

*****GOVERNOR’S EXECUTIVE ORDER N-25-20***
RE CORONAVIRUS COVID-19**

THIS MEETING WILL BE CONDUCTED PURSUANT TO THE PROVISIONS OF THE GOVERNOR’S EXECUTIVE ORDER WHICH SUSPENDS CERTAIN REQUIREMENTS OF THE RALPH M. BROWN ACT.

MEMBERS OF THE PUBLIC MAY PARTICIPATE REMOTELY AT THE SEPTEMBER 24, 2020 MEETING VIA LIVESTREAM. THE LINK(S) WILL BE PROVIDE 24 HOURS PRIOR TO THE MEETING. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA WILL BE TAKEN VIA LIVESTREAM AT THE TIME INDICATED ON THE AGENDA. PUBLIC COMMENT ON SPECIFIC ITEMS ON THE AGENDA WILL BE TAKEN DURING THE TIME THAT ITEM IS DISCUSSED.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING**

Trustees
Debbie Crandell, President
Cristy Dawson, Clerk
John Paff
Brian Swanson
Jon Walton
Gabriella Giraldo

DATE: Thursday, September 24, 2020

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

LOCATION: **VIRTUAL MEETING**

Join Zoom Meeting

<https://pgusd.zoom.us/j/87686477757?pwd=cmZGM3VFdXhSOUxpT0txekV3L1Y5UT09>

Meeting ID: 876 8647 7757

Passcode: 133378

Pacific Grove Unified School District Office
435 Hillcrest Avenue
Pacific Grove, CA 93950

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

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

AGENDA AND ORDER OF BUSINESS

I. OPENING BUSINESS

- A. Call to Order
- B. Roll Call
- C. Adoption of Agenda

Move: _____ Second: _____ Roll Call Vote: _____

Trustees: Crandell ___ Dawson ___ Paff ___ Swanson ___ Walton ___

II. CLOSED SESSION

- A. Identify Closed Session Topics

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

1. Negotiations - Collective Bargaining Session planning and preparation with the PGTA for 2020-21 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Buck Roggeman, Song Chin-Bendib and Ralph Gómez Porras, for the purpose of giving direction and updates.
2. Negotiations - Collective Bargaining Session planning and preparation with the CSEA for 2020-21 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Billie Mankey, Song Chin-Bendib and Ralph Gómez Porras for the purpose of giving direction and updates.

III. RECONVENE IN OPEN SESSION

- D. Report action taken in Closed Session:

1. Negotiations - Collective Bargaining Session planning and preparation with the PGTA for 2020-21 [Government Code § 3549.1 (d)]
2. Negotiations - Collective Bargaining Session planning and preparation with the CSEA for 2020-21 [Government Code § 3549.1 (d)]

- E. Pledge of Allegiance

IV. COMMUNICATIONS

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

V. INDIVIDUALS DESIRING TO ADDRESS THE BOARD

Public comment on any item of interest to the public that is within the Board's jurisdiction will be heard. The Board may limit comments to no more than three (3) minutes for each agenda or non-agenda item; a total time for public input on each item is 20 minutes, pursuant to Board Policy 9323. Public comment will also be allowed on each specific action item prior to Board action thereon. This meeting of the Board of Education is a business meeting of the Board, conducted in public. Please note that the Brown Act limits the Board's ability to respond to public comment. The Board may choose to direct items to the Administration for action or place an item on a future agenda.

VI. ACTION/DISCUSSION

A. Approval of the Learning Continuity and Attendance Plan

Recommendation: (Ani Silva, Director of Curriculum & Special Projects) The District Administration Recommends the Board review and approve the Learning Continuity and Attendance Plan.

Move: _____ Second: _____ Roll Call Vote: _____

Trustees: Crandell ___ Dawson ___ Paff ___ Swanson ___ Walton ___

VII. ADJOURNMENT

Next regular Board meeting: October 1, 2020 – VIRTUAL

- Consent
- Information/Discussion
- Action/Discussion
- Public Hearing

SUBJECT: Approval of the Learning Continuity and Attendance Plan

DATE: September 24, 2020

PERSON(S) RESPONSIBLE: Ani Silva, Director of Curriculum & Special Projects

RECOMMENDATION:

The District Administration Recommends the Board review and approve the Learning Continuity and Attendance Plan.

BACKGROUND:

Senate Bill (SB) 98 established that the Local Control and Accountability Plan (LCAP) and an annual update to the LCAP are not required for the 2020–21 school year and that the California Department of Education (CDE) shall not publish the California School Dashboard in December 2020 based on performance data on the state and local indicators. SB 98 supersedes the requirement to develop and adopt an LCAP by December 15, 2020, which was established by Executive Order N-56-20, which was published in April 2020.

SB 98 also separates the development and adoption of the Budget Overview for Parents from the development and adoption of the LCAP for the 2020–21 school year. The legislation also requires that the Budget Overview for Parents be developed and adopted by December 15, 2020. The requirements to hold a separate public hearing and adoption at a public local governing board meeting consistent with California *Education Code (EC)* Section 52064.1 of the Budget Overview for Parents remains. SB 98 establishes California *EC* Section 43509 and the Learning Continuity and Attendance Plan (Learning Continuity Plan) requirements for the 2020–21 school year.

INFORMATION:

The Learning Continuity and Attendance Plan (Learning Continuity Plan) is a key part of the overall budget package for K-12 that seeks to address funding stability for schools while providing information at the local educational agency (LEA) level for how student learning continuity will be addressed during the COVID-19 crisis in the 2020–21 school year. The provisions for the plan were approved by the Governor and Legislature in June in SB 98 and can be found in *EC* Section 43509.

The Learning Continuity Plan is intended to balance the needs of all stakeholders, including educators, parents, students and community members, while both streamlining engagement and condensing several preexisting plans. In particular, it was important to combine (1) the intent behind Executive Order N-56-20, published in April 2020, which envisioned an off cycle Local Control and Accountability Plan (LCAP) due December 15th, and (2) the ongoing need for LEAs to formally plan to return to school in the midst of the uncertainty and of COVID-19, without requiring two plans. The Learning Continuity Plan replaces the LCAP for the 2020–21 school year.

The components of the Plan are as follows:

- Stakeholder Engagement

- Continuity of Learning: In-Person Instructional Offerings
- Distance Learning Program:
 1. Access to Devices and Connectivity
 2. Pupil Participation and Progress
 3. Distance learning PD
 4. Staff Roles and Responsibilities
 5. Support for Pupils with Unique Needs
- Pupil Learning Loss
- Pupil Learning Loss Strategies
- Effectiveness of Implemented Pupil Learning Loss Strategies
- Mental Health and Social and Emotional Well Being
- Pupil Family Engagement and Outreach
- School Nutrition
- Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students



www.pgusd.org

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PUBLIC HEARING NOTICE

The Pacific Grove Unified School District Governing Board will hold a public hearing on Thursday, September 17, 2020 regarding

LEARNING CONTINUITY AND ATTENDANCE PLAN

The hearing will be held during the regular Board meeting, which begins at 6:30 p.m. Please visit our website at www.pgusd.org for the Zoom link to attend the meeting virtually.

Copies of the Learning Continuity and Attendance Plan will be available for public viewing beginning September 14, 2020 through September 17, 2020. Due to COVID-19 please contact Director of Curriculum and Special Projects Ani Silva to schedule a viewing of the plan at 831-646-6526 or asilva@pgusd.org

Posted: September 2, 2020

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pacific Grove Unified School District	Ana Silva Director of Curriculum & Special Projects	asilva@pgusd.org 831 646-6526

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The COVID-19 Pandemic impacted Pacific Grove Unified School District's staff, students, and the community in many ways. All schools in the district were closed as of March 16th resulting in changes to the program offerings provided by the district.

