ) Club ( ) PG Pride ( ) Other \_\_\_\_\_

**Account Code:** N/A

\*\*\*\*\*  
**TRANSPORTATION DEPARTMENT/ DISTRICT OFFICE USE**

**Date Received:** 04/15/2026 **Transportation Available:** Yes

**Transportation Type:** ( ) School Bus ( ) Charter

**Approved by Transportation Supervisor:** Jon Anderson **Date:** 04/17/2026

**Approved by Assistant Superintendent:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Board Approval:** \_\_\_\_\_ **Date of Board Approval:** \_\_\_\_\_

## Board Cover Sheet

### Action/Discussion

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

### Meeting Date

Apr 23, 2026

### Presenter(s)

[Abbie Arbrun](#)  
 Principal

### Item

Approval of Board Resolution No. 1195 for Relocation and Licensing Application of the California State Preschool Program (CSPP) to Forest Grove Elementary School

### Recommendation

The District Administration recommends that the Board approve Board Resolution No. 1195 authorizing the submission of an application to the Community Care Licensing Division to relocate the California State Preschool Program from the David Avenue location to Forest Grove Elementary School, and to obtain the appropriate childcare license for operation at the new site.

### Background

The Pacific Grove Unified School District currently operates a California State Preschool Program (CSPP) at the David Avenue location. In an effort to better align services, increase access for families, and integrate preschool students into the broader school community, the District is seeking to relocate the program to the Forest Grove Elementary School campus.

As part of this process, the District must submit a licensing application to the California Department of Social Services, Community Care Licensing Division. A Board Resolution is required to authorize the submission of this application, identify the program details, and designate authorized representatives for licensing compliance.

### Information

The proposed relocation will allow the District to provide a more cohesive educational experience for preschool students by placing the program on an elementary school campus. This supports smoother transitions into kindergarten, increased collaboration among staff, and improved access to school resources.

The Board Resolution will:

- Approve submission of the childcare licensing application
- Identify the ages served (3–5 years old) and program capacity
- Designate Abbie Arbrun, Principal, as the authorized representative to sign and submit all licensing documentation and maintain compliance
- Designate Superintendent Linda Adamson to act on behalf of the Board in the absence of the Principal
- Identify the Site Supervisor and a fully qualified teacher to act in their absence

This action ensures the District remains in compliance with all licensing requirements and is able to continue providing high-quality preschool services.

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### **Fiscal Impact**

**2025/26**

**(None) No Fiscal Impact**

### **Program/Grant**

California State Preschool Program (CSPP)



# BOARD RESOLUTION NO. 1195

## Authorization for California State Preschool Program Relocation and Licensing Application

**Pacific Grove Unified School District**

**Date: April 23, 2026**

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WHEREAS, the Pacific Grove Unified School District operates a California State Preschool Program (CSPP) in accordance with the California Department of Social Services, Community Care Licensing Division requirements; and

WHEREAS, the District seeks to relocate its State Preschool Program from its current site on David Avenue to the Forest Grove Elementary School campus in order to better serve students and families; and

WHEREAS, the District intends to submit an application to obtain the necessary child care license for operation at the new location;

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of the Pacific Grove Unified School District hereby approves the submission of an application to the Community Care Licensing Division for the relocation and licensing of the California State Preschool Program at Forest Grove Elementary School.

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### Program Details

- **Program Name:** California State Preschool Program (CSPP)
- **New Location:** Forest Grove Elementary School
- **Ages Served:** 3 to 5 years old
- **Requested Capacity:** 20

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### Authorized Representatives

BE IT FURTHER RESOLVED that the Governing Board designates:

- **Abbie Arbrun, Principal**, as the authorized representative to act on behalf of the Board to sign and submit all licensing applications and required documentation related to the childcare licensing process, and to maintain compliance by signing any licensing forms on behalf of the District.
- In the absence of Abbie Arbrun, **Superintendent Linda Adamson** is authorized to act on behalf of the Board for all purposes stated above, including signing and submitting licensing documents and maintaining compliance.

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### Site Supervision

BE IT FURTHER RESOLVED that the Governing Board designates:

- **Kine Samuels, Site Supervisor**, as the qualified Site Supervisor for the California State Preschool Program at Forest Grove Elementary School.
- In the absence of the Site Supervisor, **Erin Homami**, a fully qualified teacher, is designated to act on their behalf to ensure continuity of program operations and compliance with all licensing requirements.

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PASSED AND ADOPTED by the Governing Board of the Pacific Grove Unified School District on this \_\_\_ day of \_\_\_\_\_, **2026**, by the following vote:

AYES: \_\_\_\_\_  
NOES: \_\_\_\_\_  
ABSENT: \_\_\_\_\_  
ABSTAIN: \_\_\_\_\_

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**Signature:** \_\_\_\_\_  
**Board President / Clerk of the Board**

# Board Cover Sheet

## Action/Discussion

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

## Meeting Date

Apr 23, 2026

## Presenter(s)

[Josh Jorn](#) & Dr. [Linda Adamson](#)  
 Assistant Superintendent &  
 Superintendent

## Item

Parcel Tax Community Survey

## Recommendation

The Administration recommends that the Board review and approve the engagement of Dale Scott and Company to conduct a community survey.

## Background

As part of the District's ongoing efforts to support long-term financial stability, Administration is engaged in a multi-year planning process that includes exploring potential new revenue sources.

At the April 9, 2026 Board meeting, Dale Scott and Company presented information regarding the process and timeline associated with a potential parcel tax measure, and the Board provided direction to proceed with the next step of gathering community input. This survey will assess voter awareness, interest, and support regarding a potential parcel tax measure for the November 2026 ballot.

## Information

The purpose of the proposed survey is to provide the Board with data to help determine whether pursuing a parcel tax measure would be a viable option. This step is strictly informational and is intended to inform future Board consideration regarding whether to move forward with the significant costs associated with placing a measure on the November 2026 ballot.

Approval of this item authorizes Dale Scott and Company, under the District's existing contract, to conduct the survey.

## Fiscal Impact

The estimated cost of the community survey is **\$35,000 NTE**

## (01) General Fund

# Board Cover Sheet

## Information/Discussion

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

## Meeting Date

Apr 23, 2026

## Presenter(s)

Larry Haggquist

Executive Director of Educational Services

## Item

Local Control and Accountability Plan (LCAP) Community Input Update

## Recommendation

The District Administration recommends that the Board receive an update on the Local Control and Accountability Plan (LCAP) educational partner input process.

## Background

The Local Control and Accountability Plan (LCAP) establishes the district's goals and the actions that will support those goals for each school year. Every three years, a new LCAP is drafted after a thorough review of the progress the district has made over the previous three-year period. An important component of the LCAP is gathering input from the district's educational partners. We are currently in year 2 of the 3-year cycle.

## Information

To inform potential revisions to the Local Control and Accountability Plan (LCAP), Pacific Grove Unified School District (PGUSD) has actively engaged with educational partners since the Mid-year LCAP presentation. This engagement has yielded both quantitative data from surveys (e.g., California Healthy Kids Survey) and state assessments, as well as qualitative feedback from LCAP advisory groups, community meetings, school and district-based groups, and other outreach efforts. Specifically, the district has convened its Parent Advisory Group (twice, plus two community engagement meetings), multiple Student Advisory Group meetings at all school sites (ensuring diverse student input), and a District English Learner Advisory Committee meeting, all focused on the LCAP. The accompanying report analyzes this data and feedback, which will be used to guide the LCAP revision process. This evening's study session will offer trustees and the community a summary of the input received and the subsequent steps in developing the LCAP.

**Fiscal Impact - None**

LCAP Study Session

# Pacific Grove Unified

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Lawrence Haggquist, Ed.D.

April 23rd, 2026

## Table of Contents

Input Timeline	3
Data Collection	6
CHKS Student, Family, Staff Input	6
Student CHKS Data	6
Family CHKS Data	9
Staff CHKS Data	10
CHKS District Level School Climate Report Cards	11
State Testing Data	12
California Dashboard Data	13
Local Indicators	14
MAP Assessments	14
Dibels Assessments	16
CORE SEL	17
Cultural Proficiency Team (Teachers)	20
Community Engagement Meetings	21
Parent Advisory Committees (PAC)	25
District English Learner Advisory Committee (DELAC)	26
Student Advisory Committees (SAC)	26
<b>Summary</b>	<b>29</b>
<b>References</b>	<b>33</b>

The Local Control and Accountability Plan (LCAP) is a critical component of Pacific Grove Unified School District’s (PGUSD) funding and planning process. A requirement for all local education agencies (LEA) in California, the LCAP helps to ensure that school districts align resources with student needs and community priorities. Developed in three-year cycles and updated annually, the LCAP outlines district goals, actions, services, and expenditures aimed at improving student outcomes, particularly for traditionally marginalized populations, such as English learners (EL) and socioeconomically disadvantaged (SED) students. As part of the LCAP development process, districts are required to engage stakeholders—including students, families, educators, and community members—to gather meaningful input that informs decision-making. This report provides an overview of the stakeholder input sessions held during the current planning cycle and presents an analysis of the feedback received to guide the development of the 2025–26 LCAP.

### Input Timeline

The LCAP development process for the 2025–26 school year has included a comprehensive series of training sessions, stakeholder engagement events, and collaborative planning meetings spanning from September 2025 through spring 2026. These efforts brought together students, families, educators, community partners, and leadership groups to gather meaningful input and ensure a wide range of voices are reflected in the plan’s revision. The timeline includes student engagement planning meetings, EL Education training sessions and site visits, Cultural Proficiency team sessions, Restorative Practices trainings, and multiple meetings of the LCAP Stakeholder Advisory and Parent Advisory Committees. The following table outlines the full sequence of events and dates that have informed the LCAP draft currently in development (see Table 1.1).

