

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>.

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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 household resources and time that ensures all household members can complete any work/school requirements; maintaining feelings of engagement with the larger PUSD community; and, coping with shifting health mandates/community reports that impact families' day-to-day activities.

The COVID-19 pandemic has impacted the broader PUSD community by continuing to spread within the Pasadena, Altadena, and Sierra Madre communities; disrupting business operations within and around the city of Pasadena; and, altering many of the pre-pandemic social norms. All of the Pasadena Unified community have had to face changes with: how they interact with others publicly due to health concerns; fulfill civic obligations such as voting and jury duty; and, negotiate new protocols for accessing municipal and state services.

Carrying learnings forward from the March 2020 school closures, issues regarding families' access to technology were highlighted. Three specific categories of access centered around 1) families' access to high-quality/reliable internet; 2) families' knowledge of how to use and/or troubleshoot technology; and, 3) families' possession of computing technology beyond school issued Chromebooks (while some students have access to Chromebook computers, others have access to family computers as well). While PUSD ensured a minimum level of

computer access for students, the variation of access to additional family-owned computing devices created situations where the distance learning experience was influenced by these variations during the March 2020-May2020 school closures.

Lastly, the impact of COVID-19 on families has highlighted variations of families' experiences in supporting students' remote learning. While some families may have the resources to provide dedicated space for a "student work area" at home and/or provide adult-support throughout the instructional day, other families have limited resource that contribute to optimal remote learning settings.

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 include, but are not limited to, the district's District English Learners Advisory Committee (DELCA), LCAP Parent Advisory Committee (LCAP PAC), the district LCAP Taskforce, District Advisory Committee (DAC), African American Parent Committee (AAPC), Foster Youth Advisory Committee, and input from labor partners such as the United Teachers of Pasadena (UTP), California School Employees Association (CSEA), the local Teamsters chapter, and the Association of Pasadena School Administrators (APSA). The district also regularly engages in discussions using internal leadership teams referred to as the District Leadership Network (DLN), Instructional Leadership Team (ILT), Executive Leadership Team (ELT), and principals' meetings.

Stakeholder engagement, for the purposes of developing the Learning Continuity and Attendance Plan, has been an extension of stakeholder engagement that occurred during the development of the district's Local Control and Accountability Plan. To that end, feedback collected from parents and stakeholder groups during the COVID-19 school closures has served as a means to engage stakeholders in the development of this plan.

With respect to engagement iterations for the Continuity Plan, the LCAP PAC and DELAC stakeholder groups were provided with overviews of key plan components for starting points to frame feedback and recommendations for the district's continuity plan. AAPC has also provided written recommendations and considerations to inform the Continuity Plan. Feedback collected through the Family and Community Engagement department, Innovative Technology Services (ITS), and Instructional Services, and Board of Education public comment periods helped in collecting feedback from parents and families pertaining to current successes, challenges, and opportunities to improve the students' and families' educational experiences within PUSD. To strengthen the collection of this information, PUSD has also utilized surveys to collect information from PUSD labor partner seeking specific input regarding specific actions for inclusion in the Learning Continuity Plan and/or barriers that should be addressed by actions included in the Learning Continuity Plan, and students with a focus on their experiences concerning distance learning. The student survey addressed the areas of "Online Connections," "Instruction," and "Well-Being." Since some students may have needed assistance from parents or other household adults to complete the survey, a version of the survey was provided in both English and Spanish. To augment the information collected through surveys, a student focus group was used to determine what specific components of PUSD's distance learning rollout is working, needs to be modified, and what concerns should be prioritized for students. To date, responses to surveys include members from UTP, APSA, CSEA, individuals who did not wish to identify any specific affiliation with a district labor partner organization, and over 3,000 student responses. All of feedback has helped to enrich feedback collected through consultation meetings with CSEA, UTP, and Teamsters representatives.

One additional component of PUSD's stakeholder engagement includes a public hearing to solicit feedback/input from the broader community concerning the Learning Continuity Plan. The public hearing for the Learning Continuity Plan occurred during the September 17, 2020 board meeting. A telephone number that was linked into a WebEx meeting was created with the ability to also have the line broadcast through the board's live stream which displays all meetings live for viewing on the school district's website, Youtube/Facebook live feeds, and via Charter Cable channel 95. Telephone call-ins as well and an email address were provided as means for the public to provide comment on the Learning Continuity Plan. Comments sent via email were read aloud prior to any phone call-in public comments.