Teachers and staff were given two days to launch distance learning on Wednesday, March 18th. . All classes TK-12th grade implemented google classroom as the main platform for instruction and the posting of assignments along with curriculum to support online learning. Google meets was used to provide virtual contact with students as well as providing the opportunity for synchronous learning (live) along with other technology tools for asynchronous learning where students could watch the recorded version of a lesson at a time more convenient for students and parents. All teachers held office hours twice a day for students to receive one on one support from the teacher. Ongoing professional development was provided to support teachers during the spring. Distance learning resources were provided as well as formal training sessions on distance learning strategies and best practices in a virtual setting. Coaching sessions were offered on the use of Google Apps Suite for Education, Screencasting tools, video recording, and interactive presentation/screen-sharing software.

Our students were impacted by the closure of school both academically and social-emotionally. Students of all ages had to make the stark transition into a virtual learning space. Many of our students did not have enough devices at home to meet their learning needs especially for families that had several siblings having to log in at the same time. On March 16th a parent survey was sent to families to identify families that needed devices as well as hot spots for internet connectivity. The district provided all families in need with a chromebook for each school aged student and wifi hotspots for those who did not have internet connectivity. Socially students were impacted as now they were separated from their peers and all extracurricular activities such as clubs, sports, drama, and the after-school enrichment program was cancelled. Grading practices were adjusted to reflect a hold harmless approach; therefore, a student could not earn a grade less than the grade earned in the third quarter. Students however had the opportunity to improve their third quarter grade for an improved final semester grade. Students also had the option to take all class grades as a Pass/Fail at the semester or they could keep all classes as graded. Counselors, support staff, and teachers worked diligently to connect with students who were not signing into the virtual classroom and provided both academic, social, and emotional support during these challenging times.

During this time, communication with the community, parents, students, and staff was vital. The district communicated all pertinent information from the Monterey County Health Office as well as important district information related to the school closures with families and staff daily in the morning and the afternoon. All sites also sent daily updates to family and staff with information pertinent to their respective schools. Information was posted and updated daily via the district website and Facebook. All District and Site Administrators met daily to discuss the distance learning process, meal distribution, sanitation, and plans to reopen schools in the fall. Lastly, all site administrators met with their staff on a weekly basis to progress monitor the distance learning program and discuss student and staff needs.

All schools were sanitized to ensure the safety for those who might be coming back to sites and principals had sign in sheets to verify who was on campus. Memorandums of understanding regarding work conditions were agreed upon by both the Pacific Grove Teachers Association and the California School Employee Association during the mandated school closure to ensure safety for all employees and agree upon new working conditions during the mandated school closure. The District's Reopening Plans document is linked here: . [PGUSD Operational Plan](#)

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Over the past four months, the Pacific Grove Unified School District leadership has vigilantly monitored the on-going Covid-19 situation, reviewed guidance from local and state agencies, and implemented the best possible practices for our school community. We developed community based, as well as staff; task forces to guide us in the safe physical reopening of schools this fall; we developed and posted Operational and Academic Re-Opening plans, maintained an updated Covid resources page on the District website, discussed those developing plans at several open Board meetings, and conducted surveys of parents, staff, and focus groups with students. We also held virtual Town Halls/Forums to answer questions and solicit feedback from stakeholders, and maintained very close communication with our colleagues throughout the Monterey County.

The overall process for stakeholder engagement included many outreach opportunities, including our District Parent Advisory Committee and The English Learner Parent Advisory Committee. Beginning in the spring and continuing on throughout the summer, each school site held task force meetings which which included students, parents, teachers, and classified staff. Several Town Hall meetings as well as parent surveys were sent to our families seeking input regarding multiple options for in person school with a focus on safety and a variety of distance learning models. Districtwide, families were surveyed to capture feedback on their experiences and reflections during the spring with distance learning as well as providing important feedback which led to our current board approved plans for distance and in person (hybrid) learning. Teachers were also surveyed to on staff safety and concerns with returning to work during a hybrid model.

Pacific Grove and Community High School held several parent advisory committee meetings in May and held several town hall meetings as well as multiple presentations at board meetings. In addition, all staff, parents, and students were given the opportunity to provide their input through several surveys regarding the type of hybrid and distance learning preferred.

Pacific Grove Middle School began to identify student, parent, and staff needs during 6 task force meetings in the month of June. The Middle school also presented their reopening plans to our board of education on June 18th, July 23rd, and July 30th where participant feedback was recorded. Finally, the Middle School conducted two town hall meetings in July and August where families were able to provide input regarding the distance learning and hybrid plans.

Forest Grove Elementary and Robert Down Elementary joined forces and held several parent advisory committee meetings. Teachers from both elementary schools participated in planning committees in May and June. Forest Grove along with Robert Down Elementary presented their distance learning and in person hybrid models to our board of education on July 23 and July 30th.

[A description of the options provided for remote participation in public meetings and public hearings.]

Pacific Grove Unified District promoted stakeholder engagement through remote participation in all public meetings and public hearings. All board meetings and Town Halls were held virtually using a zoom meeting and were posted to the district YouTube page the day after the meeting. Communication for these different meetings were posted on the different PTA Facebook pages. Reminder emails and texts were sent to all parents. Anyone could log on to these meetings. They could ask questions during open comments. We also provided translation services for parents who speak Spanish.

[A summary of the feedback provided by specific stakeholder groups.]

Stakeholder feedback was gathered and analyzed to uncover trends, ideas, and inputs. The following trends and ideas emerged from our analysis from all of the forums provided to parents according to the appropriate age spans.

Based on the feedback from parents and students at the high school, there was a strong desire to provide a schedule that afforded an opportunity to have in-person contact as much as possible with minimal distance learning. The high school staff expressed the need to provide a school schedule that limited physical exposure and maximized distance learning due to the COVID-19 concerns.

Parent feedback for students in the middle school expressed the need to have as much synchronous learning opportunities between teachers and students. This directly impacted the Middle School's distance learning schedule making the synchronous minutes 160 with 80 minutes asynchronous.

The feedback provided to Robert Down and Forest Grove elementary schools from parents, students, and staff identified areas requiring of focus for the re-opening of schools: High need for more teacher and student live interaction with google meet or zoom where their would be more social interaction between peers and other support staff. Parent/guardian training was also requested especially with curriculum and technology and learning platforms such as google classroom and Seesaw. Translation services were also requested at all public meetings and/or parent training events. Parents were concerned about the following: Screen time, student motivation, sanitation, lunches, child care, students adjusting to the next grade level, assessments, making friends and staying connected to school and peers. Classified and certificated staff requested ongoing professional development on Distance Learning and the Hybrid models, online curriculum supports for teachers/instructional aids, Google Apps Suite for education, google classroom and other software to support both synchronous and asynchronous instruction, trauma informed instruction.

Based on the feedback from our English Language Learner Committee we are providing all public meetings with a Spanish Interpreter and more online videos to support parent technical needs as well as curriculum supports.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The district's reopening plans were adjusted as a result of all stakeholders involved. Our Board of Trustees listened to all public comments and feedback from all stakeholder engagement meetings and adjustments regarding school schedules for distance learning and the hybrid models were directly impacted to ensure we were addressing concerns that directly impacted student learning. At Pacific Grove and Community High Schools the schedules that were developed took into account the need to create a balance between in-person learning and distance learning. While ensuring that the academic environment was rigorous, engaging, consistent, and provided for the necessary supports - academic and social-emotional. Data was gathered through a student survey conducted in all English classes during the 4th quarter as well as input provided during the town hall and board meetings. At the elementary level to it became vital provide alignment and continuity of learning with regard to all curriculum, learning platforms, google classrooms, and scheduled asynchronous and synchronous instruction. This would also allow families to form student PODS for learning and support.

