

*****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 17, 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 17, 2020

TIME: 6:30 p.m. Open Session

LOCATION: **VIRTUAL MEETING**

Join Zoom Meeting

<https://pgusd.zoom.us/j/83869736844?pwd=c3lTY3VhZzUxSzBvdkJmRWITc0NIUT09>

Meeting ID: 838 6973 6844

Passcode: 255164

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 ___

- D. Pledge of Allegiance

II. COMMUNICATIONS

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

III. 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.

IV. CONSENT AGENDA

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

- A. Minutes of September 3, 2020 Board Meeting 6
Recommendation: (Ralph Gómez Porras, Superintendent) Approval of minutes as presented.
- B. Certificated Assignment Order #4 14
Recommendation: (Billie Mankey, Director II of Human Resources) The Administration recommends adoption of Certificated Assignment Order #4.
- C. Classified Assignment Order #4 16
Recommendation: (Billie Mankey, Director II of Human Resources) The Administration recommends adoption of Classified Assignment Order #4.

- D. Acceptance of Donations 18
Recommendation: (Song Chin-Bendib, Assistant Superintendent) The Administration recommends that the Board approve acceptance of the donations referenced below.
- E. Warrant Schedules No. 623 19
Recommendation: (Song Chin-Bendib, Assistant Superintendent) As Assistant Superintendent for Business Services, I certify that I have reviewed the attached warrants for consistency with the District's budget, and purchasing and accounting practices and therefore, recommend Board approval.
- F. Quarterly Report on Williams Uniform Complaints 21
Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration recommends that the Board review and approve the information in this quarterly report, per Ed. Code. 35186(d).
- G. Updates to Board Regulations 5121 Grades/Evaluation of Student Achievement and 5121.1 Grades/Evaluation of Student Achievement at the High School 23
Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration recommends that the Board review and approve the updates to Board Regulations 5121 Grades/Evaluation of Student Achievement and 5121.1 Grades/Evaluation of Student Achievement at the High School.

Move: _____ Second: _____ Roll Call Vote: _____

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

V. PUBLIC HEARING

- Public Hearing of the Learning Continuity and Attendance Plan 38
Recommendation: (Ani Silva, Director of Curriculum and Special Projects) The District Administration Recommends the Board hold a public hearing of the Learning Continuity and Attendance Plan.

Open Public Hearing _____ Close Public Hearing _____

VI. ACTION/DISCUSSION

- A. Approve Resolution No. 1057 for the Gann Limits for 2019-20 and 2020-21 69
Recommendation: (Song Chin-Bendib, Assistant Superintendent) The District Administration recommends that the Board review and approve Resolution #1057 for the Gann Limit calculations for 2019-20 and 2020-21.

Move: _____ Second: _____ Roll Call Vote: _____

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

- B. Approval of Resolution #1059 Authorizing State Preschool Contract 74
Recommendation: (Barbara Martinez, Adult School Principal) The District Administration recommends that the Board approve this Resolution which will allow the District to continue to offer the State Preschool Program for the 2020-2021 school year, subject to ongoing review to verify that program expenses are within the amount as approved by the Board.

Move: _____ Second: _____ Roll Call Vote: _____

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

- C. Approval of Resolution #1061 Distance Learning Staff Appreciation and Acknowledgement 86
Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration recommends the Board review and approve Resolution #1061 Distance Learning Staff Appreciation and Acknowledgement.

Move: _____ Second: _____ Roll Call Vote: _____

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

- D. Memorandum of Understanding between Pacific Grove Unified School District and Monterey Bay Charter School 88
Recommendation: (Matthew Binder, Director, Education Technology; Jonathan Mejia, Technology Systems Coordinator) The District Administration recommends approval of the Memorandum of Understanding (MOU) between Pacific Grove Unified School District and Monterey Bay Charter School (MBCS) pertaining to the loan of 120 student Chromebooks to MBCS through October 31, 2020.

Move: _____ Second: _____ Roll Call Vote: _____

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

- E. Microsoft CAMSA Licenses with Softchoice 91
Recommendation: (Jonathan Mejia, Technology Systems Coordinator) The Administration is recommending that we renew our contract for licenses with Softchoice who has the registration with Microsoft to offer bundle deals at lower prices on all Microsoft products. This would give the district use of Microsoft Office, Windows OS licenses, Server Licenses, and Office 365.

Move: _____ Second: _____ Roll Call Vote: _____

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

- F. Board Calendar/Future Meetings 96
Recommendation: (Ralph Gómez Porras, Superintendent) The Administration recommends that the Board review and possibly modify meeting dates on the attached calendar and determine, given information from the Administration, whether additional Board dates or modifications need to be established.

Move: _____ Second: _____ Roll Call Vote: _____

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

VII. INFORMATION/DISCUSSION

- A. District Update on Response to COVID-19 98
Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration will update the Board, staff and community on current District response and protocols to COVID-19.

Board Direction: _____

- B. Student Resource Center at Pacific Grove High School 99
Recommendation: (Lito Garcia, Pacific Grove High School Principal) The District Administration recommends the Board receive information regarding at Student Resource Center at Pacific Grove High School.

Board Direction: _____

- C. Future Agenda Items 101
Recommendation: (Ralph Gómez Porras, Superintendent) The Administration recommends that the Board review the list of future agenda items and direct Administration to add items to the list and/or schedule items for a particular agenda.

- Facilities use restrictions guidelines during COVID-19 (Oct 1)
- A member of the public requested Dual Language Elementary Program (TBD)
- Board requested teacher housing (TBD)
- Board requested review of current District committees (Will be addressed through District Newsletter/Update)
- A member of the public requested SELPA present on Special Education (Fall 2020)
- Board requested utility bills costs (electric and water) by school site (2020-21)

Board Direction: _____

VIII. ADJOURNMENT

Next regular Board meeting: September 24, 2020 – District Office

PACIFIC GROVE UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION
Minutes of Regular Meeting of September 3, 2020 – VIRTUAL

I. OPENED BUSINESS

- A. Called to Order 5:33 p.m.
- B. Roll Call
 - President: Trustee Crandell
 - Clerk: Trustee Dawson
 - Trustees Present: Trustee Paff
Trustee Swanson
Trustee Walton
 - Administration Present: Superintendent Porras
Asst. Superintendent Chin-Bendib
 - Board Recorder: Mandi Ackerman
 - Student Board Member: Gabriella Giraldo

C. Adopted Agenda

Changes to the agenda include Action/Discussion Item D Resolution No. 1057 for the Gann Limits for 2019-20 and 2020-21 was pulled from the agenda.

MOTION Swanson/Paff to adopt agenda as amended.
Public comment: none
Motion CARRIED by roll call vote 5 – 0

II. CLOSED SESSION

A. Identified Closed Session Topics

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.
3. Public Employee Discipline/Dismissal/Release/Complaint (4 cases) [Government Code § 54957]

B. Public comment on Closed Session Topics

None.

C. Adjourned to Closed Session 5:36 p.m.

III. RECONVENED IN OPEN SESSION

A. Reported action taken in Closed Session:

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

The Board did not discuss this item.

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

The Board did not discuss this item.

3. Public Employee Discipline/Dismissal/Release/Complaint (4 cases) [Government Code § 54957]

The Board received information and discussed this item.

B. Pledge of Allegiance

Led By: Trustee Crandell

IV. COMMUNICATIONS

Superintendent Porras asked Pacific Grove High School Leadership Teacher Larry Haggquist to introduce Student Representative Gabby Giraldo to the Board.

A. Written Communication

The Board received emails regarding Chromebooks; Distance Learning feedback; and potential cannabis dispensary in Pacific Grove.

B. Board Member Comments

Trustee Swanson said it was good to see everyone; thanked Trustee Crandell, District Safety Director Barbara Martinez, and Superintendent Porras for speaking at the Pacific Grove City Council meeting regarding the potential cannabis dispensary; thanked the City Council members who voted against the dispensary.

Trustee Dawson noted the Back to School Nights, noted they were enjoyable and meaningful; welcomed Pacific Grove High School Student Representative Giraldo to the Board.

Pacific Grove High School Student Representative Giraldo updated the Board on ASB, including new student orientation zoom meetings; planned online club rush; and counseling to plan for additional new student orientation.

Trustee Paff appreciated the Back to School Nights, thanked the principals and staff; apologized to parent Carolyn Swanson for disconnecting her from the Zoom meeting at the previous Board meeting by mistake.

Trustee Crandell noted she attended the City Council meeting the previous night, encouraged the community to share their thoughts with the City Council and to attend the next council meeting.

C. Superintendent Report

Superintendent Porras welcomed Pacific Grove High School Student Representative Giraldo. Superintendent Porras attended the City Council meeting and appreciated the parents and community members that shared their input on the potential cannabis dispensary; said the vote did allow the council to move forward; encouraged the public to send their thoughts to the Mayor and City Council; shared that the District did offer to have an employee on the committee. Superintendent Porras also congratulated Katie Selfridge on the News Breaker; and thanked all staff for hanging in there during this time.

D. PGUSD Staff Comments (Non Agenda Items)

Robert Down Elementary School Principal Sean Keller announced the Butterfly Parade would not be occurring due to the COVID pandemic, and noted the elementary school would have a virtual celebration, with more information to come.

Forest Grove Elementary School Teacher Shannon McCarty asked if it would be possible to have more technology support, noting there are a lot of technology issues and that parents are having a part time.

Kilene Brosseau asked the District to inform the parents more that stipulations and time requirements are being directed from the State, asking Administration to share the state guidelines.

Technology Systems Coordinator Jonathan Mejia noted it has been a difficult time for teachers, parents and students; acknowledged the site techs that have been helpful, hardworking and an asset to the District.

District Safety Director Barbara Martinez spoke about the Pacific Grove City Council meeting, noted it was disheartening; encouraged families to attend the next City Council meeting; said the city is only two miles in radius and that the option would allow for two dispensaries within the city. Director Martinez also shared that registration was now open at the Adult School.

Forest Grove Elementary School Principal Buck Roggeman confirmed the elementary school would be hosting a virtual Butterfly Parade, working with Librarian Christine Gruber, and recognized Gruber for all the work.

Pacific Grove High School Assistant Principal Shane Steinback acknowledged teachers and staff during this challenging time.

Pacific Grove Middle School Principal Sean Roach acknowledged the site techs for constantly serving and supporting parents.

Director of Curriculum and Special Projects Anil Silva noted she would bring the Continuity and Attendance Plan to the Parent Advisory Committee.

