

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

The Pittsburg Unified School District (PUSD) is committed to every student, every day. PUSD is located in Contra Costa County, 40 miles east of San Francisco, CA, and serves over 11,300 Pre-Kindergarten through 12th grade students. We have 8 elementary schools, 3 junior high schools, 1 comprehensive high school, and 1 alternative high school. In addition, we maintain an adult school program and early childhood education, preschool program. Our student population is composed of 25.5 % English Learners, 75.5% socio-economically disadvantaged, 65% Hispanic, 16% African American, 5% Caucasian, 5% Filipino, 3% Asian, 1% Pacific Islander, and 4% self-identify as two or more races, with an unduplicated pupil percentage of 76.6%.

During this unprecedented time, the COVID-19 pandemic has affected the entire Pittsburg Unified School District community, and has drastically effected and altered the lives of our students, their families, as well as our staff.

The very sudden and unexpected closure of our 13 schools, or preschool and our adult education program, in March of 2020, impacted the physical, emotional, social, and educational landscape of our community, and most profoundly, our students. The profound stress associated with this closure and pandemic has been both traumatic for our student and their families, due to the suddenness of the change of their learning routines and because of the variety of unknown factors associated with the COVID-19 pandemic. The length of the closure and the unknowns related to this communicable disease, the financial strain on our families who have been unable to earn a living; and importantly, the many families who have been exposed directly and indirectly to racism, together with these other factors has led to a traumatic saturation effect within our community.

The closure of our schools has impacted our students and their families because they have been unable to access their basic educational services, and together with this increased unemployment within our community, has intensified the ongoing challenges created by food insecurity and uncertainty, as well as the challenges associated with limited or no access to computer technology and connectivity. An additional layer of stress and challenges have effected families who are predominantly Spanish speaking since many computer and technology related resources have not included a translation feature.

Separation from targeted supports have been very challenging for our students and their families. The physical separation from these tiered or targeted supports and services, so characteristically delivered to each student in-person, as with the many services for our English Learners, Foster Youth, Homeless Youth, and Students with Disabilities, and our students who receive mental health services has led to a profound degree of isolation and disconnection because of this physical and social separation from their peers, their teachers, their classroom and their school community.

Contemporary teaching, learning, and assessment have been changed by this COVID-19 experience. Conceptualizing a lesson, the planning, development, and then the delivery and pacing of it must now be reimagined because of all that has taken place. Our students, their families, as well as our staff have really shifted their mindset because of all that has taken place. They each have assumed new roles because of the closure of our schools. Our important partners and collaborators in the education of their students, our parents and guardians must now assume increased responsibility as co-educators with their students in the home, during distance learning. This has posed a significant challenge for our parents, guardians, and caregivers, regardless of whether or not they are able to work from home or are unemployed. Those who have not been able to work from home have had to manage a different set of competing needs, that of caring for their children while maintaining their employment and their income, in many cases with multiple children to support. Parents with multiple children, have had to support their older children to assume increased responsibility for their younger siblings and/or younger relatives, including providing support to younger siblings with distance learning. For older siblings, this takes time away from their own learning while growing a range of new assets, if prematurely in some cases.

PUSD staff have also faced tremendous challenges in their own right. Many PUSD staff are also parents, guardians, and/or caregivers for school-aged children and are themselves balancing professional and personal roles and associated responsibilities. The new roles assumed by PUSD students, families, and staff have had to take on has created a new set of competing demands, and thus creating added stress and trauma to their lives during an already challenging time. In addition to the supports we have put in place for our students and families, we have also provided a number of supports in place for our staff, such as mindfulness sessions to assist them with managing their stress and competing demands. While now delivered virtually, the PUSD has in place a robust, tiered mental health and social emotional support system for our students and staff, to support those in need during this time.

In spite of these challenges, the PUSD is committed to ensuring consistent, direct access to live instruction for every student, every day. We are also ensuring that our teachers are accessible and available to their students and their families, and this includes teacher availability to students outside of direct, live instruction. As our learning management system, Google Classroom allows for a common platform for instruction and learning, and Zoom and Google Meet offer our teachers and students the platform for live face-to-face classroom instruction, as well as a space for live meetings with students and parent and caregivers.

Appropriate supports for students with 504 plans, as well as those receiving Special Education services are tailored to ensure each student IEP and related supports and services include customized supports and opportunities to participate in general education to the maximum extent appropriate with grade-level non-disabled peers, with the necessary supports. Student support and intervention is tailored to each student's specific needs, and instruction is also offered in small groups as an additional instructional and/or social and emotional support for those with identified related needs in included in their individualized education program. Professional development for district specialists and teachers necessary to provide these specialized supports and services is also provided.

Intentional, structured collaboration time is also occurring between teachers and principals, individually and in grade-levels and departments. Just as grade-level and department level meetings are occurring via the Zoom platform, to ensure colleagues within and across grade levels and departments can improve outcomes for students based on data, relative to student need, each principal is also able to hold school wide staff meetings in this way, while at the same time utilizing the platform for sub-meetings within breakout rooms for a portion of their meeting time, while affording the opportunity to return to the larger meeting following the breakout activities.

Professional development and supports for all teachers on the strategies necessary to deliver high-quality instruction using the PUSD learning management system, Google Classroom, is provided to ensure each student is able to access learning grounded in the essential standards. This professional development has also included training for all teachers in social and emotional learning and social justice. Professional development will continue to be provided to teachers and administrators in the use of our universal tier I social and emotional learning curriculum supplemented with anti-racism lessons and culturally responsive practices.