District wide the learning plan also reflects a strong focus on the social emotional learning components of distance learning with circle time (elementary) and a tiered approach to counseling services. Parent Power Nights are also added to address parent technical needs.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Pacific Grove Unified School District is prepared to offer in-person instruction when possible and is allowable under state and local health orders. [The PGUSD Operational Plan](#)

We will take the above actions to ensure a safe and healthy return to in-person instruction, and in addition, will focus on these areas of teaching and learning, with a consideration to student's social-emotional well-being. Listed below are specific plans to how schools will assess students at the beginning of the year and address learning loss due to school closures in 2019-2020:

Forest Grove and Robert Down Elementary Schools: We will administer initial diagnostic assessments at all grade levels to determine current levels of proficiency in reading fluency, reading comprehension, math fluency, math conceptual understanding and the ELD assessment. These initial assessments will be used to identify learning loss from shelter in place. Once these levels are determined, teachers and intervention staff will work together to establish learning groups to fill similar deficits in our students. We will also use the ongoing assessments embedded in SuperKids (English Language Arts TK-2), Benchmark Advanced (English Language Arts grades 3-5), Swun

Math, and IXL to monitor student progress. Any designated intervention support will take place outside of the regular grade level instruction, so the learning gaps are not expanded. Our district will align our intervention efforts at its two elementary schools, so the neediest students receive intervention regardless of which school they attend.

Pacific Grove Middle School: Baseline assessments will be given for all students to determine their present academic levels and to tailor instruction to fill in gaps while allowing for students to succeed in grade level content. These data will be a key component in our response to intervention and will be utilized to track student progress as well as trigger targeted interventions. Teachers understand and are working to spiral in standards that may be lacking due to learning loss. These standards may/should be from the final quarter of the prior grade level, and will involve collaboration with grade level teachers from the grade prior. As a Professional Learning Community school (PLC's), we utilize data cycles (benchmarks, diagnostics, formative assessments) to identify present levels of performance, come up with a plan to target intervention for students (looking closely at targeted students), reassess those students and gauge the impact of the interventions. These students will continue to be monitored until such time as the data team feels it is no longer warranted.

Pacific Grove High and Community High Schools: Teachers will be using a variety of formative and summative assessments throughout the school year to monitor student progress and provide necessary remediation and/or acceleration. Students will have the opportunity to seek academic support from their teachers through designated office hours each week. Students may be required to attend office hours as well to remediate any gaps in learning and support the understanding of new material. A support class in math is provided for students who have identified needs. Additionally, students can seek support in math through a drop-in program offered twice a week. Students who are identified as 504 or with an IEP receive all accommodations as outlined in their plan. Students of concern will be placed in Study Hall and/or Academic Intervention. The high school is partnering with California State University Monterey Bay to provide tutoring to identified students outside of the school day. Counselors will identify students who are struggling academically and cross-referencing student attendance to develop a plan of action and support.

District's COVID-19 Operational Plan specifically addresses the following:

1. Opening of School Decision Tree pg. 4
2. Reducing Stigma pg. 6
3. Drop Off and Pick-Up procedures pg. 7
4. Screening Methods pg. 8
5. COVID-19 Symptoms pg. 11
6. Confirmed COVID-19 Case pg. 14
7. Healthy Hygiene Practices pg. 19
8. School Day Procedures pg. 24
9. Lunch, Snack, and Recess pg.26
10. Use of Materials pg. 28
11. Routine Cleaning and Disinfecting pg. 29

12. Preparing the School Site for Occupants pg. 31

[Announcements/Reopening%20Planning%20and%20Operations/PGUSD%20Operational%20Plan.pdf](#)

Listed below are the In-Person plans for each of the school sites:

[Forest Grove Elementary Reopening Plan](#)

[Forest Grove Elementary Reopening Plan \(Spanish\)](#)

[Robert Down Elementary Reopening Plan](#)

[Pacific Grove Middle School Reopening Plan](#)

[Pacific Grove High School Reopening Plan](#)

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Professional development days in July for teachers to collaborate and plan for Hybrid and Distance Learning Programs. This additional professional development for teachers will improve the services provided for our unduplicated student population such as instructional program for both hybrid or distance learning program.	\$46,392	Yes
Software programs (IXL and IRead) to support students for learning loss in the spring of 2020 and intervention supports the 2020-2021 school year (Used for in person specifically for Intervention and pupil learning loss tier 1 supports (classroom))	\$16,921	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Pacific Grove Unified School District will provide continuity of instruction and learning through the following specific ways:

1. The distance learning curriculum for content areas is the same as was used for in person instruction. The online components of the curriculum allow the students to access all core curriculum components. The district uses Google Apps Suite for Education and google classroom is the platform used district wide except for the primary grades TK-2nd grade who use Seesaw. Other online programs were

purchased to support student learning during distance learning as well as platforms such as Flipgrid, Peardeck, Edpuzzle, and others to enhance synchronous instruction. Below are links to the schedules for all Distance learning schedules district wide.

The district also provided a frequently asked questions (FAQ) on distance learning in [English](#): and in [Spanish](#)

[Elementary Distance Learning Plan](#)

[Kindergarten](#)

[First Grade Weekly Schedule](#)

[Second Grade Weekly Schedule](#)

[Third Grade Weekly Schedule](#)

[Fourth Grade Weekly Schedule](#)

[Fifth Grade Weekly Schedule](#)

[Pacific Grove Middle School Plan](#)

[Pacific Grove High School Plan](#)

[Community High School Plan](#)

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

PGUSD ensures access to student devices, wifi connectivity, and digital technology support for all households in need in support distance learning. These outcomes will be achieved taking the following steps:

Student Devices for Distance Learning

Assess the technology needs of students by surveying all parents to determine level of access to student devices and internet connectivity at home. Link to survey: <https://forms.gle/yuRFNRkAMKhLXLHeA>

1. Using the results from the home tech survey, district devices (Chromebooks, iPads, and Wifi Hotspots) were provided to any student/family in need.
2. Devices were furnished to families in need both centrally at the district office and from the student's school of attendance. Device check-out continue to take place throughout the school year.
3. Families were contacted by phone, email, and text to ensure that they were aware of the procedures, dates, and time for checking out a student device: iPads for TK-1st grade student in need, Chromebooks for grades 2-12 student in need.

Tech Support to Ensure Access, Connectivity, and Equity

1. Daily On-Call Tech Support Schedule: IT support staff keeps a weekly IT support schedule to provide live/real-time tech support to teachers, families, and students.

2. Virtual Parent Ed-Tech Nights - Parent Power Nights: Monthly parent distance learning support workshops to include parenting techniques and learning strategies/techniques. Feedback from these events will be used to inform and plan follow-up parent ed-tech nights later in the year. (August 7, 14, September 10, October 8)
3. Distance Learning Guide for Parents: New parent website is launched and serves as a place for parents to access a full range of DL supporting resources including training videos, strategies, and support tools specifically for parents to assist their efforts in supporting their children in distance learning. The site will continue evolve and expand throughout the school year
4. Timely Tech Support Night for Parents: Specific bilingual IT-related support night provided to parents by our IT Coordinator focusing directly on hardware and connectivity issues that parents were experiencing at the beginning of the school year. (August 18, 2020)
5. Improved the tech desk support for parents, students, and teachers by adding additional personnel.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Forest Grove and Robert Down: Elementary schedules are built so sufficient minutes are represented in our daily schedule through synchronous and asynchronous instruction. We have synchronous interactions daily in all of our classes which contain a combination of social emotional and instructional activities. The asynchronous tasks will be assigned a time value that ensures we are meeting the state mandated instructional minutes. In most cases, we will exceed those minutes in every class, in every grade. We will take a tiered approach to identify which students have disengaged academically and may be experiencing social emotional problems that warrant intervention. When students are absent from activities, Forest Grove and Robert Down teachers will function as a team operating at several tiers. We will identify students who have disengaged through our attendance system. Staff will determine student weekly participation in distance learning by completing an attendance verification and participation form. The participation form indicates whether a student has met minimal, adequate, thorough, or no participation. We will assign these students to follow up teams consisting of teachers, our counselor, our administrator, and our office staff to bring our available resources to our families. Once the child re-engages with school, the student team will monitor engagement until regular engagement is re-established.