Trustee Crandell reminded the public that Action/Discussion Item D Resolution No. 1057 for the Gann Limits for 2019-20 and 2020-21 was pulled from the agenda.

V. INDIVIDUALS DESIRING TO ADDRESS THE BOARD

Parent Jennifer Zeidberg thanked everyone, said this is not an easy time; spoke about the moderate to severe students, shared that distance learning has been isolating and negative. Ms. Zeidberg spoke about the waiver to Monterey County Health Department Dr. Moreno; asked for consideration for the most fragile families, including assistance or aids; suggested some families of high risk should return to school.

Parent Ms. Kim noted she had trouble getting on the Zoom Board meeting and recommended removing the link from the agenda and posting it on the website. Ms. Kim also thanked Director Silva for the Parent Advisory meeting.

Parent Elliott said the teachers are doing an amazing job during this difficult year; suggested there may be tech savvy parents that may be able and willing to help support the District; suggested a public committee.

Parent Mira Park thanked the Board, teachers; recommended the District keep it simple; noted state requirements should have flexibility to parents that cannot make the 8am-3pm meetings.

Wendy thanked Superintendent Porras, Trustee Crandell, Director Martinez for speaking at the City Council meeting; said the dispensary is not worth the risk. Wendy also thanked Pacific Grove Middle School staff.

Parent Steve Thomas noted a technical issue with the Zoom link for the Board meeting; expressed concerns regarding the potential cannabis dispensary; encouraged Board and staff to weigh in at the next City Council meeting. Mr. Thomas thanked the teachers, staff and Board for all their great work.

Jennifer expressed concerns regarding the cannabis dispensary; noted that with distance learning everyone should be on the same page.

VI. CONSENT AGENDA

- A. Minutes of August 20, 2020 Board Meeting
- B. Certificated Assignment Order #3
- C. Classified Assignment Order #3
- D. Acceptance of Donations
- E. Cash Receipts Report No. 6 and No. 1
- F. Contract for Services with Peninsula Sports, Inc.
- G. Contract for Services with Best Instrument Repair

MOTION Dawson/Crandell to approve consent agenda as presented.

Public comment: none

Motion CARRIED by roll call vote 5 – 0

VII. PUBLIC HEARING: Resolution No. 1056 Regarding Sufficiency of Instructional Materials for Fiscal Year 2020-21

Open Public Hearing 7:18 p.m. Close Public Hearing 7:26 p.m.

Director of Curriculum and Special Projects Ani Silva presented information to the Board.

Public comment:

Jennifer Braden spoke about supplying internet and hot spots for children who need it.

VIII. ACTION/DISCUSSION

A. Approval of Resolution No. 1056 Regarding Sufficiency of Instructional Materials for Fiscal Year 2020-21

MOTION Dawson/Swanson to approve Resolution No. 1056 Regarding Sufficiency of Instructional Materials for fiscal year 2020-21.

Public comment: none

Motion CARRIED by roll call vote 5 – 0

B. Contract for Services with Monterey Bay Charter School at the Pacific Grove Campus

Director of Nutrition Stephanie Lip presented information to the Board.

MOTION Crandell/Dawson to approve the contract for services with Monterey Bay Charter School at the Pacific Grove Campus.

Public comment: none

Motion CARRIED by roll call vote 5 – 0

C. Resolution 1058 Restricting Facility Use to Limit the Spread of Coronavirus (COVID-19)

Director of Facilities and Transportation Matt Kelly presented information to the Board. The Board discussed this item and asked questions.

Public comment:

Jill Houston asked about swimming and water polo. Director Kelly explained that District sponsored swimming was allowed, but that water polo could not properly social distance.

PTA President Joshua Miller expressed concerns that children have had so much taken away already, noting the PTA was looking into activities that would allow social distancing.

Parent and PG Pony Basketball President Steve Thomas was in favor of a resolution, with greater control to the District; encouraged the Board to bring this item back later with more specific details for review.

Parent Wendy Giles spoke about private water polo training.

Superintendent Porras explained the District was bound by County regulations, noting a swim club uses lanes and follows county guidelines, but that teams such as water polo are

restricted and not allowed, however if water polo would like to swim lanes they would be allowed to do so.

**MOTION Paff/Swanson to approve Resolution 1058 Restricting Facility Use to Limit the Spread of Coronavirus (COVID-19).
Motion CARRIED by roll call vote 5 – 0**

D. Approve Resolution No. 1057 for the Gann Limits for 2019-20 and 2020-21

This item was pulled from the agenda.

E. Approval of the 2019-20 Unaudited Financial Report

Assistant Superintendent Song Chin-Bendib presented information to the Board. The Board discussed and asked questions.

**MOTION Crandell/Paff to approve the 2019-20 Unaudited Financial Report.
Public comment: none
Motion CARRIED by roll call vote 5 – 0**

F. Board Calendar/Future Meetings

Superintendent Porras noted the regular Board meeting on Thursday, September 24, was listed as September 26 in error. Should read Thursday, September 24.

**MOTION Crandell/Dawson to approve the Board meeting calendar as amended with a regular meeting on Thursday, September 24, instead of Saturday, September 26.
Public comment: none
Motion CARRIED by roll call vote 5 – 0**

IX. INFORMATION/DISCUSSION

A. District Update on Response to COVID-19

Superintendent Porras noted the District has been Distance Learning for a while; spoke about the state requirements for attendance and time value for assignments; recommended parents speak to their site administrators about any needs they may have.

Public comment: none

B. PGUSD Counseling Plan-Supporting the Social and Emotional Needs of Students and Families Through Distance Learning

The required Continuity and Attendance Plan must note how staff are being supported and what the District is doing regarding social emotional health of students.

Counselors Zoe Roach, Sonda Frudden, Janie Lawrence, Michelle Cadigan, and Kristin Paris all presented information to the Board. The Board discussed and asked questions.

Public comment:

Parent Angela Lippert shared personal experience of the counseling support services and said they have been amazing.

Parent Jennifer Braden noted these are challenging times and asked how the District can support students more.

MOTION Dawson/Swanson to extend the meeting to no later than 10:30 p.m.

Public comment: none

Motion CARRIED by roll call vote 4 – 1

C. Chromebook Fleet Status

Trustee Crandell introduced this item including background and fleet information.

Technology Systems Coordinator Jonathan Mejia provided information to the Board. The Board discussed this item and asked questions. Director of Education Technology Matthew Binder also provided information to the Board.

Public comment:

Parent Ms. Kim asked if it was possible for families to reimage their own personal Chromebooks for their students.

Parent Elliott said the best technology should be in the hands of students and teachers.

Chris McNary expressed concerns about withholding new Chromebooks, said the District should anticipate failure of laptops and should be proactive.

D. Solicitation of Funds Report 2019-20

Trustee Crandell introduced this item. The Board had no further questions or comments.

Public comment: none

E. Review of District Enrollment Projections for Day 6 of school for 2020-21

Assistant Superintendent Chin-Bendib presented information to the Board.

F. Future Agenda Items

- Resource Center (September 17, 2020)
- A member of the public requested Dual Language Elementary Program (TBD)
- Board requested teacher housing (TBD)
- Board requested review of current District committees (Will be addressed through District Newsletter/Update)
- A member of the public requested SELPA present on Special Education (Fall 2020)
- Board requested utility bills costs (electric and water) by school site (2020-21)

The Board requested the following item be added to future agenda:

- Resolution against cannabis dispensaries in Pacific Grove (Sept 17)

Public comment:

Parent Ms. Kim asked that more information be provided regarding the cannabis dispensary at the next Board meeting.

X. ADJOURNED

10:30 p.m.

Approved and submitted:

Dr. Ralph Gómez Porras
Secretary to the Board

- Consent
- Information/Discussion
- Action/Discussion

SUBJECT: Certificated Assignment Order #4

DATE: September 17, 2020

PERSON(S) RESPONSIBLE: Billie Mankey, Director II, Human Resources

Page 1 of 2

RECOMMENDATION:

The administration recommends adoption of Certificated Assignment Order #4.

BACKGROUND:

Under Board Policies #4200 and #4211, the Human Resource Office is directed by the Superintendent and the Board of Education to employ the most highly qualified person available for each position. Recruitment and selection procedures include dissemination of vacancy announcements to newspapers, trade journals, the internet through the Pacific Grove Unified School District website, Monterey County Office of Education website and other recruitment websites in California. The recommendation to hire a selected candidate is made after weighing the information obtained by the complete application package, the interview process, and confidential reference checks. No inquiry is made with regard to the age, sex, race, color, religion, national origin, disability or sexual orientation.

INFORMATION:

Persons listed in the Certificated Assignment Order are being recommended to the Board of Education for employment in the District. No individual is recommended to the Board of Education for employment prior to receipt of the criminal background summary.

FISCAL IMPACT:

Funding has been approved and allocated for these items.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
CERTIFICATED PERSONNEL ASSIGNMENT ORDER NO. 4
September 17, 2020**

Page 2 of 2

NEW HIRES:

Gretchen Kelly, FGE SDC (Inclusion Teacher), Full-time, 1.0 FGE, Column V, Step 3, effective September 14, 2020 (replaces transferee Katie Kreeger)

TEMPORARY JOB SHARE:

Ricky Calbalza, Transition Program Job Share, 0.40 FTE, Column II, Step 2, 185 day work year calendar, effective September 21, 2020 through May 28, 2021 only (replaces Lorraine Gonzales)
Special Education Funding

- Consent
- Information/Discussion
- Action/Discussion

SUBJECT: Classified Assignment Order #4

DATE: September 17, 2020

PERSON(S) RESPONSIBLE: Billie Mankey, Director II, Human Resources

Page 1 of 2

RECOMMENDATION:

The administration recommends adoption of Classified Assignment Order #4

BACKGROUND:

Under Board Policies #4200 and #4211, the Human Resource Office is directed by the Superintendent and the Board of Education to employ the most highly qualified person available for each position. Recruitment and selection procedures include dissemination of vacancy announcements to newspapers, trade journals, the internet through the Pacific Grove Unified School District website, Monterey County Office of Education website and other recruitment websites in California. The recommendation to hire a selected candidate is made after weighing the information obtained by the complete application package, the interview process, and confidential reference checks. No inquiry is made with regard to the age, sex, race, color, religion, national origin, disability or sexual orientation.

INFORMATION:

Persons listed in the Classified Assignment Order are being recommended to the Board of Education for employment in the District. No individual is recommended to the Board of Education for employment prior to receipt of the criminal background summary.