Stakeholder Engagement

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

Pittsburg Unified School District solicited weekly stakeholder feedback in a variety of ways. Subcommittees were created by the Superintendent that included certificated staff, classified staff, and administrators from multiple departments to cover specific topics: Curriculum and Instruction, Special Education, Counseling and Social Emotional supports, Staff and Family Engagement, and Safety & Health (included physical spaces). Each subcommittee met weekly with assigned tasks and in some circumstances met twice a week. Representatives from each subcommittee also were part of an Advisory Committee that met weekly with the Superintendent and Cabinet. The committee's weekly meeting lasted for several weeks to help guide the District's Leaders on Distance Learning planning, Hybrid Learning planning, COVID-19 safety measures & protocols, surveys to families, and many specific details and concerns that spilled into multiple departments in a variety of ways. It was an extensive collaborative effort designed to receive stakeholder feedback from multiple sources. An Advisory Committee update was also given to Board Members during each School Board Meeting for several weeks. The family and staff surveys were developed by the Staff & Family subcommittee and were made of thoughtful questions concerning safety measures, instruction options (grade level specific with many details), internet access, technology needs, social emotional supports, and specific questions related to Special Education, transportation, and Adult Education. In addition to emailing out the survey to parents/students in English and Spanish, we sent e-flyers to parents, mailed the surveys, followed up with autodialers, text messages, posts on Facebook (@PittsburgUSD), posts on the District's website, and our parent liaisons made personal phone calls to families requesting they take the survey. This information is disseminated in both English and Spanish. The survey was also shared with our DELAC (District English Learner Advisory Committee). We also created a webpage specific to 2020-2021 School Year Planning: <https://www.pittsburg.k12.ca.us/domain/2715>.

Below are links to communications that highlight our efforts:

- https://www.pittsburg.k12.ca.us/cms/lib/CA01902661/Centricity/ModuleInstance/1092/Message%20from%20Superintendent%2005-22-20_ENG%20and%20SPN.pdf
- https://www.pittsburg.k12.ca.us/cms/lib/CA01902661/Centricity/ModuleInstance/1092/Message%20from%20Superintendent%2006-03-20_ENG%20and%20SPN.pdf
- https://www.pittsburg.k12.ca.us/cms/lib/CA01902661/Centricity/ModuleInstance/1092/Letter%20to%20Families%20About%20Summer%20Meals%206-10-20_ENG%20and%20SPN.pdf
- https://www.pittsburg.k12.ca.us/cms/lib/CA01902661/Centricity/ModuleInstance/1092/Message%20from%20Superintendent%2006_19_20%20ENG_SPA.pdf
- https://www.pittsburg.k12.ca.us/cms/lib/CA01902661/Centricity/ModuleInstance/1092/Message%20from%20Superintendent%2007-2-20_ENG%20and%20SPN.pdf
- https://www.pittsburg.k12.ca.us/cms/lib/CA01902661/Centricity/ModuleInstance/1092/Msg%20from%20Superintendent%2007_8_20_ENG%20_and_SPN.pdf
- https://www.pittsburg.k12.ca.us/cms/lib/CA01902661/Centricity/ModuleInstance/1092/Message%20from%20Superintendent%2007-15-20_ENG%20and%20SPN.pdf
- https://www.pittsburg.k12.ca.us/cms/lib/CA01902661/Centricity/ModuleInstance/1092/Message%20from%20Superintendent%2007-16-20_ENG%20and%20SPN.pdf
- https://www.pittsburg.k12.ca.us/cms/lib/CA01902661/Centricity/ModuleInstance/1092/Message%20from%20PUSD%2007-22-20_ENG%20and%20SPN.pdf
- https://www.pittsburg.k12.ca.us/cms/lib/CA01902661/Centricity/ModuleInstance/1092/Message%20from%20PUSD%2007-29-20_ENG%20and%20SPN.pdf
- https://www.pittsburg.k12.ca.us/cms/lib/CA01902661/Centricity/ModuleInstance/1092/Frequently%20Asked%20Questions%20Fall%202020_ENG%20and%20SPN_8-11-20.pdf

Once we rolled out our plans for opening the 2020-2021 school year, we also created a Distance Learning webpage:

<https://www.pittsburg.k12.ca.us/domain/2715>.

We also hosted webinars with stakeholders:

- Staff Webinar: <https://youtu.be/8NEv1C5toqA>
- Parent Webinar in Spanish: <https://youtu.be/OfBgVs9FqR0>
- Parent Webinar in English: <https://youtu.be/4ISC0100TDo>
- Back to School Parent Webinar: <https://youtu.be/CEIGQkMxoTU>
- Back to School Staff Webinar: <https://youtu.be/g3mvLjegCRQ>

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

For each School Board Meeting, we posted the meeting agenda in English and Spanish on our website calendar and on our Board Agenda webpage. The Board meeting information was also posted on Board Docs: <https://go.boarddocs.com/ca/pittsburg/Board.nsf/Public>. Each post included specific information about accessing the Board Meeting via WebEx/Zoom. We also included information on how to submit Public Comments prior to the meeting.

Download Agenda in English
Download Agenda in Spanish

Here is an example of what was posted for each Board Meeting:
Board Meeting Held via Teleconference

Per Executive Order N-25-20 and N-29-20, Our Board meeting will be held in the following manner:

All Board members will be participating remotely via teleconference.

Some staff and presenters will be participating remotely via teleconference. The Board meeting will be audio-taped and available upon request.

The Board Room will be open and members of the public may attend the meeting or participate in public comment. All restrictions around social distancing will be followed. The public may also submit any public comments remotely and they will be read during the appropriate item and noted in the minutes. Please submit any public comments to janellopez@pittsburg.k12.ca.us before 6:00PM the day of the meeting.

Please use the link below to join the webinar:

<https://pittsburg-k12-ca-us.zoom.us/j/82431174545?pwd=WTd0dGUzeczUvT2ovK0ZWOGZwcmF5Zz09>

Passcode: Super1

Or iPhone one-tap :

US: +16699006833,,82431174545#,,,,,0#,,496949# or +13462487799,,82431174545#,,,,,0#,,496949#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 669 900 6833 or +1 346 248 7799 or +1 253 215 8782 or +1 312 626 6799 or +1 929 205 6099 or +1 301 715 8592

Webinar ID: 824 3117 4545

Passcode: 496949

International numbers available: <https://pittsburg-k12-ca-us.zoom.us/j/82431174545>

De acuerdo con los Decretos Ejecutivos N-25-20 y N-29-20, la reunión de nuestra Mesa Directiva se realizará de la siguiente manera:

Todos los miembros de la Mesa Directiva participarán de forma remota por tele conferencia. Algún personal y presentadores participarán de forma remota por tele conferencia.

