

Learning Continuity and Attendance Plan Template (2020–

General Information

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

Students within PUSD have been physically away from school sites since March 13, 2020. The implementation of emergency remote learning impacted students by: 1) limiting the ability for students to interact with their school-peers, 2) disrupting normal classroom routines/procedures; and, 3) shifting learning experiences from an in-person to distance learning environment. In planning for the 2020-21 school year, all students are expected to engage in remote learning through at least the first quarter of the school year.

Teachers were informed of the school district’s transition to emergency remote learning on March 13, 2020. Since that time, teachers have been impacted in the following ways: 1) reducing the remainder of 2019-20 school year topics to those deemed “most essential”; 2) adjusting to new models for delivering instruction and engaging students; and, 3) planning instruction for the upcoming 2020-21 school year within a shifting context that considers students’ unique learning needs and motivations, students’ and teachers’ physical and mental wellbeing, and elements of uncertainty regarding the delivery of instruction.

School staff have been impacted by the COVID-19 pandemic as school facilities had originally been closed, and then reopened with a reduced/staggered physically-present staff to reduce the potential spread of COVID-19. This presented a unique challenge to school site staff because it required schools to consider how to shift school operating duties and procedures to remote-settings that were accessible from staff members’ homes. For school staff who have re-entered school district offices (both at school sites and Ed Center offices), they have experienced a number of adjustments to how, where, and when they work in the offices so as to ensure their own and the public’s health/safety are protected while still receiving necessary services from PUSD.

Families have been impacted in a multitude of forms. The first and foremost impact has been the disruption of school site supervision of students during the normal school day. As school sites were closed, families had to quickly adjust their planning to account for providing childcare for their students. As school closures have continued beyond the initial “planned one-month closure,” PUSD families have been impacted by factors and conditions such as job loss/uncertainty; supporting their students in remote-learning settings; managing limited

Stakeholder Engagement

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

PUSD stakeholder engagement occurs through work distributed across a network of advisory groups and committees. These groups

Public hearings and meetings within the district have occurred through the use of tele-conference platforms such as Google Meet, Zoom, and/or WebEx meetings. Individuals seeking to provide public comment have had opportunities which include methods such as public comment during designated moments within the meeting or via email to identified email addresses that are then read openly during the meeting. Regardless of how individuals have chosen to provide public comment, public meetings and hearings have included the ability for individuals to dial into meetings via telephone or view the meetings by directly connecting to the tele-conference meetings.

- x steps include tutoring services for grades K-5. This came out of feedback from parent advisory group feedback.
- x development of documents encompassing health and safety protocols for in-person learning (when it occurs). This came out of feedback for consolidated avenues of communicating with families.
- x replacement of aging Chromebooks to better integrate with new online/distance learning technology deployment. This came from multiple stakeholder engagement sources.
- x affordance for families to decide on instructional models that are entirely online or via hybrid models. This came out of stakeholder surveys prior to the start of the school year asking which form of instruction families would choose if the option was provided.
- x consistent signage regarding social distancing and preventative measures for the transmission of communicable illnesses.
- x the utilization of LEARNs staff to provide in-person supervision to small cohorts of students during the school day.
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Continuity of Learning

In-Person Instructional Offerings

[

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

(All totals reflected estimated budgets unless otherwise noted)

Description	Total Funds	Contributing
Reservation for additional foster youth transportation services to maintain social distancing	\$65,000	N

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.]

In order to support students and monitor progress in a variety of ways, PUSD’s instructional model includes structured portions throughout the instructional day to mirror elementary grades’ “learning blocks” with transition times and secondary grades’ period/subject-based courses. Each learning block/period is structured to include synchronous learning activities as well as asynchronous activities.

Portions of learning time, built into teachers’ workday, includes “personalized learning time” for K-5 students and “learning labs” for grade 6-8 students. The intent of these two types of synchronous activities is to provide dedicated time for teachers to differentiate supports and

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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

Staff Roles and Responsibilities

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

While the mode of instructional delivery for teachers and students has changed, the general roles and responsibilities of all staff have changed to ensure monitoring physical health. All staff have been asked to engage in regular monitoring of their body temperatures daily. Additionally, monitoring compliance with social distancing guidelines is an adjustment for all employees.

The shift to remote and hybrid instruction has primarily impacted the roles and responsibilities for instructional coaches and instructional aides. While instructional coaches have been a primary means for delivering professional development at the school site level, the focus of the professional development has shifted to support online teaching, pedagogical approaches to designing online learning activities, building classroom community through distance learning, and responding to technology issues/Canvas utilization questions.

Instructional aides have new responsibilities in the form of work place assignments during remote learning phases. Whereas aides would traditionally be in teacher classrooms to actively support students, aides will now provide support to students as part of a component within the online distance learning program. While this environment is similar to the traditional classroom environment, the need to maintain sanitized areas may necessitate moments where aides and staff are expected to perform minor cleaning of surfaces such as a desk top by wiping it with a sanitizing wipe/cloth.

LEARNs program site staff have transitioned from an “after school” enrichment program to “during day” supervision role. LEARNs programming provides supervision to a fixed group of students during school hours and have training to assist students with navigating PUSD distance learning platforms.

