

# 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
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## General Information

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

The unprecedented COVID-19 pandemic has affected the entire Pacific Union School District (PUSD) community and drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

In developing the Learning Continuity and Attendance Plan, PUSD has acknowledged the pandemic's disproportionate impacts on students and families who were already experiencing inequitable outcomes. This disproportionate impact is resulting in the exacerbation of inequities during a time that is already historic in the level of stress it is placing upon our collective community. With the evolving nature of this pandemic, all of our learning models will meet the needs of all students and mitigate learning loss, assuring that all students are given an equal opportunity to access high quality educational opportunities. The guiding principles for realizing this vision include:

1. Health, Safety and Well-being: Our actions are grounded in the scientific guidance provided by federal, state, and county health officials. We will take all steps possible to mitigate the spread of COVID-19 and protect the health, safety, and well-being of our students, employees, and school communities. We will create socially, emotionally and physically safe and nurturing environments for our students to thrive in.
2. Academics and Instruction: High quality instruction anchored in standards-aligned materials is at the core of achieving equity and access. We will use data and assessments to ensure our practices support all our students.
3. Maintaining Connection and Partnering with our Families: Due to the fluctuating public health crisis, we will remain flexible to balance educational needs with public health and safety. Our learning environment and strategies are designed to ensure high quality instruction

continues whether we are in physical or remote learning space. We will remain flexible with our families and stay connected to them to provide and support our students' learning needs.

4. Needs-based and Care Given: Human and capital resource allocations will be informed by the academic, social, emotional and physical needs of our students and employees, as well as our school community.

5. Engagement & Communication: Our community will have the information and resources they need to be safe, healthy, and heard. We will provide consistent, clear, and routine communications and engagement in multiple modalities and languages.

## Stakeholder Engagement

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

PUSD's efforts to solicit stakeholder feedback to inform the district's Learning Continuity and Attendance Plan began in March and have continued throughout the development process.

PUSD's teachers, support staff, counseling staff, and administration spoke via telephone with families multiple times throughout the school closure. They gathered feedback on technology needs, internet access, class schedules, and extra social-emotional support needed for students. PUSD sent out frequent electronic surveys to gauge families' intent to return, preferences on reopening models, communication needs, and technology needs. These were distributed via text message, email, the DELAC and PTO Facebook sites, and posted on the school's website. Administration was available via phone and email daily during the summer to listen to stakeholder concerns and feedback. PUSD developed a reopening summer committee consisting of classified and certificated staff to offer a school-based perspective on reopening. The team met during the summer. Staff participated in meetings to determine their needs for training, safety, and curriculum. Administration met with the bargaining unit to discuss safety concerns. The District had two special board meetings, one in July and one in August, to discuss reopening and address questions, concerns, and to gain feedback from all stakeholders.

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

Stakeholders were encouraged to participate in public meetings via Zoom. Meetings were noticed and sent out via text and email. They were also posted on the school's website. Stakeholders also had the option to participate via telephone or computer. Surveys were also sent out to solicit feedback.

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

Feedback was received from all stakeholders (teachers, staff, board, parents/guardians):

- Families wanted to make sure they had the option to participate in only Distance Learning if we were going to provide on-site instruction (blended learning) or full site-based instruction.
- Parents/guardians concerned with access to services for their students. They wanted to make sure their students would not lose learning opportunities and fall farther behind if school opens in distance learning.
- If the school were opening in a blended learning model, our community was about 47% would prefer to have their children participate in distance learning only and 57% would prefer to have their children on campus every day. This survey was sent towards the end of July and as cases of COVID-19 were increasing across the county.
- Parents/guardians were concerned about social opportunities for their children if we opened in full distance learning.
- Parents/guardians, teachers, and staff were concerned with a lack of childcare during the day and how to supporting their child in full distance learning while working full-time.
- All stakeholders were concerned about cleaning, sanitizing, and mask wearing if students returned to campus.
- Teachers and parents/guardian were concerned about how assessment would look for students who are at home.
- All stakeholders are concerned with how students who have limited internet access could participate with their peers and receive instruction from their teachers.
- How to ensure daily contact with teachers and peers
- How to engage students in online learning without training.
- Would training and professional development be provided.
- Scheduling internet and device use for multiple students in the same house.
- Teachers are concerned with balancing curriculum for students who wanted full distance learning and students who wanted to come to campus as a blended model.
- Teacher want to make sure they provide adequate academic support and social opportunities for all students, especially those with IEPs, how to make sure this is happening.
- Supporting students with no internet access.
- How to enforce facial covering protocols on campus.