FISCAL IMPACT:

Funding has been approved and allocated for these items.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
 CLASSIFIED PERSONNEL ASSIGNMENT ORDER NO. 4
 September 17, 2020**

NEW HIRES:

Christine Pappani, FGE, Instructional Assistant (Special Education), Range 31, Step C, 5 hrs./day/5 days per week, 180 day annual work calendar, effective September 8, 2020 (replaces Wendi Roland Hammang)

VOLUNTARY TRANSFER:

Audrey Kitayama, transfers from RDE Instructional Assistant to RDE Instructional Assistant (Special Education), Range 31, Step F, 5 hrs./day/5 days per week, 180 day annual work calendar, effective September 14, 2020 (replaces Joanie Rodewald)

Nargess Akhavi, transfers from RDE Instructional Assistant 3 hrs./day/5 days per week, to RDE Instructional Assistant, Range 30, Step D, 4 hrs./day/5 days per week, 180 day annual work calendar, effective September 21, 2020 (replaces Audrey Kitayama) or upon completion of recruitment for a suitable replacement

ADDITIONAL ASSIGNMENT:

Caroline Wade, RDE, Noon Duty, Range 30, Step F, effective September 7, 2020 (replaces Joanie Rodewald)

AVID Tutors, Temporary, hourly positions, paid per time sheet at \$18.99 per hour (Grant Funded), effective September 21, 2020 through May 28, 2021, dependent upon sufficient enrollment and funding:

Tutor	Site	Weekly Hours
Samantha Hernandez	PGHS/PGMS	7 hrs./40 mins./week
Stephanie Tran	PGHS/PGMS	4 hrs./week
Andrew Cho	PGHS/PGMS	4 hrs./week
Samantha Vargas	PGHS/PGMS	3.5 hrs./week
Vada Courtney	PGMS	2 hrs. 40 min/week

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

SUBJECT: Acceptance of Donations

DATE: September 17, 2020

PERSON(S) RESPONSIBLE: Song Chin-Bendib, Assistant Superintendent for Business Services

RECOMMENDATION:

The Administration recommends that the Board approve acceptance of donations referenced below.

INFORMATION:

During the past month the following donations were received:

Forest Grove Elementary School

None

Robert H. Down Elementary School

Seo Family

\$ 200 (undesignated)

Pacific Grove Middle School

None

Pacific Grove High School

Wendy Yen

Photography equipment and literature

Pacific Grove Community High School

None

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

Kim Nguyen

\$ 100 (preschool)

Pacific Grove Unified School District

Chapman Foundation

\$10,000 (GATE Grant)

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

SUBJECT: Warrant Schedule 623

DATE: September 17, 2020

PERSON(S) RESPONSIBLE: Song Chin-Bendib, Assistant Superintendent for Business Services

RECOMMENDATION:

As Assistant Superintendent for Business Services, I certify that I have reviewed the attached warrants for consistency with the District’s budget, and purchasing and accounting practices and therefore, recommend Board approval.

BACKGROUND:

The attached listing of warrants identifies payments made by the District during the noted time period from August 1, 2020 through August 31, 2020.

INFORMATION:

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

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

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

WARRANT SCHEDULE NO. 623

AUGUST 2020

WARRANTS - PAYROLL

Certificated	Regular	08/05/20	\$	-
	Regular	08/10/20	\$	37,637.25
	Regular	08/13/20	\$	-
	Regular	08/30/20	\$	1,705,387.08
<u>Total Certificated</u>				<u>\$ 1,743,024.33</u>
Other	Regular	08/05/20	\$	-
	Regular	08/10/20	\$	720.00
	Regular	08/13/20	\$	-
	Regular	08/30/20	\$	1,327.99
<u>Total Other</u>				<u>\$ 2,047.99</u>
Classified	Regular	08/05/20	\$	-
	Regular	08/10/20	\$	11,093.28
	Regular	08/13/20	\$	-
	Regular	08/30/20	\$	655,698.98
<u>Total Classified</u>				<u>\$ 666,792.26</u>
<u>TOTAL PAYROLL</u>				<u>\$ 2,411,864.58</u>

WARRANTS - ACCOUNTS PAYABLE

Warrants	12573159	through	12573182	08/06/20	\$	171,715.13
Warrants	12574064	through	12574105	08/13/20	\$	74,047.31
Warrants	12575050	through	12575102	08/20/20	\$	206,616.31
Warrants	12576213	through	12576252	08/27/20	\$	148,989.55
<u>TOTAL ACCOUNTS PAYABLE</u>					<u>\$</u>	<u>601,368.30</u>

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

SUBJECT: Quarterly Report on Williams Uniform Complaints

DATE: September 17, 2020

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The District Administration recommends that the Board review and approve the information in this quarterly report, per Ed. Code. 35186 (d).

BACKGROUND:

Each quarter the district is required, per Ed. Code 35186(d) to “prepare and submit a report of summarized data on the nature and resolution of all uniform complaints to the district board and county superintendent.”

INFORMATION:

For the first quarter of the 2020-21 academic year, there were no incidents or complaints filed against any of the criteria: Therefore, it is acknowledged that

1. There are sufficient textbooks and instructional materials for each student to use in class;
2. School facilities are clean, safe and maintained in good repair;
3. There are no teacher vacancies or misassignments;
4. Parents, teachers and the public know how to obtain complaint forms.

FISCAL IMPACT:

None.

Academic School Year 2020-2021
Quarterly Report on District Uniform Complaints
 [Education Code § 35186]

District: Pacific Grove Unified School District
 Form Completed By: Mandi Ackerman Title: Executive Assistant

Quarterly Report Submission Date: *(Please check one)*
 October 2020 April 2021
 January 2021 July 2021


Date for information to be reported publicly at governing board meeting: 09/17/2020

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials			
Teacher Vacancy or Misassignments			
Facilities Conditions			
TOTALS	0	0	0

Ralph G. Porras

Print Name of District Superintendent


Signature of District Superintendent
 09/17/2020

Date

Monterey County Office of Education
 Submit Quarterly Report to: Julie Heess
 jheess@montereycoe.org

- Consent
- Information/Discussion
- Action/Discussion

SUBJECT: Updates to Board Regulations 5121 Grades/Evaluation of Student Achievement and 5121.1 Grades/Evaluation of Student Achievement at the High School

DATE: September 17, 2020

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The District Administration recommends that the Board review and approve the updates to Board Regulations 5121 Grades/Evaluation of Student Achievement and 5121.1 Grades/Evaluation of Student Achievement at the High School.

INFORMATION:

At the August 20, 2020 Board meeting these regulations were updated in response to the COVID-19 pandemic. The Board directed Administration to update both regulations further to ensure the timeline of reporting attendance/absence is the same for both regulations, as well as any other Board policies that may reference attendance/absence reporting. The regulations were sent to legal counsel for review and update. Legal counsel did not find any other policies impacted by the 5 day or 72 hours for reporting an absence. The Board did not vote on the specific timeline to be used, therefore Administration determined 72 hours as the timeframe. The law simply says they must have a “reasonable opportunity” (49067). Additional minor changes were made.

Pacific Grove Unified School District

Students

Regulation #5121

GRADES/EVALUATION OF STUDENT ACHIEVEMENT Mandated Reg.

Grades for Achievement

Grades for achievement shall be reported each marking period as follows:

A	Outstanding Achievement	4.0 grade points
B	Above Average Achievement	3.0 grade points
C	Average Achievement	2.0 grade points
D	Below Average Achievement	1.0 grade points
F	Little or No Achievement	0
I	Incomplete	0

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report. (EC 49067)

An incomplete is given only when a student's work is not finished because of illness or other excused absence. If not made up within ten school days, the incomplete will become an F.

Plus and minus signs may be used.

No grade of a student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond his/her control, does not wear standardized physical education apparel. (EC 49066)

Students in grades 6-8 must earn at least a 2.0 or C grade point average in order to participate in extra-curricular activities.

Teachers are encouraged to allow for trends in the quality of student work. When a student finishes a grading period doing high quality work which requires skills acquired throughout the grading period, low grades at the beginning of the grading period need not diminish the appropriate evaluation of the student's achievement. Similarly, high grades at the beginning [at the beginning of the grading period](#) need ~~may~~ not [necessarily](#) compensate for a downward trend in achievement.

In kindergarten through third grade, teachers shall use narrative descriptions to indicate the student's level of achievement and may also furnish examples of student work.

Criteria for determining grades for achievement may include but are not limited to:

1. Preparation of assignments, including accuracy, legibility and promptness.
2. Contribution to classroom discussions.
3. Demonstrated understanding of concepts in tests.
4. Application of skills and principles to new situations.
5. Organization and presentation of written and oral reports.
6. Originality and reasoning ability when working through problems.

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Pacific Grove Unified School District

Students

Regulation #5121

GRADES/EVALUATION OF STUDENT ACHIEVEMENT Mandated Reg.

Page 2 of 3
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Issued: June 28, 1998
CSBA: 3/02

Revised: ~~August 20, 2020~~ September 17, 2020

Pacific Grove Unified School District

Students

Regulation #5121

GRADES/EVALUATION OF STUDENT ACHIEVEMENT Mandated Reg.

Grades for Citizenship and Effort

Grades for citizenship and effort shall be reported each marking period as follows:

- O Outstanding
- S Satisfactory
- N Needs Improvement
- U Unsatisfactory

Criteria for determining grades for citizenship may include but are not limited to:

1. Student [obeys-follows](#) rules.
2. Student respects public and personal property.
3. Student maintains courteous, cooperative relations with teachers and fellow students.
4. Student works without disturbing others.

Criteria for determining grades for effort may include but are not limited to:

1. Student takes responsibility for having necessary tools and materials.
2. Student shows interest and initiative.
3. Student goes to work immediately, and completes assignments.
4. Student uses free time resourcefully.

Honor Roll

Each school may post an Honor Roll. All courses except Pass/Fail shall be counted in computing eligibility for the Honor Roll. To qualify for the Honor Roll, a student must receive no current grade below a C and have a grade point average of 3.0 or better.

Pass/Fail Grading

A "Pass" or "Fail" grade may be given instead of an A-F grade in the following courses:

1. All courses taken in the Alternative Education Program
2. All courses taken in the Special Education Program
3. All academic courses taken by English Language Learners

Students shall be graded Pass/Fail for classes in which they serve as student aides unless predetermined goals and objectives related to specific subject knowledge are on file and have been approved by the principal or designee.