La reunión de la Mesa Directiva será grabada en audio y estará disponible cuando se solicite.

La Sala de Juntas de la Mesa Directiva estará abierta y los miembros del público podrán asistir a la reunión o participar en el comentario público. Se seguirán todas las restricciones en torno al distanciamiento social. El público también puede presentar cualquier comentario público remotamente y se leerán durante el asunto correspondiente y anotado en las actas. Por favor, envíe cualquier comentario público a janetlopez@pittsburg.k12.ca.us antes de las 6:00PM el día de la reunión.

Por favor, use el enlace de abajo para unirse al webinar:

<https://pittsburg-k12-ca-us.zoom.us/j/82431174545?pwd=WTd0dGUzczUvT2ovK0ZWOGZwcmF5Zz09>

Contraseña: Super1

O el iPhone de un solo toque:

EE.UU: +16699006833,,82431174545#,,,,,0#,,496949# or +13462487799,,82431174545#,,,,,0#,,496949#

O el teléfono:

Marque (para una mayor calidad, marque un número basado en su ubicación actual):

EE.UU: +1 669 900 6833 o +1 346 248 7799 o +1 253 215 8782 o +1 312 626 6799 o +1 929 205 6099 o +1 301 715 8592

Webinar ID: 824 3117 4545

Contraseña: 496949

Números internacionales disponibles: <https://pittsburg-k12-ca-us.zoom.us/j/82431174545>

Below are link examples showing what we provide for each Board Meeting as well as links to Board Meeting information.

- Board Meeting Agendas in English: <https://www.pittsburg.k12.ca.us/Page/8214>
- Board Meeting Agendas in Spanish: <https://www.pittsburg.k12.ca.us/Page/8215>
- <https://www.pittsburg.k12.ca.us/site/default.aspx?PageID=2#calendar1/20200610/day>
- <https://www.pittsburg.k12.ca.us/site/default.aspx?PageID=2#calendar1/20200617/event/19658>
- <https://www.pittsburg.k12.ca.us/site/default.aspx?PageID=2#calendar1/20200717/event/22291>
- <https://www.pittsburg.k12.ca.us/site/default.aspx?PageID=2#calendar1/20200717/event/22371>
- <https://www.pittsburg.k12.ca.us/site/default.aspx?PageID=2#calendar1/20200717/event/22281>
- <https://www.pittsburg.k12.ca.us/site/default.aspx?PageID=2#calendar1/20200817/event/22292>
- <https://www.pittsburg.k12.ca.us/site/default.aspx?PageID=2#calendar1/20200817/event/22293>

The Board agendas are also posted outside the District Office in a specific spot for flyers. The public can attend the Board Meeting in person as long as they wear a mask and follow social distance guidelines. They are required to submit a speaker card for public comment. The public can attend the Board Meeting and comment remotely from home. The public can email Janet Lopez (see example above) to make comments or they can make comments remotely through the chat function in WebEx or Zoom. We also have a District translator available for

Spanish translation of the Board Meeting.

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

The District received stakeholder feedback from webinars, surveys, school board meetings, Facebook comments/messages, and emails. Our District Advisory Committee began planning for the 2020-2021 school year in 3 phases, so that we were ready for whatever phase the School Board chose for the reopening of school. The phase options created were: Full return to school (in-person), Hybrid Learning model (involved cohorts of students, days at home (distance learning), and days of in-person learning while taking social distancing and safety precautions. A lot of planning went into these three phases because the details of each phase brought so many questions and concerns to consider from our stakeholders. The plans were presented to the school board and to stakeholders via webinars. We also posted the presentations on our website and emailed it to families. Below are examples of the presentation shared, workshops hosted, webinar poll results, parent (in collaboration with their student)/student survey results, and staff survey results:

- Presentation of 3 Phases:

https://www.pittsburg.k12.ca.us/site/handlers/filedownload.ashx?moduleinstanceid=22568&dataid=25336&FileName=Board%20Workshop%20on%20Opening%20of%20SchoolsUPDATED7.8.20_410pm.pdf

- PEA webinar: <https://youtu.be/8NEv1C5toqA>
- Parent workshop in Spanish: <https://youtu.be/OfBgVs9FqR0>
- Parent workshop in English: <https://youtu.be/4ISC0100TDo>
- We hosted polls in our webinars and shared results:

<https://www.pittsburg.k12.ca.us/site/handlers/filedownload.ashx?moduleinstanceid=22568&dataid=25262&FileName=Parent%20Back%20to%20School%20Webinar%20-%20Polls%206-30-20.pdf>

- We shared results of our parent surveys:

<https://www.pittsburg.k12.ca.us/site/handlers/filedownload.ashx?moduleinstanceid=22568&dataid=25261&FileName=Parent%20Back%20to%20School%20Survey%206-30-20.pdf>

- Staff webinar poll results:

<https://www.pittsburg.k12.ca.us/site/handlers/filedownload.ashx?moduleinstanceid=22568&dataid=25316&FileName=PEA-District%20Back%20to%20School%20Webinars%20-%20Polls.pdf>

The stakeholder results from the polls and webinars helped us determine which plan was preferred by our stakeholders and why. The results of our engagement was presented to the School Board on July 6, 2020 and showed 53% of parents preferring a Hybrid learning model and what our parents' biggest concerns were, what happens if another child in my child's class gets COVID-19? Stakeholders also expressed that the District needed to do better at Distance Learning from what occurred in the spring. They also expressed the need for improved communication, more feedback from teachers on work assigned and turned in, pointed out parents are "not educators," felt the District needs to recognize working parents are not able to support students with learning during the day, had concerns about access to technology and internet, and Special Education parents said remote learning was not working for students with disabilities.