Middle School: The Middle School built it's schedule balancing the input of families and teachers. In concert with teachers, we wanted a plan that allowed for 160 of the 240 instructional minutes to be synchronous "live" instructional time, while the remaining 80 minutes being asynchronous instruction. We opted for an evens and odd period schedule with a time in the morning for teacher collaboration and preparation. Several "screen breaks" in the form of lunches and breaks built into the day, and a Monday dedicated to asynchronous work and synchronous delivery of our character program.

Attendance is taken 5 days a week. Our Monday teacher collaboration involves a focus on "students of concern" which is a tiered response to intervention. Teachers identify students who are disengaged, struggling academically (assessment data points) or exhibit behaviors that would prompt social emotional intervention and bring these students forth for discussion. The next step is assigning a teacher/team as a tier 1-point person. If the tier 1 interventions are unsuccessful, then these students are assigned to our tier 2 team for contact and mitigation. The tier 2 team looks at additional intervention opportunities (office hours, conferences) to mitigate the lack of success. Tier 3 involves

administration and/or counseling for the students on an individual basis. Student Success Teams, parent conferences, modified curriculum and/or the inclusion of placement in intervention classes are all options at this level. Teachers will allocate their 240 instructional minutes on the “week at a glance” portion of their Google Classroom.

Pacific Grove High School: The schedule is designed to meet the instructional minutes, attendance requirements and provide for support academically and socially-emotionally. Students receive 240 minutes of “live instruction” Tuesday through Friday. Students are afforded multiple breaks between classes to balance their screen time and create opportunities to take care of their personal needs. On Mondays students participate in a “live” interaction with their advisory teacher. The remainder of the school day is asynchronous. Teachers monitor asynchronous participation through the Engagement Record document. Teachers are required to update their grade book every eight working days. Teachers provide office hours for students and can require students to attend to provide academic support. Teachers work in conjunction with counselors, support teachers (SPED, ELL, academic support) and administration to address academic concerns. Attendance is taken five days a week and monitored on a weekly basis. Attendance issues are addressed by the Attendance Clerk and Assistant Principal.

PG Community High School: The schedule is designed to meet the instructional minutes, attendance requirements and provide for support academically and socially-emotionally. Students receive 180 minutes of “live instruction” Tuesday through Thursday. Students are afforded a break between classes to balance their screen time and create opportunities to take care of their personal needs. On Mondays and Fridays students participate in a “live” interaction with their teachers. The remainder of the school day is asynchronous. Teachers monitor asynchronous participation through the Engagement Record document. Attendance is taken five days a week and monitored on a weekly basis. Office staff, teachers, Outreach Counselor and administrator provide the necessary intervention for students with attendance issues. Students participate in one to one meeting weekly to monitor their academic progress. Adjustments are made based on student success and progress.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

In order to support our staff in the implementation of a high-quality distance learning program, Pacific Unified School District has provided the following professional development opportunities and resources, which are based upon the “Professional Learning and Relationships” section in the CDE’s Stronger Together: A Guidebook for the Safe Reopening of California’s Public Schools. During the summer in June 26-July 1, 2020 forty teachers and administrators attended the Summer Virtual Teaching Academy hosted by the University of Phoenix. The academy focused on establishing a Blueprint for success to virtual teaching and learning. Teachers also were able to become familiar with the National Standards of Quality Online Instruction. In late July teachers from all sites gathered to plan both a distance learning and a hybrid blended program to include daily schedules and ensure that required instructional minutes were met. Teachers agreed on the appropriate blend of synchronous and asynchronous learning to optimize student engagement, motivation, and success on social, emotional, and academic learning.

The Board of Trustees also voted on adding two more professional development days to our school calendar and the teachers agreed to move two other professional development days scheduled in January and February to the beginning of year providing more time for teachers to collaborate, plan, align schedules for synchronous/asynchronous instruction, identify essential standards, assessments, intervention strategies and implement distance learning platforms with strategies to engage and motivate students. Teachers engaged in discussions around trauma informed practices and how best to address the social emotional needs of students during distance learning. Another important topic at the fore front was and continues to be is the the monitoring of students who are not thriving and identify a tiered approach to connect and reengage students to be successful and connected to school.

Technological supports were given by offering:

1. Live training sessions and virtual workshops have been delivered to teachers and classified instructional staff by the Digital Learning Teacher at the beginning of the school year with weekly follow-up “refresher sessions”. Teachers and support staff have been provided training on the essential digital tools: SeeSaw, Peardeck, Zoom, Google Classroom, Screencastify, Flipgrid, EdPuzzle, and more. Whole group trainings, small group and individualized meetings have been and continue to be held to further support the staff around these areas. Real-time remote support to teachers continues to be provided during synchronous distance learning hours.
2. Distance Learning Resource Site for Teachers: A new website was launched to organize and centralize a range of training tools for teachers including pre-recorded webinars and conferences.
3. Distance Learning Guide for Parents: New parent website is launched and serves as a place for parents to access a full range of DL supporting resources including training videos, strategies, and support tools specifically for parents to assist their efforts in supporting their children in distance learning. The site will continue evolve and expand throughout the school year
4. Timely Tech Support Night for Parents: Specific bilingual IT-related support night provided to parents by our IT Coordinator focusing directly on hardware and connectivity issues that parents were experiencing at the beginning of the school year. (August 18, 2020)

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

High School/Community High: No additional staff has been hired and no additional costs have been incurred. Staff duties have been adjusted to meet the needs of our school community during distance learning. Of particular note is one campus supervisor is now working remotely to provide support to our outreach counselor and attendance clerk to monitor and support students who are in need.

Middle School:

No additional staff have been hired and no additional expenses have been incurred. We reallocated instructional support (both general/special education) staff and our librarian to utilize small group support in a virtual manner. In addition, these staff members have been enlisted to make parent contact and interact with teaching staff as members of the schools tier 2 intervention response team. Their task is to make contact with families of disengaged students and work as a liaison between the school and home to identify and overcome barriers to student engagement

Forest Grove:

19 additional daily hours of instructional assistant to support teachers with small group instruction from classified employees flexibility of duties. This is specific to the exchange of Before and After School employee hours to the classroom.

6 additional daily hours of instructional assistant to support teachers with small group instruction from classified employees flexibility of duties. This is specific to the exchange of Noon Duty employee hours to the classroom.

Robert Down:

19 additional daily hours of instructional assistant to support teachers with small group instruction from classified employees flexibility of duties. This is specific to the exchange of Before and After School employee hours to the classroom.

6 additional daily hours of instructional assistant to support teachers with small group instruction from classified employees flexibility of duties. This is specific to the exchange of Noon Duty employee hours to the classroom.

6 additional daily hours of instructional materials support for teachers from classified employees flexibility of duties. This is specific to the exchange of Bus Driver hours to support classroom teachers.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

1. English Language Development (ELD) Program

Elementary Schools-At the elementary school level, we give an initial ELPAC (English Language Proficiency Assessment for CA) to new students when their Home Language Survey indicates that they speak or hear a language other than English in the home. All English Language Learners are given the Summative ELPAC in the Spring (We did not give it last Spring due to Covid). During distance learning, we will be assessing new students to our district that speak a language other than English with the initial ELPAC in person, providing all safety measures. The elementary ELD teachers have access to the interim assessments that our students take in their regular classrooms too and also receive their DIBELS reports from the Reading Intervention program. We also use our own observations and assessments within the designated English language arts curriculum. English learners are supported with integrated ELD in all subject areas. We will be administering the optional summative ELPAC in the fall only for students we feel would be reclassified as English Language Proficient. To provide additional support during distance learning, the ELD teachers met with parents and students individually to do a social/emotional check in and determine their needs. Based on feedback from English learner stakeholders the technology department offered a bi-lingual parent tech support night, which was well attended. Designated ELD will be with students in smaller groups and 1:1. Instructional aids will also be providing 1:1 support with classwork and homework for students in need. Each ELD student was given a backpack full of school supplies, hand sanitizer, tissues, books and activities, at their specific level to use over the summer to reduce academic loss. Home visits are also made to deliver materials and assist with technology as needed.