Table 1.1 LCAP Development Timeline 2025-26

Date	Action Item	Notes
6/10/2025	Indigenous Education Initiative: Stevenson School 8am-12pm	<b>Completed 6/10/25</b>
7/31/2025	EL Education Launch	<b>Completed 7/31/25</b>
8/1/2025	EL Education Day 2 Launch	<b>Completed 8/1/25</b>
8/6/2025	Meet w/ Ann Jealous & Caroline Haskell	<b>Completed 8/6/25</b>
9/19/2025	Allyship in Education Meeting re: <a href="#">Model Curriculum</a>	<b>Completed 9/19/25</b>
9/24/2025	EL Education Strategic Planning w	<b>Completed 9/24/25</b>

	District Leadership	
10/8/2025	Cultural Proficiency Planning Meeting w/ Ann and Caroline	<b>Completed 10/8/25</b>
10/9/2025	EL Education Site Visit	<b>Completed 10/9/25</b>
10/10/2025	EL Education Site Visit	<b>Completed 10/10/25</b>
10/22/2025	Cultural Proficiency Leadership Meeting: Bias Incident Response w/ site leaders	<b>Completed 10/22/25</b>
11/4/2025	Cultural Proficiency Planning Meeting w/ Ann and Caroline	<b>Completed 11/4/25</b>
11/12/2025	Cultural Proficiency Team Meeting Agenda <a href="#">LINK</a>	<b>Completed 11/12/25</b>
11/18/2025	EL Education Leader Planning w/ Adam	<b>Completed 11/18/25</b>
11/20/2025	EL Education Virtual Lesson Planning w/ Alexis	<b>Completed 11/20/25</b>
12/11/2025	EL Education Virtual Lesson Planning	<b>Completed 12/11/25</b>
12/15/2025	Cultural Proficiency Debrief Meeting w/ Ann and Caroline	<b>Completed 12/15/25</b>
12/19/2025	CHKS Close	<b>Completed 12/19/2025</b>
1/21/2026	Cultural Proficiency Leader Development Training w/ Ann and Caroline	<b>Completed 1/21/26</b>
1/21/2026	EL Education Site Visit	<b>Completed 1/21/2026</b>
1/22/2026	EL Education Site Visit	<b>Completed 1/22/2026</b>
2/25/2026	LCAP Student Advisory Council @ PGHS	<b>Completed 2/25/2026</b>
3/03/2026	LCAP Student Advisory Council @ FGE	<b>Completed 3/03/2026</b>
3/05/2026	LCAP Student Advisory Council @ PGMS (Leadership)	<b>Completed 3/05/2026</b>
3/09/2026	LCAP Student Advisory Council @ RHD	<b>Completed 3/09/2026</b>

3/11/2026	Cultural Proficiency Planning Session for LCAP/Cultural Proficiency meeting w/ Ann and Caroline	<b>Completed 3/11/26</b>
3/18/2026	LCAP Student Advisory Council @ PGHS (Leadership)	<b>Completed 2/25/2026</b>
3/19/2026	EL Education Site Visit	<b>Completed 3/19/2026</b>
3/20/2026	EL Education Site Visit	<b>Completed 3/20/2026</b>
3/25/2026	LCAP Student Advisory Council @ PGHS	<b>Completed 3/25/2026</b>
3/27/2026	LCAP Student Advisory Council @ CHS	<b>Completed 3/27/2026</b>
3/25/2026	LCAP Community Input Meeting @ PGHS	<b>Completed 3/25/2026</b>
4/01/2026	LCAP Parent Advisory Committee (PAC) @ DO	<b>Completed 4/01/2026</b>
4/07/2026	LCAP Student Advisory Council @ PGHS (SPED)	<b>Completed 4/07/2026</b>
4/07/2026	LCAP Student Advisory Council @ PGMS (SPED)	<b>Completed 4/07/2026</b>
4/07/2026	LCAP Student Advisory Council @ PGHS (ELD)	<b>Completed 4/07/2026</b>
4/08/2026	LCAP Community Input Meeting @ FGE	<b>Completed 4/08/2026</b>
4/08/2026	Cultural Proficiency Leader Development Planning Session w/ Ann and Caroline	<b>Completed 4/08/26</b>
4/23/2026	LCAP Board Study Session	
4/24/2026	DELAC Input Session	
5/12	Complete LCAP Draft	
5/21	Public Hearing Board Meeting	
5/22	Board Packet Info Due	
6/04	LCAP Approval Board Action Item	

## Data Collection

The LCAP data collection process employed a mixed methods approach to ensure a comprehensive understanding of stakeholder perspectives and student outcomes. Quantitative data sources included the California Healthy Kids Survey (CHKS), a widely distributed and validated instrument that uses Likert-scale questions to assess school climate, student well-being, and engagement. Additional quantitative measures, such as the CAASPP and ELPAC assessments, provided standardized data that allowed for comparison across student groups and districts statewide. Complementing this, qualitative data was gathered through a series of focus group interviews, leadership team meetings, and community engagement events. For example, input was collected during meetings with the Cultural Proficiency Team, EL Education Planning Sessions and site visits, and school-based LCAP Student Advisory Committee (SAC) sessions at PGHS, PGMS, and elementary sites. These sessions used in vivo coding to identify recurring themes through frequency analysis, allowing stakeholder voices to directly inform the development of goals and actions in the LCAP. This integrated data collection strategy ensured that both statistical trends and lived experiences were considered in shaping district priorities.

## CHKS Student, Family, Staff Input

Input for this report was gathered from multiple sources to ensure a broad and meaningful representation of student voice across the district. Key sources include the student, parent, and staff sections of the California Healthy Kids Survey (CHKS). This widely distributed survey provided valuable insight into perspectives on belonging, respect, and inclusivity. The following sections provide an analysis of the data collected through CHKS survey tools.

### *Student CHKS Data*

The California Healthy Kids Survey is an anonymous, confidential survey administered to students in grades 5, 7, 9, and 11. The survey provides data on a range of topics including school safety, connectedness, academic motivation, and student well-being. Highlights from the CHKS student surveys are summarized in the tables below (see Table 1.2, 1.3, and 1.4)

Table 1.2 PGUSD Elementary CHKS Student Survey

Category	Questions	2023-24	2024-25	2025-26
Positive Takeaways				

Caring Adults in School	Do the teachers and other grown-ups at school... <ul style="list-style-type: none"> <li>• care about you?</li> <li>• listen when you have something to say?</li> <li>• make an effort to get to know you?</li> </ul>	73%	85%	85%
Facilities Upkeep	Is your school building neat and clean?	72%	89%	90%
Perceived Safety at School	Do you feel safe at school?	74%	86%	86%
Feel safe on way to and from school	Do you feel safe on your way to and from school?	90%	93%	95%
<b>Growth Areas</b>				
Frequent Sadness	Do you feel sad?	19%	14%	9%
Late bedtime	What time did you go to bed last night?	25%	24%	19%

Table 1.3 PGUSD Middle School CHKS Student Survey

Category	Questions	2023-24	2024-25	2025-26
<b>Positive Takeaways</b>				
School connectedness	I feel close to people at this school. I am happy to be at this school. I feel like I am part of this school. The teachers at this school treat students fairly. I feel safe in my school.	56%	60%	63%
Caring Adult Relationships	At my school, there is a teacher or some other adult... <ul style="list-style-type: none"> <li>- who really cares about me.</li> <li>- who notices when I'm not there.</li> <li>- who listens to me when I have something to say.</li> </ul>	59%	62%	73%
School Perceived as Very Safe or Safe	How safe do you feel when you are at school?	55%	53%	62%
High Expectations	There is a teacher or some other adult from my school... <ul style="list-style-type: none"> <li>• who tells me when I do a good job.</li> <li>• who always wants me to do my best.</li> <li>• who always wants me to do my best.</li> </ul>	67%	69%	79%
<b>Growth Areas</b>				
Any Harassment at	During the past 12 months, how many	47%	42%	47%

School	times on school property were you harassed or bullied for any of the following reasons? - Your race, ethnicity, or national origin - Your religion - Your gender - Because you are gay, lesbian, or bisexual (added in 2019-20) or someone thought you were - A physical or mental disability - You are an immigrant or someone thought you were (added in 2017-18) - Any other reason			
Late Bedtime	What time did you go to bed last night?	17%	17%	11%

Table 1.3 PGUSD High School/CHSI CHKS Student Survey

Category	Questions	2023-24		2024-25		2025-26	
		9th	11th	9th	11th	9th	11th
<b>Positive Takeaways</b>		9th	11th	9th	11th	9th	11th
School Connectedness	I feel close to people at this school I am happy to be at this school I am happy with this school I feel like I am part of this school The teachers at this school treat students fairly I feel safe in my school	71%	56%	74%	64%	67%	70%
High Expectations	At my school, there is a teacher or some other adult... - who tells me when I do a good job. - who always wants me to do my best. - who believes that I will be a success.	70%	69%	68%	69%	71%	76%
School Perceived as Safe or Very Safe	How safe do you feel when you are at school?	69%	69%	69%	69%	80%	74%
Life Satisfaction	Please describe your level of satisfaction below. I would describe my satisfaction with... - my family life as... - my friendships as... - my school experience as... - myself as... - where I live as...	65%	61%	66%	66%	72%	73%
<b>Growth Areas</b>		9th	11th	9th	11th	9th	11th

Social Emotional Distress	Over the past month, how true do you feel these statements are about you? - I had a hard time relaxing. - I felt sad and down. - I was easily irritated. - It was hard for me to cope and I thought I would panic. - It was hard for me to get excited about anything.	30%	31%	23%	24%	22%	18%
Late Bedtime	What time did you go to bed last night?	17%	31%	15%	29%	16%	35%

### **Family CHKS Data**

The California School Parent Survey offers important insight into how families view their child's school experience, including areas such as communication, engagement, and school climate. As a confidential tool, it allows parents and guardians to share honest feedback that supports school and district improvement efforts. The data collected helps identify strengths and areas for growth from the family perspective. Key findings from the parent responses are presented in the tables below (see Table 1.4).

Table 1.4 PGUSDI CHKS Family Survey

Category	Questions	2023-24	2024-25	2025-26
<b>Positive Takeaways</b>				
Caring Adult Relationships	This school has adults who really care about students.	41%	52%	50%
Teachers Responsive to Child's Needs	My child's teachers are responsive to my child's social and emotional needs.	79%	87%	88%
School Promotes Respect for Cultural Beliefs	This school communicates the importance of respecting different cultural beliefs and practices	33%	41%	41%
School Treats ALL Students with Respect	This school treats ALL students with respect	43%	44%	48%
<b>Growth Areas</b>				
Seeking Input	School actively seeks the input of parents before making important decisions	23%	28%	27%
Motivation to Learn	This school motivates students to learn.	33%	35%	40%

### Staff CHKS Data

Understanding the perspectives of our dedicated staff is crucial for creating a supportive and effective learning environment. The California Healthy Kids Survey (CHKS) staff module provides valuable insights into their experiences, perceptions, and needs. This section presents data reflecting staff views on school climate, professional development, and their sense of efficacy. These findings offer a critical lens through which we can assess and enhance the conditions that directly impact both staff well-being and student success. Key results from the staff CHKS are detailed in the following tables (see Table 1.5).

Table 1.5 PGUSD CHKS Staff Survey

Category	Questions	2023-24	2024-25	2025-26
<b>Positive Takeaways</b>				
Is a safe place for Students	This school... - is a supportive and inviting place for students to learn. - promotes academic success for all students. - emphasizes helping students academically when they need it. - emphasizes teaching lessons in ways relevant to students. - is a safe place for students - motivates students to learn	42%	48%	48%
Caring Adult Relationships	Adults really care about every student Adults acknowledge and pay attention to students Adults listen to what students have to say	45%	47%	46%
Harassment/Bullying Moderate Severe Problem	For students enrolled in this school, how much of a problem is harassment or bullying among students?	32%	27%	27%
<b>Growth Areas</b>				
Social Emotional Supports	Please indicate how much you agree or disagree with the following statements about your school. - This school encourages students to feel responsible for how they act. - This school encourages students to understand how others think and feel. - Students are taught that they can control their own behavior. - This school helps students resolve conflicts with one another. - This school encourages students to care about how others feel.	34%	36%	31%

Parent Involvement	Please indicate how much you agree or disagree with the following statements about your school. <ul style="list-style-type: none"> <li>- This school is welcoming to and facilitates parent involvement.</li> <li>- This school encourages parents to be active partners in educating their child.</li> <li>- Teachers at this school communicate with parents about what their children are expected to learn in class.</li> <li>- Parents feel welcome to participate at this school.</li> <li>- School staff take parents' concerns seriously.</li> </ul>	38%	37%	33%
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### CHKS District Level School Climate Report Cards

To provide a comprehensive view of school climate across the district, the California Healthy Kids Survey (CHKS) data is distilled into school climate report cards. These reports offer a snapshot of key indicators, including safety, connectedness, expectations, academic motivation, fairness, positive behavior, and high expectations at each school site. The report cards allow for comparison to prior years and well as comparison to state averages. The following tables showcase highlights of report card metrics (see Tables 1.6, 1.7 & 1.8)..