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

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.

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

Feedback from DELAC and LCAP PAC both highlighted that student and family safety are paramount considerations for in-person instruction. Additionally, both advisory groups highlighted the need for considerations of “limited onsite” student returns to in-person learning possibly prior to the return of all students. In both groups, the priority for this “limited onsite return” should be directed towards students who require the highest levels of support or are most challenged with navigating challenges faced during distance learning instruction. Additional feedback stressed the need to support families in navigating the processes for accessing technology devices (especially for new families); online platforms such as Canvas, WebEx, and Parent Portal; and, district communication channels (such as Blackboard, Facebook pages, and email subscription lists to name a few examples).

Both DELAC and LCAP PAC highlighted a desire for “parent assessment guides” to help communicate how district assessments would work this year: namely if it would be synchronous or asynchronous, involve any specific “time windows”, and what families should expect their student to do during the assessment. Possible models for accelerating student learning were also raised by LCAP PAC including suggestions to include supplemental remote learning tutoring to groups of students who exhibit similar learning needs. One common need raised by both groups included access to online tutoring (especially during distance learning) and clearly communicating how families should access the service.

With respect to Social Emotional Health/Well-Being, LCAP PAC strongly emphasized the need for relationship-driven conversations between teachers, families, and schools. Specific actions and suggestions from the LCAP PAC included development of “communication hubs” to consolidate communication topics for parents. Resoundingly, feedback for reducing parent frustration and anxiety centered on clearly defining a consistent, district-wide mechanism to achieve two purposes: 1) deliver updates and procedural/technical guidance to parents; and, 2) allow for families to contact school/district office staff capable of resolving issues in a timely manner. In contrast, student survey responses and focus group interviews revealed that while students generally know how to connect with teaching staff and get support/guidance on a day-to-day basis, students’ immediate sources of anxiety are the length of “screen time” exposure and volume of daily work activities. AAPC highlighted concerns related to this area by highlighting a desire for PUSD intervention strategies (such as student re-engagement strategies) to incorporate on-going, regular review to identify students who would benefit from both academic and non-academic intervention strategies.

Feedback from CSEA and Teamsters consultations highlighted a desire for stronger communication beyond email updates. This also included feedback that Teamsters members would appreciate knowing what expectations were for students and staff when present onsite in

school facilities (examples included classroom use for distance learning teachers' workspace and LEARNs daytime programming for students). To support both in-person and distance learning, CSEA members highlighted that stronger communication protocols between teachers and instructional aides could help address needs of specific students. CSEA members also highlighted that training would be useful to support specific instructional interventions to address specific forms of learning loss. One final concern expressed by CSEA members highlighted the issue that family communication to instructional aides sometimes requires forwarding to more appropriate staff and that there is no defined protocol for instructional aides to use in responding to these situations.

UTP consultations and survey results echoed DELAC and LCAP PAC concerns regarding the need to improve classroom/school facilities. Specific areas of concern were ventilation, HVAC systems, and air filtration/purifying systems. Aside of these areas, unique UTP topics and issues included the need for personal protective equipment (PPE) for students and teachers, hand washing stations available for all classrooms, stocking of soap and sanitization materials, and appropriate protocols to supervise sanitization measures include student handwashing. With respect to distance learning, UTP feedback fell across four primary themes: 1) the need for professional development time to support ongoing delivery and implementation of learning activities; 2) technology challenges specific to the WebEx platform and limitations for students/teachers; 3) the need for supports to communicate with families whose primary language is not English; and, 4) challenges facing teachers and students concerning limited access to quality internet access. One specific suggestion from UTP members captured via survey and consultation included suggestions for headphones for students who may have environments that are not as conducive to focusing (noise levels may be too loud). This mirrors a similar suggestion from LCAP PAC suggesting that students may benefit from access to microphone headsets for distance learning.

UTP feedback related to pupil learning loss highlighted that supports for learning are correlated with age/grade level where younger students are generally in greater need of support. This connects into additional concerns that families' capacity to support student learning are not equivalent across families nor should it be expected that these supports capacities be equal: parents should not be expected to fill-in as teachers. With respect to social/emotional well-being, feedback from UTP has highlighted that social-emotional curriculum should be embedded throughout activities and that relationship-oriented approaches to communication are key components to ensuring student success. One specific suggestion from UTP survey data that matches student focus group findings highlights a format for activities where teachers have "one-on-one" weekly check-in activities with students: specific models mentioned include those used by mentor-teachers from CIS academy.

