

PLEASANTON UNIFIED SCHOOL DISTRICT STRATEGIC PLAN

WE BELIEVE...

- * With guidance and support all students can reach their greatest potential;
- * All students and staff have the right to a safe and respectful learning environment that fosters positive connections;
- * Public education should focus on the whole child, provide equitable opportunities for all students and create socially responsible individuals with character and integrity;
- * In ensuring a culture and climate that promotes a highly-skilled, dedicated, and passionate educational team;
- * In providing learning that is innovative, irresistible, creative, relevant and rigorous;
- * It is our responsibility to inspire curiosity and a passion for life long learning.

MISSION

Our students will make a better world.

VISION

Every student will be a resourceful, resilient, responsible and engaged world citizen.

CURRICULUM & INSTRUCTION	LEARNING ENVIRONMENT	PERSONAL GROWTH	FISCAL STEWARDSHIP
All students, regardless of race, ethnicity, socio-economic status, or gender will be proficient/advanced and college/career ready upon graduation.	All students and staff are provided a high-quality physical environment that facilitates teaching and learning.	Empower all students to develop character, compassion, civility, and community consciousness.	Students will be central to all fiscal decisions.
Optimize student learning by utilizing innovative technologies.	Every student and staff will feel safe, respected, and enjoy positive connections.		Ensure fiscal health through investing in today while planning for tomorrow.

COVID-19 Operations Written Report for Pleasanton Unified School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Pleasanton Unified School District	Janelle Woodward, Ed.D. Assistant Superintendent of Teaching and Learning	jwoodward@pleasantonusd.net 925-426-5500	June 25, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

As a result of the Governor’s Executive Order to Shelter in Place due to the COVID-19 Emergency Pleasanton Unified School District made a number of program changes.

- *In March, prior to SIP, Pleasanton explored options for Distance Learning using existing technology and teacher training.
 - *When in-person school was dismissed, teachers were given several days to plan/prepare.
 - *All teachers were directed to create a Google Classroom or similar platform to be used for communication with students/families.
 - *PUSD provided online PD and Office Hours with Integration Specialists for teachers to review/reinforce online applications
 - *Resources to address the unique impacts of Shelter in Place and school dismissal to mental health were developed and widely distributed
 - *Surveys of available hardware were made and parents/guardians were able to request chromebooks/hotspots
 - *Technology was distributed to students/families and all requests were filled
 - *Additional hotspots were purchased to meet the need and staff distributed these to families.
 - *All Data Privacy Agreements were reviewed and updated for accuracy.
- All Afterschool in person tutoring and extracurricular activity was suspended
- *Distance Learning for all students began on March 30.
 - *Child Nutrition Services coordinated meal services for students with pick up at four school sites, and this information was communicated with families.
 - *In collaboration with Alameda County Food Bank, grocery pick up has since been included.
 - *Childcare services for enrolled students of essential workers were arranged and took place at Hearst Elementary School.
 - *Needed materials were purchased to support this program.
 - *Teachers of English Learners were invited to multiple online meetings to share ideas about supporting EL students including ways to connect with them and their families online.
 - *Parent liaisons were crucial in this process of reaching out individually to students and families.
 - *PUSD engaged in a thorough process for development of a temporary grading policy to mitigate the impacts of Shelter in Place. For the Spring of 2020, all students will be held harmless.

- *Elementary teachers use report card comments distributed through the Educational Platform, Illuminate.
- *Secondary students can improve their grade from the third Quarter, and will receive grades for Quarter 4/Semester 2 Grades.
- *Students earning 3rd Quarter grade A, B, or C earn that grade for Semester 2, grade may increase based on teacher evaluation of work submitted.
- *Students earning a D for Quarter 3 will earn CR (Credit) as baseline, and may raise grade to a C or higher.
- *Students earning an F for Quarter 3 will earn a NC (No Credit), and/or may raise status to a credit, or C or higher.
- *Throughout this process, input was gathered from stakeholders
- *Thoughtexchange Crowdsourcing platform to gather ideas and thoughts of participants and then read and rate thoughts of other participants
- *Google Surveys
- *Google and Zoom Meetings with teachers by grade, department
- *Parent/Guardian Meetings by Zoom
- *Public Board Meetings
- *Currently, PUSD is engaged in multiple forms of gathering stakeholder input for the upcoming school year in order to craft a comprehensive plan