With respect to school office clerical/support staff, much of their work has changed with respect to the daily blend of work activity. Given the start of the school year in a distance learning setting, office clerical and support staff have experienced greater volumes of telephone calls/voicemails. While this is not a new addition to office staff’s daily activities, the mode of interacting with families, staff, and other colleagues has shifted to primarily telecommunication means (such as phone calls or email). This has been accompanied by shift to focus on attendance and family-contact when students are identified as having “missed class.”

| One systemic support for supporting Special Education, Foster Youth, and students with identified critical needs is the prioritization for |

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

(All totals reflected estimated budgets unless otherwise noted)

Description	Total Funds	Contributing
Digital reading libraries	\$160,000	N
Supplemental digital academic content	\$60,000	N
RazKids Plus Online Digital Library	\$45,000	N
Extended hours for “drop-in” office hours support for Certificated staff	\$20,000	N
Purchase of additional Chromebooks for Special Education Instructional Aides	\$122,000	N
ASUP online curriculum materials	\$4,052,724	N
Canvas centralized learning management system	\$86,000	N
Canvas “on-demand” learning library for professional development	\$20,000	N

Description	Total Funds	Contributing
Webcams purchases (30 anticipated)	\$2,500	N
Hotspots for staff	\$27,794.00	N
Professional Development for iReady math classroom utilization	\$24,000	N

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.]

Learning Loss will be measured through a set of math and reading assessments that are integrated throughout the PUSD instructional calendar. Operationally, learning loss will be measured as any skill/knowledge gaps identified as “below grade level expectation”, “standard not met”, “standard nearly met”, or any other equivalent performance level as measured through the assessments used. The intended use of these assessments is to inform what instructional intervention strategies may be effective for a particular student. Specifics for recording and reporting targeted student-group level outcomes are being developed.

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 learning loss strategies will be measured using a combination of formative district-level assessments and summative standardized testing. Utilization of the iReady and HMRI assessments will provide mechanisms to determine students' progression towards grade-level proficiency at multiple points throughout the school year. While these programs provide "in the moment" assessment results that can inform intervention effectiveness, key benchmark assessments have been placed at the beginning, middle, and end of the year to provide one source of information concerning students' progress from the start of the year to the end of the year.

CAASPP testing (grades 3-8 and 11) provide another source for determining students' grade-

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 address the social emotional well being of students, advisory curriculum for elementary and secondary schools has been updated to include community building activities for online classrooms. Additionally, self-awareness lessons including mental health and when to access help are embedded within the curriculum. For grades 9-12, CASEL curriculum is being purchased. Yoga and art activities have been integrated into the elementary curriculum which contain components of mindfulness and self-expression. Additional curricular elements to support social/emotional well-being include art-integration activities that promote mindfulness, self-expression, and personal reflection.

At lower grade levels, part of the social/emotional well-being monitoring includes teachers' "launch" activities for the day. These typically include opportunities for teachers to note changes in students' participation format, affect, and/or disposition. At the secondary grade levels, advisory sessions provide opportunities for teachers to engage in community building exercises that promote student-expression and reflection.

To address the social emotional well being of staff members, PD has been provided specifically around how to foster positive mental perspectives with students which also promotes strategies for teachers to self-monitor their own mental well-being. Additionally, steps are being taken to ensure staff members are aware of Employee Assistance Programs (EAPs) that are available through the standard health insurance programs.

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.]

Attendance/Re-engagement

For a general overview of attendance monitoring, see the PUSD webpage <https://www.pUSD.us/Page/8697>.

PUSD is monitoring student engagement first through student attendance records. Each week, student attendance is monitored. If a student misses one to two interactions in a single week, teaching staff, school attendance clerks, and community assistants are the main positions responsible for providing intervention supports. If a student misses 3 or more missed interactions in a single week or 5 missed interactions in a single month, then school administrators, counselors, and nurses are tasked with the responsibility of providing intervention supports. Collectively, these first two sets of conditions and interventions define the “Tier 1” attendance monitoring and interventions.

Tier 2 attendance monitoring and interventions encompass interventions for students who miss 5 interactions in a single week or 12+ interactions in a single month. At this tier, interventions are performed by staff members at the Ed Center including members of CWAS, Foster Youth team, Families in Transition team, and Special Education Department teams after Tier 1 interventions have been ineffective at contacting families. In the event that tier 1 interventions have not been effective, the student cases are referred to CWAS.

In the event that Tier 2 outreach is unsuccessful, CWAS staff will coordinate home visits to make contact with families and assess intervention strategies to support student re-engagement on a case-by-case basis. This defines Tier 3 intervention conditions and steps. All strategies for re-engagement center on assessing why the student missed interactions and determining if there is a need for further supports. When possible, families and/or students will be connected with additional resources to address the situational need. At each Tier level, a few examples of possible supports for re-engagement could include opening ITS support tickets on the behalf of the family/student, coordinating the distribution of work/activity packets, connecting the family to community/partner organizations, and referral to other departments for additional services.

(examples include virtual meetings with teachers, discussion board conversations, online quizzes, etc.) and learning activities students actually engage with during their learning.

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

(All totals reflected estimated budgets unless otherwise noted)

Section	Description	Total Funds	Contributing
In-person learning and distance learning	Instructional ELD Aides to assist with targeted language development and acquisition	\$75,000	N

Attendance and Engagement	Intervention home visit through Learning Works	\$90,000	N
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