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

The specific stakeholder input received throughout the summer months has significantly influenced the district's Learning Continuity and Attendance Plan both through the impacts on development of the district's various Learning and Safety Plans and through direct feedback on the plan itself. Key takeaways from the surveys, phone calls, emails, and meetings included the need to provide daily, live, synchronous instruction; to create and maintain connection to staff and peers; to ensure student and staff safety while on campus; to provide engaging curriculum to all students; and to ensure access to technology for all students.

This input has influenced the following aspects of the district's Learning Continuity and Attendance Plan:

- Developing clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. The district has also included as part of the plan the expectation that lessons can be pre-recorded to provide students the option of participating in

recorded instruction later. This is seen as a critical support for students who may have different learning needs and benefit from rewatching instruction as well as a support for those students who may not be able to attend specific lessons.

- Partnering with our school counselor and emphasizing Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being.
- Supporting parents and caregivers in supporting their own students' learning. The distance learning plan includes specific expectations for weekly communication from teachers to students and families. Weekly communications will include the week's learning intentions, schedule of zoom times for synchronous instruction, content to be taught, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers are also expected to be available to students and family members outside of instructional time. This includes maintaining open communication channels and identifying the times at which support is available.
- Creating an equity-focused plan, particularly regarding the needs of students who are most vulnerable and at risk of learning loss during and after school closures. This priority has influenced the district's planning in a profound manner and is evident throughout. To accurately assess learning status and monitor growth, the district has developed a common assessment platform across grade levels for ELA and Math.
- Providing targeted supports to students through synchronous small group and individual instruction within a teacher's weekly schedule.
- Continuously updating the district's Site Specific School Safety Plan to ensure it is consistent with all CDC, CDHP, and local health ordinances.

## 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.]

Through early August, the district was moving forward with plans to reopen school in a blended learning model, with students spending portions of the day/week at school receiving in-person instruction and completing the rest of their learning in a distance learning setting. Providing as much in-person instruction as can safely be delivered is a priority of many stakeholders and acknowledged by the District as an important means of addressing learning loss, particularly for those groups of students who are most likely to be disproportionately impacted by school closures.

On August 6, 2020 a special board meeting was held and the discussion regarding reopening school was on the agenda. After discussion, a motion was made to begin the 2020-2021 school year in a distance learning only model. The District, announced to our community on

August 7, 2020 that the decision was made to begin the school year with full distance learning. While current health conditions did not permit delivery of in-person instruction, the District continues to plan blended learning models so it will be prepared to bring students back once it is safe to do so. The District will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom. Included below is the district's current thinking regarding instructional models, including scheduling and delivery methods. This planning is tentative and will continue to be responsive to state and county guidance and the district's own monitoring of community conditions and needs.

When it is safe to return to school using all recommended guidelines provided by CDC, CDPH, and County Public Health transitional Kindergarten, Kindergarten, and first grade students at Pacific Union will adhere to the cohort model as an entire class, and will attend school 5 days per week. Second through eighth grade students will have their class cohort size reduced by 50% through a four day per week AM/PM shift model, coupled with distance learning on alternate shifts and Mondays. Masks are to be worn by all people on campus and social distancing protocols will be practiced.

- Site-based instruction will focus on Math and English Language Arts instruction as well as meeting our students' social and emotional needs.
- For grades TK-1st distance learning will supplement their site-based instruction.
- For grades 2nd-6th Science and History will mainly be taught through distance learning, but may be integrated into English Language Arts and Math projects.
- An online curriculum and paper packets will be available for distance learning.
- Cohorts of students will stay with their teachers throughout the entirety of their shift. Teachers will remain with students during recess times, and students will eat lunch in their classrooms if they are eating on campus.
- Junior High teachers will be changing classrooms. Students will stay in one classroom with their cohort.
- Siblings will be given priority to be on the same track.
- If your family has a hardship they can fill out the Hardship Application and the District will try to accommodate if reasonably possible.

#### Classroom Spaces and Social Distancing

- Classrooms will be arranged with spaces between desks and students will be instructed on how to be safe in their classroom environment.
- Teachers will arrange their lessons and choice time activities to facilitate space between students.

Teachers will instruct students to turn assignments in as they leave the classroom, or the teacher will walk around the classroom to collect assignments.

- Art supplies will be provided to students, and teachers will sanitize them after each use.
- Students in grades 2-8 will have access to their own Chromebooks and headphones in order to limit sharing. Students will be instructed on how to wipe down their Chromebooks and put them in the carts safely. Teachers will sanitize the cart when students have put their Chromebooks away.
- If needed, parents/guardians of students in grades 3rd-8th will be able to check out a district chromebook for distance learning during times students are not on campus. Chromebooks will be disinfected before returning to classroom use.
- Students in grades TK-1 will have access to a bank of iPads and/or Chromebooks which will be sanitized between uses.
- Face coverings are to be worn in order to adhere to state and county guidelines.

- Increased cleaning and sanitizing of school facilities will occur on a regular basis.
- Flexible seating and lap desks will be provided in TK-2nd grade classrooms.