Students with increased English fluency use the ELD time on their schedule to strengthen academic language. We work on ELA lessons, projects, and writing assignments. Classroom teachers identify subject areas for individual students who need use extra time and support. For example, the ELD teachers will join general education virtual reading time for 2 newcomers to work on fluency and comprehension - a

safe learning environment is provided for students in small distance learning groups rather than with the entire class. Students are released from small groups as skills and confidence increase.

Pacific Grove Middle School, Pacific Grove HS, and Community HS -The designated ELD teacher acts as a liaison between ELD students and their general education teachers. The Designated ELD teacher is in contact with the student's families and acts as an advocate for ELD students at the site. ELD students are also placed into intervention and support classes according to their individual needs. The ELD teacher provides designated English language development while the classroom teacher provides integrated English language arts through the curriculum.

2. Pupils with Exceptional Needs- All PGHS students on IEPs and 504 Plans are served by our district's schools except one medically fragile student is served by the Monterey County office of Education. Annual and Triennial IEPs and 504 meetings are conducted virtually and parent signatures are provided via Kami. We continue to have 100% parent engagement in IEP and 504 meetings. Special education teachers, instructional assistants and paraprofessionals received a week of professional development on distance learning including developing a schedule with appropriate instructional minutes by grade level, training on the on line instructional platforms being used such as Unique Learning Systems, Benchmark, Read 180, iRead, Swun Math, training on tech tools such as SeeSaw, IXL, Screencastify, Edpuzzle, Pear Deck, and Flipgrid.

Students continue to receive accommodations as per their IEPs and 504 Plans given this information is recorded in our student information system, for general education teachers to view. Students on IEPs continue to receive targeted case-management by special education teachers with the average caseload at 20 students. Students on 504 Plans continue to receive targeted case-management by our school counselors.

Students continue to receive related services (Speech, OT, PT, mental health therapy) as specified in their IEP. Therapists provide whole group push into the SDC/Inclusion Programs as well as small group and individuals therapy via google meets and zoom meetings. Documentation of services are logged, and data on progress towards goals is taken.

Special Education Preschool continues to operate virtually and with concrete materials and manipulatives provided bi-monthly. Students are provided with a chromebook to join class meetings and ipads to work on their assigned apps. Parents/Caretakers submit photos of completed concrete tasks.

Elementary SDC/Inclusion Program for the mild/mod and mod/severe. Students are provided with an ipad for assignments and a chromebook to join class and therapies. Students have received both general and SAI instructional materials. Teachers have created a google classroom and a daily schedule of whole group and small group/individual sessions throughout the day. Programs are following the same grade level required instructional minutes as general education. In addition, SDC/Inclusion students join their general education classrooms for Music, PE, Science, and Special Events. SDC teachers have developed an individual schedule for each student with embedded links to make it easier for parents and older students to link into the whole group, small group, individual, therapies and general education. Instructional assistants and para-professionals continue to join group meetings, small group and individual sessions with the student to whom they have been assigned.

Elementary RSP services continue to provide case-management and specialized academic instruction (SAI) as per each student's IEP. Instructional Assistants are assigned to small groups for instruction. Special Education teachers provide office hours so students can drop in with specific questions or requests for assistance.

Middle and High School SDC/Inclusion programs-Each student has a daily schedule of classes just as general education. The schedules include some special education classes and some general education classes depending on the student's IEP. Special education classes are live face to face Google Meets direct instruction with some small group breakout sessions for guided practice on assignments utilizing instructional assistants and paraprofessionals. When students join their general education classes an instructional assistant or paraprofessional joins the class as well to provide reteach and instructional support as needed in small breakout meetings.

Middle and High School RSP services-Each student follows their daily schedule of general education classes with one period devoted to Learning Lab to receive direct special education support, (daily check in, organizational support, reteach, tutorial support). In addition, special education teachers, instructional assistants and paraprofessionals provide push in services by attending general education classes followed by small group virtual meetings for reteach and instructional support. Teachers provide daily office hours for students to drop in to ask for assistance.

Transition Program (18-22 years of age)-The Transition Program follows a daily schedule with embedded links for whole group, and individual virtual sessions. Students also attend classes at Monterey Peninsula College with push in support from the Transition teacher and paraprofessionals. A weekly virtual support group meeting is held for the parents.

3. Students in Foster Care

All school front office and district office staff receive an annual training on the rights of Foster Youth AB490 in August prior to school registration. This school year it was a virtual training. Our school district is contacted by the Foster Care Liaison at Monterey County Office of Education to inform us of students placed with a Foster Care family in our school district. We currently have 5 students. District liaison, Director of Student Services, contacts the principal and the school counselor with the student's name and grade. The school counselor places the student on the Students of Concern list in order to provide some degree of case-management and weekly check ins to oversee student's progress and any emerging needs. Students have access to all services available on campus. Students were issued chrome books (and ipads K-1st) and all instructional materials for DL. In addition, students were provided with a backpack, school supplies and a hygiene kit.

4. Students Experiencing Homelessness

All school front office and district office staff receive an annual training on the rights of Students Experiencing Homelessness via the McKinney Vento Act. This year it was a virtual training in August prior to school registration. Our school district identifies students experiencing homelessness by reviewing each student's Residency Questionnaire. We currently have 3 students. Parents are provided with a brochure that informs them of their rights. District liaison, Director of Student Services, contacts the principal and the school counselor with the student's name and grade. The school counselor places the student on the Students of Concern list in order to provide case-management and weekly check ins to oversee student's progress and any emerging needs. The school counselor also makes contact with the parents and provides information from the Monterey County resources notebook of local agencies that can provide additional services and assistance. Students have access to all services available on campus. Students were issued chrome books (and ipads K-1st) and all instructional materials for DL. In addition, students were provided with a backpack, school supplies and a hygiene kit.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Technology-In addition to the provision of chromebooks, special education provided ipads to students in the mod/severe SDC program to increase student engagement and to collect data towards IEP goals.	\$22,716	Yes
Instructional Materials-In addition to instructional materials provided by general education per grade level, special education provided instructional materials related to specialized academic instruction to promote progress towards IEP goals	\$9,095	Yes
Apps/Licenses-In addition to the apps and licenses provided by general education per grade level, special education purchased additional apps and licenses in order to provide specialized academic instruction in the virtual learning environment.	\$18,659	Yes
Professional Development was provided to all classified staff including instructional assistants and paraprofessionals to prepare them to instruct and support students while distance learning.	\$53,838	Yes
Virtual Assessment licenses and training	\$4,428	Yes
Professional development days in the summer to attend University of Phoenix Summer Virtual Teaching Academy on Distance Learning	\$20,381	Yes
Two additional professional development days before the start of school for a total of 7	\$177,266	Yes
BASRP (before and after school childcare) Employees for reassignment during August 12 through December 31, 2020	\$151,938	Yes
Cost of (before and after school childcare) Employees for reassignment during March 16 through May 31, 2020	\$129,826	Yes
3 hours per day of additional classified technology support Approximately \$3,973 per month, September 1 through December 31, 2020	\$15,892	Yes

Description	Total Funds	Contributing
Wifi Hotspots-TMobile and Kajeet Remote Software-Logmein	\$14,563	Yes
Chromebooks for students in need of devices for a total of 633 units	\$180,423	Yes
Zoom Licenses	\$10,000	Yes
Ipads for students -160 units + warranty	\$48,654	Yes
Professional development for online curriculum (elementary) Superkids, Benchmark Advance	\$2,750	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Pacific Grove Unified School District will address student learning loss that resulted from COVID-19 during the 2019-2020 and 2020-2021 school years by measuring learning status with diagnostic assessments at the beginning of the year and then benchmark assessments 3 times per year.