Specific comments from public hearing comments indicated that more details would be appreciated concerning Special Education students' opportunities to participate in additional learning loss mitigation plans. Comments further expressed that clarification around supports for Special Education students receiving services during in remote settings.

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

Components of this plan that have been influenced by stakeholder input include...

- the purchasing of Arizona State University Prep online course materials. This came out of prior feedback from teachers who identified a consistent challenge of adapting curriculum into cross-curricular activities that fostered project-based learning outcomes.

- steps include tutoring services for grades K-5. This came out of feedback from parent advisory group feedback.
- 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.
- replacement of aging Chromebooks to better integrate with new online/distance learning technology deployment. This came from multiple stakeholder engagement sources.
- 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.
- consistent signage regarding social distancing and preventative measures for the transmission of communicable illnesses.
- the utilization of LEARNs staff to provide in-person supervision to small cohorts of students during the school day.
- inclusion of supplemental content for Englisher learners including additional tutoring services.
- expansion iReady assessments to include reading assessments.
- increase in hygiene and cleaning supplies; updates to facility equipment

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.]

When Health and Safety guidance from the Pasadena Public Health Department permits, PUSD will shift to its “Phase 3” plan for in-person instructional offerings. Phase 3 contains two modes for student-learning structures: hybrid and remote. Remote learning allows for families to continue their students’ education as executed during PUSD’s Phase 1 and Phase 2 plans where students utilize online learning activities as their primary mode of instruction. Through their remote learning, students engage in online learning materials through a combination of synchronous and asynchronous learning activities.

Hybrid learning structures blend remote learning settings as well as in-person instruction. This option consists of students placed into two cohort groups: Group A and Group B. While engaged in hybrid instruction, both cohort groups experience a “split week” of remote setting instruction and in-person instruction. Students will engage in 100% remote learning on Mondays. The remaining Tuesday-Wednesday and Thursday-Friday weekday pairs are days where the two different cohorts alternate between remote and in-person instruction. For example, Students in Group A would experience in-person instruction on Tuesday-Wednesday while Group B would experience remote instruction on those same days. During the Thursday-Friday weekday pair, Group B would experience in-person instruction while Group A engages in remote instruction.

The primary intent for constructing two cohorts of students is to provide reduced student loads within a classroom setting and to minimize the daily number of students on-campus. These measures help reduce the potential transmission of infectious diseases while also considering social-distancing recommendations. Select safety measures from the [PUSD 2020-21 School Opening Guide \(pages 23-25\)](#) for students and staff members include access to handwashing/hand sanitizing facilities, mandates to wear face coverings (if medically capable), and signage prompting the adherence to behaviors in-line with social-distancing.

In developing guidance for classroom teachers, the Curriculum, Instruction, and Professional Development Department (CIPD) has emphasized in-person instruction should focus on delivery of grade-level content that requires more instructional scaffolding and support for specific students while remote learning activities may include activities to support the learning of topics as a preview and/or pre-requisite component for in-person instruction.

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
Posting of signage/facilities equipment (plexiglass shields) equipment to ensure proper social distancing; materials to support adequate hygiene and cleaning materials [total funds reflect cost to-date estimates and not final expected cost]	\$500,000	N
PPE equipment/protective equipment and supplies for students [estimated totals pending]	\$200,000	N
PPE equipment/protective equipment and supplies for teachers/staff [estimated totals pending]	\$200,000	N
PPE equipment/protective equipment and supplies for volunteers [estimated totals pending]	\$50,000	N
Additional PPE for food service works [includes \$30,000 since March 2020 - September 2020; projected \$5,000 estimate per month]	\$100,000	N
Purchase of additional handwashing/sanitizing stations and equipment	\$50,000	N
Purchase of additional equipment/upgrades to support improved ventilation/air filtration [estimated totals pending]	\$350,00	N

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.]