Table 1.6 CHKS Elementary School Climate Report Cards

Category	2023	2024	2025	2026	CA State Avg	Differential between PGUSD & State Avg
<b>Positive Takeaways</b>						
Caring Relationships	74	73	85	85	68	+17
Parent Involvement in Schooling	83	82	80	86	76	+10
<b>Area for Growth</b>						
School Connectedness	78	74	84	82	73	+9

Table 1.7 CHKS Middle School Climate Report Cards

Category	2023	2024	2025		CA State	Differenti
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					Avg	Differential between PGUSD & State Avg
<b>Positive Takeaways</b>						
Caring Adult Relationships	67	59	62	73	58	+15
Meaningful Participation	33	25	31	37	27	+10
<b>Area for Growth</b>						
Academic Motivation	69	62	66	62	65	-3

Table 1.8 CHKS High School School Climate Report Cards

Category	2023	2024	2025		CA State Avg	Differential between PGUSD & State Avg
<b>Positive Takeaways</b>						
No Mean Rumors	67	61	64	80	74	+6
Perceived School Safety	68	69	69	77	60	+17
<b>Area for Growth</b>						
Two or Fewer Absences per Month	85	87	83	79	84	-5

### State Testing Data

A comprehensive review of state testing data, including the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts (ELA) and Mathematics, the California Science Test (CAST) and the English Language Proficiency Assessments for California (ELPAC) was delivered to the board on November 6th, 2025 after the public release of the 2023-24 student outcomes data. Highlights from that review are included in the tables below. (see Tables 2.1-2.3)

Table 2.1 CAASPP ELA Scores (met or exceeded)

2022-23	2023-24	2024-25	2024-25 Monterey County	2024-25 California State

70.03%	72.72%	71.78%	37.21%	48.82%
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Table 2.2 CAASPP Mathematics Scores (met or exceeded)

2022-23	2023-24	2024-25	2023-24 Monterey County	2023-24 California State
56.88%	57.93%	60.22%	24.59%	37.30%

Table 2.3 CAST Scores (met or exceeded)

2022-23	2023-24	2024-25	2023-24 Monterey County	2023-24 California State
55.95%	56.62%	63.90	23.22%	32.66%

Table 2.4 ELPAC Level 4 (proficient)

2022-23	2023-24	2024-25	2023-24 Monterey County	2023-24 California State
27.71%	29.76%	40.98%	13.32%	15.53%

### California Dashboard Data

The California School Dashboard provides an objective, statewide measure of district and school performance across various indicators. This tool offers a comprehensive view of student progress, encompassing academic achievement, chronic absenteeism, suspension rates, and English learner progress. The Dashboard's color-coded system allows for easy identification of areas where the district is excelling and areas requiring targeted intervention. This section highlights key areas of Pacific Grove Unified School District's current Dashboard performance. The following table presents the district's Dashboard results, with a focus on ELA, Math, EL Progress, College/Career, Chronic Absenteeism, Graduation Rate, and Suspension Rate. These indicators provide insight into the overall health and effectiveness of our educational programs.

Table 2.5 PGUSD California Dashboard Results 2025

Category	Very High	High	Medium	Low	Very Low
<b>Academic Performance</b>					

ELA	✓				
Math		✓			
EL Progress				✓	
College/Career		✓			
<b>Academic Engagement</b>					
Chronic Absenteeism				✓	
Graduation Rate	✓				
<b>Conditions and Climate</b>					
Suspension Rate	✓				

### Local Indicators

In addition to statewide measures, Pacific Grove Unified School District utilizes a range of local indicators to gain a more nuanced understanding of student progress and well-being. These indicators include Measures of Academic Progress (MAP) assessments, which provide valuable insights into individual student growth in core subjects. The CORE Social Emotional Learning (SEL) survey offers data on student SEL competencies, crucial for fostering a positive and supportive learning environment. DIBELS assessments track early literacy skills, ensuring timely interventions for struggling readers. Furthermore, LCAP surveys and qualitative data gathered through focus groups with students, staff, and families provides rich contextual information, complementing quantitative data and offering deeper insights into lived experiences within our schools. The following sections will present key findings from these local indicators, offering a comprehensive view of student and district performance beyond state-level metrics.

### MAP Assessments

Measures of Academic Progress (MAP) assessments provide valuable data on individual student growth in reading and mathematics. These computer-adaptive tests adjust to each student's performance level, offering precise insights into their strengths and areas for growth. At the family level, MAP reports can help parents understand their child's academic progress relative to national norms. In classrooms, teachers use MAP data to differentiate instruction and tailor lessons to meet individual student needs. At the site level, MAP data informs school-wide improvement efforts and helps identify trends in student achievement. At the district level, MAP data provides a longitudinal view of student growth, enabling informed decisions regarding curriculum, resource

allocation, and targeted interventions. In PGUSD MAP assessments take place three times a year. The tables below highlight data available to date (see Tables 2.6 & 2.7).

Table 2.6 District MAP Reading Data 2025-26 (Fall-Winter)

Grade Level	Fall 2025 Median Percentile	Winter 2026 Median Percentile	Fall 2025 Lowest Percentile	Winter 2026 Lowest Percentile
K	74th	77th	1%	7%
1	70th	63rd	9%	16%
2	76th	78th	5%	7%
3	63rd	68th	9%	9%
4	75th	72nd	5%	6%
5	68th	69th	6%	6%
6	80th	77th	3%	2%
7	74th	73rd	5%	6%
8	76th	72nd	2%	3%
9	66th	75th	8%	7%
10	56th	52nd	15%	14%
11	65th	61st	25%	24%
12	50th	40th	27%	32%
District	69th	6th	9%	11%

Table 2.7 District MAP Math Data 2025-26 (Fall-Winter)

Grade Level	Fall 2025 Median Percentile	Winter 2026 Median Percentile	Fall 2025 Lowest Percentile	Winter 2026 Lowest Percentile
K	78th	66th	3%	9%
1	64th	55th	9%	9%

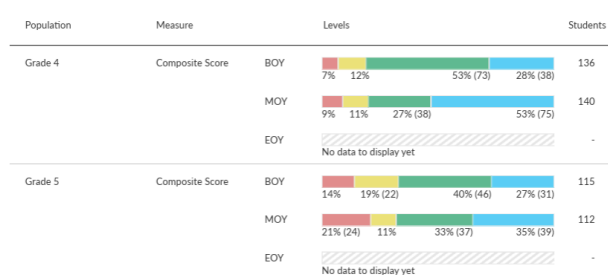
2	68th	74th	7%	8%
3	72nd	78th	5%	2%
4	69th	67th	5%	7%
5	59th	64th	6%	5%
6	71st	70th	4%	3%
7	67th	69th	9%	6%
8	71st	66th	3%	4%
9	77th	83rd	3%	5%
10	69th	59th	10%	8%
11	72nd	73rd	15%	19%
12	54th	45th	19%	25%
District	69th	67th	8%	8%

### ***Dibels Assessments***

Early literacy is a foundational skill, and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments provide critical data on students' progress in this area. These assessments track key indicators of reading development, allowing educators to identify students who may require additional support and tailor interventions accordingly. This section of the report will present an overview of the district's DIBELS data, highlighting trends in early literacy development and the impact of targeted interventions implemented to ensure all students achieve reading proficiency (see Figure 1.1).

Figure 1.1 PGUSD Dibels Data 2024-25

View: By grade



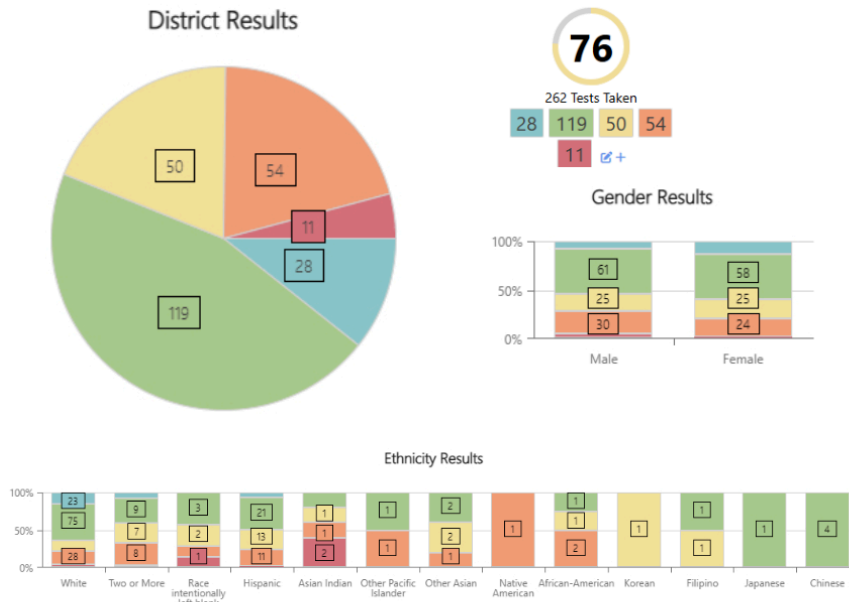
## CORE SEL

Recognizing the critical role of social-emotional learning (SEL) in student success, Pacific Grove Unified School District utilizes the CORE SEL survey to measure and track students' development in key SEL competencies. This data provides valuable insights into students' self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. By understanding students' SEL strengths and areas for growth, we can implement targeted strategies to foster a positive and supportive learning environment, ensuring all students have the tools they need to thrive academically and personally. Similar to the California Dashboard, Diblels, and MAP reports, the CORE SEL provides summary data in the form of color-coded graphs with red indicating a need for intervention and support. The 5 levels of social emotional health on the assessment are: 1. unhealthy/unfavorable, 2. Slightly unhealthy/unfavorable, 3. Moderately healthy/favorable, 4. Healthy/favorable, and 5. Very healthy/favorable. The following section presents an analysis of the district's CORE SEL data, highlighting trends and informing our efforts to cultivate a culture of belonging, safety, and prosperity across our schools.