Staff poll results concluded that 58% of staff members polled preferred a Hybrid learning model and the biggest concerns among staff

members were: concern for personal health 59%, protocol for sick staff/student 50%, students lacking access to technology 47%, sufficient time to support distance learning 44%, and adequate training in tech platforms 38%. Other concerns stated by teachers included: Professional development- before school starts and ongoing, safety practices, concerns of students not actively participating, and that the Distance Learning schedule seems demanding and requires more time than minimum instructional minutes.

The Health and Safety subcommittee presented their goals for ensuring all students, staff and community members remain healthy and safe by following best practices and adhering to directives of Contra Costa Health Services and the California Department of Education. The subcommittee's presentation can be found at this link:

Health Services and the California Department of Education. The subcommittee's presentation can be found at this link:

[https://go.boarddocs.com/ca/pittsburg/Board.nsf/files/BRBSCH702E8B/\\$file/Health%20and%20Safety%20Guidelines%20PUSD%20.pdf](https://go.boarddocs.com/ca/pittsburg/Board.nsf/files/BRBSCH702E8B/$file/Health%20and%20Safety%20Guidelines%20PUSD%20.pdf).

The District felt the results from surveys and stakeholder feedback were in sync with the Advisory Committee's concerns and were already addressed with the in-depth planning of the Instruction/Curriculum subcommittee and the Safety & Health subcommittee. Some additional tweaks were made based on the feedback, but generally the Advisory Committee felt their planning was up to par with the stakeholder feedback. The School Board hosted a Board Workshop on the Opening of Schools on July 8, 2020 and a Special Board Meeting on the Opening of Schools on July 15, 2020 to further discuss the Advisory Committee's recommendations. Please see Board Meeting Agendas for July 8 and July 15, 2020 at this link: <https://go.boarddocs.com/ca/pittsburg/Board.nsf/Public>.

However, due to the Distance Learning mandate made by Governor Newsom, the school Board unanimously voted in favor of returning to school in 100% full Distance Learning on August 13, 2020. The Advisory Committee prepared a presentation of the reopening of school in full distance learning and presented it to the School Board on July 22, 2020. We emailed the presentation to families, posted it on Facebook, and prepared an FAQ on the reopening of school.

To summarize the presentation, the Advisory Committee suggested a common schedule for students with a cohort A/B model – splitting the classes in half; alternating schedules – to provide all students opportunity and support in a smaller group environment. Specific to elementary, the Advisory Committee suggested the following: common time period for Social Emotional Learning (SEL) lessons, common time within the school day where whole class are together to receive direct live instruction, designated time for independent practice and small group instruction, and designated time for Cohort A and Cohort B to allow for small group/individual support. At the secondary level, two models were recommended: a 3 period model, a 6 period model, and that junior highs have a common advisory period. The School Board was also presented the COVID-19 and Reopening In-Person Framework for K-12 Schools in California, 2020-2021 School Year from the California Department of Public Health. For additional information, please see July 22, 2020 Board Meeting Agenda: <https://go.boarddocs.com/ca/pittsburg/Board.nsf/Public>.

Additional links:

July 6, 2020 School Board Presentation: <https://go.boarddocs.com/ca/pittsburg/Board.nsf/Public>

Facebook post: <https://www.facebook.com/PittsburgUSD/posts/4052071798199825>

Presentation on the reopening of school:

<https://www.pittsburg.k12.ca.us/site/handlers/filedownload.ashx?moduleinstanceid=22568&dataid=25519&FileName=OpeningofSchoolsinDistanceLearningJuly22BoardMtg.pdf>

FAQ on the reopening of school:

https://www.pittsburg.k12.ca.us/site/handlers/filedownload.ashx?moduleinstanceid=22568&dataid=25542&FileName=Frequently%20Asked%20Questions%20Fall%202020_ENG%20and%20SPN_8-11-20.pdf

The COVID-19 and Reopening In-Person Framework for K-12 Schools in California, 2020-2021 School Year:

[https://go.boarddocs.com/ca/pittsburg/Board.nsf/files/BRRPVQ666364/\\$file/CDPHSchools%20Reopening%20Recommendations.pdf](https://go.boarddocs.com/ca/pittsburg/Board.nsf/files/BRRPVQ666364/$file/CDPHSchools%20Reopening%20Recommendations.pdf)

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

During a number of virtual meetings and through several surveys, parents/students staff and community stakeholders provided ongoing input into our plan for this fall and ultimately have influenced multiple components of the district's current Learning Continuity and Attendance Plan. Beginning in May of 2020, several committees began working to understand stakeholder input and to formulate potential plans to move forward, and each of these committees were well represented with members of our stakeholder groups.

Ultimately, proposed plans were brought forward and presented by various stakeholders to our School Board over two successive meetings. Additionally, our Superintendent provided an update to our School Board weekly since the March closure. Because of the unprecedented nature of this pandemic and closure, all of these steps were taken to ensure effective communication and accountability with all stakeholders from the date of dismissal during last spring.

Ultimately every aspect of how we operate has been reimagined because of the nature of the pandemic and closure. Ongoing conversations have occurred with regard to ensuring appropriate safety protocols are in place for each district facility, for students, staff, and families. This has included methods of communication during the closure, with ongoing provision of devices and internet connectivity to families with these needs. We have simplified navigation on access points with one common Learning Management System (LMS), Google Classroom, from which all other online learning applications are accessed by students and families. Students now also have Gmail accounts to facilitate and simplify communication with their teachers outside of the classroom.

In our work with stakeholders, we have shared in the development of a high degree of flexibility in the learning schedules for each student. For example, we currently are operating in Distance learning until it is safe to return to the physical classroom space. Teachers are providing live instruction daily for their students using a cohort model; but also we are providing hybrid, asynchronous instruction and learning for all students, connected to essential standards, to occur while students are outside of live instruction.