Forest Grove and Robert Down: At the elementary level additional assessments in reading such as Dibels, Scholastic Reading Inventory (SRI), Scholastic Math Inventory (SMI), and ongoing IXL Diagnostics identify student trends and especially those students who experienced large gaps in learning. The assessments identify students who will be receiving tier one, two, and three supports accordingly in the following content areas: English language arts, English language development, mathematics and other core content areas.

Pacific Grove Middle School:

PGMS holds bi monthly grade level meetings surrounding our Students of Concern (SOC). During our discussions, we target students in need of academic or social emotional intervention. These data points consist of:

1. Scholastic Reading/Math inventories
2. District Benchmarks for ELA/Math/Science
3. Common Formative assessments

1. Once a student has been identified, the tier 1 response is teacher contact and support. If these efforts fail, then tier 2 intervention or Tier 3 if needed.

High School/Community High: PGHS students are monitored through the update of the gradebook every eight days. Students are administered formative and summative assessments. Students identified as English learners are monitored by our English Language Development teacher. Community High School monitors students' progress on a weekly basis. Student's academic goals and progress are adjusted based on the previous week's academic progress.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Forest Grove and Robert Down Elementary Schools:

Forest Grove and Robert Down will begin the year by administering diagnostic tests through DIBELS, SRI, SMI, and IXL. Once students are identified as requiring intervention they will receive tier 1 intervention in the class by using IXL, a computer adaptive program that provides practice at their ability level. Students requiring more intervention will receive small group instruction through our intervention program. Our Title 1 teachers will coordinate with our resource specialists that will serve our students based on their need, not their program label. This means that general education intervention students and special education students will be grouped based on need, so our schools can strategically offer intervention services without having students miss the grade level instructional program. In addition to these intervention services, our English Language Learners will continue receiving 30 minutes a day of designated support as well as integrated support in the general education classroom. Our Low-Income students receive first placement in our Title 1 program. Our special education students are served as noted above. Homeless students are monitored at the site and district level.

For our general education population, teachers reviewed power standards in Math and English Language Arts, so they could target instruction and adjust pacing guides as needed. We have aligned our instructional practices across the district to provide an equitable program to all students regardless of attendance area.

Middle School: The Middle School will begin with baseline assessments in the core content classes. These assessments will include but are not limited to SMI, SRI, common formative assessments, benchmarks, and curriculum checkpoints. Additionally, students will utilize reflections and participate in check for understanding exercises to inform and adjust instruction. We will be using the data, especially baseline data to ascertain where students are in their learning in regards to their grade level and level of learning loss. These data will be used to inform staff where to begin instruction, and assessments will take place often to identify gaps in learning and allow for targeted interventions. When a student is unsuccessful academically, our Professional Learning Communities will employ tier 1 academic intervention at the classroom level. If the tier 1 interventions are unsuccessful, tier 2 interventions are added to tier 1, where students are now strategically targeted for intervention. Interventions at this level may include assignment to additional learning support opportunities, weekly check ins, weekly teacher/parent communication. If tier 2 interventions prove unsuccessful, then the addition of tier 3 intervention is necessary. The primary point of contact for this level is counseling and/or administration. An intervention team is assembled, including teachers, the family, counselor and administration. Examples of interventions within tier 3 are: diagnostic assessments, weekly progress monitoring and tracking, continuation of parental contact, possible pull out program. If unsuccessful at the tier 3 level, the inclusion of a special educator may be necessary to ascertain if the student qualifies for services.

Data will be collected and dis-aggregated by at promise groups, and groups identified in the School Site Plan as an area of improvement. Our PLC's serve as our data teams, and they are tasked with looking at achievement in regards to the major standards in their discipline. Response to intervention could involve altering pacing, auditing curriculum in terms of the must knows versus the nice to knows, reteaching concepts and cycling in prior content are a couple of methods of universal tier 1 support. At Promise academic support will provide additional instructional services to students (ELL, SWD, Foster Youth, Students Experiencing Homelessness) which will be tailored to supporting, monitoring, and adjusting targeted intervention according to each student's individual needs.

Pacific Grove High School: students are monitored by teachers and grades are updated every eight days. Tier one interventions are provided by each teacher based on student progress. Interventions can be required attendance with teacher during office hours. Tier two math specific intervention is provided through a designated math support course and tutorial help provided twice a week. ELL Tier two interventions are provided to students through a designated course. Tier three interventions are provided through the counseling department in conjunction with the administration. PGCHS teachers meet a minimum of twice a week to discuss student academic progress. Adjustments to student's academics are made weekly as needed. Academic plans are monitored based on student completion of assigned work and assessment.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Students who are in Tier 2 and Tier 3 intervention supports will have weekly progress monitoring on learning objectives. Students will understand the success criteria for learning goals and understand where they are in the process of learning these targeted objectives. All grade levels in elementary as well as secondary content area teachers and support staff will adjust instruction to target concepts/skills that are foundational to further understanding. On a weekly basis there will be checks for understanding for specific subject and grade level instructional purposes. The process includes a focus on depth of instruction, providing actionable feedback, administering performance assessments, administrator walk-throughs, ongoing measurement of foundational literacy skills to support decoding and fluency, and measurement of fluency with grade-level text to monitor progress and provide additional support. Site principals participate in the grade level and department collaboration days to support teachers and discuss effective strategies that are making a difference with students and adjust strategies that are not effective based on student need. The implementation of Read and Math 180 in grades 4-12 also serves to support student reading, fluency, comprehension, and writing skills continues to be an effective program with proven results.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Purchase of IXL to support students with differentiated instruction based on ongoing diagnostic assessments	\$12,701	Yes
Purchase of Iread to support primary students with English Language Arts and writing	\$4,220	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The Pacific Grove Unified School District supports the mental health and social emotional well-being of students and staff during the school year. Our counselors at the elementary, middle and high school levels are seeing students/families via GOOGLE and ZOOM online platforms. In addition, our counselors are offering groups to students. These sessions are ongoing during the school week. Teachers, administrators and counselors connect with one another daily to discuss those students who aren't attending class and/or who just need an extra boost to get them through DL. We are fortunate to have systems in place that support our students and families as much possible during this time. Our counselors are organizing parent meetings and planning events that support parents during COVID. Examples of this include 'Coffee with the Counselor' meetings for parents, and informing our parents about our elementary social and emotional learning curriculum, TOOLBOX. Despite the challenges of DL, social emotional learning is essential for our students to learn how to manage stress and these counselor-led informative events will give parents the tools to use SEL resources at home. The high school counseling program ranges from academic counseling, coping skills, organization, strategies for depression and anxiety, decision making skills, and more. If therapeutic services are needed, all PGUSD counselors are able to provide the family with available resources in the area to further support their student(s). The counselors collaborate with teachers, families, and staff to make sure students are getting the support needed on campus as well as making sure a student is not being missed when help is needed. Parents can fill out a referral form for their children on our counselor websites or email. Our counselors will then connect with the parents to address the needs of their child and or needs of the family. Resources are then provided to parents based on what their needs are. Teachers can reach out to counselors through email and/or also complete a student referral form for counseling services. Students have access to a daily on-line "PGMS Check-in Sheet" that counselors monitor throughout the day. Some students just need to express their feelings and others require a follow-up by a counselor. This is used as a screening tool where students self-refer. The same is true for the high school. The Check-In form is monitored, the counselors are available via email, Google Hangout, Google Meet, Zoom, phone, etc. There is a PGHS Counseling Google Classroom where resources are shared and a way to get information out to students as well as a PGHS Counseling Instagram account.

Professional development for staff will include support for Tier 1 (Whole school safety and prevention, community and family engagement and supports, stay wellness, classroom strategies), Tier 2 and Tier 3 (early and targeted intervention for students/staff) supports. Listed below are the specific 3 tiered approach for counseling preventive and intervention services for each of our campuses.