**Elementary CORE SEL.** The district results of the Elementary CORE SEL indicate that the highest scoring category for elementary students on the CORE SEL was Level 4 (Healthy/Favorable), with 119 students (45%) falling in this category. The next highest scoring category was Level 2 (Slightly Unhealthy/Unfavorable), with 54 students (21%) falling in this category (see Figure 1.2). Ethnicity results indicate some categories with higher than average unfavorable scores, however, due to the exceptionally small sample sizes ( $n=1$  and  $n=2$ ) in these specific subgroups, any comparison of their means or proportions to the overall district average would be statistically unreliable and potentially misleading. With such limited data points, these samples are highly susceptible to individual variability and are unlikely to be representative of the broader population. Gender comparison indicates that male elementary

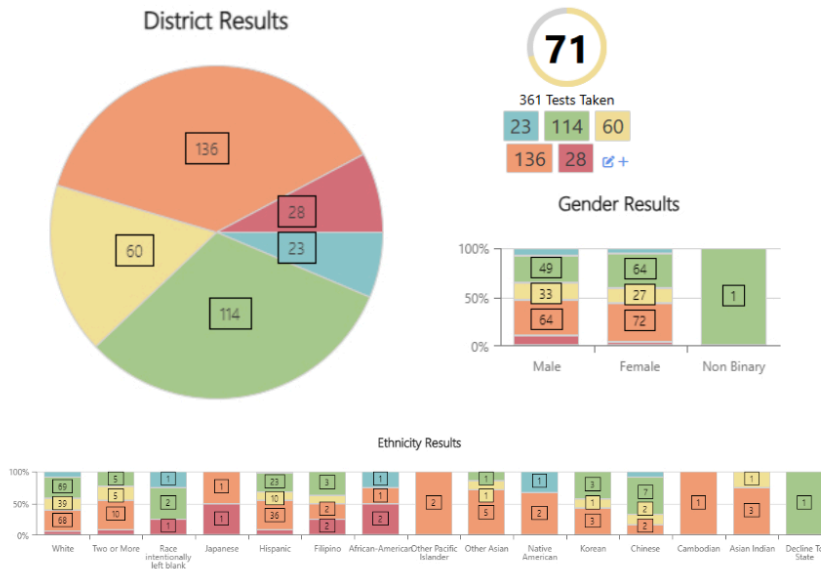
students have a significantly higher level (22%) of Level 2 (Slightly Unhealthy/Unfavorable) scores (see Figure 1.2).

Figure 1.2 Elementary CORE SEL Data



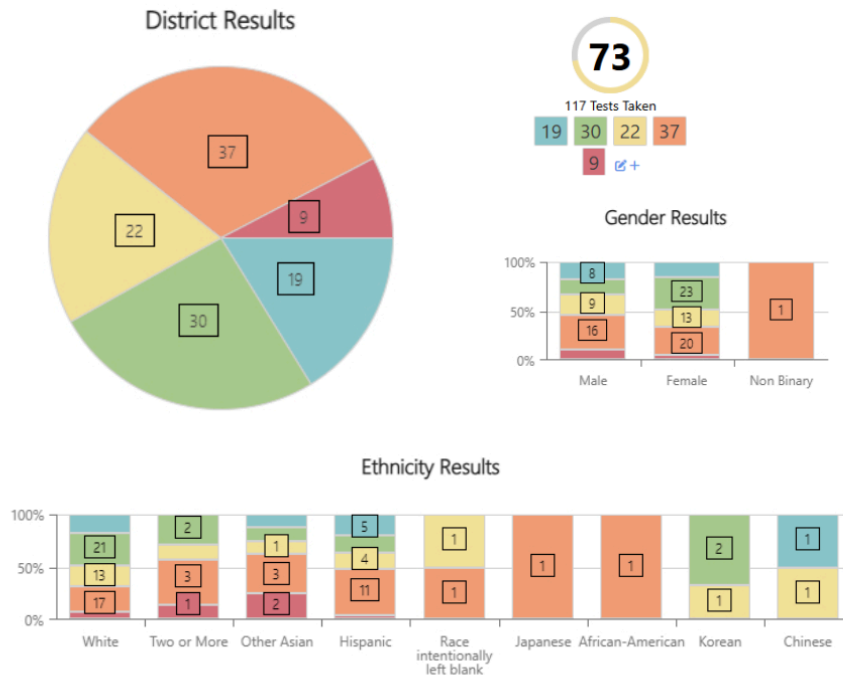
**Middle CORE SEL.** The middle school CORE SEL survey results indicate that the most frequent response category was Level 2 (Slightly Unfavorable), with 136 students (38%) scoring at this level. The second most common response was Level 4 (Healthy/Favorable), reported by 114 students, representing 32% of the middle school respondents (see figure 1.3). Similar to the elementary findings, certain ethnic groups demonstrated elevated unfavorable scores; however, these categories were characterized by very low participation (n=1, n=2, and n=1), precluding meaningful statistical comparison to the overall middle school average due to the limited sample size and potential for skewed representation. An examination of gender responses within the middle school data reveals a slightly higher level of male respondents recording slightly unfavorable Level 2 scores (see Figure 1.3).

Figure 1.3 Middle CORE SEL



**High School/CHS CORE SEL.** The data from the High School/CHS CORE SEL survey indicates that the most frequently reported category was Level 2 (Slightly Unhealthy/Unfavorable), with 30 students representing 26% of the respondents. Following this, 22 students (19%) reported scores in Level 3 (Moderately Healthy/Favorable). Consistent with the elementary and middle school data, some ethnic categories showed higher rates of unfavorable responses; however, the number of students within these specific groups remained very small, with no more than 2 respondents in the unhealthy categories. Regarding gender, the high school/CHS results show a higher marginally percentage of unfavorable reporting among male students (see figure 1.4 below).

Figure 1.4 High School/CHS CORE SEL



### Qualitative Data

Creswell (2014) articulated that quantitative and qualitative approaches to research both have weaknesses and are susceptible to bias (p. 14). For this reason, a convergence across both methods through a mixed methods approach is preferable, as it allows for triangulation and integration of data. The LCAP study integrates qualitative data from a variety of stakeholder groups that was gathered through a series of focus group and community engagement sessions (see Table 1.1 above). This data gathered through these sessions was reviewed and “quantitized” to assist with disaggregation of results (Patton, M.Q., 2015, pp 656-657). Frequency tables are provided to illustrate themes that were most common in the discussions and input sessions.

### ***Cultural Proficiency Team (Teachers)***

The PGUSD Cultural Proficiency Team includes a mix of 37 teachers, counselors, and administrators from each site across the district. The team gathered on November 12th, 2025 to reflect on Goal 4 of the LCAP and to identify ways to continue and deepen the Cultural Proficiency work we have been doing over the past several years. Community partners Anne Jealous and Caroline Haskell helped to facilitate this meeting and will do the same for a follow-up meeting that will take place on May 12th, 2026. Themes that emerged from the November meeting (see Figure 1.5 below) included:

- Embedding restorative practices into daily culture and classroom routines
- Strengthening PLC collaboration to ensure equity and shared accountability

- Expanding bias response and restorative conversation capacity across all sites
- Implementing curriculum reflecting Goal 4 values (Ethnic Studies, ELA adoption)

Figure 1.5 Slide from Cultural Proficiency November Meeting

## Past, Present, and Future

Where We Have Been	Where We are Now	Where We are Going
<ul style="list-style-type: none"> <li>• Praxis (<i>Cultural Proficiency, 4th Ed.</i>)</li> <li>• Restorative Justice (<i>The Little Book of Restorative Justice</i>)</li> <li>• Solution Tree (<i>The PLC Journey</i>)</li> <li>• <a href="#">Cultural Proficiency Plans</a></li> </ul>	<ul style="list-style-type: none"> <li>• EL Education (Elementary)</li> <li>• Developing PLC Practices (PLC Playbook)</li> <li>• Ann Jealous &amp; Caroline Haskell (Restorative Conversations/Bias Incidence Work)</li> <li>• <a href="#">LINK</a> to student video</li> </ul>	<ul style="list-style-type: none"> <li>• Deepening Cultural Proficiency through sustained reflection and action</li> <li>• Embedding restorative practices into daily culture and classroom routines (CREW)</li> <li>• Strengthening PLC collaboration to ensure equity and shared accountability</li> <li>• Expanding bias response and restorative conversation capacity across all sites</li> </ul>

### Community Engagement Meetings

LCAP Community Engagement sessions were held on March 25th and April 8th, 2026. At these community gatherings community members were provided with a review of the goals, actions, and current outcomes related to the 3-year LCAP. Community members were asked to provide input on these goals through discussion groups and/or a survey instrument created for the sessions. Community input was disaggregated by separating *in vivo* statements according to the LCAP goals they addressed. A breakdown of the qualitative data is provided in the tables below (see Tables 2.8, 2.9, 3.1, & 3.2).

Table 2.8 Community Input for Goal 1- Academic Goal

Theme	Frequency	Quotes
Program structure, rigor, and course opportunities	5	<p>“It seems [students overseas] are ahead of us. We need to ensure our students are prepared while keeping our math instruction simple.”</p> <p>“My son doesn’t have his first period until 10:00 am... can we allow students to use the weight room before then?”</p>
Instructional practices and learning modalities	5	<p>“What I love is that our teachers share their own special gifts with our students — so many unique</p>

		<p>approaches — the fact that no two teachers are the same.”</p> <p>“I want him to do more writing on paper and reading from actual books — less writing and reading on computers.”</p>
Real-world learning and life skills integration	4	<p>“We need to ensure we are including life skills in our education — such as cooking, sewing, and how to balance a check book.”</p> <p>“It was pointed out that we are now required to offer a personal finance course for all high schoolers as part of their graduation requirements.”</p>
Growth Area		Description
Strengthen academic relevance and communication		Continue refining the academic program to balance strong core instruction with real-world application (e.g., life skills, relevant electives), while clearly communicating program structures (e.g., scheduling, course access) and maintaining high expectations for student learning.

Table 2.9 Community Input for Goal 2- Social Emotional Learning

Theme	Frequency	Quotes
Student well-being, safety, and SEL supports	5	<p>“As a parent of a young student, I see how important it is that children feel safe, supported, and cared for in their school environment. Learning at this age is not just academic — it is also deeply social and emotional.”</p> <p>“Continued investment in Social-Emotional Learning (SEL) would be valuable, including consistent SEL practices across classrooms and access to counseling or support services when needed.”</p>
Sense of belonging, inclusion, and school community	4	<p>“PGUSD has a strong sense of community. It always has... feeling like you belong at school plays a huge role in a student’s confidence and willingness to participate and learn.”</p> <p>“Creating inclusive environments where every student feels seen and valued... along with opportunities for students to share their voices</p>

		and perspectives.”
Communication, supports, and behavioral expectations	5	<p>“It would be helpful to continue strengthening communication with families about available supports, so parents know how to partner with schools when challenges arise.”</p> <p>“Stop eliminating school therapists and offer more integrative learning opportunities... also more consequences and accountability for disruptive and disrespectful behaviors.”</p>
Growth Area		Description
Strengthen alignment of social-emotional supports, communication, and student expectations		Continue refining systems of support to ensure students feel safe, connected, and supported, while maintaining clear behavioral expectations. This includes strengthening access to SEL and mental health supports, ensuring consistent practices across sites, and improving communication with families so they can effectively partner with schools. Building on the district’s ongoing investment in restorative practices training, continue deepening implementation to promote accountability, repair harm, and foster positive relationships across school communities.