Pacific Grove Unified School District

Students

Regulation #5121

GRADES/EVALUATION OF STUDENT ACHIEVEMENT Mandated Reg.**Repeated Classes**

With the approval of the principal or designee, a student may repeat a course in order to raise his/her grade. The student shall receive credit only for taking the course once.

The highest grade received will be the permanent grade on the student's transcript.

Withdrawal from Classes

The last day to drop a class without receiving an F during quarter one will be Wednesday, September 2, 2020. The last day to drop a class without receiving an F during quarter two is Monday, November 9, 2020. A student who drops a course after September 2, 2020, in the first quarter or Monday, November 9, 2020, in the second quarter shall receive an F grade on his/her permanent record unless otherwise decided by the principal or designee because of extenuating circumstances.

Unexcused Absences

When an unexcused absence occurs, the student and parent/guardian shall be notified and informed of the district's policy regarding excessive unexcused absences. The student and parent/guardian shall have a reasonable opportunity to explain the absence. (Education Code 49067)

If the absence is not verified as excusable within ~~five days~~ 72 hours, it shall be recorded as unexcused. The person receiving any explanation of the absence by the parent/ guardian shall make a record of this explanation and the date when it was given.

If a student receives a failing grade because of unexcused absences, school records shall specify that the grade was given because of excessive unexcused absences. (Education Code 49067)

Pacific Grove Unified School District

Students

Regulation #5121

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Plus and minus signs may be used.

No grade of a student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond his/her control, does not wear standardized physical education apparel. (EC 49066)

Students in grades 6-8 must earn at least a 2.0 or C grade point average in order to participate in extra-curricular activities.

Teachers are encouraged to allow for trends in the quality of student work. When a student finishes a grading period doing high quality work which requires skills acquired throughout the grading period, low grades at the beginning of the grading period need not diminish the appropriate evaluation of the student's achievement. Similarly, high grades at the beginning of the grading period may not necessarily compensate for a downward trend in achievement.

In kindergarten through third grade, teachers shall use narrative descriptions to indicate the student's level of achievement and may also furnish examples of student work.

Criteria for determining grades for achievement may include but are not limited to:

1. Preparation of assignments, including accuracy, legibility and promptness.
2. Contribution to classroom discussions.
3. Demonstrated understanding of concepts in tests.
4. Application of skills and principles to new situations.
5. Organization and presentation of written and oral reports.
6. Originality and reasoning ability when working through problems.

Pacific Grove Unified School District

Students

Regulation #5121

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Criteria for determining grades for citizenship may include but are not limited to:

1. Student follows rules.
2. Student respects public and personal property.
3. Student maintains courteous, cooperative relations with teachers and fellow students.
4. Student works without disturbing others.

Criteria for determining grades for effort may include but are not limited to:

1. Student takes responsibility for having necessary tools and materials.
2. Student shows interest and initiative.
3. Student goes to work immediately, and completes assignments.
4. Student uses free time resourcefully.

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Pacific Grove Unified School District

Students

Regulation #5121

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The highest grade received will be the permanent grade on the student's transcript.

Withdrawal from Classes

The last day to drop a class without receiving an F during quarter one will be Wednesday, September 2, 2020. The last day to drop a class without receiving an F during quarter two is Monday, November 9, 2020. A student who drops a course after September 2, 2020, in the first quarter or Monday, November 9, 2020, in the second quarter shall receive an F grade on his/her permanent record unless otherwise decided by the principal or designee because of extenuating circumstances.

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When an unexcused absence occurs, the student and parent/guardian shall be notified and informed of the district's policy regarding excessive unexcused absences. The student and parent/guardian shall have a reasonable opportunity to explain the absence. (Education Code 49067)

If the absence is not verified as excusable within 72 hours, it shall be recorded as unexcused. The person receiving any explanation of the absence by the parent/ guardian shall make a record of this explanation and the date when it was given.

If a student receives a failing grade because of unexcused absences, school records shall specify that the grade was given because of excessive unexcused absences. (Education Code 49067)

Pacific Grove Unified School District

Students

Regulation #5121.1

**GRADES/EVALUATION OF STUDENT ACHIEVEMENT
AT THE HIGH SCHOOL**

Mandated Regulation

Pacific Grove Unified School District

Students

Regulation #5121.1

**GRADES/EVALUATION OF STUDENT ACHIEVEMENT
AT THE HIGH SCHOOL**

Mandated Regulation

Honor Roll

PGHS shall post an Honor Roll. All courses except Pass/Fail shall be counted in computing eligibility for the Honor Roll. AT PGHS the honor roll falls into the following divisions: 3.0 Honors; 3.5 High Honors; and, 4.0 & above Highest Honors.

Advanced Placement/Honors Courses (High School Level)

The District wishes to encourage students to take advanced placement and honors courses in academic subjects. Because of the extra work involved, the evaluation system shall be weighted to reflect the more rigorous nature of these courses. Grades received in these courses will be counted on the following scale:

A = 5 points
B = 4 points
C = 3 points
D = 1 point
F = 0

Pass/Fail Grading

Students who receive a "Pass" grade will acquire the appropriate semester units of credit for the course, and the grade will not be counted in determining class rank, honors list, or membership in the California Scholarship Federation. Students who receive a "Fail" grade will not receive credit for taking the course.

Students shall be graded Pass/Fail for classes in which they serve as student aides unless predetermined goals and objectives related to specific subject knowledge are on file and have been approved by the principal or designee.

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During the COVID-19 pandemic, the following schedule will be implemented:

Wednesday, 12 August 2020: First day of school

Friday, 21 August 2020: Last day to add a class

Wednesday, 2 September 2020: Last to drop a class without receiving an F

Wednesday, 9 ~~September~~ August 2020: Progress Reports

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Issued: June 28, 1998

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Revised: ~~August 20, 2020~~ September 17, 2020

Pacific Grove Unified School District

Students

Regulation #5121.1

GRADES/EVALUATION OF STUDENT ACHIEVEMENT AT THE HIGH SCHOOL

Mandated Regulation

- Friday 9 October 2020: Last day of Quarter 1
- Monday, 19 October 2020: Grades for Q1 due at 3:00 pm
- Monday, 19 October 2020: First day of Quarter 2
- Wednesday, 28 October 2020: Last day to add a class
- Monday, 9 November 2020: Last to drop a class without receiving an F
- Monday, 16 November 2020: Progress Reports
- Friday, 18 December 2020: Last day of Q2
- Monday, 4 January 2020: Grades for Q2 due at 3:00 pm

Unexcused Absences

When an unexcused absence occurs, the student and parent/guardian shall be notified and informed of the District's policy regarding excessive unexcused absences. The student and parent/guardian shall have a reasonable opportunity to explain the absence. (Education Code 49067)

If the absence is not verified as excusable within 72 hours, it shall be recorded as unexcused. The person receiving any explanation of the absence by the parent/ guardian shall make a record of this explanation and the date when it was given.

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Pacific Grove Unified School District

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Plus and minus signs may be used in all reporting periods.

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Students in grades 9 through 12 must earn at least a 2.0 or C grade point average in order to participate in extra/co-curricular activities.

Teachers are encouraged to allow for trends in the quality of student work. When a student finishes a grading period doing high quality work that requires skills acquired throughout the grading period, low grades at the beginning of the grading period need not diminish the appropriate evaluation of the student's achievement. Similarly, high grades at the beginning of the grading period may not necessarily compensate for a downward trend in achievement.

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Pacific Grove Unified School District

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Pacific Grove Unified School District

Students

Regulation #5121.1

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AT THE HIGH SCHOOL**

Mandated Regulation

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If a student receives a failing grade because of unexcused absences, school records shall specify that the grade was given because of excessive unexcused absences. (Education Code 49067)

- Consent
 Information/Discussion
 Action/Discussion
 Public Hearing

SUBJECT: Public Hearing of the Learning Continuity and Attendance Plan

DATE: September 17, 2020

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

RECOMMENDATION:

The District Administration Recommends the Board hold a public hearing of 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

Please note the plan is a work in progress and may need revisions based on stakeholder feedback before Board approval on September 24, 2020.



www.pgusd.org

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
435 Hillcrest Avenue Pacific Grove, CA 93950

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rporras@pgusd.org

Song Chin-Bendib
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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.

- Consent
 Action/Discussion
 Information/Discussion
 Public Hearing

SUBJECT: Approve Resolution #1057 for the Gann Limits for 2019-20 and 2020-21

DATE: September 17, 2020

PERSON(S) RESPONSIBLE: Song Chin- Bendib, Assistant Superintendent for Business Services

RECOMMENDATION:

The District Administration recommends that the Board review and approve Resolution #1057 for the Gann Limit calculations for 2019-20 and 2020-21.

BACKGROUND:

In 1979, the voters in California adopted Proposition 4, which added an amendment to the State Constitution regarding maximum appropriation limitations for public agencies. Each year, school districts in California are required to compute a final Gann Limit for the preceding fiscal year and to adopt an estimated appropriations limit for the current year. Although districts are required to compute their Gann Limits, legislation regarding Proposition 4 exempted school districts from the requirements of the limit, by allowing any increase in a school district's Gann Limit to be offset by a reduction in the State of California's Gann Limit.

INFORMATION:

This resolution summarizes the District's newly computed Gann Limit for 2019-20, and the estimated appropriation for 2020-21. As in prior years, the calculation is simply an adjustment of the prior year limit with inflation and ADA factors applied. The revised amount is then compared with the level of expenditures which are theoretically limited by the revised limit. In the 2019-20 year, District expenditures did not exceed the Gann Limit

FISCAL IMPACT:

No fiscal impact.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

RESOLUTION #1057

RESOLUTION FOR ADOPTING THE GANN LIMITS FOR 2019-10 and 2020-21

WHEREAS, in November of 1979, the California electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII B to the California Constitution; and

WHEREAS, the provisions of that Article establish maximum appropriation limitations, commonly called “Gann Limits”, for public agencies, including school districts; and

WHEREAS, the District must establish a revised Gann Limit for the 2019-20 fiscal year and a projected Gann Limit for the 2020-21 fiscal year in accordance with the provisions of Article XIII B and applicable statutory law; and

WHEREAS, Government Code Section 7902.1 provides that the school districts may increase their Gann Limit under specified circumstances;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education does provide public notice that the calculations and documentation of the Gann limits for the 2019-20 and 2020-21 fiscal years were made in accord with applicable constitutional and statutory law;

AND BE IT FURTHER RESOLVED that this Board does hereby provided public notice that the calculations and documentation do not include a need to increase the 2019-20 Gann Limit pursuant to the provisions of G. C. 7902.1;

AND BE IT FURTHER RESOLVED that the Superintendent does not, therefore, need to notify the Director of the State Department of Finance of a need to further increase the District’s Gann Limit;

AND BE IT FURTHER RESOLVED that this Board does hereby declare that the appropriations in the Budget for the 2019-20 and 2020-21 fiscal years do not exceed the limitations imposed by Proposition 4;

AND BE IT FURTHER RESOLVED that the Superintendent make available this resolution along with appropriate documents to interested citizens of this district.