PUSD’s 2020-21 instructional plan has been developed to provide adjustable levels of in-person learning. This design allows PUSD to anticipate and mitigate disruptions to student learning in the event of on-going or future site-specific or district-wide school closures. Part of this plan includes teacher professional development for creating online learning activities utilizing already adopted curriculum materials and programs and delivering instruction in remote settings. Some examples of instructional components/programs include HRMI Assessments, Stem Scopes, Ready Math, Carnegie Learning Math, and Social Studies Alive curriculum. All of these components are part of PUSD’s standards-based, University of California A-G subject requirements aligned materials.

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.]

PUSD’s Innovative Technology Solutions (ITS) has established a protocol for curbside technology support. Families who lack technology devices can contact their school site administration to receive a Chromebook if the student is new to the district. For families that lack access to the internet, school site administrators can submit ITS Help Desk tickets on behalf of the family. ITS will then coordinate with the family to acquire an internet hotspot device through their curbside support.

Part of the attendance monitoring and outreach processes, which involve classroom teachers, school office staff, and central office support staff, may identify families who also lack technology and/or internet access. In these instances, similar measures will be taken to issue Chromebooks through the students’ assigned schools and coordinated curbside support for internet hotspot devices.

To facilitate the utilization of computing and internet connectivity devices, ITS has established an archived webpage of “TechBytes,” a series of newsletters designed to address specific tech-related issues for students, teachers, and families. An additional component to families’ utilization district technology is the Family Engagement Center’s “Parent University” Canvas page (located at <https://pasadena.instructure.com/courses/8336>).

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 feedback to groups of students who may need additional synchronous-teacher interactions and/or support.

Participation in learning activities can be monitored through a combination of activity reports and "grading" mechanisms built into the Canvas platform. Teachers may utilize feedback rubrics, scoring rubrics, and/or informal grading marks to track student assignment completion/participation. More learning community-based activities that teachers and Canvas activity logs can capture are students' interactions with discussion posts. This combination of "assignment marking" and structured-periods help to ensure learning activities meet the required instructional minutes mandated for each grade level, even for online/remote learning.

While specific engagement in "live class session" via WebEx is not reflected in Canvas activity logs, the student information system (Aeries) has been configured with a set of attendance options that teachers can use to note how students have participated. Aeries marks, as entered by teachers, note that a student has participated by recording if the student had a WebEx meeting, completed Canvas learning activities, emailed or messaged the teacher, made contact via telephone, or contacted the teacher/school staff through some other means. While this recording method is being used for attendance tracking purposes, it does provide one source of data for measuring the ways in which students are "showing up" to online learning activities. When combined with the Canvas activity logs entries, this provides PUSD with a means to discuss three components of students' online and in-person learning: attendance, primary mode of participation, and engagement activities; however, the activity logs track "student activity" across all Canvas courses (including those used for staff professional development). This poses a limitation for reporting capabilities at the district level to support actionable student-level data.

The current direction for PUSD to track student engagement is centered around the ability for Canvas to "push" Canvas gradebook data into the Aeries (PUSD's student information system) gradebook. While specific implementation details are being developed through a workgroup including staff members from the ITS, Academics, and CWAS departments, the intent is to streamline the process for collecting student participation and activity data using as much of an automated process as is feasibly possible.

Teachers, school administrators, and families will have opportunities to monitor student progress through the utilization of the Canvas/Aeries gradebooks, linked Parent Portal accounts, Canvas "observer (parent)" accounts, and the standard district progress report cycles (the generation of student progress reports and report cards).

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.]

PUSD launched a series of professional development opportunities over the summer specifically around the utilization of its new Learning Management System (Canvas). Additional professional development for Canvas was embedded into the professional development sessions at the beginning of the school year. Two additional days of PD were added to the first week of student instruction to also expand teachers' capacity for building, planning, and delivering learning activities through both Canvas and daily synchronous meetings through WebEx.

To support "on demand" professional development needs, PUSD has also purchased access to the entire Canvas training suite for classroom teachers which includes recorded training sessions covering how to design courses, build learning activities, and integrate commonly used technology applications into online courses.

While access to school classrooms were not available to teachers during the Spring 2020 school closures, protocols have been put in place that allow teachers access to their classrooms as workspace. This provides teachers with a work area (the school site) with reliable internet connections and minimal chance of unplanned interruptions to their work. To further provide resources outside of the classroom setting, additional purchases for staff laptops, headsets, and mice to update instructional staff's base technology outside of traditional classroom settings.