Table 3.1 Community Input for Goal 3 - Intervention and Support

Theme	Frequency	Quotes
Differentiated supports and flexible learning pathways	4	<p>“Students learn in different ways and at different paces. Providing flexible and accessible academic support is key to helping all students succeed.”</p> <p>“A balanced approach that supports both intervention and enrichment will help improve outcomes across the board.”</p>
Early identification and targeted intervention	3	<p>“Continuing to strengthen early identification of learning needs, especially in the elementary years, can make a meaningful difference.”</p> <p>“Additional small-group instruction, targeted interventions, and opportunities for extra support can help students who may be struggling.”</p>
Access, communication,	4	“Clear communication with families about what

and program availability		supports are available, and how to access them would also be helpful.”  “Stop eliminating teachers that broaden the children’s educational exposure, such as robotics teachers, Spanish teachers... these classes are loved by students.”
Growth Area		Description
Strengthen coherence and access to intervention and enrichment systems		Further define and implement a consistent MTSS framework across all sites to ensure timely identification of student needs and timely delivery of targeted supports. This includes clearly outlining processes for intervention, enrichment, and progress monitoring, as well as ensuring families understand how supports are accessed and provided.

Table 3.2 Community Input for Goal 4 - Cultural Proficiency

Theme	Frequency	Quotes
Sense of belonging and inclusive school environments	4	“Feeling like you belong at school plays a huge role in a student’s confidence and willingness to participate and learn.”  “Creating inclusive environments where every student feels seen and valued... supported through classroom practices that celebrate different backgrounds and experiences.”
Strong community and positive district culture	3	“PGUSD has a strong sense of community. It always has.”  “Maintaining and growing this welcoming, inclusive culture will ensure that all students feel supported not just academically, but as individuals.”
Family engagement and voice	3	“Family engagement is an important part of fostering belonging... providing opportunities for families to connect with schools, and with each other.”  “It would be helpful to continue strengthening communication with families about available supports, so parents know how to partner with schools.”

Growth Area	Description
Strengthen consistency of inclusive practices and family engagement	Continue building on the district's strong sense of community by ensuring consistent inclusive practices across classrooms and schools. This includes creating regular opportunities for student voice, strengthening structures for family engagement, and ensuring all students feel seen, valued, and connected across the district.

### ***Parent Advisory Committees (PAC)***

A Parent Advisory Committee (PAC) meeting was held with our 27 member team on April 1st, 2026. This input session focused on the ways that our district safety committee, also in attendance at the meeting, supports goals of the LCAP. The meeting followed a similar format to the community engagement meetings, wherein attendees were provided with an overview of the LCAP and then asked to provide input based on the 4 goals of the document. This meeting, however, highlighted the district's efforts to improve safety across all sites. Much of the input at these meetings mirrored the input gleaned from the community meetings, as many of the attendees were present at both the PACs and community events. A summary of the PAC data is provided in the table below (see Table 3.3).

Table 3.3 Parent Advisory Committee LCAP Input

Theme	Frequency	Quotes
Consistency and implementation across classrooms and programs	8	<p>“There is such a vast difference in the quality of the teacher you get... student success seems to depend on the teacher you get.”</p> <p>“How can we ensure all teachers are implementing the curriculum equitably? Some teachers have said they are not using the new adopted materials.”</p>
Communication, transparency, and family engagement	7	<p>“We need to send messaging for these events far more in advance... and include an explanation on what the LCAP is — most parents don't know what it is.”</p> <p>“When parents understand how to navigate these resources, they can better support their children at home.”</p>
Student supports, safety, and behavioral expectations	6	<p>“Thank you for retaining MHT staff at sites — they bring a much more modernized understanding of behavior and child</p>

		development.” “What are we doing to better protect students... and ensure clear communication protocols and accountability for staff and students?”
Student engagement, technology use, and equity in outcomes	8	“After COVID... now it feels like every assignment is on a Chromebook... we need to reduce screen time during the day.” “We are losing boys — even privileged boys... look at the data and programs to keep students engaged.”
Growth Area		Description
Strengthen consistency, implementation, and communication across schools and classrooms		Further define and implement consistent expectations across all sites for curriculum use, instructional practices, student supports, and technology use. This includes ensuring adopted programs are implemented as intended, clarifying expectations for staff and students, and strengthening communication with families about district initiatives, supports, and opportunities for engagement. Continued attention to student engagement and learner outcomes will help ensure all students are supported and challenged.

### ***District English Learner Advisory Committee (DELAC)***

In addition to the English Learner Advisory Committee meetings held at the sites a District English Learner Advisory Committee Meeting is scheduled to be held on Friday, April 24th 2026. The DELAC is composed of an 8 member panel with parent representatives from differing language backgrounds. After being given an overview of the English Learner outcomes for this year, this team will provide input from the perspective of multilingual learners. Suggestions from this team at the previous meeting included a desire for:

- more regular contact with parents from the direct teacher and/or counselors
- a tutorial on how to use Synergy
- more academic language posted in classrooms
- parent reminders via Catapult (which has a language translation feature)

### ***Student Advisory Committees (SAC)***

Throughout March and early April, observations and student focus group meetings were held at all sites throughout the district. Through these meetings, which were formatted

similarly to the parent advisory committee meetings, students were able to provide specific feedback relating to the district’s progress toward the LCAP goals, as well offering suggestions for future improvements. A summary of the student input is included in the tables below (see Table 3.4, 3.5, & 3.6 below).

Table 3.4 Elementary SAC Input

Theme	Frequency	Quotes
Positive school climate and relationships	10	“Friends... teachers are nice and supportive and the classrooms are nice and cozy.”  “There are so many activities we can do — PE, art, music, library, and tech lab.”
Engaging academics with areas of challenge	9	“Math and science are my favorite subjects... projects and presentations are fun.”  “Math can be challenging... writing in language arts is hard, and presentations can feel stressful.”
Student experience during unstructured time and desire for more choice	12	“Bullying happens mostly at recess and lunch when friends argue or things escalate.”  “We want longer recess, more art, more clubs, and more choices during lunch and free time.”
Growth Area		Description
Strengthen consistency of student experience during instruction and unstructured time		Continue working to make sure students have positive, consistent experiences during both class time and unstructured times like recess and lunch. This includes supporting positive peer interactions, keeping learning engaging and appropriately challenging, and providing more opportunities for student voice and choice.

Table 3.5 Middle SAC Input

Theme	Frequency	Quotes
Strong relationships & sense of belonging	9	“It is a smaller district and everyone knows each other.” “I like that our school makes sure everyone feels included.”
Clear instruction and pacing, with concerns about workload and consistency	11	“[The work] goes easy at first then becomes harder. In a good way” “It can be difficult when [grading policies] are different between teachers.”

Access to help and support	10	“My teachers really do want to support me.” “Learning center is great because it helps you get your work done.”
Safe and improving school environment	8	“I know they put locks on all the doors and it feels a lot safer.” “Bullying is a minor problem... it’s more like gossip or online.”
<b>Growth Area</b>		<b>Description</b>
Strengthen consistency and expand access to supports and opportunities		Continue working to ensure consistent expectations across classes, including grading and workload. Expand access to academic support during the school day, and provide more opportunities for student connection, voice, and choice through clubs, activities, and structured time.

Table 3.6 High School/CHS SAC Input

Theme	Frequency	Quotes
Positive school culture, belonging, and strong relationships	18	“All students reported feeling a sense of belonging through at least one club, program, or activity, and freshmen shared how welcomed they felt transitioning into high school.”  “There is a really great sense of belonging because people care, and teachers try to get to know us, our strengths, and help build us up.”
Strong academic opportunities with concerns about consistency and access	16	“Like the option of dual enrollment—having college classes on campus makes it more accessible and gives us more opportunities to prepare for the future.”  “It can be difficult when some teachers don’t post everything on Google Classroom—I was marked down for things I missed when I was sick and couldn’t participate.”
Access to supports varies by teacher and situation	15	“Math tutoring is very helpful, and there is a great support system there, but it would help if we had similar tutoring options in other subjects like English or science.”  “I sent several emails when I missed school and only half responded, which made it stressful trying to catch up on assignments and tests.”

Student engagement, activities, and campus experience	14	<p>“VAPA week was really fun because we had extra time to interact with other people, and it helped bring more energy and connection across the school.”</p> <p>“A lot of students don’t want to stay on campus during open periods because there isn’t much to do—more activities or spaces would keep more students here.”</p>
Growth Area		Description
Strengthen consistency in academic experience, support, and student engagement		Continue working to ensure consistent instructional practices, grading, and communication across classrooms. Expand equitable access to academic and intervention supports, and increase engaging opportunities during and beyond the school day to strengthen connection, participation, and overall student experience.

### Summary

The development of the PGUSD Local Control and Accountability Plan (LCAP) for the 2025–26 school year has been informed by a robust and multi-faceted stakeholder engagement process. This process included a comprehensive timeline of meetings, training sessions, surveys, and collaborative engagement opportunities with students, families, educators, and community partners, as detailed in Table 1.1.

**Data Collection:** A mixed-methods approach was employed to ensure a comprehensive understanding of both quantitative trends and qualitative experiences across the district. Quantitative data sources included the California Healthy Kids Survey (CHKS), CAASPP, CAST, and ELPAC assessments, as well as local indicators such as MAP, DIBELS, CORE SEL, and California Dashboard results. These data sets provided broad measures of student achievement, engagement, and school climate across all school levels.

Complementing these data sources, qualitative data was gathered through a range of stakeholder engagement opportunities, including Student Advisory Committees at all school sites, Parent Advisory Committee meetings, DELAC input sessions, Cultural Proficiency Team meetings, and community engagement forums. These sessions used structured discussion protocols and in vivo coding to identify recurring themes, which were then quantified through frequency analysis. This integrated approach ensured that

stakeholder voice was systematically captured and directly informed the development of LCAP goals, actions, and services.

**CHKS Insights:** Analysis of the 2025–26 CHKS data indicates continued positive trends across student, family, and staff populations. Elementary students reported strong levels of school safety, caring adult relationships, and feelings of connection to school. Middle school students demonstrated increased perceptions of belonging, supportive adult relationships, and school safety, alongside continued recognition of high expectations. High school students reported strong school connectedness, positive relationships with adults, and sustained academic motivation, as well as overall life satisfaction indicators that remain strong relative to prior years.

Family survey results reflected continued improvement in perceptions of teacher responsiveness to students' social and emotional needs and a growing sense that schools communicate respect for cultural diversity and student well-being. Staff responses indicated stable perceptions of school safety, caring adult relationships, and academic support for students.

At the same time, CHKS data continues to identify important areas for growth. Across grade levels, students report ongoing challenges related to social-emotional well-being, including sadness, stress, and inconsistent experiences with peer interactions. Middle and high school students continue to report issues related to harassment, gossip, and online behavior. Staff data indicates continued need for strengthening social-emotional support systems and increasing family engagement. District School Climate Report Cards (Tables 1.6–1.8) reinforce strengths in caring relationships, school safety, and connectedness, while identifying continued needs in consistency of expectations, academic motivation, and attendance-related indicators.

**State Testing Data:** A review of 2024–25 state assessment data shows that PGUSD students continue to perform significantly above Monterey County and California State averages in CAASPP ELA and Mathematics, CAST, and ELPAC Level 4 proficiency. These results reflect sustained academic strength across the district, while also highlighting the importance of continued attention to equitable outcomes across student groups and programs.