#### Non-Classroom Spaces and Social Distancing

- Pacific Union has suspended all outside Facilities Use Permits, even when these activities would take place after school hours.
- Pacific Union has suspended class and program volunteers, other than student teachers. University fieldwork students will be evaluated on a case by case basis to determine possible risk factors.
- Classes will have access to outdoor spaces such as the arboretum, wave, and field during non-recess times. These areas can also be used as outdoor learning spaces.
- Break time will be with their teacher and class cohort.
- Playgrounds will not be accessible.
- Hallways will have clear entry and exit spaces to encourage students to move through them in one direction.
- Students will enter and exit the campus through four different points, depending on their grade spans. Staggered times will be assigned to families for arrival and departure.
- If students are eating in their classrooms, staff will bring a prepackaged lunch to them, rather than having students go to the cafeteria to get it. Tables will be set up outside in Friendship Square to allow students to eat outside if they are eating with their cohorts.
- Face coverings are to be worn in order to adhere to state and county guidelines.

#### Personal Items

- Students will not be allowed to bring personal items such as toys and backpacks from home.
- Students will have personal supply tubs for classroom use. These will contain items such as pencils, crayons, glue, scissors, and basic Math/ELA manipulatives. The tubs will be labeled with each child's name. Tubs will be stored in individual student desks if applicable, or in a designated space in the classroom.
- Students will have assigned hooks/cubbies in their classrooms for their jacket/sweatshirt and lunchbox only. Backpacks will remain at home. As an alternative to backpacks, students will be provided with a bag to transport graded and unfinished work between home and school as needed.
- We encourage students to bring water bottles from home. They may fill the water bottles in the classroom. Water bottles will be left in the classroom with the option to take home every other week for cleaning. They will be disinfected when they return to the classroom.

#### Enrichment Classes

- Music classes will be taught through using a blended model, with in person instruction and distance learning.
- Music classes may be offered 30 minutes before and after each AM and PM shift and individual classes may be offered on Mondays.
- The music classroom and any materials used will be sanitized between each use.
- Students will not share instruments.
- Art will be part of distance learning classes.

- Physical education will be offered through distance learning.

#### Support Services

- Students will be supported within their classroom cohort using a push-in model.
- Classroom cohorts or individual students may also receive direct instruction using a pull-out model when needed.
- All materials will be disinfected after each cohort or individual use.
- Whenever possible, materials will be assigned to individual students and kept in their own supply tub.
- Pull-out services will occur before or after students' AM or PM shifts.

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

Description	Total Funds	Contributing
Purchase Personal Protective Equipment (PPE).	\$13,600	
Extra Custodial Supplies	\$8,000	
Classroom safety supplies for sanitation, spacing, and air filtration	\$33,267	
Student Individual Supplies	\$6,600	



# 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.]

The Pacific Union School District's Distance Learning Plan 2.0 will serve as guidance for students, staff, and families. This plan has been updated to adhere to new legislation, SB 98. Our plan will serve as a model for future full-closures or partial-closures as our global community continues to deal with the implications of this pandemic.

During the closure the district has the following goals for our time with our students and families:

- To maintain essential services for students and families.
- To maintain communication, connection, and relationships between school, teachers, students, and parents/guardians.
- To ensure that students progress and continue growth toward standards.
- To partner with families and truly become team teachers in our students' educational opportunities.

Pacific Union School's Distance Learning Philosophy:

Distance learning is a response to a changing global environment that inspires and ignites continuous learning opportunities for access to all students that transcends classrooms and brings learning to the home; where families truly partner with our teachers to provide students with educational experiences that provide academic learning, social/emotional growth, and build connection, community, and compassion.

As a learning organization it is important that we are mindful that we are all learners in this experience. Therefore, as we continue through this journey we will build our individual capacities to learn, share, and grow with one another each and every day. We are in this together and together is better!

Pacific Union School District's Distance Learning Plan was created in response to the COVID-19 global health crisis, PUSD has developed this distance learning plan 2.0 so our students can continue learning while our school facilities are closed. This plan represents our commitment to ensure each and every student continues to progress academically, socially, and emotionally.

This plan is founded on the following principles:

- Maintaining teaching and learning.
- Supporting our teachers, students, and parents/guardians as they learn.
- Providing access for all students.

PUSD teachers will provide students with instruction through a distance learning model. This instruction will be provided both in a synchronous (live) and asynchronous (activities, assignments, etc) manner. Teachers will also work with families that need to have materials provided in a paper format.