Each student is a member of a classroom cohort and remains with their designated cohort during all learning activities. This approach was recommended by all stakeholders in anticipation of an eventual return to the physical classroom space at such time that it is safe to do so. At

the secondary level, we currently have two instructional models in place, where some of the sites utilize a 3 period quarter schedule while others utilize a 6 period schedule, for each quarter term.

Stakeholder input has made clear to us that flexibility in the daily learning schedule is highly important since many parents are unable to support their student during the traditional school day, because of their unique employment circumstances. This has proven to be most important for our elementary families. Therefore, afternoon and evening live instruction is also in place for these students.

In working with our stakeholders over several months we have adopted one universal, Tier I Social and Emotional Learning program for our students, parents and staff. This program is embedded into each instructional day, for each cohort, and is supplemented with anti-racist and culturally responsive practice. We have also adapted our Tiered mental health and behavioral support services, as of the end of March 2020, to ensure these supports are available to students and teachers using the Zoom platform. Administrators and teachers have received professional development in social and emotional learning, as well as anti-racist practices, and this training will be ongoing throughout the year.

Administrators and support staff have used this time to increase academic rigor for students, connected to essential standards, and conceptualized with Understanding By Design (UBD), to ensure there is high quality time dedicated to synchronous and asynchronous learning and instruction in each student's schedule, daily. Universal access time and other small group and one-on-one time has been built into our learning scheduled to ensure tiered academic and social emotional intervention are occurring for students who need this support.

The PUSD has continuously surveyed the community to ensure each student has access to devices and internet connectivity. To date, we have provided upwards of 7000 Chromebook to our students.

Professional development for our teachers, staff, and administrators has continued, around delivery of synchronous and asynchronous lessons; accessing and navigating within Google classroom; creating a student friendly, culturally inclusive Google classroom; synchronous and asynchronous lesson design using UBD; and how to embed social and emotional learning into each of the above.

The PUSD has continued to provide high quality parent trainings and resources for our families during the closures, most especially in the areas of mindfulness for stress management, self-care and how parents and caregivers can support their students at home. The parent engagement team has partnered with the PUSD mental health team to offer these trainings and to also acquire outside funding for the mindfulness training.

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.]

The California Department of Public Health issued updated school guidance that includes using existing epidemiological metrics to determine if school districts can start in-person instruction. Any county that does not meet the state's benchmarks is put on the County Monitoring List. When data indicates that it is safe for schools to reopen, PUSD will offer first open in a hybrid learning model. The district will outline a transition plan from the Distance Learning model to the Hybrid Learning model. The transition will not happen overnight. Also, we are aware that not all parents are comfortable with a Hybrid Learning model; therefore, families will have the option to keep their children in a full Distance Learning model for the remainder of the school year. With the transition plan, we will use the same cohort model we are currently using with full Distance Learning, meaning less than half of each school population will be at school at one time. We will prioritize our students most at risk for learning loss during the transition. This group includes: students with disabilities, homeless/foster youth, students new to the country, and English learners. Our educators, who may be considered essential workers, will also be at the heart of our transition plan. Assessment data will be used to identify students who have experienced significant learning loss. We will utilize a systematic assessment cycle to monitor student learning. We will also use district benchmarks and formative data: iReady, Acadience (formally known as DIBELS), grades, and attendance to determine students who have experienced significant learning loss or are at a greater risk of experiencing learning loss. District benchmarks are administered 2-3 times a year. Our teachers regularly use formative assessments to measure student progress. Essentially, we will use data we already receive to make these important decisions about children at the greatest risk of learning loss

Regarding staffing, we plan to accommodate teachers who choose to remain in the full Distance Learning model and plans for teachers transitioning to the hybrid learning model. The classroom schedule will mirror what was implemented during distance learning which outlines synchronous and asynchronous teaching and learning. A cohort learning model will be in place for elementary school children and a three period schedule will be scheduled for one junior high school as well as our two high schools. Our remaining two Junior High Schools will continue a six period learning model. We will also continue to offer expanded learning opportunities before and after school for our scholars. We have sample school schedules in English and Spanish on our 2020-2021 School Planning webpage.

The safety of our staff and students will remain a top priority during a Hybrid Learning model. Our LEA has established protocols to ensure safety of students and staff. Our Health and Safety subcommittee has helped to ensure classroom configurations that allow social distancing requirements, designated entry and exit doors, disinfection schedules at all school facilities (including deep cleaning between cohorts of students), and, staggered lunch and recess. The committee gave a presentation to the School Board on July 8, 2020 that outlines all of the safety considerations and guidelines the district should follow to ensure the safety of students and staff. The Human Resources Department has sent out COVID-19 screening procedures for all of our staff to follow and has provided special forms and an FAQ for COVID-9 related questions and leaves.

As we continue to assess the needs of our families, and to prepare for safe in-person instruction when deemed possible, additional expenditures that are not budgeted will be included in the first interim.

Furthermore, the District’s presentation to the School Board on July 8, 2020 showcased in-depth details associated with the reopening of school in a Hybrid Learning model.