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.”

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 LEA across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

The Canvas online learning platform includes the ability to customize the digital tools and contents students can access based on their learning needs. This means that specific tools and/or content that address the needs of unique student groups can be integrated into students' online learning courses.

One specific type of learning loss to consider, unique to English learner students, is the loss peer-access to primarily English-speaking peers throughout the school day. To support English learners, the Language Assessment and Development Department (LADD) works with instructional coaches to embed supports to classroom teachers. These supports include means for teachers to provide specialized and differentiated daily content as embedded instructional components. Additionally, LADD has purchased subscriptions to Scholastic Reading (for elementary and secondary schools) and Newsela (for secondary schools) to provide supplemental English learner content that is rigorous and content specific. Additional supports also include access to free UCLA online tutors. Supplemental tutoring for English learners is also coordinated through LADD where school site instructional staff provide "office hours" format sessions to students from the same school site. This practice helps create a continuity of student-teacher relationships and supports the consistent use of school norms, expectations, and instructional practices during the tutoring time. For additional information, see the [PUSD 2020-21 School Opening Guide](#) (page 17).

Students who are eligible for Special Education services will be supported through individual Remote Learning Plans. In partnership with CIPD, the Special Education department has also developed professional development components that specifically address how to adapt online learning content based on students' individual needs for support including accessibility needs. Multiple engagement modalities such as video chats, telephone calls, and/or specialized learning materials will be used to meet accommodations contained within students' individualized education plan.

Pupils in foster care are supported through work coordinated within the Child Welfare and Safety (CWAS) department. The Foster Youth STAR Resource Center program conducts weekly meetings for all secondary school foster youth students. Additionally, dedicated Foster Youth Counselor coordinates services by contacting individual caregivers to determine resource needs for foster youth students. To provide "on demand" support specifically for foster youth students, CWAS coordinates office hours 3 days per week to connect with foster youth students.

Pupils who are experiencing homelessness receive supports through PUSD Center for Family Services/Families in Transition (FIT) in the form of family case monitoring/management. Once identified as a family experiencing homelessness, FIT staff provide weekly-contact check-ins with families to provide on-going needs assessments, enrollment/school services assistance, and facilitate contact with community partner providers such as the Salvation Army. Through these strategic partnerships, families are able to receive basic necessities including food care packages containing staples such as eggs, peanut butter, yogurt, butter, bread, and basic hygiene materials.

One systemic support for supporting Special Education, Foster Youth, and students with identified critical needs is the prioritization for enrollment into the LEARNs supervised daytime learning program.

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
Hoonuit data analysis/reporting services	\$70,000	N
Supplemental pay to extend technology Help Desk support hours	\$105,000	N
Supplemental technology support help desk contract services	\$140,000	N
Hotspot connectivity devices (students)	\$65,000	N
Laptop purchase for certificated instructional staff and school site administrators	\$560,621.25	N
Chromebook upgrade purchases	\$20,000	N
Summer Tech Training and supplemental hours for Canvas setup/transition work	\$100,000	N
WebEx licensing for video communication	\$13,536	N
Google Meet licensing extension	\$40,000	N
School Site level “Technology Innovators” to support teachers/families with technology	\$202,321	N
Headsets for teachers	\$29,519.44	N
Mice for teachers	\$4,961.25	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 investigated since student demographic data and assessment outcome data reside in different data systems. Systems and processes for integrating these data sets are being researched; however, specific capabilities are not available at this moment.

To assess students’ progress, district benchmark assessments have been scheduled for Math and Reading at a minimum of two times throughout the year across all grade levels K-8. To facilitate this process, PUSD plans to continue its use of HRMI and iReady math assessments. New, for this year, is the addition of iReady Reading assessments to support grades K-5 assessment in place of prior year Informal Reading Inventory assessments. These assessment components are designed to have a beginning, middle, and end of year assessment which will afford opportunities for their results to inform/adjust instruction and measure overall impact of instructional programming. One further benefit to utilizing the iReady Reading assessment is its ability to serve as a universal screener for dyslexia. All districtwide reading and math assessments have been scheduled for administration across windows that generally aligned to the “beginning,” “middle,” and “end” of the school year.