- Instructional materials will be provided by the district for students to access independently.
- Direct instruction will be provided on a daily basis in a synchronous manner.
- Teachers may pre-record lessons to share with students (asynchronous).
- The District will provide instructional materials for students to access independently and self-pace their learning (for example: Raz-Kids, Exact Paths, Courseware, Study Island, Moby Max).
- Teachers will offer online office hours and phone calls for student support and feedback.
- Families communicate through email, Class Dojo, Google Classroom, or telephone.
- Teachers will use a mix of technology and virtual face-to-face instruction through online communication tools such as Zoom or Google Meet.
- Teachers will provide differentiated, small group instruction based on student need.
- Paper packets will be available for families that are not able to connect virtually.

Students must participate in learning activities for a minimum amount of time each day. Teachers will provide time values for each of their assignments similar to those they would in a normal classroom day. If a student is struggling to keep up with assignments, parent/guardian should speak with the classroom teacher. TK/K for 180 minutes per day 1st - 3rd grade 230 minutes per day 4th - 8th grade 240 minutes per day. Teachers will monitor students' participation in Distance Learning and will report this participation to District administration weekly. The District will work with teachers and families to try to resolve any issues that prevent students from participating in Distance Learning. Students are expected to complete all projects during the week that they are assigned.

Legislation (SB98) mandates daily live interaction. We understand that there may be extenuating circumstances for families, causing difficulties for students to participate in these daily lessons. If daily live interaction is not feasible as part of regular instruction, PUSD will work with families to develop an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness (Pursuant to Education Code Section 43503(b)(6)). Parent/Guardians will speak with Mrs. Davies-Hughes and the classroom teacher for more information on this 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.]

The technology gaps identified at the outset of school closures deepened the district's understanding of inequities that existed prior to COVID-19 and will continue to require attention even after students and staff have fully returned to an in-person model. PUSD's efforts in the spring to provide all students with access to devices and connectivity have significantly reduced the identified gaps. However, significant areas of need remain, particularly in ensuring that all students have access to sufficient connectivity to engage in distance learning.

The district realizes that internet access is a barrier to families for geographic (rural areas with little access to cable or satellite internet, or spotty coverage at best) and economic reasons. The district is currently working with local providers to investigate internet access for those who could have access at home, but are unable to afford it. PUSD will ensure that students and families have the devices and connectivity necessary to participate in distance learning. Pacific Union is prepared to check out a Chromebook to students who need one to participate in distance learning. This includes students who only have a smartphone to use as their educational device. We would prefer students to

use a Chromebook or Laptop. Teachers will be working with students and families at the beginning of the school year to make sure all students have access to an educational device. All Chromebooks will be checked out using our Technology Agreement. The Internet can be accessed Monday - Friday from 7:30 a.m. - 8:30 p.m. and Saturday - Sunday from 9:00 a.m. - 7:00 p.m. in the parking lots of Pacific Union Elementary School for student use. Students are to remain in their car and to practice social distancing while under the supervision of a parent or guardian.

For questions regarding how to access the internet, Google Classroom, Edmentum, or Zoom from a device, contact the classroom teacher or Paul Feist (pfeist@pacificunionschool.org), PUSD technology technician.

## **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.]

Teachers will develop weekly educational activities for all students with a learning plan for the week that can be followed by families and students. The plan will contain resources including online and/or print reading, digital and/or print worksheets, guidance about the use of online applications, and other at-home activities. Teachers will provide schedules for their lessons, small group meetings, and office hours. Each teacher will have an online classroom with classroom expectations, resources, assignment information, enrichment opportunities, and links to past work. Pupil participation will be determined based on multiple measures of a student's attendance and engagement in learning. Measures will include log-in records to the Learning Management System (Google Classroom or Seesaw) and other on-line applications used by the teacher, submission of assignments to the teacher, and other forms of contact/interaction with the teacher to be determined by the site and teacher.

Weekly Asynchronous Distance Learning Activities May Consist Of Lessons for each of four subject areas: Math, English Language Arts, History/Social Studies, and Science. Short videos from instructions, objectives, and teaching points. Projects that can be completed, photographed and sent back to your teacher. Activities that may be possible at home such as simple experiments, cooking and measuring, and moderate physical exercise. Ideas will be available for arts and music activities.

Weekly Synchronous Activities May Consist Of Virtual whole or small group class meetings and instruction. Virtual or phone meeting with individual students. Virtual story times. Individual projects or assignments. Group or individual projects/assignments. Open office hours for individualized consultation. Music and art classes. Synchronous instructional minutes delivered during distance learning will be scheduled in strategic chunks and include whole-class, small- group, and independent activities.

Consistent and effective formative assessment practices will enable staff to best utilize these minutes to meet collective and individual student needs. One example of such practices is the building into lessons of frequent 'Checks for Understanding.' This might be a series of short comprehension questions following a reading or a practice question following a math lecture segment. These brief, informal opportunities are embedded into lessons and provide teachers a real-time assessment of collective and individual student understanding of a specific concept or skill. This information in turn allows a teacher to determine whether additional practice or reteaching is needed before moving forward with the lesson. It also allows for identification of specific students' needs and supports differentiation of instruction.