**California Dashboard:** The 2025 California Dashboard (Table 2.5) indicates that PGUSD maintains very high performance in ELA, Graduation Rate, and Suspension Rate, with high performance in Mathematics and College/Career indicators. Chronic

Absenteeism continues to be an area of focus at the low level. The EL Progress indicator is also at the low level, however, this may be a result of the high EL reclassification rate.

**Local Indicators:** Local data sources, including MAP assessments, DIBELS, CORE SEL surveys, and qualitative LCAP input, provide a more detailed understanding of student learning and well-being. MAP data shows generally strong performance across grade levels in both reading and math, with some variability at the upper grade levels. CORE SEL data indicates that elementary and middle school students most frequently report healthy or favorable outcomes, while high school students show a greater distribution of slightly unfavorable responses, particularly related to stress and engagement.

**Qualitative Data:** Analysis of qualitative input from Student Advisory Committees, Parent Advisory Committees, DELAC, Cultural Proficiency Team meetings, and community engagement sessions revealed consistent themes aligned with the district's LCAP goals:

**Goal 1 (Academic):** The primary themes were strong academic programs and expanded course opportunities (including dual enrollment and CTE pathways), alongside concerns regarding consistency in instruction, grading practices, pacing, and access to rigorous coursework. A growth area identified was strengthening coherence and consistency in instructional implementation while maintaining high expectations and expanding real-world learning opportunities.

**Goal 2 (Social Emotional Learning):** The dominant themes were strong relationships, school belonging, and supportive school environments, as well as the importance of student engagement through activities, clubs, and school culture. Areas for growth included strengthening consistency in SEL practices, expanding student voice and engagement opportunities, and improving communication and alignment around behavioral expectations and supports.

**Goal 3 (Intervention and Support):** Key themes included strong teacher support and availability of academic interventions, alongside the need for more consistent access to support across subjects and school sites. A growth area identified was building a more cohesive and equitable system of academic and behavioral supports, including clearer structures for intervention, enrichment, and communication with families.

**Goal 4 (Cultural Proficiency):** The main themes included strong feelings of belonging, inclusive school environments, and exposure to diverse perspectives through curriculum and school activities. Areas for growth included strengthening

consistency in inclusive practices, improving family engagement systems, and deepening efforts to ensure all students feel seen, valued, and connected across all school sites.

### Conclusion

The comprehensive data gathered through both quantitative and qualitative methods provides valuable insights into the strengths and areas for growth within PGUSD. This input will be instrumental in refining the goals, actions, services, and expenditures outlined in the 2024-25 LCAP (3-year plan) to ensure the district effectively addresses student needs and community priorities, particularly for traditionally marginalized student groups, ultimately aiming to improve academic outcomes and foster a positive and equitable learning environment for all students.

## References

Creswell, J. W. (2014). 1 Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.). SAGE Publications.

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# Local Control and Accountability Plan Board Study Session 2025-2026

April 23rd, 2026

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# Agenda

- Purpose of the LCAP Process
- Review Mid-year Presentation
- Stakeholder Engagement Timeline
- Data Collection Approach
- Student Survey Highlights (CHKS)
- Family and Staff Survey Insights
- School Climate Report Cards
- State Testing Performance
- California Dashboard Summary
- Local Assessment Data (MAP, DIBELS, CORE SEL)
  - MAP
  - Dibels
  - CORE SEL: Social-Emotional Health Trends
- Qualitative Input: Cultural Proficiency Team
  - Community Engagement Highlights
  - Parent Advisory Committee (PAC) Perspectives
  - DELAC and SAC Input
- LCAP Goal 1: Academic Achievement
- LCAP Goal 2: Social Emotional Learning
- LCAP Goal 3: Intervention and Support
- LCAP Goal 4: Cultural Proficiency
- Student Voice: Elementary, Middle, High
- Summary of Key Findings
- Next Steps for LCAP Development

# Purpose of the LCAP Process

## 01 What is the LCAP?

<sup>49/80</sup>  
The Local Control and Accountability Plan (LCAP) is a key part of Pacific Grove Unified School District's funding and planning. It requires all California LEAs to align resources with student needs & community priorities.

## 02 Legal Requirements and Role

The LCAP is developed in three-year cycles and updated annually. It outlines district goals, actions, services, and expenditures to improve outcomes, focusing on marginalized groups like English learners and socioeconomically disadvantaged students.

## 03 Importance of Stakeholder Engagement

Districts engage students, families, educators, and community members to gather input that informs decision-making. This input guides the LCAP development to effectively address student needs and community priorities.

# Goal #1

## Academic Program

PGUSD will create a “**culture of we**” at every<sup>50/80</sup> 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**.

# Goal 1 Key Metrics

**01**

## Graduation Rate

85.6% in 2022-23

93.4% in 2023-24

96.4% in 2024-25

Desired outcome 2026-2027

97.5%

**02**

## A-G/CTE

57.4% meet A-G

16.4% complete CTE

in 2023-2024

57.3% meet A-G

10% complete CTE

in 2024-2025

**03**

## AP Pass Rate

91% in 2023-24

91% in 2024-25

80%



Desired outcome 2026-2027



## Goal #2

# Social Emotional Learning

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

# Goal 2 Key Metrics

**01**

## Chronic Absenteeism

15.8% in 2023-24

 15.5% in 2024-25

Desired outcome 2026-27

10%

**02**

## Caring Adult

Students : "Do the teachers and grown ups care about you?."

2024-25

95% Yes Most or All of the Time

2025-26

 91% Yes Most or All the Time

**03**

## Active Partner

Parents : "School encourages me to be an active partner."

89%

2024-25

 88%

2025-26

90% Desired Outcome 2026-2027

# Goal #3

## Academic Support

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

# Goal 3 Key Metrics

**01**

## ELA CAASPP results

72.78% met/exceeded  
53.4 distance above standard  
2023-24

71.78% met/exceeded  
53.6 distance above standard  
2024-25

85% met/exceeded  
60.0 distance above  
Standard 2026-27

**02**

## Math CAASPP results

57.93% met/exceeded  
16.3 distance above standard  
2023-24

60.22% met/exceeded  
20.5 distance above standard  
2024-25

70% met/exceeded  
30 distance above standard  
2026-27

**03**

## EL progress rate

70.4% making progress  
2023-24

56.4% making progress  
2024-25

65% making progress  
2026-27

## Goal #4

# Cultural Proficiency

56/80

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**.

# Goal 4 Key Metrics

## 01

### Bullying

Answered "never" or "once or twice" - racial bullying

2024-2025



All: 94.6% (+17.6%)

African American: 87.5% (+49.5%)

American Indian: 100%

Asian/Pacific Islander: 87.8%

Filipino: 83.3%

Hispanic/Latino: 90%

Two or more: 92.2%

White: 100%

## 02

### Diverse Curriculum

Answered "Disagree" or "Strongly Disagree" to:  
"This school provides instructional materials that  
reflect my child's culture, ethnicity, and identity."

2023-2024

All: **15%**

2024-2025

All: **14%**

2025-2026

All: **13%**

2026-27

5%



## 03

### Belonging

Agree or strongly agree - I belong at my school.

2024-2025



All: 82.4% (+16.6%)

African American: 75% (+33.3%)

American Indian: 88.9%

Asian/Pacific Islander: 75.7%

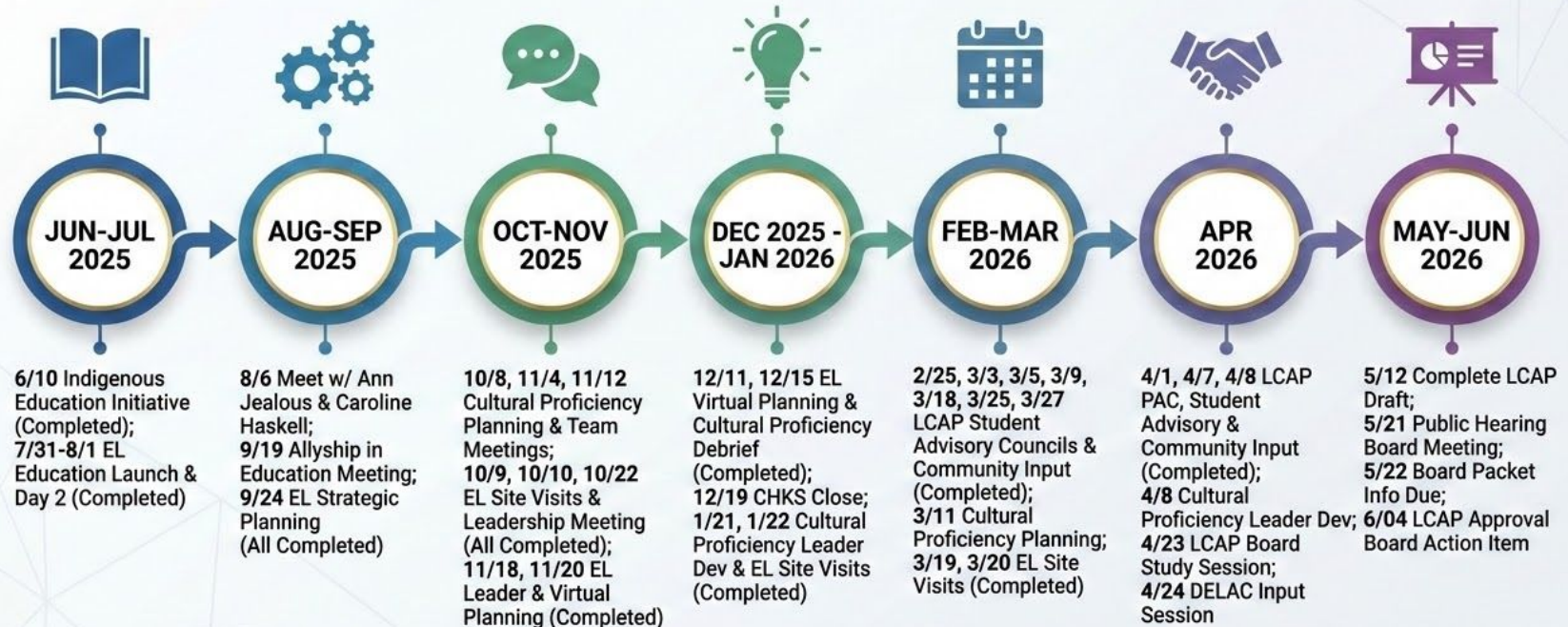
Filipino: 83.3%

Hispanic/Latino: 67.5%

Two or more: 83.3%

White: 87.8%

# LCAP Development Timeline 2025-26



✓ Completed items marked with checkmarks and dates

# Data Collection Approach

## Quantitative Data Collection

Quantitative data sources included the California Healthy Kids Survey (CHKS), CAASPP, and ELPAC assessments, providing standardized and validated measures of school climate, student well-being, and academic performance.

## Qualitative Data Collection

Qualitative data was gathered through focus group interviews, leadership team meetings, and community engagement events, including Cultural Proficiency Team and Ethnic Studies community partner sessions, and Student Advisory Committee meetings.