PASSED AND ADOPTED by the Board of Education of Pacific Grove Unified School District this 17th day of September, 2020 by the following votes:

AYES:

NOES:

ABSENTS:

Cristy Dawson, Clerk of the Governing Board

	2019-20 Calculations			2020-21 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
A. PRIOR YEAR DATA (2018-19 Actual Appropriations Limit and Gann ADA are from district's prior year Gann data reported to the CDE)	2018-19 Actual			2019-20 Actual		
1. FINAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D11, PY column)	28,387,569.40		28,387,569.40			29,463,438.87
2. PRIOR YEAR GANN ADA (Preload/Line B3, PY column)	1,910.52		1,910.52			1,910.80
ADJUSTMENTS TO PRIOR YEAR LIMIT	Adjustments to 2018-19			Adjustments to 2019-20		
3. District Lapses, Reorganizations and Other Transfers						
4. Temporary Voter Approved Increases						
5. Less: Lapses of Voter Approved Increases						
6. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A3 plus A4 minus A5)			0.00			0.00
7. ADJUSTMENTS TO PRIOR YEAR ADA (Only for district lapses, reorganizations and other transfers, and only if adjustments to the appropriations limit are entered in Line A3 above)						
B. CURRENT YEAR GANN ADA (2019-20 data should tie to Principal Apportionment Software Attendance reports and include ADA for charter schools reporting with the district)	2019-20 P2 Report			2020-21 P2 Estimate		
1. Total K-12 ADA (Form A, Line A6)	1,910.80		1,910.80	1,911.73		1,911.73
2. Total Charter Schools ADA (Form A, Line C9)	0.00		0.00	0.00		0.00
3. TOTAL CURRENT YEAR P2 ADA (Line B1 plus B2)			1,910.80			1,911.73
C. CURRENT YEAR LOCAL PROCEEDS OF TAXES/STATE AID RECEIVED	2019-20 Actual			2020-21 Budget		
TAXES AND SUBVENTIONS (Funds 01, 09, and 62)						
1. Homeowners' Exemption (Object 8021)	115,960.12		115,960.12	145,874.00		145,874.00
2. Timber Yield Tax (Object 8022)	0.00		0.00	0.00		0.00
3. Other Subventions/In-Lieu Taxes (Object 8029)	0.00		0.00	0.00		0.00
4. Secured Roll Taxes (Object 8041)	26,393,559.34		26,393,559.34	27,885,833.00		27,885,833.00
5. Unsecured Roll Taxes (Object 8042)	1,057,226.24		1,057,226.24	1,028,133.00		1,028,133.00
6. Prior Years' Taxes (Object 8043)	195,725.26		195,725.26	194,983.00		194,983.00
7. Supplemental Taxes (Object 8044)	0.00		0.00	0.00		0.00
8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	0.00		0.00	0.00		0.00
9. Penalties and Int. from Delinquent Taxes (Object 8048)	61,329.33		61,329.33	0.00		0.00
10. Other In-Lieu Taxes (Object 8082)	0.00		0.00	0.00		0.00
11. Comm. Redevelopment Funds (objects 8047 & 8625)	0.00		0.00	0.00		0.00
12. Parcel Taxes (Object 8621)	842.44		842.44	0.00		0.00
13. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
14. Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00
15. Transfers to Charter Schools In Lieu of Property Taxes (Object 8096)						
16. TOTAL TAXES AND SUBVENTIONS (Lines C1 through C15)	27,824,642.73	0.00	27,824,642.73	29,254,823.00	0.00	29,254,823.00
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
17. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)	0.00		0.00	0.00		0.00
18. TOTAL LOCAL PROCEEDS OF TAXES (Lines C16 plus C17)	27,824,642.73	0.00	27,824,642.73	29,254,823.00	0.00	29,254,823.00

	2019-20 Calculations			2020-21 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
EXCLUDED APPROPRIATIONS						
19. Medicare (Enter federally mandated amounts only from objs. 3301 & 3302; do not include negotiated amounts)			793,654.03			743,769.84
OTHER EXCLUSIONS						
20. Americans with Disabilities Act						
21. Unreimbursed Court Mandated Desegregation Costs						
22. Other Unfunded Court-ordered or Federal Mandates						
23. TOTAL EXCLUSIONS (Lines C19 through C22)			793,654.03			743,769.84
STATE AID RECEIVED (Funds 01, 09, and 62)						
24. LCFF - CY (objects 8011 and 8012)	2,888,168.00		2,888,168.00	2,887,616.00		2,887,616.00
25. LCFF/Revenue Limit State Aid - Prior Years (Object 8019)	(12.00)		(12.00)	0.00		0.00
26. TOTAL STATE AID RECEIVED (Lines C24 plus C25)	2,888,156.00	0.00	2,888,156.00	2,887,616.00	0.00	2,887,616.00
DATA FOR INTEREST CALCULATION						
27. Total Revenues (Funds 01, 09 & 62; objects 8000-8799)	35,872,323.47		35,872,323.47	36,347,667.00		36,347,667.00
28. Total Interest and Return on Investments (Funds 01, 09, and 62; objects 8660 and 8662)	202,324.61		202,324.61	99,946.00		99,946.00
D. APPROPRIATIONS LIMIT CALCULATIONS						
PRELIMINARY APPROPRIATIONS LIMIT						
1. Revised Prior Year Program Limit (Lines A1 plus A6)			28,387,569.40			29,483,438.87
2. Inflation Adjustment			1.0385			1.0373
3. Program Population Adjustment (Lines B3 divided by [A2 plus A7]) (Round to four decimal places)			1.0001			1.0005
4. PRELIMINARY APPROPRIATIONS LIMIT (Lines D1 times D2 times D3)			29,483,438.87			30,598,462.73
APPROPRIATIONS SUBJECT TO THE LIMIT						
5. Local Revenues Excluding Interest (Line C18)			27,824,642.73			29,254,823.00
6. Preliminary State Aid Calculation						
a. Minimum State Aid in Local Limit (Greater of \$120 times Line B3 or \$2,400; but not greater than Line C26 or less than zero)			229,296.00			229,407.60
b. Maximum State Aid in Local Limit (Lesser of Line C26 or Lines D4 minus D5 plus C23; but not less than zero)			2,452,450.17			2,087,409.57
c. Preliminary State Aid in Local Limit (Greater of Lines D6a or D6b)			2,452,450.17			2,087,409.57
7. Local Revenues in Proceeds of Taxes						
a. Interest Counting in Local Limit (Line C28 divided by [Lines C27 minus C28] times [Lines D5 plus D6c])			171,735.39			86,420.08
b. Total Local Proceeds of Taxes (Lines D5 plus D7a)			27,996,378.12			29,341,243.08
8. State Aid in Proceeds of Taxes (Greater of Line D6a, or Lines D4 minus D7b plus C23; but not greater than Line C26 or less than zero)			2,280,714.78			2,000,969.49
9. Total Appropriations Subject to the Limit						
a. Local Revenues (Line D7b)			27,996,378.12			
b. State Subventions (Line D8)			2,280,714.78			
c. Less: Excluded Appropriations (Line C23)			793,654.03			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D9a plus D9b minus D9c)			29,483,438.87			

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

SUBJECT: Approval of Resolution # 1059 Authorizing State Preschool Contract

DATE: September 17, 2020

PERSON(S) RESPONSIBLE: Barbara Martinez, Adult School Principal

RECOMMENDATION:

The District Administration recommends that the Board approve this Resolution which will allow the District to continue to offer the State Preschool Program for the 2020-2021 school year, subject to ongoing review to verify that program expenses are within the amount as approved by the Board.

BACKGROUND:

For many years, the District has participated in the State Preschool Program, offering preschool opportunities to students whose families meet the income eligibility requirements. In order to continue participation in this program, the Board must approve this Resolution and authorize this contract.

INFORMATION:

The funding from the State for the preschool program has not been and will not be sufficient to fully support the program. The Board has approved contributions from the Before and After School Program (BASRP) to support this program. However, for fiscal year 2019-20, due to covid 19 school closure, BASRP has not been able to generate the fees as expected. Therefore, District General Fund has contributed to both BASRP and the State Preschool Program. The amount contributed to the Sate Preschool Program for 2019-20 was \$16,723.64.

For 2020-2021 the estimated contribution to the State Preschool Program is \$14,127 but is subject to final reconciliation of staffing costs.

The proposed contract will allow the District to offer a program to a maximum of 14.42 equivalent students for 180 days. With a reimbursable amount of \$49.85 per student, per day.

FISCAL IMPACT:

The Maximum Reimbursable Amount (MRA) is \$122,899 in state funding into Fund 12.

RESOLUTION 1059

This resolution is adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 2020-2021.

RESOLUTION 1059

BE IT RESOLVED that the Governing Board of Pacific Grove Unified School District

authorizes entering into local agreement number CSPP - 0324 and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

<u>NAME</u>	<u>TITLE</u>	<u>SIGNATURE</u>
<u>Dr. Ralph Porras</u>	<u>Superintendent</u>	
<u>Song Chin-Bendib</u>	<u>Assistant Superintendent</u>	
<u>Barbara Martinez</u>	<u>Principal</u>	<u>Barbara Martinez</u> <small>Digitally signed by Barbara Martinez Date: 2020.09.04 09:08:20 -07'00'</small>

PASSED AND ADOPTED THIS 17th day of September 2020, by the Governing Board of Pacific Grove Unified School District of Monterey County, in the State of California.

I, Cristy Dawson, Clerk of the Governing Board of Pacific Grove Unified School District, of Monterey County, in the State of California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a PGUSD Board meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's signature)

(Date)

Contractor Certification Clauses

CCC 04/2017

CERTIFICATION

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective Contractor to the clause(s) listed below. This certification is made under the laws of the State of California.