To monitor English language development, LADD will provide initial and summative ELPAC assessments which will serve as formal indicators of English language development. Progress monitoring occurs through the use of targeted tutoring coordinated through the LADD office and, in part, through the formative reading assessments in grades K-8. To help monitor language development outside of the formal ELPAC administrations, iReady and HMRI reading assessments will serve progress monitoring benchmarks.

The instructional plan for PUSD focuses on strategies that maximize student learning rather than remediation of instruction. The primary purpose of this focus is to ensure students are acquiring “missing” or “lost” skills in support of mastering grade-level content and standards rather “back filling” only prior grade level skills and content knowledge. This approach means that learning loss manifest as knowledge and skill gaps specifically with respect to prior-grade skills, knowledge, and understanding. To focus the instructional work on addressing these manifestations of learning loss, district scope and sequence documents have been adjusted to highlight the “major work” for each grade level for Math and ELA. These revised documents draw teachers’ attention to the major standards that define between 65-85% of the grade level’s content mastery while also providing details for which content standards support the mastery of the “major work” standards. The intent is to ensure that students’ learning loss is addressed through direct engagement with grade-level work so that learning is consistently “on grade level” while support structures attend to specific skills/knowledge gaps that need to be addressed in support of the work. By doing this, learning progress will consistently be benchmarked against grade-level performance standards and progress indicators will more accurately reflect accelerations of learning rather than merely coverage of content.

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.]

A component of PUSD's instructional plan relies on the use of data-driven instruction. Using results from math and reading assessments, teachers determine what specific content mastery would best address the skills/knowledge gaps for individual learners. PUSD will provide embedded professional development tailored towards three specific teacher capacities:

- 1) how to utilize assessment results to identify students' greatest areas of need to achieve grade-level proficiency;
- 2) determining targeted teaching interventions/learning activities based on the learning needs of students; and,
- 3) using strategic student groupings to maximize instructional-interventions' impacts for student learning.

This strategy relies on teachers, as experts, who know their students' learning needs best. This process also allows the greatest flexibility for teachers and students to determine which learning components from PUSD's adopted curriculum may best fit the learning needs of each student. Example components teachers and students may use include ASU Prep materials, iReady math lessons, Newsela supplemental content, IXL math fluency practice sets, etc.

Additional elements to support teachers in delivering supports for English learners include ongoing support from instructional coaches to ensure integrated English language development are interwoven throughout learning activities while also providing dedicated English language instruction activities. These strategies represent an approach to the design, delivery, and monitoring of instruction that can benefit all learners while providing reach-based evidence for learning gains with regards to English learners specifically. Similarly, instructional strategies covered in PUSD's professional development calendar draw off of reach-based practices that improve student learning and understanding. These strategies draw from bodies of researching which include principles from Universal Design for Learning, Learning by Design, and Theory of Learning Scaffolding.

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-level proficiency in Math and ELA. While there are no results for the 2019-20 school year to serve as a reference for individual students, these assessments serve as a summative metric which can be taken in concert with the iReady/HMRI assessments to indicate the totality of a students grade-level proficiencies in math and English language arts.

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

(All totals reflected estimated budgets unless otherwise noted)

Description	Total Funds	Contributing
Expansion of the i-Ready assessment set to include both math and reading/literacy. Computer-adaptive activities to address targeted needs based on individual student need.	\$36,000	N
Online tutoring for grades 6-12 (Paper tutoring)	\$200,000	N
Tutoring for grades K-5 (provider to be determined)	\$200,000	N
Frontlines Tutoring (English Learners)	\$0	N
Supplemental tutoring hours by certificated instructional staff to support English learners	\$13,000	N
Summer bridge program to supplement K-5 students learning	\$200,000	N
Special Education supplemental Summer learning opportunities (researching implementation)	\$75,000	N

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. The Child Welfare, Attendance, and Safety Department (CWAS) will also utilize its social worker internship program to coordinate and provide mental health and wrap-around service coordination to students referred to the department. CWAS, in partnership with the Family Engagement Center, has also coordinated the delivery of parent workshops on how to manage online learning fatigue, mental health awareness, and positive mindset engagement. These workshops also provide parents with contact information to the broader community organizations that can also help support basic needs for social and emotional well-being.

To support families, the Family Engagement Center has a hotline number which can connect families with resources information including mental health services, food banks/pantries, house assistance programs, and child supervision 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 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.