#### Attendance and Participation For Distance Learning Instruction:

- Teachers will keep a weekly record documenting each student's synchronous or asynchronous engagement for each school day. This will include verification of participation as well as a record of student assignments. With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total weekly amount of instruction received within the synchronous context will vary by student, though all students will be provided the minimum threshold of minutes through a combination of synchronous and asynchronous instruction.
- Teachers will be responsible for assigning the time value of assignments given in their respective classes/courses. This will allow for more precision in assignment of time value given that teachers are routinely modifying instruction and assignments based upon ongoing assessment of individual and collective student needs.

#### Grading:

- Students will be instructed using a state aligned common Core State Standards (CCSS)-aligned curriculum and will be assessed on the essential standards, work completion, and participation.
- Students will be graded using district assessments.
- Report cards will reflect the student progress for each given reporting period/trimester.

#### Definitions of Instructional Methods:

- Asynchronous Learning: is a general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time. The term is most commonly applied to various forms of digital and online learning in which students learn from instruction—such as prerecorded video lessons or game-based learning tasks that students complete on their own—that is not being delivered in person or in real time. Yet asynchronous learning may also encompass a wide variety of instructional interactions, including email exchanges between teachers, online discussion boards, and course-management systems that organize instructional materials and correspondence, among many other possible variations.
- Synchronous Learning: is a general term used to describe forms of education, instruction, and learning that occur at the same time, but not in the same place. The term is most commonly applied to various forms of televisual, digital, and online learning in which students learn from instructors, colleagues, or peers in real time, but not in person. For example, educational video conferences, interactive webinars, chat-based online discussions, and lectures that are broadcast at the same time they delivered would all be considered forms of synchronous learning.

## 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.]

Families and students should expect that all educators are provided professional development on the strategies needed to deliver high-quality instruction and on the District's learning management system (Google Classroom or Seesaw) to provide students access to learning grounded in the essential standards. Teachers and support staff will have various opportunities to participate in county lead professional

development trainings as well as online opportunities. Professional development will also be provided in curriculum, assessment, and online pedagogy.

## **Staff Roles and Responsibilities**

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

All Teachers and staff will continue to:

- Develop high quality distance learning lessons for all students.
- Provide accommodations and supports to students with individualized needs.
- Collaborate with all staff, parents, and guardians regarding student needs.
- Provide instructional resources to support students and to help them progress.
- Hold regular office hours to connect with and support students.
- Monitor attendance and engagement using multiple measures.
- Deliver daily lessons through pre-recorded videos, Zoom, or Google Meet.
- Monitor student submission of assignments, presence within the learning management system (Google classroom or Seesaw), attendance at live, synchronous instruction, and other forms of contact determined at the site.
- Maintain a weekly record documenting a student's synchronous and/or asynchronous engagement each day.
- Communicate weekly with families regarding student engagement and progress.
- Engage in Professional Development (PD) intended to support distance learning.
- Attend district meetings, monitor district communications regarding school closures, distance learning, and continuing support of all students.

All teachers and staff supporting students with disabilities will continue in their roles and performing their broad responsibilities as stated above as well as modifications to reflect the distance context. Modifications include, but are not limited to:

- Support teachers with the set-up and completion of virtual IEP meetings, including how to engage parents to be meaningful participants and to facilitate the 'paper requirements' of conducting an IEP in a virtual or telephonic setting.
- Support a range of distance learning-related actions, such as monitoring assessment processes and student progress.

Health and Safety responsibilities emerging as a result of COVID that are specific to types of staff are outlined below:

Administrators:

- Actively model and support all required public health measures.
- Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement.
- Reinforce stay at home requirements.

Office Staff:

- Actively model and support all required public health measures.
- Encourage electronic communications wherever possible.
- Reinforce stay at home requirements.

- Follow state and county health guidelines/protocols if a child is reportedly showing signs of COVID-19.

#### Operations/Custodial Staff:

- Actively model and support all required public health measures.
- Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed.
- Routine disinfecting of all high-touch areas on a daily basis.

#### Food Service Staff:

- Actively model and support all required public health measures.
- Implement one-way passage ways through meal delivery.
- Create schedules for classroom food delivery.
- Ensure work space has appropriate personal protective equipment and cleaning/disinfecting materials.

#### Teachers:

- Actively model and support all required public health measures.
- Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular hand-washing, individual supplies, and disinfecting procedures.
- Send any visibly sick students or students reporting that they do not feel well to the office.

#### Support Staff:

- Actively model and support all required public health measures.
- Provide tele-supports rather than in-person when feasible.
- Encourage activities and strategies that promote positive coping during times of stress for adults and children.