Links referenced in response:

2020-2021 School Planning webpage: <https://www.pittsburg.k12.ca.us/domain/2715>

Presentation to School Board on July 8, 2020:

[https://go.boarddocs.com/ca/pittsburg/Board.nsf/files/BRBSCH702E8B/\\$file/Health%20and%20Safety%20Guidelines%20PUSD%20.pdf](https://go.boarddocs.com/ca/pittsburg/Board.nsf/files/BRBSCH702E8B/$file/Health%20and%20Safety%20Guidelines%20PUSD%20.pdf)

COVID-19 Screening Procedures:

<https://www.pittsburg.k12.ca.us/cms/lib/CA01902661/Centricity/Domain/108/Self%20Screening%20Doc%2008072020%20v1%20etb.pdf>

Human Resources Special Forms and FAQ for staff: <https://www.pittsburg.k12.ca.us/Page/252>

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

Description	Total Funds	Contributing
Person Protective Equipment/ Safety/Cleaning Supplies/Equipment Face coverings (masks and, where appropriate, face shields). Increased supplies of soap and hand sanitizer that is greater than 60% alcohol. Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	\$270,366	No
Visual Cues and Materials to Maximize Social Distancing Visual cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols. Includes signage, posters, floor decals, and stanchions to direct traffic flow.	\$35,000	No

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Pittsburg Unified School District is using a Distance Learning model for the safety of our staff and students due to the health conditions in Contra Costa County related to COVID-19. Our plan for distance learning will ensure a full curriculum that is similar in quality to in-person instruction and continuity of instruction for potential transition between distance learning and in-person instruction. In terms of continuity of instruction and learning, the main learning platform our teachers use is Google Classroom. At the secondary level, Aeries is being utilized for grades and communication to students. Teachers at all grade levels are using additional ways to communicate with students and families such as ClassDojo, Remind, Aeries, phone calls, etc.

Student assessment continues to be a priority for our schools. Teachers are utilizing a similar assessment calendar to what was in place prior to COVID-19. The calendar outlines formative and summative assessments. Assessments of students are used by the teacher to guide instructional modifications based on student progress and performance monitoring. Student success is monitored by outcomes on grade level appropriate assessments. Teachers are able to use this student specific data to adjust student supports based on education needs of the student.

Daily instruction throughout Pittsburg Unified School District is conducted with asynchronous and synchronous teaching and learning. Our schools are meeting and exceeding minimum instructional minutes. In fact, all our school education schedules outline more than the minimum required instructional minutes each day. The District is committed to providing students with grade-level content and instructional rigor and are implementing Understanding by Design in coursework.

Synchronous learning is defined as any type of learning that takes place in real time where a group of students is engaging in learning simultaneously and through live instruction and interaction. Through our Distance Learning model we are striving to make virtual learning or in our case, learning using computer interaction with Zoom or Google Meet, resemble a real classroom where students can ask questions and receive feedback simultaneously. This type of learning allows for collaboration between students while teachers are able to provide immediate feedback, assessment, and make adjustments as needed to the lesson plan.

Asynchronous Learning is defined as learning that occurs separately and without real-time interaction. This type of learning comes from teacher assignments and is directly aligned to the live instruction of a virtual classroom. Examples of asynchronous learning are assigned classwork, videos, group work, or time on an educational platform such as Imagine Learning. Feedback and opportunities for questions come after the assignments are completed. This type of learning is flexible with a family's schedule and allows our students to absorb content at

their own pace. It also provides opportunities for students to develop questions and reflections on learning.

Adopted education curriculum is vetted by PUSD education committees and approved by the PUSD Education Services Department for use in the classroom. Our adopted curriculum is available online. The District uses Clever as a single sign-on so students and families can easily access instruction materials. Examples of adopted curriculum and additional resources for the Elementary level include: Wonders (ELA), Maravillas (Dual Language Immersion program); Think Central (GoMath), iReady, RazKids (Learning A-Z), Imagine Learning, Imagine Espanol, Imagine Math, Newsela; Quavar (Music), Renaissance Learning (Star Math, AR), and Mystery Science. There are a few additional resources that are site specific. Examples of adopted curriculum and resources at the secondary level include: National Geographic (Social Science), McGraw Hill (Math and HS SS), Vista Higher Learning, Novels at each grade level, Code.org, and Common Lit. Additionally, textbooks, supplies, and resources were also distributed to students. In some cases, students have both the textbook and online resource of the adopted curriculum. The District makes pacing and curriculum guides as well as additional resources available to teachers via the District's website: <https://www.pittsburg.k12.ca.us/domain/631>.

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.]

Pittsburg Unified School District has worked diligently to ensure all students have access to devices and a reliable internet connection in order to succeed in the Distance Learning model. Surveys were sent to parents/students in English and Spanish to determine the need for devices and internet access. The surveys were sent via email with a reminder text message. They were also posted on the District's website and on the District's Facebook page. Phone calls were made to families that did not respond to the survey and information was gathered over the phone and documented. A survey was also mailed to those who did not respond electronically. PUSD made a concerted effort with staff members (Parent and Family Liaisons, Counselors, CWA, site admin...etc) to reach out to families who have difficulty accessing devices and connectivity.

Survey results and data from phone calls was incorporated into a plan to bridge the digital divide among Pittsburg families. Pittsburg Unified School District purchased more than 6,800 devices to upgrade our technology inventory and provide devices to students that needed them. We also purchased hotspots for students in unique circumstances, such as homeless youth, foster youth, English language learners, and special education students. Each of the students in a unique circumstance was given a device and a hotspot (if needed) for internet connectivity to ensure they all have the tools needed for Distance Learning. The District has a group of dedicated staff to support and monitor our students with unique needs to ensure they have no disruption. We also created a partnership with Comcast to provide PUSD families with six months of free internet access, and we established a donation account where community members can donate funds to help support connectivity efforts and the purchase of devices for families. Regarding technology support for students, staff, and families, we now have a designated tech support staff member assigned to each school site and a technology hotline that families can call for help. To make sure families are supported, we have also hosted virtual workshops via Zoom for families to ask technology questions, receive helpful resources, and receive the help they need to support their children in Distance Learning. As we continue to assess the needs of our families, additional

expenditures regarding devices and connectivity that are not budgeted will be included in the first interim.