Contractor/Bidder Firm Name (Printed)	Federal ID Number
Pacific Grove Unified School District	94-60002544

By (Authorized Signature)

Barbara Martinez Digitally signed by Barbara Martinez
Date: 2020.09.04 09:16:08 -07'00'

Printed Name and Title of Person Signing

Barbara Martinez, Principal

Date Executed	Executed in the County of
September 04, 2020	Monterey

CONTRACTOR CERTIFICATION CLAUSES

1. STATEMENT OF COMPLIANCE: Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 11102) (Not applicable to public entities.)

2. DRUG-FREE WORKPLACE REQUIREMENTS: Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:

a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.

b. Establish a Drug-Free Awareness Program to inform employees about:

- 1) the dangers of drug abuse in the workplace;
- 2) the person's or organization's policy of maintaining a drug-free workplace;
- 3) any available counseling, rehabilitation and employee assistance programs; and,
- 4) penalties that may be imposed upon employees for drug abuse violations.

c. Every employee who works on the proposed Agreement will:

- 1) receive a copy of the company's drug-free workplace policy statement; and,

2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both and Contractor may be ineligible for award of any future State agreements if the department determines that any of the following has occurred: the Contractor has made false certification, or violated the certification by failing to carry out the requirements as noted above. (Gov. Code §8350 et seq.)

3. NATIONAL LABOR RELATIONS BOARD CERTIFICATION: Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board. (Pub. Contract Code §10296) (Not applicable to public entities.)

4. CONTRACTS FOR LEGAL SERVICES \$50,000 OR MORE- PRO BONO REQUIREMENT: Contractor hereby certifies that Contractor will comply with the requirements of Section 6072 of the Business and Professions Code, effective January 1, 2003.

Contractor agrees to make a good faith effort to provide a minimum number of hours of pro bono legal services during each year of the contract equal to the lesser of 30 multiplied by the number of full time attorneys in the firm's offices in the State, with the number of hours prorated on an actual day basis for any contract period of less than a full year or 10% of its contract with the State.

Failure to make a good faith effort may be cause for non-renewal of a state contract for legal services, and may be taken into account when determining the award of future contracts with the State for legal services.

5. EXPATRIATE CORPORATIONS: Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public Contract Code Section 10286 and 10286.1, and is eligible to contract with the State of California.

6. SWEATFREE CODE OF CONDUCT:

a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set forth on the California Department of Industrial Relations website located at www.dir.ca.gov, and Public Contract Code Section 6108.

required by authorized officials of the contracting agency, the Department of Industrial Relations, or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).

7. DOMESTIC PARTNERS: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.3.

8. GENDER IDENTITY: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.35.

DOING BUSINESS WITH THE STATE OF CALIFORNIA

The following laws apply to persons or entities doing business with the State of California.

1. CONFLICT OF INTEREST: Contractor needs to be aware of the following provisions regarding current or former state employees. If Contractor has any questions on the status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

Current State Employees (Pub. Contract Code §10410):

1). No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.

2). No officer or employee shall contract on his or her own behalf as an independent contractor with any state agency to provide goods or services.

Former State Employees (Pub. Contract Code §10411):

1). For the two-year period from the date he or she left state employment, no former state officer or employee may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency.

2). For the twelve-month period from the date he or she left state employment, no former state officer or employee may enter into a contract with any state agency if he or she was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12-month period prior to his or her leaving state service.

If Contractor violates any provisions of above paragraphs, such action by Contractor shall render this Agreement void. (Pub. Contract Code §10420)

Members of boards and commissions are exempt from this section if they do not receive payment other than payment of each meeting of the board or commission, payment for preparatory time and payment for per diem. (Pub. Contract Code §10430 (e))

2. LABOR CODE/WORKERS' COMPENSATION: Contractor needs to be aware of the provisions which require every employer to be insured against liability for Worker's Compensation or to undertake self-insurance in accordance with the provisions, and

Contractor affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)

3. AMERICANS WITH DISABILITIES ACT: Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

4. CONTRACTOR NAME CHANGE: An amendment is required to change the Contractor's name as listed on this Agreement. Upon receipt of legal documentation of the name change the State will process the amendment. Payment of invoices presented with a new name cannot be paid prior to approval of said amendment.

5. CORPORATE QUALIFICATIONS TO DO BUSINESS IN CALIFORNIA:

a. When agreements are to be performed in the state by corporations, the contracting agencies will be verifying that the contractor is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled.

b. "Doing business" is defined in R&TC Section 23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax.

c. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. Agencies will determine whether a corporation is in good standing by calling the Office of the Secretary of State.

6. RESOLUTION: A county, city, district, or other local public body must provide the State with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.

7. AIR OR WATER POLLUTION VIOLATION: Under the State laws, the Contractor shall not be: (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.

8. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all contractors that are not another state agency or other governmental entity.

California Department of Education
 Fiscal & Administrative Services Division
 CO-005 (NEW 4/2020)

CALIFORNIA CIVIL RIGHTS LAWS CERTIFICATION

Pursuant to Public Contract Code section 2010, if a bidder or proposer executes or renews a contract in the amount of \$100,000 or more on or after January 1, 2017, the bidder or proposer hereby certifies compliance with the following:

1. **CALIFORNIA CIVIL RIGHTS LAWS:** For contracts \$100,000 or more, executed or renewed after January 1, 2017, the contractor certifies compliance with the Unruh Civil Rights Act (Section 51 of the Civil Code) and the Fair Employment and Housing Act (Section 12960 of the Government Code); and
2. **EMPLOYER DISCRIMINATORY POLICIES:** For contracts \$100,000 or more, executed or renewed after January 1, 2017, if a Contractor has an internal policy against a sovereign nation or peoples recognized by the United States government, the Contractor certifies that such policies are not used in violation of the Unruh Civil Rights Act (Section 51 of the Civil Code) or the Fair Employment and Housing Act (Section 12960 of the Government Code).

CERTIFICATION

I, the official named below, certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

1. Proposer/Bidder Firm Name (Printed):
 Pacific Grove Unified School District

2. Federal ID Number:
 94-60002544

3. By (Authorized Signature):

Barbara Martinez

Digitally signed by Barbara Martinez
 Date: 2020.09.03 12:15:40 -07'00'

4. Printed Name and Title of Person Signing:
 Barbara Martinez, Principal

5. Date Executed:
 9/3/20

6. Executed in the County and State of:
 Monterey, CA

California Department of Education
 Fiscal and Administrative Services Division
 CO-007 (Rev. 04/2020)

FEDERAL CERTIFICATIONS

Certifications regarding lobbying, debarment, suspension and other responsibility matters; and drug-free workplace requirements

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82 "New restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Non procurement) and Government-wide requirements for Drug-Free Workplace (Grants)." The Certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000 as defined at 34 CFR Part 82, Section 82.105 and 82.110, the applicant certifies that:

- (a.) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement;
- (b.) If any funds other than federal appropriated funds have been or will be paid to any person for influencing or attempting to influence an employee of Congress, or any employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form –LLL, "Disclosure Form to Report Lobbying," in accordance with this instruction;
- (c.) The undersigned shall require the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by executive Order 12549, Debarment and Suspension, and other responsibilities implemented at 34 CFR Part 85, for prospective participants in primary or substantive control over a covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110-

A. The applicant certifies that it and its principals:

- (a.) Are not presently debarred, suspended proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;
- (b.) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction violation of federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c.) Have not within a three-year period proceeding this application had one or more public transactions (federal, state, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1998, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Section 85.605 and 85.610-

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

- (a.) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
- (b.) Establishing an on-going drug-free awareness program to inform employees about-

- (1.)The danger of drug abuse in the workplace;
 - (2.)The grantee's policy of maintaining a drug-free workplace;
 - (3.)Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4.)The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c.)Making it a requirement that each employee to be engaged in performance of the grant be given a copy of the statement required by paragraph (a);
- (d.)Notifying the employee in the statement required by paragraph (a) that as a condition of employment under the grant, the employee will-
- (1.)Abide by the terms of the statement; and
 - (2.)Notify the employer in writing of his or her conviction for a violation;
- (e.)Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants, and Contracts Service, U.S. Department of Education 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No.3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;
- (f.) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d) (2), with respect to any employee who is so convicted:
- (1.)Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - (2.)Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency;
- (g.)Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Address: 1004 David Avenue Bldg. A

City: Pacific Grove

State: CA

Zip Code: 93950

Check if there are workplaces on file that are not identified here.

4. DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610

(a.)As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant, and

(b.)If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No.3) Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT:

Pacific Grove Unified School District

CONTRACT #:


CSPP-0324

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE:

Barbara Martinez, Principal

SIGNATURE:

Barbara Martinez

 Digitally signed by Barbara Martinez
Date: 2020.09.03 12:11:12 -07'00'

DATE:

9/3/20



DATE: July 01, 2020

CONTRACT NUMBER: CSPP-0324

PROGRAM TYPE: CALIFORNIA STATE PRESCHOOL PROGRAM

PROJECT NUMBER: 27-06613-00-0

OCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

ONTRACTOR'S NAME: PACIFIC GROVE UNIFIED SCHOOL DISTRICT

This Agreement is entered into between the State Agency and the Contractor named above. The Contractor agrees to comply with the CONTINUED FUNDING APPLICATION FY 20-21, the GENERAL TERMS AND CONDITIONS* (GTC 04/2017), the STATE PRESCHOOL PROGRAM REQUIREMENTS*, and the FUNDING TERMS AND CONDITIONS* (FT&C), which are by reference made a part of the Agreement. Where the GTC 04/2017 conflicts with either the Program Requirements or the FT&C, the Program Requirements or the FT&C will prevail.

Funding of this Agreement is contingent upon appropriation and availability of sufficient funds. This Agreement may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this Agreement.

The period of performance for this Agreement is July 01, 2020 through June 30, 2021. For satisfactory performance of the required services, the Contractor shall be reimbursed in accordance with the Determination of Reimbursable Amount section of the FT&C, at a rate not to exceed \$49.85 per child day of full time enrollment and a Maximum Reimbursable Amount (MRA) of 122,899.00.

Service Requirements

Minimum Child Days of Enrollment (CDE) Requirement 2,465.0

Minimum Days of Operation (MDO) Requirement 180

Any provision of this Agreement found to be in violation of Federal or State statute or regulation shall be invalid, but such a finding shall not affect the remaining provisions of this Agreement.