## 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.]

### Mental Health Counseling

The current period of the COVID-19, shelter-in-place orders, and mass school closures will create stress for many students. Educationally Related Mental Health Services (ERMHS) will continue as defined in the IEP via tele-therapy or telephone.

### School Counseling Services

Services will continue for those students previously receiving school counseling and new referrals will be reviewed and monitored by school counseling staff. Mental Health and Social Emotional resources will be available to students through the school counselor and classroom

teachers. They will work together to provide social emotional support to students. If a need arises, parents/guardians are encouraged to reach out to the classroom teacher to help get connected to additional support.

### Reading Intervention

In some cases, our reading intervention teacher may be able to provide additional supplemental instruction through an online delivery model that is differentiated for learners and provide additional guidance and resources on instructional level for students.

### English Language Development

Teachers with English Learner (EL) students will integrate instruction into the generalized education Distance Learning program, or recommend online resources to students to support their ongoing growth in English. Teachers will be responsible for maintaining ongoing contact with their EL students and will maintain an electronic log of their interactions with students. All EL students will have access to an English Language Development (ELD) online program. The EL Technician will support the general education teachers to offer support to students during synchronous instruction as well as office hours for additional assistance.

### Inclusion and Accessibility

Students with Individualized Education Plans (IEP) or 504 Accommodation Plans will be provided additional support by their Case Carrier or 504 Coordinators. Case Carriers and 504 Coordinators will communicate with families to determine needed support for all students to access their education and make progress toward their goals. Case Carriers and 504 Coordinators will work with General Education Teachers to ensure that all students have access to the General Education Curriculum. Students will be provided individualized work and will be given assignment options that meet their individual needs, as discussed and agreed upon by the IEP team during amendment IEP meetings related to COVID-19 school closures. In keeping with the goals described in each student's IEP. To the extent possible, the Special Education teacher should attempt to modify IEP documents, with parent consent, to reflect the current conditions and their impact on the availability of services. Case managers and special education teachers have an important role to play in supporting the coordination of contracts for related services as well. The PUSD Special Education Department will continue to review and follow guidance from state and federal officials about Special Education in a Distance Learning setting and communicate with families concerning this guidance.

Special Education teachers may provide support through the following options:

- Additional support through Google Classroom (4th-8th grade) and Seesaw (TK-3rd grade), with accommodations and modifications to materials and curriculum as appropriate.
- Electronic chats with individual students or small groups through Google Hangout, Meet, Zoom, or other teacher selected digital platforms.
- Regular parent consultation via emails or phone calls and live online instruction for individuals and small groups through Zoom or Google Meet.
- Physical materials to support student learning.

- Case Managers will strive to track students' engagement in home learning activities in coordination with their general education teacher, similar to tracking services during the school year.

#### Homeless Youth

- Coordination & communication with applicable shelters to engage students in distance learning.
- Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.
- Communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services
- Coordination with parents/students & school as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.
- Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and referral of parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.

#### Foster Youth

- Case management to support all eligible foster youth.
- Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail, if determined.
- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to both district and community agencies for additional support/resources as needed.
- Online tutoring services will be offered to eligible foster youth.
- Collaboration with Student Hearing and Placement and Special Education offices so that any new youth entering the district are placed in the appropriate school in a timely manner.

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

Description	Total Funds	Contributing
Individual supplies for at home educational use	\$8,600	Yes
Chromebooks for student use in Distance Learning	\$120,954	Yes
Technology Supplies	\$10,500	Yes
Laptops	\$38,400	Yes



Description	Total Funds	Contributing

## 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.]

PUSD recognizes that students will experience learning loss due to lack of in-person instruction during the 2019-20 and 2020-21 school years. The district will monitor students' progress on grade level appropriate assessments and adjust supports based on student results. Families and students should expect assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure. Over the course of the year, regular benchmark assessments in both ELA and math will allow teachers to continue monitoring student learning status, including the rate at which students are making up for any learning loss. Teachers are being provided a full month of time in which to administer the initial assessment to allow teachers to effectively establish a safe learning environment and re-engage students in school. It is important to reiterate that assessment of students' learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs.

## 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.]

The primary means of addressing learning loss and accelerating learning for pupils will be using a multi tiered system of support. Instruction will be delivered through synchronous instructional time.