Links to opportunities mentioned in above response:

Message to families regarding technology survey:

https://www.pittsburg.k12.ca.us/cms/lib/CA01902661/Centricity/ModuleInstance/1092/Message%20from%20Superintendent%2006_19_20%20ENG_SPA.pdf

Hotspots and Help and Need for Internet Connectivity was addressed in FAQ:

https://www.pittsburg.k12.ca.us/cms/lib/CA01902661/Centricity/ModuleInstance/1092/Frequently%20Asked%20Questions%20Fall%202020ENG%20and%20SPN_8-11-20.pdf

Facebook post about Comcast partnership for internet connectivity: <https://www.facebook.com/PittsburgUSD/posts/4216681681738835>

Parent Workshop to Support Distance Learning:

https://docs.google.com/document/d/1OYKPglWADaS4Xfdjt_Fmxr2z2W1AOCEz3kyW8mNBzOs/edit?fbclid=IwAR0MF9jZYR9G5ra2gAo-So7DswzRlmf2c9533M3QsetidwbuT_OmWBS3LBQ

Technology Quick Help with phone numbers and contact info:

https://www.pittsburg.k12.ca.us/cms/lib/CA01902661/Centricity/Domain/2529/Quick%20Help%20Links%20for%20Parents_Families.pdf

Survey link regarding technology:

https://docs.google.com/forms/d/e/1FAIpQLSe2_m8a5Xuh6SEqZ1uQaJYaL9p_mOAX3q6yiwVD_XVmIYKyA/viewform?fbclid=IwAR2Mq1KkscZbLoZtepJBpnothLsW1RxOyiLUc0gVFZFNRKSTfMhnxtjpwU

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.]

The District has safeguards in place to ensure instructional time for Distance Learning meets the California Department of Education's standards for instructional minutes for asynchronous and synchronous instruction. Our teachers are also measuring class participation during Distance Learning. Student schedules outline how our minimum daily instruction minutes are met for each academic division. The District is also employing statutory requirements for daily participation verification, weekly engagement record keeping, certifying attendance, and certifying instructional time. Below are examples of how these requirements are being satisfied:

Each teacher is expected to provide a daily or weekly schedule that details asynchronous and synchronous instruction or activities. The teacher determines and certifies time value of both asynchronous and synchronous assignments/student work. Attendance is entered into

Aeries (attendance database) by our teachers daily and is certified weekly by each teacher. Aeries also provides an area in its platform to document student participation. Student participation is being measured by guidance outlined in SB 98. Our educational staff is also utilizing Google Classroom and Aeries Gradebook summaries to show evidence of asynchronous or synchronous teaching and learning and weekly engagement. Weekly learning plans must outline a teacher's asynchronous and synchronous learning. Daily live interaction is embedded throughout the student's schedule. The daily/weekly schedule, attendance reports in Aeries, Aeries or Google Classroom gradebook and the weekly learning plan together will ensure we are monitoring pupil participation and progress. PUSD's school schedules can be found on this webpage: . PUSD's school schedules can be found on this webpage: <https://www.pittsburg.k12.ca.us/Page/8229>.

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.]

Professional development, technology support, and resources have been made available to our staff and teachers during Distance Learning. We have hosted several technology professional development webinars specific to Google Classroom, Clever, teacher webpages, and content teaching strategies. The virtual professional development opportunities began over the summer and teachers were paid if they attended the webinars. Virtual webinars were also offered the week before school and focused on a wide range of topics. The District and Pittsburg Education Association (certificated union) signed an MOU to move professional development to the beginning of the year in order to help prepare our teachers for Distance Learning. The District hosted certificated staff development days virtually on August 10th and August 11th. Topics included an overview of gmail, jabber (new phone masking app for teacher phones), Clever, G-Suite, Zoom, teacher webpages, Distance Learning Essentials, Google Classroom, school safety, COVID-19 protocols, school schedules, SB 98, attendance, social emotional learning, and surveys on professional development offerings. Professional development was required via virtual webinars to classified employees, which included educational support staff (aides) on August 12, 2020. Topics for the webinar included Gmail, jabber, GSuite, Clever, website, Frame for Distance Learning, and Google Classroom. Additionally, the Educational Services Department facilitated virtual Professional Development for each school site to go over any technology or Distance Learning questions. PUSD has a technical support staff member assigned to each school site to assist teachers with technology needs, and we have established a "Quick Help" document providing contact information for specific technology needs for PUSD staff and families to utilize. As we continue to assess the needs of all our stakeholders, additional expenditures regarding professional development that are not budgeted will be included in the first interim.

Link to Quick Help Document:

https://www.pittsburg.k12.ca.us/cms/lib/CA01902661/Centricity/Domain/2529/Quick%20Help%20Links%20for%20Parents_Families.pdf

Link to Teacher Resources webpage: <https://www.pittsburg.k12.ca.us/Domain/631>

Week of Welcome in August (Before School Started) Filled with Professional Development for Teachers:

https://www.pittsburg.k12.ca.us/cms/lib/CA01902661/Centricity/Domain/2529/2020_New_Teacher_Welcome_Week.pdf

August 11th and 12th Professional Development schedule: <https://www.pittsburg.k12.ca.us/cms/lib/CA01902661/Centricity/Domain/106/Staff>

Development Agenda 2020.pdf

All Admin Retreat professional development on August 4th: <https://www.pittsburg.k12.ca.us/cms/lib/CA01902661/Centricity/Domain/106/FinalAllAdminAgenda2020.pdf>

Link to MOU with Pittsburg Education Association:

<https://www.pittsburg.k12.ca.us/site/handlers/filedownload.ashx?moduleinstanceid=8867&dataid=26461&FileName=PUSD%20Reopening%20of%20Schools%20Proposal%208.6.2020%20Signed.pdf>

Virtual Professional Development Schedule for Teachers: <https://www.pittsburg.k12.ca.us/cms/lib/CA01902661/Centricity/Domain/106/PUSD-PDSchedule.pdf>

Professional Development throughout the year for teachers and parents: https://docs.google.com/document/d/1nfT3l8WfildTDNwxNiCiF3-I7EPTaM3ADddybO_kk/edit?usp=sharing

Learning A-Z Webinar for Elementary Teachers:

<https://www.gotostage.com/channel/2b26673220b543b5a346d61e0611d38c/recording/2185a9ed03564b95b06c8a63a67551c9/watch?source=CHANNEL>