Forms shown with an asterisk (*) can be viewed at https://www.cde.ca.gov/fg/aa/cd/ftc2020.asp

STATE OF CALIFORNIA		CONTRACTOR			
BY (AUTHORIZED SIGNATURE)		BY (AUTHORIZED SIGNATURE) Barbara Martinez <small>Digitally signed by Barbara Martinez Date: 2020.09.03 12:07:54 -07'00'</small>			
PRINTED NAME OF PERSON SIGNING Jaymi Brown,		PRINTED NAME AND TITLE OF PERSON SIGNING Barbara Martinez			
TITLE Contract Manager		ADDRESS 6553 Hillcrest Ave. Pacific Grove CA 93950			
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 122,899	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE General		Department of General Services use only
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 0	(OPTIONAL USE) 0656 23038-6613				
TOTAL AMOUNT ENCUMBERED TO DATE \$ 122,899	ITEM 30.10.010. 6100-196-0001	CHAPTER B/A	STATUTE 2020	FISCAL YEAR 2020-2021	
OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6105 Rev-8590					
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		Regular Meeting of September 17, 2020			
SIGNATURE OF ACCOUNTING OFFICER		DATE			

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

SUBJECT: Resolution #1061 Distance Learning Staff Appreciation and Acknowledgement

DATE: September 17, 2020

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The District Administration recommends the Board review and approve Resolution #1061 Distance Learning Staff Appreciation and Acknowledgement.

INFORMATION:

Since March of 2020, the Coronavirus Pandemic has caused a national crisis, that has disrupted program services and has affected the way the educational efforts have been delivered. The administrators, teachers and support staff have continually stepped up with the constant changes and challenges this pandemic has brought. Their willingness to learn new technology resulting in better connections with every student in order to meet their individual needs is essential. Working together at a high level of professionalism has not gone unnoticed. The Board of Trustees wishes to acknowledge and extend appreciation to the dedicated staff of Pacific Grove Unified School District.

**BOARD OF TRUSTEES
OF THE
PACIFIC GROVE UNIFIED SCHOOL DISTRICT**

Resolution No. 1061
Distance Learning Staff Appreciation and Acknowledgement

WHEREAS, everyday, year after year, teachers, staff and administration provide and demonstrate a high-quality education program that meets and exceeds the needs of every student; and

WHEREAS, since March of 2020, the Coronavirus Pandemic has caused a national crisis, that has disrupted program services and has affected the way the educational efforts have been delivered; and

WHEREAS, the administrators, teachers and support staff have continually stepped up with the constant changes and challenges this pandemic has brought. Their willingness to learn new technology resulting in better connections with every student in order to meet their individual needs is essential. Working together at a high level of professionalism has not gone unnoticed; and

WHEREAS, the Board of Trustees wishes to acknowledge and extend appreciation to the dedicated staff of Pacific Grove Unified School District. The Board sees and recognizes that the education and academic programs continue to be met by staff in unprecedented ways. The Pacific Grove Unified School District team have demonstrated their never-ending ingenuity and creativity in the manner that their educational practices have been delivered; and

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of Pacific Grove Unified School District that Resolution 1061 be adopted to acknowledge and praise these executed efforts.

PASSED AND ADOPTED THIS _____ day of _____, 2020 at a meeting of the Governing Board, by the following vote:

AYES: _____
NOES: _____
ABSENT: _____
ABSTAIN: _____

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
GOVERNING BOARD

Debbie Crandell
President of the Governing Board
Pacific Grove Unified School District

- Consent
 Action/Discussion
 Information/Discussion
 Public Hearing

SUBJECT: Memorandum of Understanding between Pacific Grove Unified School District and Monterey Bay Charter School

DATE: September 17, 2020

PERSON(S) RESPONSIBLE: Matthew Binder, Director, Education Technology;
Jonathan Mejia, Technology Systems Coordinator

RECOMMENDATION:

The District Administration recommends approval of the Memorandum of Understanding (MOU) between Pacific Grove Unified School District and Monterey Bay Charter School (MBCS) pertaining to the loan of 120 student Chromebooks to MBCS through October 31, 2020.

BACKGROUND:

In the midst of the COVID-19 global pandemic, schools everywhere are facing unprecedented challenges to ensure students have adequate technology to use during distance learning. Many schools, including MBCS, were forced to purchase additional technology in response to this crisis. Making matters even more challenging are the widespread device shortages and backorders of educational technology, including - student Chromebooks. In response to this reality, MBCS recently reached out to PGTech to inquire about the availability of 115 Chromebooks to be used by their students while they wait for their recently ordered Chromebooks to be delivered.

INFORMATION:

PGTech prepared 120 Chromebooks for use by MBCS students during this time. These Chromebooks, although still managed within our central management system – Google Admin Console – will be usable by MBCS students. Security settings, web filtering, and other standard safeguards remain intact. However, MBCS IT personnel will be solely responsible for providing day-to-day tech support for these 120 units throughout the duration of the loan agreement.

FISCAL IMPACT:

None. However, we anticipate that some Chromebooks might possibly incur some form of damage during the period of this agreement, PGTech does not anticipate or have any plans to repair these units should any damage occur.

Memorandum of Understanding (MOU)

Between
Pacific Grove Unified School District
and
Monterey Bay Charter School

A. PURPOSE

The purpose of this Memorandum of Understanding (hereinafter called "MOU") is to establish and document a relationship between Pacific Grove Unified School District (PGUSD) and Monterey Bay Charter School (MBCS), hereinafter collectively referred to as the "Parties," for the purpose of creating an agreement to benefit students at MBCS.

B. COMPUTING DEVICES

For the purposes of this MOU, the MBCS is borrowing 120 Chromebooks (student computing devices) to support the school's distance learning program.

C. LOAN TERM

The loan term shall be August 21 through October 31, 2020. This term may be extended if these devices are needed for a longer period of time.

D. LOAN DEPOSIT AND PAYMENT

None (\$0)

E. USE OF COMPUTING DEVICES

MBCS accepts full responsibility for the use of the devices during the term of this agreement. PGUSD understands only that MBCS proposes to maintain the devices in accordance with all current and standard IT management and support practices.

F. DEVICE CONDITION

MBCS accepts the condition of the devices as is and in no way expects PGUSD to modify the existing condition of the devices as a condition of this agreement.

G. TERMINATION

PGUSD shall, at its sole discretion, have the right to terminate this agreement subject to a 30-day written notice, which must be provided in writing to MBCS.

H. AUTHORIZED REPRESENTATIVES

Correspondence and communication regarding this agreement and use of the student devices shall be conducted only through authorized representatives of PGUSD and MBCS and shall not be delegated to persons who are not employees of PGUSD or MBCS.

I. INDEMNIFICATION

PGUSD shall indemnify, hold harmless and defend MBCS and its trustees, officers, employees and agents from and against every claim, demand and/or liability which may be made by reason of the negligent acts or omission(s) of the Pacific Grove Unified School District in its performance of this MOU.

MBCS shall indemnify, hold harmless and defend PGUSD and its trustees, officers, employees and agents from and against every claim, demand and/or liability which may be

made by reason of the negligent acts or omission(s) of MBCS, and/or its employees or agents in their performance of this MOU.

J. INSURANCE

MBCS shall at its sole cost and expense, procure and maintain throughout the term of this MOU policies of general liability insurance and property and casualty insurance during the performance of the MOU.

a. MBCS-PG will keep and maintain commercial general liability insurance in an amount no less than one million dollars (\$1,000,000) for each occurrence and two million dollars (\$2,000,000) in the aggregate. If requested, MBCS-PG will provide PGUSD with proof of insurance in the amount specified, with the assurance that coverage will not be cancelled or modified without thirty (30) days prior written notice to PGUSD.

b. PGUSD will keep and maintain commercial general liability insurance in an amount no less than one million dollars (\$1,000,000) for each occurrence and two million dollars (\$2,000,000) in the aggregate. If requested, PGUSD will provide MBCS-PG with proof of insurance in the amount specified, with the assurance that coverage will not be cancelled or modified without thirty (30) days prior written notice to MBCS-PG

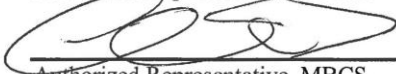
Agreement to the above conditions and acceptance of this MOU is confirmed by the execution of the document by the authorized representatives below.

Matthew Binder

Sept 1, 2020

Authorized Representative, PGUSD

Date



Sept 3, 2020

Authorized Representative, MBCS

Date

- Consent
 Action/Discussion
 Information/Discussion
 Public Hearing

SUBJECT: Microsoft CAMSA Licenses with Softchoice

DATE: September 17, 2020

PERSON(S) RESPONSIBLE: Jonathan Mejia, Technology Systems Coordinator

RECOMMENDATION:

The Administration is recommending that we renew our contract for licenses with Softchoice who has the registration with Microsoft to offer bundle deals at lower prices on all Microsoft products. This would give the district use of Microsoft Office, Windows OS licenses, Server Licenses, and Office 365.

BACKGROUND:

The Board previously had approved to enter a three-year contract with Softchoice who is currently the vendor that holds the registration for dealing in Microsoft products. August 1st is when that contract came up for renewal. The new agreement would be to enter another three-year contract with Softchoice with an annual payment of \$16,364; 1 payment per year for the next three years.

This is an annual payment for the next three years; not over or divided by three different payments. At a previous board meeting, trustees had questions about the apparent two different payment options.

- Option 1: One annual payment of \$16,364.00 for the next 3 years.
- Option 2: Estimated Monthly Lease payment \$505.00 per month for 36 months

After speaking with Softchoice, and California IT in Education or CITE (who then consulted with Microsoft) it was determined that this was not a valid offer as at this time Microsoft does not allow the reseller (Softchoice) to enter into lease agreements on this contract under any circumstances. Per Softchoice the district administration received an updated invoice minus this option so as not to add confusion about the options available.

INFORMATION:

The district relies heavily upon these licenses to pushout upgrades in software, operating systems, as well as server licenses. CAMSA CITE provides the CITE and Microsoft Strategic Alliance (CAMSA) program supported by Softchoice. This is a California statewide purchasing contract with Microsoft for the Educational Enrollment Solution (EES) program. This contract can serve as a master purchasing vehicle for K-12 educational institutions in the state of California. Offering major discounts and simplifying the license purchase process, this consortium includes over 70% of LEAs in California who would not qualify for this type of

pricing on their own.