Robert Down and Forest Grove Elementary Schools

Tier 1 (support for whole school):

- Toolbox with Principal Roggeman(FG) and Ms.Tobin (RHD)
- Counselor provides the TOOLBOX Core curriculum
- Teacher led online etiquette and distance learning success
- Teacher led class meetings

-Counselor and/or teacher led class Caring Circles

-Video counselor class lessons on Character Traits, MindUp, ToolBox, resiliency, friendship, 'Let's Talk' Book Group (inclusion, diversity, community connection)

Tier 2 (students needing additional support):

-Small psychoeducational groups- social skills development, emotional awareness and regulation

-Individual student check-ins/sessions including homeless and foster youth

-Parent consultations & referrals

-New PGUSD students online group

-Tier 3 (highest need students)

-Refer to outside resources

-Continue targeted intervention online

Parent Supports:

-New to peninsula parent group

-Kindergarten Families parent group

-Drop in virtual "Coffee with the Counselor" and "Coffee with the Principal"

-Parent Education Zoom Workshops in conjunction with the Adult School

-(topics: supportive practices at home with DL and time management, managing stress and anxiety, ToolBox SEL at home guidance for parents)

-Individual parent consultations

Referral to resources

-Staff:

-Professional Development Mental Health (Trauma Informed Practices, Indicators of Depression/Suicidal Ideation, Self Care for Service Providers, Supporting Student Resilience: Strategies for Teachers During School Closures).

-Train teachers on the referral system for students in need

-Teachers will identify students not engaging & inform counselor to provide targeted outreach

-Informing parents on how to access counseling services, mental health resources, and support

-Weekly staff caring circles

Pacific Grove Middle School

Tier 1 (whole school support):

- Classroom instruction on tips for success in distance learning
- Character Strong Lessons
- Teacher led class meetings
- Teacher supports for students: Check-ins, private emails, comments on work, small group and individual meets, journaling, meditation activities, tapping, Weather check, daily office hours
- Counselor classroom introductions
- Promote access to Counselors for students
- Counselor led Google Meets Groups open to all students
- Counselor/Wellness resources

Tier 2 (students needing additional support):

- New PGUSD student groups
- Individual Google/Zoom Check-in sessions scheduled via Calendly
- Targeted Groups
- Parent Consultation & referrals
- Student Study Teams
- Students of Concern case management including homeless and foster youth

Tier 3 (highest needs students)

- Refer to outside resources
- Monterey Behavioral Health Services
- Continue targeted intervention online

Parent consultation & referrals

-Parent Supports:

- Drop in parent groups & virtual 'Coffee with the Counselor'
- Individual parent consultations
- Parent education zoom workshops in conjunction with the Adult School
- Monthly wellness and mental health newsletters

Staff:

-Professional Development: Mental Health (Trauma Informed Practices, Indicators of Depression/Suicidal Ideation, Self Care for Service Providers, Supporting Student Resilience: Strategies for Teachers During School Closures)

-Train teachers on the referral system for students in need

-Teachers will Identify students not engaging & inform counselors to provide targeted outreach

Pacific Grove and Community High Schools

Tier 1 (whole school support)

-Continue to make available to students - Student Clubs.

-CHS will implement Career Day Speakers in a whole group activity with all students.

-Counseling Google Classroom

-Counseling Instagram

-Open Office Hours via Google Hangouts, Zoom, phone, email

-Student Check-In Form

-Shared Resources; Mental Health, COVID-19, etc.

Teacher Referrals

-Parent Consultation and Referrals

-Classroom Introductions

-Classroom Lessons

Tier 2 (students needing additional support)

-Targeted Small Groups-Special populations (ELLs, Homeless, Foster)

-SST meetings

-504 meetings

-Individual Check-In's with Students of Concern including Homeless and Foster Youth

Tier 3 (highest needs students)

-504's case-management

-Referrals to appropriate agencies

-Continued Check-In's with Students of Concern including homeless and foster youth

- Classroom Lessons
- Individual Sessions (regularly scheduled and upon request)
- Open Office Hours
- Parent Consultation and Referrals
- Student Check-In Form

Parents

- Open office hours for consultation
- Referrals to appropriate agencies
- Host information nights

Staff

- Professional Development on Mental Health (Trauma Informed Practices, Indicators of Depression/Suicidal Ideation, Self Care for Service Providers, Supporting Student Resilience: Strategies for Teachers During School Closures)
- Shared Resources and Strategies
- Review of Referral Process
- Consultation and collaboration

Additional resources available online through the MCOE Distance Learning Website

Online resources:

[Resources for Educators, Parents, and Students](#)

[Social Emotional Well Being](#)

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Robert Down and Forest Grove Elementary Schools: Site attendance clerks and teachers will make initial contact with families via email, phone, text, if there are issues of non-attendance/participation. In collaboration with campus staff, the site-principal will text parents/guardians to determine any tech issues and/or support needed for students to continue participation. If unsuccessful, school counselors will conduct

outreach efforts including home visits or agreeing to meet with the family in a safe location such as a local park, If needed, an SST will be held to determine any additional support needed.

Middle School: Students of Concern, tiered response- Teachers---Office Staff---Counseling---- Administration

Tier 1 universal intervention begins with identifying student(s) who have struggled academically, emotionally or are disengaged as identified during our grade level professional learning community meetings. Interventions in this tier are at the classroom level and involve family contact/assistance, differentiated instruction, office hours or appointments, and progress monitoring. If unsuccessful, tier 2 interventions are added to tier 1, where students are now strategically targeted for intervention. Interventions at this level may include assignment to additional learning support opportunities, weekly check ins, weekly teacher/parent communication. If tier 2 interventions prove unsuccessful, then the addition of tier 3 intervention is necessary. The primary point of contact for this level is counseling and/or administration. An intervention team is assembled, including teachers, the family, counselor and administration. Examples of interventions within tier 3 are: diagnostic assessments, weekly progress monitoring and tracking, continuation of parental contact, possible pull out program. If unsuccessful at the tier 3 level, the inclusion of a special educator may be necessary to ascertain if the student qualifies for services.

High School/Community High: PGHS and PGCHS attendance is monitored daily. Students who are determined to be at risk are contacted by one or more of the following staff members: teacher, case manager, attendance clerk, re-assigned campus safety supervisor, counselor and/or an administrator.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The Pacific Grove Unified School District will continue to provide wholesome meals for all pupils, including those students who are eligible for free or reduced-price meals, for both in-person and distance learning, adhering to Center for Disease Control (CDC) guidelines of proper disinfecting and social distancing.

Staff Health and Safety

- Daily employee health checks will be made and recorded before staff begins their shift on campus.
- Standard Operating Procedures (SOPs) in the kitchen as well as outdoor meal service are updated.
- Staff and volunteers in routine contact with the public will wear gloves and facial coverings.
- Staff will wash hands and disinfect surfaces often.
- Social distancing will be maintained in the kitchen as well as outdoors, when serving meals.

Contactless Point of Sales Transactions

- Households will be notified to encourage prepaying accounts to minimize cash handling, if any.
- During outdoor meal service, staff will record student information and will not handle cash transactions

- During indoor meal service, staff will input students' ID# into the point of sale rather than having students do it

Meal Service Indoors

- Meals may be delivered to classrooms or may be distributed at specific centralized points on campus.
- If serving line is used, students will be spaced out 6-feet apart and the number of students in the serving area at a time will be limited
- Meals will be consumed in classrooms and/or outdoors instead of cafeterias or group dining rooms.
- Social distancing will be enforced.
- Meals will be individually plated or bagged, containing all components to make up a reimbursable meal.
- Sharing of foods and utensils and buffet style meals will be avoided.

Meal Service Outdoors

- During Distance Learning, the Department will implement curbside meal pick-up for families
- Families are encouraged to stay in their cars and to open car trunk for food service staff to place meals into.
- Walk-up pick-ups line up 6-feet spaced apart. Meals are placed onto the table and disinfected upon pick-up.