## Integration and Triangulation

The mixed-methods approach integrated and triangulated data from statistical trends and lived experiences, using in vivo coding to identify recurring themes and frequency analysis to inform LCAP goals and actions.



# Student Survey Highlights (CHKS)



## 01 Elementary Student Survey

74% to 84% feel close, happy, and part of school; 89% say school buildings are neat; 86% feel safe; 94% treated with respect. Growth areas: 14% frequent sadness, 24% late bedtime.

## 02 Middle School Student Survey

60% feel connected; 62% report caring adult relationships; 66% motivated academically; 20% report chronic sadness; 42% experienced harassment; 17% report late bedtime.

## 03 High School Student Survey

Academic motivation high at 74% (9th grade) and 64% (11th grade); high expectations 68%-69%; physical fights down to 2%-6%; life satisfaction stable at mid-60s%; social-emotional distress around 23%-31%; late bedtime 15%-31%.

## 04 Key Areas for Growth

Elementary students show notable sadness and late bedtimes; middle school students report harassment; high school students face social-emotional distress. These areas highlight the need for targeted support.

# California Healthy Kids Survey (CHKS) Highlights: Student Voices (2023-24 to 2025-26)

61/80

Anonymous survey data from grades 5, 7, 9, and 11 covering safety, connectedness, and well-being.

## ELEMENTARY SCHOOL (Grade 5)

### ↑ POSITIVE TAKEAWAYS

Increased Perception of Caring Adults (85%)

Improved Facilities Upkeep (90%)

Higher Perceived Safety at School & Commuting (86% & 95%)

### ↓ GROWTH AREAS

Decrease in Frequent Sadness (9%)

Reduction in Late Bedtimes (19%)

## MIDDLE SCHOOL (Grade 7)

### ↑ POSITIVE TAKEAWAYS

Rising School Connectedness (63%)

Stronger Caring Adult Relationships (73%)

Increased Perceived Safety (62%)

Higher Expectations from Adults (79%)

### ↘ GROWTH AREAS

Harassment Concerns Persist (47%)

Decrease in Late Bedtimes (11%)

## HIGH SCHOOL (Grades 9 & 11)

### ↑ POSITIVE TAKEAWAYS

Improved School Connectedness (9th: 74%, 11th: 70%)

High Expectations (9th: 71%, 11th: 76%)

Increased Perceived Safety (9th: 80%, 11th: 74%)

Higher Life Satisfaction (9th: 72%, 11th: 73%)

### ↗ GROWTH AREAS

Fluctuating Social Emotional Distress (9th: 22%, 11th: 18%)

Persistent Late Bedtimes (9th: 16%, 11th: 35%)

# Family and Staff CHKS Survey Highlights <sup>62/80</sup>

## Family CHKS Data

- **Caring Adult Relationships:** Increased from 41% to 52% in 2024-25, slightly to 50% in 2025-26.
- **Teachers Responsive to Child's Needs:** Improved from 79% to 88% over three years.
- **School Promotes Respect for Cultural Beliefs:** Rose from 33% to 41% and maintained.
- **School Treats ALL Students with Respect:** Increased steadily from 43% to 48%.
- **Seeking Input:** Minimal growth from 23% to 27%.
- **Motivation to Learn:** Increased from 33% to 40%.

## Staff CHKS Data

- **Is a Safe Place for Students:** Perceptions improved from 42% to 48%.
- **Caring Adult Relationships:** Slight increase from 45% to 47%, then 46%.
- **Harassment/Bullying (Moderate/Severe):** Decreased from 32% to 27%.
- **Social Emotional Supports:** Fluctuated, ending lower at 31% from 34%.
- **Parent Involvement:** Declined from 38% to 33% over the period.

The 2024-25 and 2025-26 CHKS surveys show positive trends in family perceptions of caring adults and teacher responsiveness. Staff data indicates improvements in perceived student safety and a decrease in reported harassment. However, challenges remain in increasing parent involvement and consistently enhancing social-emotional supports for students, according to both family and staff feedback.

# CHKS District Level School Climate Report Cards 63/80

To provide a comprehensive view of school climate across the district, the California Healthy Kids Survey (CHKS) data is distilled into school climate report cards. These reports offer a snapshot of key indicators, including safety, connectedness, expectations, academic motivation, fairness, positive behavior, and high expectations at each school site. The report cards allow for comparison to prior years and well as comparison to state averages. The following tables showcase highlights of report card metrics (see Tables 1.6, 1.7 & 1.8).

**Table 1.6 CHKS Elementary School Climate Report Cards**

Category	2023	2024	2025	2026	CA State Avg	Differential between PGUSD & State Avg
<b>Positive Takeaways</b>						
Caring Relationships	74	73	85	85	68	+17
Parent Involvement in Schooling	83	82	80	86	76	+10
<b>Area for Growth</b>						
School Connectedness	78	74	84	82	73	+9

**Table 1.7 CHKS Middle School Climate Report Cards**

Category	2023	2024	2025	CA State Avg	Differential between PGUSD & State Avg
<b>Positive Takeaways</b>					
Caring Adult Relationships	67	59	62	58	+15
Meaningful Participation	33	25	31	27	+10
<b>Area for Growth</b>					
Academic Motivation	69	62	66	65	-3

**Table 1.8 CHKS High School School Climate Report Cards**

Category	2023	2024	2025	CA State Avg	Differential between PGUSD & State Avg
<b>Positive Takeaways</b>					
No Mean Rumors	67	61	64	74	+6
Perceived School Safety	68	69	69	60	+17
<b>Area for Growth</b>					
Two or Fewer Absences per Month	85	87	83	84	-5

## State Testing Data

A comprehensive review of state testing data, including the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts (ELA) and Mathematics, the California Science Test (CAST) and the English Language Proficiency Assessments for California (ELPAC) was delivered to the board on November 6th, 2025 after the public release of the 2023-24 student outcomes data. Highlights from that review are included in the tables below (see Tables 2.1-2.4).

**Table 2.1 CAASPP ELA Scores (met or exceeded)**

2022-23: 70.03%

2023-24: 72.72%

2024-25: 71.78%

2024-25 Monterey County: 37.21%

2024-25 California State: 48.82%

**Table 2.2 CAASPP Mathematics Scores (met or exceeded)**

2022-23: 56.88%

2023-24: 57.93%

2024-25: 60.22%

2023-24 Monterey County: 24.59%

2023-24 California State: 37.30%

**Table 2.3 CAST Scores (met or exceeded)**

2022-23: 55.95%

2023-24: 56.62%

2024-25: 63.90%

2023-24 Monterey County: 23.22%

2023-24 California State: 32.66%

**Table 2.4 ELPAC Level 4 (proficient)**

2022-23: 27.71%

2023-24: 29.76%

2024-25: 40.98%

2023-24 Monterey County: 13.32%

2023-24 California State: 15.53%

# California Dashboard Summary

Category	Very High	High	Medium	Low	Very Low
ACADEMIC PERFORMANCE					
ELA	✓				
Math		✓			
EL Progress				✓	
College/Career		✓			
ACADEMIC ENGAGEMENT					
Chronic Absenteeism				✓	
Graduation Rate	✓				
CONDITIONS AND CLIMATE					
Suspension Rate	✓				

# Local Assessment Data (MAP, DIBELS, CORE SEL)

- 01 MAP Assessments** MAP assessments provide data on student growth in reading & math. These adaptive tests adjust to performance levels, offering insights into strengths and growth areas, informing instruction and school improvement efforts district-wide.
- 02 DIBELS Assessments** DIBELS assessments track early literacy development, helping educators identify students needing support and tailor interventions. Data highlights literacy trends and impact of targeted reading programs.
- 03 CORE SEL Overview** The CORE SEL survey measures self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, providing insights into students' social-emotional competencies.
- 04 Elementary & Middle CORE SEL Findings** Elementary results show 42% at Level 4 (Healthy) and 25% at Level 2 (Slightly Unhealthy). Middle school shows 41% at Level 4 and 21% at Level 2. Gender and ethnicity data noted with small sample size limitations.
- 05 High School CORE SEL Findings** High school data shows 39% at Level 2 (Slightly Unhealthy) and 22% at Level 4 (Healthy). Female and non-binary students report higher unfavorable rates, consistent with trends at other levels.

Section Transition

# Local Indicators

Pacific Grove Unified School District utilizes a range of local indicators to gain a nuanced understanding of student progress.

## Key Metrics:

- MAP Growth Data
- CORE SEL Surveys
- DIBELS Literacy Tracking
- LCAP Qualitative Surveys

The following sections will present key findings offering a view of performance beyond state-level metrics.

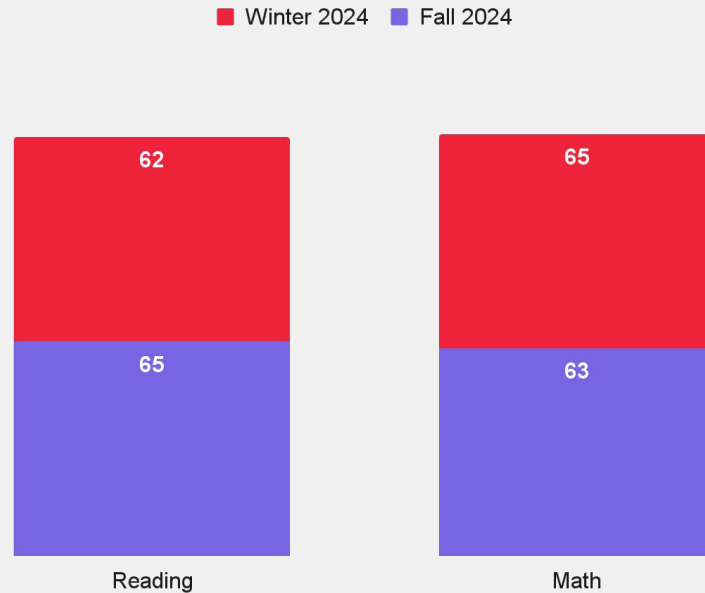


# MAP Median Percentiles: Fall vs. Winter

## Analysis and Recommendations

- Reading median percentile decreased from 65 (fall) to 62 (winter), indicating limited progress.
- Math median percentile increased from 63 to 65, showing a slight improvement in student performance.
- Students in the lowest quartile continue to need targeted interventions, with winter percentiles at 28 (reading) and 25 (math).
- We are awaiting spring MAP results to see if they reflect efficacy of reading intervention efforts

## MAP Median Percentile Scores: Fall vs. Winter 2024



# MAP Median Percentiles: Fall vs. Winter

Reading median percentiles generally show stability or slight improvement in elementary grades but decline in some high school grades, while math median percentiles reflect modest gains in middle and high school with some early grade fluctuations. These trends highlight the need for continued targeted academic support and interventions.