- Tier 1: all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area.
- Tier 2: supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support.
- Tier 3: students who require even more intensive support will be provided 1 on 1 instruction through individual and small group sessions. Sessions will focus on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common

denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

Strategies will include:

- Use of Google Classroom and Seesaw as the Learning Management System (LMS)
- Use of CCSS-aligned curriculum to monitor student progress and provide target student-specific remediation and interventions ( i.e. online curriculums: Exact Paths, Courseware, Study Island, Math Seeds, Reading Eggs)
- Weekly teacher collaboration
- Daily live instruction
- Targeted, structured support for small groups and/or individual students
- Specific supports for students with IEPs and for English Learners
- Use of the ELA and Math scope and sequence to focus on essential standards
- Pre and post-assessments aligned with the content
- Weekly communications to parents including learning goals, content to be taught, success criteria, and assignment details
- Professional development for online learning and teaching

## 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.]

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments (short quiz, informal assessments, observations) of student progress. This will include the interim/benchmark assessments for Math and ELA administered at 3-4 times over the course of the 2020-21 school year.

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

Description	Total Funds	Contributing
Supplemental Online Curriculum	\$65,000	Yes
In Person Supplemental Curriculum	\$20,000	Yes
Classroom Supplies to Support Learning Loss	\$37,653	Yes
Professional Development and Collaboration days	\$44,915	Yes

Description	Total Funds	Contributing

## 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.]

To effectively support the social and emotional well-being of students and staff during the school year, teachers will include themes such as collaboration, confidence, gratitude, perseverance, and perspective-taking, mindfulness, PBIS, in their online instruction. Each class will open with a welcoming activity such as a community circle, lessons will be engaging and will involve collaboration and group interaction, and the day will close with a time for group reflection.

The monitoring of student mental health and social emotional well-being will include regular collection of student emotional engagement data via regular surveys and ongoing assessments by staff of student engagement and participation. Regular emotional engagement and strategies will help staff assess a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus. Support staff will help connect the highest need students with community resources when appropriate. Professional development opportunities have been provided to support SEL curriculum and instructional strategies.

The current period of the COVID-19, shelter-in-place orders, and mass school closures will create stress for many students. Teachers and support staff will monitor and assess social emotional well-being of students and provide services when needed. Teacher will also provide community building activities and social/emotional learning opportunities within their virtual classrooms. Support staff will help connect highest need students with community resources when appropriate.

### Mental Health Counseling

Educationally Related Mental Health Services (ERMHS) will continue as defined in the IEP via tele-therapy or telephone.

### School Counseling Services

Services will continue for those students previously receiving school counseling and new referrals will be reviewed and monitored by school counseling staff. Mental Health and Social Emotional resources will be available to students through the school counselor and classroom teachers. They will work together to provide social emotional support to students. If you see a need arising, please reach out to your classroom teacher.

# 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.]

Legislation (SB 98) mandates daily live interaction. If daily live interaction is not feasible as part of regular instruction, PUSD will work with families to develop an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness (Pursuant to Education Code Section 43503(b)(6)).

Teachers will contact families in the first week of school. During this time, they will work together to create a plan that will ensure the highest quality of education possible for each student. If attendance and participate becomes a problem or barrier to student achievement teachers will meet with families to create a plan. If the plan is not followed, teachers and family will meet with administration and community resources will be provided.

School attendance and engagement are critical for student success. The district has adopted plans to return to school in person or virtually in the safest way possible, to monitor student attendance and engagement, and provide support to students and families when needed. The COVID-19 pandemic has presented numerous challenges to the effective monitoring of attendance and engagement. During the spring school closures, the district learned new best practices as a result of the efforts of teachers, administrators, and staff. A significant change made to the district's strategy for measuring engagement and informing outreach and tiered re-engagement is the expansion of the district's definition of student engagement and monitoring methods. In the spring, engagement was limited to physical actions such as logging in to a software platform, being present at a virtual meeting, or sending an e-mail. Moving forward, student engagement will be defined as having three components:

1. Behavioral engagement (physical actions): The physical actions a student uses to interact with the learning material such as attending, writing, reading, studying, or watching.
2. Cognitive Engagement (Cognitive Processing): Reflects the extent to which a student is thinking about the learning activity, or attending and focusing on the task.
3. Emotional Engagement (Motivation and Emotional Response): Reflects a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus.

The three components of engagement will be monitored and assessed through regular engagement surveys, completion of weekly exit tickets, frequency of use of various online tools, participation in online discussions, percentage of assignments completed, number of days logged in, and participation in learning activities.

The district is committed to using multiple measures to determine whether students are engaged at the level needed to maximize their academic, social, and emotional progress. This is also being viewed as a collective responsibility. In the spring, engagement was viewed primarily as a student responsibility. Moving forward, teachers, administrators, and staff across the district have shared responsibility in ensuring the engagement of all students.

The core expectations for each stakeholder group for attendance/engagement are:

#### Students and families

- Attend/engage daily with their teacher and report absences for ANY school day to the school.

#### Teachers

- Document attendance/engagement every school day for each scheduled class period, regardless of the instructional model.

#### Attendance Staff

- Monitor attendance/engagement and communicate with administration and teachers as necessary.