Participation and Engagement

Student participation is tracked, partially, through attendance recorded in Aeries (the districts student information system). This serves as one data source that allows for documentation of how students are “showing up” in their learning (Virtual Meetings, Assignment Completion, Email/Text Messaging, Phone Contact, or other means). To determine how students participate online learning, the district would like to use Canvas (the district learning management system) user activity logs as a mechanism to determine what type of activities students engage with during their learning time. This information comes in two forms: learning activities students could engage with during their learning

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

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.]

Meal distribution has three components based on context for student learning: Remote learning, Online learning, and Hybrid learning.

Remote Learning

During remote learning for all students, food distribution sites include all schools within the district. Food distribution hours are from 9am to 11am, Monday through Friday. Food distribution meals include breakfast and lunch components. For families that have multiple students enrolled across multiple school sites, there is no need to go to each distribution site; rather, the family can obtain meals for all of their students by visiting one site. Family surveys are also gathering information from August 31 to September 7 to determine if distribution window times need to be adjusted.

Hybrid and Online Learning

During Hybrid learning, when students are in cohort models where some are physically at school sites while other student groups are learning remotely, the food distribution plan changes based on how instruction is delivered that day. For families that choose to engage in online learning for the entire year, they will continue to follow the same distribution method describe in the “Remote Learning” plan above. The same procedures would be followed for students whose families choose hybrid instruction and doing “remote learning” for a particular day of the week.

For students who are physically present at school sites during hybrid learning, bagged breakfast meals will be available to students upon arrival to the school site. To minimize the potential for spread of any communicable illnesses, school site cafeterias are not being utilized for meal consumption for this school year. During designated lunch periods, outdoor areas will be designated as “food consumption areas” where students can be appropriately supervised and monitored. Designated food areas will afford for students to properly practice social-distancing protocols and safety measures.

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
In-person and distance learning	NewsELA supplemental material with integrated ELD scaffolds and cross-curricular connections	\$25,000	N
In-person and distance learning	Supplemental digital content from Scholastic to support reading and literacy content for English Learners	\$60,000	N
In-person and distance learning	Supplemental supports and translation services to support teachers' communication with families whose primary language is a language other than English	\$60,000	N
In-person and distance learning	Additional development of school opening guidebook, pandemic operation procedures, websites, increased communication/translation services, and accelerated of hiring of new webmaster	\$140,000	N
Distance learning	Increased resources to support Family Engagement department during distance learning for training and parent outreach	\$25,000	N
Mental Health/Well-Being	Coordinating social worker services and mental health services through tele-visits	\$2,660,958	N
Mental Health/Academic Supports	Coordinated services for Foster youth and families in transition	\$450,000	N
School Nutrition	Food service preparation and distribution (includes \$1.2 million in cost since March 2020 to September 2020 with remaining balance as an estimated projection)	\$3,264,000.00	N
Overarching	Consulting services for School Reopening Plan coordinating, writing, and internal protocol development	\$15,000	N
Mental Health/Well-Being	Second Step advisory curriculum update	\$110,000	N

Attendance and Engagement	Intervention home visit through Learning Works	\$90,000	N
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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
18.85%	\$ 24,507,507

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.]

All actions listed in the action tables utilize Learning Loss Mitigation or funds other than Supplemental & Concentrated. All increased and improved services that utilized Supplemental & Concentrated funds to improve services during distance learning district wide are listed in the following section.

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

Strategies and actions contained within this section of the Learning Continuity Plan describe strategies and activities which utilize Supplemental and Concentrated grant funds to increase or improve services for unduplicated students within the low-income students, Foster youth, and English learner student groups.

The funding of instructional coaches at each school site ensures instructional staff have access to site-level supports capable of modeling, monitoring, and providing feedback on instructional strategies that accelerate the learning of low-income and English learner students.

To provide additional targeted academic counseling to low-income students and foster youth, academic counselors are funded at school sites which increases the quality of counseling services.

Instructional Technology Coaches (TOSA II) services provide consistent delivery and support of technology professional development that integrates the needs of English learners, low-income students, and foster youth.

To support low-income and English learner students/families with technology troubleshooting and tech guidance, school site supplemental hourly pay for Innovation Technology Leads (school site teachers) provide support to minimize learning loss due to minor technology issues which may be addressed by school site staff.