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

In order to meet the needs of PUSD High Needs Students during School Closure, our team of nine parent liaison were trained to assist parents/guardians with accessing online/distance resources through technology. They coordinated with Technology and Teaching and Learning to ensure that any student/family making a request had a chromebook/hotspot delivered to their house to minimize student and staff exposure. They also worked with school sites to constantly monitor and check in with students who are considered high needs and those who were not 'attending' their online learning opportunities or responding to teacher/school site invitations to engage in learning online. PUSD Parent Liaisons, social workers and foster/kinship specialists have engaged in professional development with broader Bay Area organizations to specifically learn more about resources and supporting English Learners, Foster Youth and Low-Income students. Foster/Kinship Youth were made privy and access for daily meals and weekend food. Also, continued support has been Chromebooks and assistant with getting them to log on daily with their instructions/homework. Also, the Youth Development Specialist continued to support the students' caregivers by sending out her weekly check-ins emails, monthly newsletters and resources for online parenting classes including parenting during the Pandemic. Lastly, while the Youth Development could not hold her annual graduation luncheon for the graduates, she still accepted donations from the community compassion partners for college needs such as luggage, Chromebooks, backpacks and other college and career supplies.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Following the Shelter in Place Order PUSD moved to Distance Learning, by ensuring that every teacher created a Google Classroom, and providing Technology based Professional development including Zoom/Google Meet access. Staff was provided flexibility to engage in virtual

professional development about web-based programs, More than 1,500 session participants engaged in PUSD live webinars and office hour sessions. Teachers have flexibility in scheduling synchronous and asynchronous instruction and check ins for students. Over 1000 chromebooks and hotspots were provided for any student/family making a request and these were distributed by PUSD staff to homes. To continue intervention support for students, tutoring is provided by the school site Intervention and Reading Support Specialists via Zoom/Google Hangouts. PUSD has reviewed their current Learning Management Systems and are moving forward with a system that provides intervention across all levels and credit recovery options for High School. The District also reviewed all online resources for compatible Data Processing Agreements in order to be in FERPA and COPPA compliance. In order to best serve our students, we have adopted a temporary 'hold harmless' grading policy that allows for comments only at elementary and a blended model of A,B,C grades and credit (D), no credit (F) for secondary that was based on input from all stakeholders. Virtual Office Hours for Counseling are available for all students while training for risk assessment has been provided for appropriate staff. Overall an additional focus on Mental Health has been considered in all conversations. A webpage dedicated to Remote/Distance Learning includes a variety of resources for Instruction, Mental Health, Child Nutrition and Childcare for Essential workers was developed. Teaching and Learning Staff developed ongoing public broadcasts through the local TV station. These segments gave the larger community important details related to key messages (distance learning, device requests, meals, childcare, etc).

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

PUSD has been approved to provide meals through a waiver for non-congregate feeding. A drive-by method for distribution of meals has been set up at four school sites. The four locations were selected based on free and reduced price eligibility for our students. The vehicles are kept at a distance of 6 feet apart as they drive to the point of distribution at each school. No one leaves their car, instead they drive up to the point of distribution. Staff then provides them with the number of meals requested. Staff are stationed 6 feet apart from each other. Bag lunches are served on trays for parents/guardians to pick up. Staff use masks and have been trained as to the proper use of gloves and proper sanitizing of service areas. Families can pick up meals five days a week. Meals include lunch and breakfast for the following day. On Friday, weekend meals are also offered. Access to these resources have been advertised in multiple communications from each school site, and the district office via social media, district websites, Peachjar flyers and word of mouth.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

Supervision of Students Program opened, Tuesday, April 14 and ran through Friday, May 29, 2020 for students of Essential Workers
Hours of Operation 8:00 AM to 3:00 PM on calendered school days
PUSD provided supervision at Hearst Elementary School during school hours to enrolled students of Pleasanton residents
All students enrolled received free breakfast from our CNS team
Due to limited spots available, we prioritized space to currently enrolled TK-5th grade students of the PUSD whose parents/guardians were identified as "Essential Workers" by their employer. Only essential workers who were directed to be physically present at their work site by their employer, during the school day hours, were eligible.

Proof of employment and residency were required as part of the application process

In accordance with guidance from Alameda County Public Health Department, we did not consider applications of students who have underlying health conditions or severely weakened immune systems. Also, if family members over the age of 65 lived in the home, we discouraged applications of their child(ren)

Parents/Guardians agreed to complete the home health screening each day, prior to entry and have their child's temperature taken by staff.

What child supervision looked like for those who qualified:

*Alameda County Public Health Department requires that all staff perform a health screening daily. Any staff that appeared ill, or who did not pass the employee health screening did not work that day. Staff were required to submit the health screening form daily.

*Supervision services did not include instructional services, although students are able to bring their school work and materials with them, and can work on their assignments

*Staff and students were reminded to follow good health hygiene practices issued by the Alameda County Public Health guidelines, such as frequent handwashing

*Parents agree to complete a daily home health screening, and should only bring their child if they have passed the screening questions.

Parents need to submit this document to Staff daily

*Parents complete a liability waiver and a Health Screening each morning

*A Health Services Assistant will take the temperature and check symptoms for children upon entry each day

*Students who appear ill, or who do not pass the health screening upon entry will not be allowed to attend. If a student becomes ill during the day, we will move them away from other students and contact parents for immediate pick up

*Staff will sanitize and clean surfaces daily