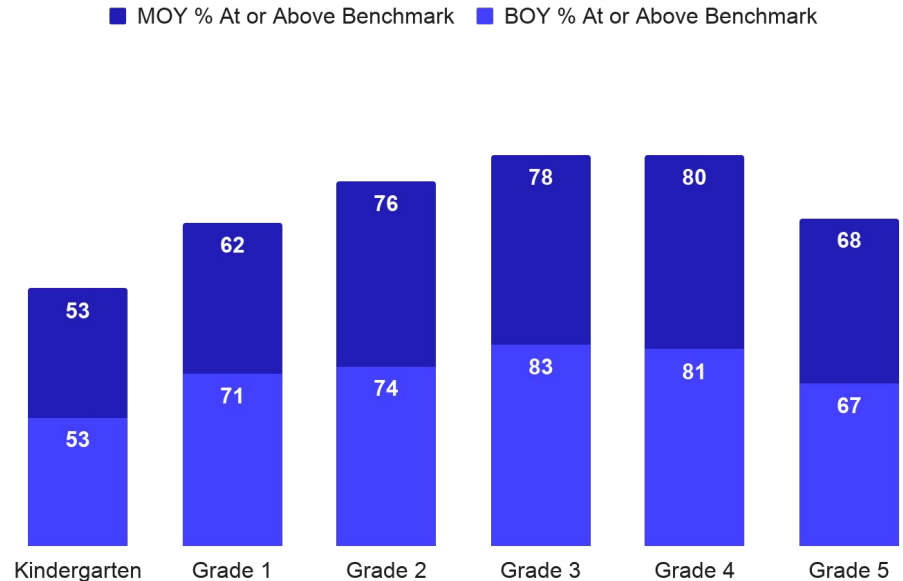
Grade	Reading Fall 2025	Reading Winter 2026	Math Fall 2025	Math Winter 2026
K	74th	77th	78th	66th
1	70th	63rd	64th	55th
2	76th	78th	68th	74th
3	63rd	68th	72nd	78th
4	75th	72nd	69th	67th
5	68th	69th	59th	64th
6	80th	77th	71st	70th
7	74th	73rd	67th	69th
8	76th	72nd	71st	66th
9	66th	75th	77th	83rd
10	56th	52nd	69th	59th
11	65th	61st	72nd	73rd
12	50th	40th	54th	45th
<b>District Median</b>	<b>69th</b>	<b>69th</b>	<b>69th</b>	<b>67th</b>

# Dibels Assessment

## Analysis and Recommendations

- Kindergarten shows the highest percentage of students Well Below benchmark at BOY (30%), improving to 25% at MOY, indicating progress but ongoing need for targeted literacy intervention.
- Grades 1 through 3 demonstrate steady or improved proportions of students At or Above benchmark between BOY and MOY, with Grade 3 reaching 78% At or Above at MOY.
- Grades 4 and 5 also show positive shifts, with Grade 4 Above benchmark increasing from 28% to 53% at MOY, highlighting gains in upper elementary literacy skills.
- Continued focus on early intervention and targeted support for students below benchmark is critical to sustain and accelerate literacy growth.

## Percentage of Students At or Above Benchmark by Grade Level (K-5) - BOY and MOY 2025-26



# CORE SEL: Social-Emotional Health Trends

## Elementary CORE SEL

Elementary CORE SEL results show Level 4 (Healthy/Favorable) as highest with 42% of students, followed by Level 2 (Slightly Unhealthy) at 25%. Small ethnic subgroup sizes limit reliable comparisons. Male students show higher Level 2 scores (22%).

## Middle CORE SEL

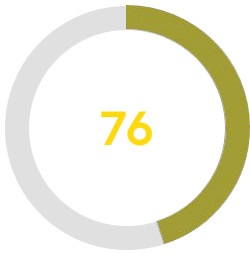
Middle school CORE SEL shows 37% at Level 2 (Slightly Unfavorable) and 28% at Level 3 (Moderately Healthy). Small ethnic subgroup sizes limit comparisons. Gender distribution is balanced without large disparities.

## High School/CHS CORE SEL

High school CORE SEL data shows 39% at Level 2 (Slightly Unhealthy) and 22% at Level 4 (Healthy). Small ethnic groups limit analysis. Female and non-binary students report higher unfavorable scores.

# Cultivating Social-Emotional Health & Student Prosperity

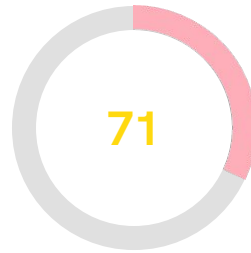
## Elementary



45% of students (119) achieved **Level 4: Healthy/Favorable**, the highest category.

**76 overall score Moderately Healthy/Favorable**

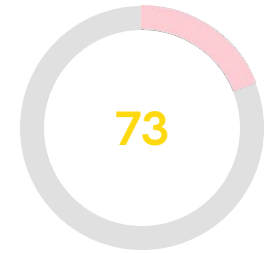
## Middle School



**Level 4 (Healthy/Favorable)** remains a primary category at 32%, with **Level 2 (Slightly Unhealthy)** the highest category (38%)

**71 overall score Moderately Healthy/Favorable**

## High School



**Level 4 (Healthy/Favorable)** remains a primary category at 26%, with **Level 2 (Slightly Unhealthy)** the highest category (32%)

**73 overall score Moderately Healthy/Favorable**

# Qualitative Input: Cultural Proficiency Team



## Fostering a Culture of 'WE'

Themes include fostering a 'Culture of WE' through student and parent engagement as emphasized in site presentations from the January 29th meeting.

73/80



## Curriculum Diversification

Building culturally relevant libraries and diversifying the curriculum, including adopting curriculum reflecting Goal 4 values such as Ethnic Studies and ELA adoption.



## Equity in Grading and Instruction

Adopting more equitable grading practices and ensuring curriculum implementations align with cultural proficiency goals from the LCAP.

# Deepening Goal 4 Engagement

The PGUSD Cultural Proficiency Team (37 members) convened on Nov 12, 2025, to reflect on deepening LCAP Goal 4 impact.

Facilitated by Anne Jealous and Caroline Haskell, with a follow-up session scheduled for May 12, 2026.



## Culture & Collaboration

- Embedding restorative practices into daily routines.
- Strengthening PLC collaboration for shared accountability.



## Capacity & Curriculum

- Expanding bias response and restorative conversation capacity.
- Adopting Ethnic Studies and ELA curriculum reflecting Goal 4.



# LCAP Community Engagement

Sessions held on March 25th and April 8th, 2026, involved community members reviewing LCAP goals, actions, and outcomes.

Input was gathered through discussion groups and surveys, then categorized by the specific LCAP goals they addressed.



## Goal 1: Academic Program

Focus on rigor, real-world skills (finance, cooking), and balancing digital vs. paper learning.

### Growth Area:

Strengthen academic relevance and core instruction communication.



## Goal 2: Social Emotional

Prioritizing safety, belonging, and consistent SEL practices across all school environments.

### Growth Area:

Align supports, behavior expectations, and restorative practices.



## Goal 3: Intervention

Need for flexible learning pathways and early identification of learning needs.

### Growth Area:

Strengthen MTSS framework coherence and access across sites.



## Goal 4: Cultural Proficiency

Fostering inclusion, student voice, and strong family-school partnerships.

### Growth Area:

Ensure consistent inclusive practices and deeper family engagement.

# LCAP Parent Engagement

A Parent Advisory Committee (PAC) meeting with 27 members was held on April 1st, 2026, focusing on how district safety supports LCAP goals.

Attendees reviewed LCAP goals and provided input, highlighting safety efforts and mirroring community feedback.



## Consistency & Safety

Address variations in teaching quality and equitable curriculum use. Improve communication protocols for student protection and staff accountability.

Frequency: 8/6



## Communication & Engagement

Advance messaging for LCAP events is needed. Transparency helps parents navigate resources to better support children at home.

Frequency: 7



## Primary Growth Area: Systems Coherence

Strengthen consistency and implementation across schools. Define clear expectations for curriculum, instruction, and technology use (reducing screen time).

Ensure adopted programs are used as intended and strengthen family communication regarding district initiatives and student outcomes.

## Student Advisory Committees (SAC)

Throughout March and early April, focus group meetings were held at all district sites, formatted similarly to parent advisory sessions.

Students provided specific feedback on LCAP goals and offered suggestions for future improvements across elementary, middle, and high school levels.



### Elementary Input

Valued supportive teachers and diverse activities like PE and Art. Noted concerns about bullying during recess.

**Growth Area:** Consistency in experience during instruction and unstructured time.



### Middle School Input

Appreciated strong relationships and help from learning centers. Concerns regarding grading consistency and workload.

**Growth Area:** Standardizing grading/workload expectations and expanding support access.



### High School / CHS Input

Reported high belonging through clubs and dual enrollment. Identified gaps in teacher communication and equitable tutoring access across subjects.

**Growth Area:** Strengthening consistency in instructional practices, grading, and digital communication via Google Classroom.

## Summary

# Summary of Key Findings

## Strengths Across Data Sources

High academic motivation and expectations reported by students, improved perceptions of caring adult relationships, increased feelings of safety and connectedness, and strong performance on state assessments compared to county and state averages.

## Areas for Growth

Needs include addressing student sadness and social-emotional distress, enhancing consistent implementation of academic supports (MTSS), improving school climate factors like rule clarity and bullying prevention, and increasing parent involvement and communication.

## Stakeholder Feedback Highlights

Input emphasized fostering belonging and inclusion, expanding targeted academic support, promoting equity and cultural proficiency, improving communication and collaboration between home and school, and addressing facility improvements to enhance student experience.



## Summary

# Summary of Key Findings

The 2025–26 LCAP development integrated a mixed-methods approach, combining quantitative state/local data (CHKS, CAASPP, MAP) with qualitative stakeholder voice from advisory committees and community forums.

Analysis confirms sustained academic excellence and positive climate trends, while identifying the need for systemic coherence in supports and engagement.

79/80



## Strengths & Achievements

- Performance significantly above County/State averages in ELA, Math, and CAST.
- Strong student-adult relationships and school safety reported across levels.
- High motivation and school connectedness for secondary students.



## Areas for Growth

- Address social-emotional distress, sadness, and stress (CORE SEL).
- Strengthen consistency in grading, pacing, and instruction (Goal 1).
- Improve chronic absenteeism and EL progress indicators.



## Stakeholder Input & System Coherence

**Academic & SEL:** Maintain high expectations while expanding real-world learning and student voice opportunities.

**Intervention & Culture:** Build a more cohesive and equitable "MTSS" framework for academic and behavioral supports across all sites.

**Family Engagement:** Deepen communication systems to ensure all families feel valued and connected to student outcomes.



# Next Steps for LCAP Development



## Complete LCAP Draft

Incorporate all stakeholder input from community engagement, advisory committees, and data analysis to finalize the 2025-26 LCAP draft by May 12th, 2026.

Revised LCAP draft  
Incorporated stakeholder feedback  
Alignment with district goals and data

## Public Hearing

Hold a public hearing to present the LCAP draft to the community (May 21), gather final input, and ensure transparency and inclusiveness in the approval process.

Public hearing presentation  
Community feedback  
documentation

## Finalize Board Packet

Prepare and submit the final LCAP board packet May 2025, including all revisions and supporting documentation for board review.

Final LCAP board packet  
Supporting documents  
Revision summary

## Board Approval & Engagement

Present the LCAP for board approval on June 4th, 2026 and continue ongoing engagement with stakeholders to monitor implementation and outcomes.

Board approval resolution  
Ongoing stakeholder communication plan  
Implementation monitoring framework