Language assessment and monitoring services help to coordinate services for English learner students. Centralized Language Assessment and Development department staff provide services for the timely updating of student performance levels and plan monitoring.

To support the unique needs of “new to the country” English learners, an International Academy will provide initial-bilingual instruction to students and families which will accelerate their acclimation to schooling within PUSD, language development, and increase family engagement support.

Providing socio-emotional support services to address the unique needs associated with students who have historically been chronically absent. This has traditionally been students classified as Foster youth. This will increase overall student self-efficacy and promote stronger connections to school staff and promote school attendance.

To ensure the focused academic and therapeutic Special Education needs of Foster youth students are consistently met, a single-point of service program (Focus Point) will ensure students individualized supports are delivered. This will improve the quality of services provided by streamlining the coordination of service-delivery.

Career and Technical Education teachers provide expanded curriculum access which integrates applied-content standards and transferable skills-based learning outcomes. This affords an alternate curriculum format for foster youth, low-income, and English learners who may benefit from Project Based Learning-based curricular programming.

To support individualized study plans and services for Foster youth and low-income students who are at “high risk” of dropping out, the Center for Independent Study offers an alternative delivery method for core curriculum using a student-directed model for work.

Contract services administered by Career Readiness affords greater training and family outreach/supports to Foster youth and low-income students. This provides greater access to career counseling services and resources that would not otherwise be available.

Library services at the secondary school level provides students with greater access to staff members capable of supporting rigorous research, writing, and literacy skills. This provides unduplicated student groups access to academic supports that can directly related to instructional curriculum.

To ensure curriculum content is well-rounded and reflective of a liberal course of study, Arts Education curriculum and teaching staff are funded. This ensures that Foster youth, low-income, and English learners have access to courses of study/curriculum that promote integration across all core contents.

Dual Language Immersion Programs provide systemic models for supporting students’ peer-socialization, language acquisition, and cultural competency skills. This benefits English learners and low-income by integrating students into learning communities that are not solely based on prior achievement outcomes; but, rather on desire and commitment to progress towards a target language proficiency.

International Baccalaureate programming provides for expanded access to rigorous, college-preparatory course work. This increases the overall course of study options for unduplicated student groups who might otherwise not have equitable access to this program.

School Site Allocations provide support for school site leadership and stakeholder groups to develop plans that best meet the unique needs of Foster youth, English learners, and low-income students at specific school sites. This improves and expands services that align with community needs and intervention strategies developed in consultation with local stakeholder groups.

Beginning Teacher Support Assessment program services accelerate the development of early-career teachers' professional growth. This strengthens teachers' pedagogical skills and strategies to support students who perform below-grade level, possess unique learning needs, and need strategic academic-language supports with specific consideration for how this impacts low-income students, Foster youth, and English learners.

Foster Youth Liaisons provide coordinated supports for Foster youth and families. This improves overall coordination between academic services and foster home facilities.

To support health needs and management of chronic health conditions that can be more prevalent for low-income students and Foster youth, health clerk and nursing services are provided at all school sites.

In order to provide appropriate supervision, foster a caring environment that promotes emotional/physical safety, and reduce affective-barriers to learning, services at elementary schools will include noon aides. This service benefits Foster youth by ensuring safe social-environments are constructed as a pre-condition to academic learning.

Coordinated meetings with parent advisory councils and family-workshop session services will be provided through the Family and Parent Engagement Center. This will improve the capacity for families to support students' learning and increase overall family engagement. This addresses the need for expanded family engagement resources/support experienced by low-income students, Foster youth families, and English learners.

To ensure active community engagement opportunities are relayed across school communities, communication services will be provided through the central Communications department. This will provide consistent processes and channels for communicating information to families and ensure information is consistently delivered to low-income families, Foster youth families, and English learner families.

To foster and support school sites in the development of school planning, supports, and implementation of improvement plans, central office staff will provide support with conducting student data analysis, needs assessments, and program review. This will provide mechanisms to study successful intervention strategies that could then potentially be replicated. This addresses the need to prioritize intervention strategies/activities that are evidence-based to benefit low-income, English learners, and Foster youth.

To ensure equitable and consistent access to computing devices, purchasing and administration of a one-to-one student Chromebook leasing program with supported technical assistance. This ensure that low-income, English learners, and Foster youth students engage in technology use that develops 21st Century Learning competencies.