FISCAL IMPACT:

The fiscal impact is of \$16,364 for a year's license that will cover the entire district; to be funded by Technology Bond (Measure A)



Softchoice Corporation
100 Spear St, Suite 200
San Francisco, CA, 94105

ACTION/DISCUSSION E

Sales/Order desk
Phone: (800) 268-7638 Fax: (800) 268-7639

QUOTE

Ship To: 1053172

Bill To: 1053172

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
435 HILLCREST AVENUE PACIFIC
GROVE, CA 93950

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
435 HILLCREST
AVENUE PACIFIC
GROVE, CA 93950

Attn: SONG CHIN-BENDIB

Attn: SONG CHIN-BENDIB

All currency in this quote is in US dollars.

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Quote Prepared For Song Chin-Bendib
Phone:
Fax:

Quote Sent By Madeline Pokora
Madeline.Pokora@softchoice.com
Phone: (312) 655-9002 x323415
Fax: (800) 268-7639

Item #	Mfg Sku #	Description	Qty	Unit Price	Extended Price
MEMO		CAMSA EES - Level C - Renewal - Previous ENR # 65782843 (3 Year Agreement Price)			
VW5172	AAD-38392 ES-FNM	MS ENROLLMENT FOR EDUCATION SOLUTIONS - M365 EDU A3 SHRDSVR ALNG SUBSVL PER USER FOR CORECAL ALL LANGUAGES SAAS MS EES FAC NSM	262	\$41.15	\$10,781.30
VW5182	AAD-38397 ES-SNM	MS ENROLLMENT FOR EDUCATION SOLUTIONS - M365 EDU A3 SHRDSVR ALNG SUBSVL MVL PERUSR STUUSEBNFT ALL LANGUAGES SAAS MS EES P2 CSN	2000	\$0.00	\$0.00
UQ5023	9EM-00562 ES-ANY	WINSVRSTDCORE ALNG LICSPAK MVL 2LIC CORELIC ALL LANGUAGES E-CERTIFICATE MS EES P2 CAN	2	\$5.32	\$10.64
PV7953	D87-01057 ES-ANY	MS ENROLLMENT FOR EDUCATION SOLUTIONS - AP - VISIOPRO ALNG LICSPAK MVL E-CERTIFICATE MS EES P2 CAN	12	\$44.92	\$539.04
MR7917	4ZF-00019 ES-ANM	MS ENROLLMENT FOR EDUCATION SOLUTIONS - VIRTUAL DESKTOP ACCESS MONTHLY SUBSCRIPTION PER DEVICE ALL LANGUAGES E-CERTIFICATE MS EES P2 CAM	131	\$30.38	\$3,979.78
KE4361	6VC-01251 ES-ANY	MS ENROLLMENT FOR EDUCATION SOLUTIONS - FACULTY - WIN RMT DSKTP SVCS CAL L/SA PACK DEVICE CAL ALL LANGUAGES E-CERTIFICATE MS EES P2 CFN	131	\$8.04	\$1,053.24
MQ6779	M6K-00001 ES-FNM	MS ENROLLMENT FOR EDUCATION SOLUTIONS - FACULTY - O365EDUA1 SHRDSVR ALNG SUBSVL MVL PERUSR ALL LANGUAGES SAAS MS EES P2 CFN	262	\$0.00	\$0.00

SUB TOTAL	\$16,364.00
ACTION/DISCUSSION	NO CHARGE
DELIVERY: Economy	

All currency in this quote is in US dollars.

TOTAL - USD	\$16,364.00
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Softchoice Corporation
100 Spear St, Suite 200
San Francisco, CA, 94105

ACTION/DISCUSSION E

Sales/Order desk
Phone: (800) 268-7638 Fax: (800) 268-7639

QUOTE

Pricing, availability and special offers are subject to change at any time.

Softchoice Corporation is legally obligated to collect fees levied under the Electronic Waste Recycling Fee Program (California State Board of Equalization) associated with the transaction(s) listed on this document

This purchase is subject to Softchoice's online terms of sale, unless you have a separate purchase agreement signed by both your company and Softchoice, in which case, that separate agreement will govern. Softchoice's terms of sale can be found at:
<http://m.softchoice.com/files/pdf/terms/TermsAndConditionsForProductPurchases.pdf>

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

SUBJECT: Board Calendar/Future Meetings

DATE: September 17, 2020

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The Administration recommends that the Board review and possibly modify the schedule of meeting dates on the attached calendar and determine, given information from the Administration, whether additional Board dates or modifications need to be established.

BACKGROUND:

The Board has approved Bylaw 9320, which states that regular Board meetings be held on the first and third Thursday of each month, from August through June. At the annual organizational meeting held in December, Trustees approves the meeting calendar as presented. The calendar is reviewed at each Board meeting.

INFORMATION:

Changes to the Board meeting dates must be approved by a majority vote of the Trustees.

Board Meeting Calendar, 2020-21 School Year

Thursday July 16	Regular Board Meeting ✓ Academic and Operations Reopening Plan	VIRTUAL
Thursday July 23	Special Board Meeting ✓ Academic and Operations Reopening Plan	VIRTUAL
Thursday July 30	Special Board Meeting ✓ Academic and Operations Reopening Plan	VIRTUAL
Thursday Aug. 20	Regular Board Meeting ✓ Student Enrollment Update ✓ Back to School Night Dates ✓ Property Tax Report ✓ Quarterly Facilities Project Updates* ✓ Quarterly District Safety Update*	VIRTUAL
Thursday Sept. 3	Regular Board Meeting ✓ Unaudited Actual Report ✓ Budget Revision #1 ✓ Local Control Accountability Plan Review	VIRTUAL
Thursday Sept. 17	Regular Board Meeting ✓ Williams Uniform Complaint Report	VIRTUAL
Thursday Sept. 24	Regular Board Meeting ✓ Learning Continuity Plan	VIRTUAL
Thursday Oct. 1	Regular Board Meeting ✓ Superintendent's Goals ✓ Bus Ridership ✓ Week of the School Administrator	VIRTUAL
Thursday Oct. 22	Regular Board Meeting ✓ Quarterly District Safety Update* ✓ Budget Revision #2 on 2020-21 Working Budget (Preliminary First Interim)	VIRTUAL
Thursday Nov. 12	Regular Board Meeting ✓ PGHS Course Bulletin Information/Discussion	VIRTUAL
Thursday Nov. 19	Regular Board Meeting ✓ Intent Form Due (to serve as Board President or Vice President) ✓ Review of Special Education Contracts ✓ Quarterly Facilities Project Updates* ✓ LCAP Public Hearing	VIRTUAL
Thursday Dec. 10	Regular Board Meeting ✓ First Interim Report ✓ Budget Revision #3 ✓ Adoption of LCAP	VIRTUAL
Thursday Dec. 17	Organizational Meeting ✓ Election of 2020-21 Board President and Clerk ✓ PGHS Course Bulletin Action/Discussion ✓ Williams Uniform Complaint Report ✓ Employee Recognition ✓ Review of Legal Services Costs ✓ Solicitation of Funds Report	VIRTUAL

**Quarterly District Safety Update and Quarterly Facilities Projects Update as needed*

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

SUBJECT: District Update on Response to COVID-19

DATE: September 17, 2020

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

INFORMATION:

The District Administration will update the Board, staff and community on current District response and protocols to COVID-19.

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

SUBJECT: Student Resource Center at Pacific Grove High School

DATE: September 17, 2020

PERSON(S) RESPONSIBLE: Lito M. García, Pacific Grove High School Principal

RECOMMENDATION:

The District Administration recommends the Board receive information regarding at Student Resource Center at Pacific Grove High School.

BACKGROUND:

Ms. Jayla Ellis, sent the following request to PGUSD School Board and Administration:

My name is Jayla Settnek-Ellis. As a 2017 Pacific Grove Alumna and current California State University, Sacramento undergraduate, I present a proposal for the development of a Resource Center for the Pacific Grove Unified School District. In addition, a request to the Board Members, for a room donation on school grounds. This facility will be catered to families of low income, homeless youth, and those experiencing unsafe living environments.

The goal of the Research Center is to lessen the burden of the Pacific Grove School district closure on communities in need. This will be achieved through providing these communities with everyday necessities that have experienced decreased accessibility due to COVID-19. My team has a GoFundMe in progress and will rely on donations to stock the center with necessities such as clothing, feminine products, and school supplies. I will also be in contact with local laundromats to request gift cards to all children access to laundry services. Those qualifying for need will be able to obtain access to these facilities on weekends, after school, and school holiday breaks. One of my team members, or myself, will be on call, however I would request for the room to be staffed with 1 to 2 people at all times. I would like to have the Pacific Grove community, parents, and especially the members of the school district board, to be a part of my team, to work to optimize the lives of our youth.

My team has individuals willing to sponsor this center pending the approval of the school board. I have recently received acceptance into a program agreeing to fund the launch of my Resource Center. This program, the SJSA Business Incubator, is an internship that aims at developing and supporting the next generation of entrepreneurs. Local businesses and business owners have agreed to donate supplies such as produce and non-perishables. Based on the Monterey High School estimates, I do not expect costs of this center to exceed \$2,000 annually.

INFORMATION:

Pacific Grove High School Principal Mr. García and Director of Facilities and Transportation Mr. Kelly met with Ms. Ellis to determine a location on campus the Student Resource Center could be housed. Ms. Ellis informed Mr. García and Mr. Kelly that she would be visiting Monterey High School in the near future to learn more about their program. After Ms. Ellis has visited Monterey High School she will contact Mr. García to set up a meeting in order to discuss and develop an action plan.

FISCAL IMPACT:

\$2,000 per school year based on Ms. Ellis's projection. The funding source has not been determined at this time.

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

SUBJECT: Future Agenda Items

DATE: September 17, 2020

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The Administration recommends that the Board review the list of future agenda items and direct Administration to add items to the list and/or schedule items for a particular agenda.

BACKGROUND:

Board Bylaw 9322 states in part that “Any member of the public or any Board member may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request [from a member of the public] must be submitted to the Superintendent or designee with supporting documents and information ...”

INFORMATION:

Board members have the opportunity at the end of Open Session in a Regular Board meeting to request that items be added to the list for a future meeting. Depending upon the timeliness of the item, it may also be assigned a particular meeting date.

The following is a list of future agenda items as of the September 17, 2020 Regular Board Meeting:

- Facilities use restrictions guidelines during COVID-19 (Oct 1)
- A member of the public requested Dual Language Elementary Program (TBD)
- Board requested teacher housing (TBD)
- Board requested review of current District committees (Will be addressed through District Newsletter/Update)
- A member of the public requested SELPA present on Special Education (Fall 2020)
- Board requested utility bills costs (electric and water) by school site (2020-21)