#### Administrators

- Ensure that attendance/engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary.

#### Actions for Participation and Accountability:

##### Students attending school/participating regularly (90+%)

- Daily notification of absences
- Regular student check-ins
- Class meetings

##### Students attending school/participating moderately (70-89%)

- Daily notification of absences
- Regular student check ins Class meetings
- Teacher phone calls home and verification of contact information

- Letters home
- Offer of additional devices for distance learning (as needed)
- Referral to support services

#### Students attending school/participating irregularly (40 - 69%)

- Daily notification of absences
- Regular student check-ins
- Class meetings
- Teacher and administrator phone calls home
- Verification of contact information
- Letters home
- Offer of additional devices for distance learning (as needed)
- Referral to support services
- Action Plan created with student and family, School Attendance Review Team (SART) meeting

#### Students not attending school/participating: (0-39%)

- Daily notification of absences
- Regular family check-ins
- Class meetings
- Teacher and administrator phone calls home
- Letters home
- Offer of additional devices for distance learning (as needed)
- Referral to support services
- Action Plan created with student and family, School Attendance Review Team (SART) meeting
- Home visits
- Referral to outside agencies
- Potentially bringing the student on campus for daily instruction

## 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.]

PUSD will be following the guidelines and requirements of the National School Lunch Program. Families will be able to pick up their meal with their child at designated locations within the district boundaries. Free and reduced lunch applications will be mailed home and available

online. Assistance will be available for non-English speaking families to have access to the application as well as the process for the school lunch program.

Free and reduced lunch applications will be sent home with the registration packets and made available online. Families will be encouraged to fill these out and return them. Nutrition Services will continue implementation of key operational procedures developed during the spring school closures that continued through the summer months that ensure safe and effective meal delivery services. These include use of a curbside pick-up process that ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and now use of masks for community and staff required per state and county health orders. With summer meal flexibility and the associated waivers ending on August 30, 2020, PUSD will be opening with limited flexibility in place under the National School Lunch Program and School Breakfast Program (NSLP) parameters. These include the service of meals to PUSD enrolled students only. The Nutrition Services department is actively seeking additional waivers to include the continuance of the Seamless Summer Food Service Program (SSFSP) from state and federal agencies that would extend meal flexibilities, allowing all students 0-18 years of age to eat free of charge and regardless of eligibility or enrollment in school. There is nationwide support from districts and advocacy groups across the country to address this concern at the federal USDA level but a waiver for this flexibility has not been confirmed at the time of this writing.

As of August 31, 2020 USDA gave approval for schools to complete a waiver and continue with the SSFSP. PUSD applied for the waiver and immediately implement the SSFSP on September 1st, 2020.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		



# 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
10.53%	473,937

## 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.]

Devices and Connectivity:  
Two actions related to device and connectivity access are being applied across the entire student population, but are primarily intended to provide access for low-income students who may not have full access at home. The district purchased and distributed Chromebooks to any student in need and will continue to distribute devices to incoming students and any continuing students who still need a device. Targeted outreach is occurring through teacher contacts and our school counselor to make contact with ‘unreachable students’ and determine technology needs. The district is investigating providing Wi-Fi hotspots, but has currently "boosted" access to the school site's parking lots for families to use the internet for school related activities.

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

Support services team works collaboratively with teachers to provide ongoing support to students based on their needs assessment/evaluation. Teacher collaboration time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the need of students who continue to demonstrate inequitable outcomes in our schools and district. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction. These focus areas are specifically aimed at addressing learning loss and accelerating growth for students demonstrating the most need. Positive Behavioral Interventions and Support (PBIS) and Social Emotional Learning (SEL) programs are implemented across the grade levels. These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual’s social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and

other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Foster Youth and Homeless youth in particular experience higher rates of discipline and lower attendance. English Learners and Low Income students are also more likely to be impacted by negative school culture and climate. These programs, while continuing their previous work, will adapt their range of supports for staff and students during distance learning. As the survey results discussed in this plan showed, connectedness during distance learning is challenging and many reported feeling less of a sense of belonging to their class or school. The PBIS and SEL programs will be critical elements in communicating and teaching best practices for integrating SEL into daily instruction and establishing clear classroom and school wide supports to build positive culture and climate.

Our School Counselors and our school psychologist are a part of our support services team. School counselors and psychologists play a critical role in the early identification of learning needs and referral to appropriate supports. This is crucial in normal years, when the most vulnerable student groups are often at risk of falling further behind without the appropriate and early assessment of need and support provision. During school closures and distance learning, the role of counselors remains critical as many students will have, layered upon their existing learning gaps, additional learning loss. Being able to appropriately assess individual student needs and connect them to appropriate supports is a key component of the district's plan to address learning loss, social emotional needs, and accelerate growth for unduplicated students and other vulnerable student groups.