Community Outreach

- Mass communication of texts and emails were sent out to the District families, announcing meal distribution sites and times
- Information regarding pre-payment on accounts to minimize cash transactions was provided
- Hardcopy letters of meal eligibility and information on meal distribution in household's primary languages were mailed out to Free/Reduced families
- Site staff made phone calls to families to inform them of meal applications and meal distribution

Considerations

On August 31, USDA's Food and Nutrition Service (FNS) announced the extension of nationwide waivers through the end of 2020, or until available funding runs out. This includes:

- Allowing meals to be served in all areas and at no cost;
- Permitting meals to be served outside of the typically-required group settings and meal times;
- Waiving meal pattern requirements as necessary; and
- Allowing parents and guardians to pick-up meals for their children.

On September 1, PGUSD began serving free meals to anyone aged 18 and under. After participation increased significantly, Robert Down Elementary was added as a third serving site.

- Additional costs incurred – grocery bags and containers for take-home foods, while meal reimbursement remains the same.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
School Nutrition	Vouchers to local restaurants were provided for the month of July 2020 to support students who qualified for free and reduced meals.	\$23,065	Yes
In-Person Instructional Offerings	The district purchased materials to build hand washing stations and personal protective equipment (disposable and non disposable aprons, KN 95 masks, hand sanitizer and equipment, face shields) and ordered electrostatic disinfection guns, ziplock bags, nitrile gloves, smocks, Infrared touchless thermometers, antibacterial wipes, antiseptic wipes, batteries, transparent face masks, sanitizer pump bottles,	\$82,921	Yes
Pupil Learning Loss (Pupil Learning Loss Strategies)	6 additional daily hours of instructional assistants for both elementary schools support teachers with small group instruction from classified employees flexibility of duties (projected cost August 12th through December 31, 2020	\$53,830	Yes
Distance Learning Program (Distance Learning Professional Development)	10 additional days added to the District Digital teacher and for the (site technology personnel)	\$4,828	Yes
Pupil Learning Loss (Pupil Learning Loss Strategies)	6 additional daily hours of instructional materials support for teachers from classified employees flexibility of duties. This is specific to the exchange of Bus Driver hours to support classroom teachers. Approximately \$4,817.80 per month through December 31, 2020	\$24,089	Yes

Section	Description	Total Funds	Contributing
School Nutrition	Food storage and paper items to improve delivery and pick up access for students in various locations.	\$3,965	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
3.78%	\$620,775

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Schoolwide services:

Pacific Unified School District considered and responded to the needs and conditions of English learners, low-income students, foster youth, and students experiencing homelessness during the COVID-19 pandemic. As the district transitioned to distance learning, each action below is founded on the considerations that access to internet devices was essential for pupils to access curriculum, that frequent assessments by certificated staff (summative and formative) were necessary to monitor and address pupil learning loss, and that social-emotional supports provided by trained staff were needed to build strong and healthy relationships between students, families and our school communities. The district has secured a pool of substitute teachers to support staff with student and parent outreach.

High School/Community High: Pacific Grove High School offers a math support class, teacher office hours, English Language Development course, English Language support period for the teacher to monitor student progress, Outreach Counselor, Monterey County Behavioral Health (MCBH) counselor, Financial Aid workshops for seniors designated as low income, collaboration with Coalition of Homeless Services, Study support course, Math tutoring twice a week, and student study teams.

Community High School: Outreach Counselor, teacher office hours, one to one meetings weekly with the teacher, weekly monitoring of academic progress, Edmentum online courses, English Language Development support period for the teacher to monitor student progress,

collaboration with the Ohana organization through CHOMP, MCBH counselor, Financial Aide workshops for seniors designated as low income, collaboration with Coalition of Homeless Services.

Middle School: The Middle School employs a tiered response to intervention which focuses on the school as a whole but contains an embedded process whereby teachers, counselors, administrators and instructional assistants share and discuss student achievement data and present levels of performance of our at promise groups (Low Income, Foster Youth and English Learners). Our school utilizes Professional Learning Communities (PLC's) which dig into assessment data in regards to these student groups, and collaborates with the ELD teacher, counselors and administrators to target interventions. Additional support for these students comes in the form of office hours, pullout groups with instructors or their assistants, assignment of a "case carrier" to act as a liaison between struggling students and their teachers/families. Our creation and monitoring of a system used to track student engagement (are they attending/participating) as well as students experiencing social emotional issues has launched. This begins at the teacher level, with referrals resulting in a team discussion and intervention. Both the academic, engagement and social emotional student groups list what interventions have been attempted, the level of success of these interventions and whether these interventions should be increased or reduced. We have a team of 8 instructional assistants who will make/log parent contact at the tier 1 & 2 levels, offer "office hours" for additional support. These instructional assistants will record contacts with specific information regarding next steps and who is responsible. In addition they will report updates back to the intervention teams. In addition, PGMS has several support classes that we began this year and last. We have math support classes at grades 6-8 for students who need additional math support. We have an embedded English Language Development class for language learners, and a Learning Center class embedded in the day to support students who are not on an iep with dedicated time for reteach, grade checks, and communicating with the teachers of each student. Our English Learners have supportive technology in the form of Rosetta Stone software and two way Chromebooks which translation software built in. We intend to run in home training for English Learner families to access and utilize assistive technology.

Forest Grove and Robert Down: The elementary schools implement a robust intervention system that was built specifically to meet the needs of English Learner, Foster, Low Income, and special needs students. In general, we use diagnostic testing to identify students district wide who are in need of reading or math support. Once identified, students are placed into their intervention programs and served based on need, so special education students may be combined with general education students if their needs are the same. We also have teachers identify focus students (EL, Foster, and Low Income) in their classroom who receive special attention in the form of heightened monitoring through the professional learning community process, in class intervention, and family outreach/connection by the classroom teachers, our instructional aides, and counselors. For English learner students, our teacher who delivers designated support services acts as a "case manager" for these students, and tracks student needs outside of school. Our instructional aides are also involved in this process. Both the English language development teacher and instructional aide will log contacts with these students. Our Foster youth are supported from the time they enter school. Our counselor acts as the case manager for these students and regularly checks with teachers to monitor student progress. These students are also focus students for our teachers, so the above mentioned supports are provided to them as well. Our special needs students are served by their case carriers who design individual education programs to develop specific learning goals to meet the identified needs of this student population. We use an integrated approach to maximize student access to the general education curriculum. Our special education team has written addendums to every student's IEP to adjust for distance learning. Each elementary school has 6 additional hours of instructional aid time to support students with small group and one on one instruction.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Actions Related to Technology Access for Low Income, Foster Youth, and Homeless Pupils:

Actions related to increased technology access contribute to the increased and improved service requirement because it was evident that students from low income families struggled to access instruction in Distance Learning at the end of the 2019-20 school year. We have provided these students with access to digital learning devices and internet connectivity through the distribution of wifi hotspots because we believe it will be effective in mitigating learning loss, allow for daily live interaction with teachers, and keep these students engaged.

Action: Second Step Curriculum and Teacher Support

This action is principally directed at supporting English learners, Foster Youth and Low Income students. These students groups have experienced significant challenges in our transition to Distance Learning and based on stakeholder feedback as well as teacher and counselor observations, these students demonstrate a need for social-emotional increased support. Also, based on current diagnostic assessments, these students have experienced gaps in learning, hence the tiered approach to intervention services has been designed to meet the needs of students with the greatest learning lost first. We have also purchased curriculum to support students in English Language Arts and Mathematics to close the learning gaps. We have also added more instructional aids to support teachers and students in small group and one on one instruction. We have prioritized these needs and believe that providing a high quality curriculum and certified instructors and counselors will accelerate the learning of these students who have experienced learning loss.

In addition to these actions, we will continue to provide the following actions to increase and improve services by the percentage required:

1. District wide intervention programs to provide extra academic support as needed
2. Counseling services and social emotional services and programs to support students in their social-emotional development
3. Specialized personnel (ELD teachers, aides) to support students needing additional supports to accelerate learning
4. Extended learning opportunities to increase learning opportunities for our unduplicated student population
5. Additional specialized classes, (AVID, math support, academic intervention, learning center) to provide support for high school students in their transition to college or career.