Classified Staff Development Day on August 12th: <https://www.pittsburg.k12.ca.us/cms/lib/CA01902661/Centricity/Domain/2529/ClassifiedInstructionalAidesStaffDevelopmentAgenda2020.pdf>

Staff Roles and Responsibilities

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

Team PUSD has banded together to support our staff and the students we serve through Distance Learning in a variety of ways. Some staff members have taken on new roles in order to help us meet the needs of our students and families while adhering to health guidelines in place to prevent the spread of COVID-19. A shift in duties has occurred in order to distribute materials, communicate with families, support teachers, provide meals, prepare technology, and engage with our community in a virtual way. This massive effort is thanks to the willingness of our employees to ensure we are providing our students with everything they need to be successful academically and emotionally within our Distance Learning model. This all hands on desk approach has included administrators, parent liaisons, support staff, aides, special education staff, student services staff, office staff, after school staff, program specialists, and teachers contacting families individually and making connections over the phone and in email to engage with our families and discover what they need in terms of technology and support from PUSD.

Along with each school site, some district staff shifted roles to have orchestrated the distribution of course materials and technology to families in the form of drive-thru timeslots which involved in-depth organizing and collaboration of school staff members, to make sure each

family received what their children needed. Our staff have taken on the role of scheduling distribution events at all of our schools and have helped coordinate the setup, tables, supplies, and logistics of each event. In addition, they have been the coordinator between our maintenance and operations department to ensure tents and tables were in place and parking lots were setup in a manner that supported an effective drive-thru area at each school site. Staff also coordinated personal item pick-up days at all of the school sites, which was a massive coordination of cleaning out lockers, classrooms, and even gym clothes from all of our schools, packaging it, and organizing it for each school to distribute to families. It was a massive undertaking which included a lot of collaboration with each and every school site. Staff also organized and coordinated the school district's device pick-up and return events, which also took place at each school site in our school district. Additionally, they have been the contacts for the District's partnership with Comcast, which offers families six months of free internet service. This huge undertaking has involved phone calls, help with applications, and coordination with Comcast to make sure our families can be connected with internet service. It has involved hours and hours of support and coordination with our families.

Our Campus Resource Officers (CRAs) have been assisting with the distribution of materials and technology at each school site greeting each family in their cars, and delivering what is needed. They have also assisted the child nutrition department with the distribution of meals twice a week, which is also conducted in a drive-thru format. The CRAs have assisted with registration of students for the new school year by walking families through the process on the phone and online to make sure students are properly registered for school and have correct contact data in our system as all of this had to be done virtually at the beginning of this school year. In terms of attendance, the CRAs have contacted families when students are absent from distance learning.

Our library technicians have assisted with getting Chromebooks ready for distribution, installing programs, creating a check-out process, and have helped support our technology department with keeping an inventory of devices, check-outs, and returns. This hands-on help has been invaluable in helping to make sure our students were provided technology needed for Distance Learning.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

PUSD's Distance Learning plan outlines meeting the needs of English Learners, foster youth, and low-income students in variety of ways. The weekly learning plans outlines daily instruction consisting of asynchronous and synchronous teaching and learning. We have dedicated time in the schedule for designated and integrated ELD to support our English Learner. We have universal access time to provide targeted support. Rosetta Stone and Imagine Learning are additional resources for our English Learners to utilize during this time. The District is committed to providing students with grade-level content and instructional rigor and are implementing Understanding by Design in coursework. All of the District's communications are translated via a District Translator and are sent to Spanish speaking families in their preferred language. We hosted parent webinars and Back to School webinars in English and Spanish. We have hosted workshops with our Parent Liaisons and families to address expectations for families and teachers, grading policies, distribution of technical devices, and meal distribution. PUSD's Student Services Department and an assigned counselor regularly checks in with foster youth and homeless youth to

ensure they have technical devices, meals, support for learning, clothing, and basic needs the school district can provide. PUSD provided all homeless and foster youth with devices and hotspots to help them be successful with Distance Learning. Our Special Education Department provides families with individual lesson plans to fit their child's needs. These plans are communicated via email and in some cases delivered in person. Regular virtual meetings have been established by the Special Education Department and include additional supports of Behavioral Aides and Special Education aides. Low income families have been provided devices and offered help with internet connectivity via our partnership with Comcast. We have also sent communications and made calls to all our families about free meal distributions that are happening on Mondays and Wednesdays at five locations throughout Pittsburg (twice a week). Additionally, all of our families continue to be offered free virtual family workshops (in English and Spanish) on topics such as Technology support, Social Emotional support (Mindfulness Training), Father Talk (addressing needs of male role models), Community Building Circles (addressing restorative justice practices in parenting), Air Quality (addressing respiratory illnesses in Pittsburg and free resources for families). Mindfulness Training also continues to be offered to the school district's staff and families via virtual sessions. The sessions focus on breathing, relaxation methods, and positive ways to deal with stress and anxiety. As a way to monitor the District's Distance Learning model, we continue to send out surveys in English and Spanish to our families and request their feedback. The results we receive are used to improve our efforts and better meet the needs of our families. For families we do not hear from, we follow-up with phone calls and request they take our survey. During the phone call, staff members also document needs the families have and follow up with specific supports we have available to our families. This is a huge collaborative effort among several departments in the school district.

Reopening in Distance Learning – Presentation for School Board on July 22, 2020:

[https://go.boarddocs.com/ca/pittsburg/Board.nsf/files/BRRREF6DA08A/\\$file/OpeningofSchoolsinDistanceLearningJuly22BoardMtg.pdf](https://go.boarddocs.com/ca/pittsburg/Board.nsf/files/BRRREF6DA08A/$file/OpeningofSchoolsinDistanceLearningJuly22BoardMtg.pdf)

Presentation for Families on the Reopening of School in Distance Learning: <https://www.pittsburg.k12.ca.us/domain/2858>

Communications to families can be found at this link:

<https://www.pittsburg.k12.ca.us/site/default.aspx?PageType=14&DomainID=4&PageID=1&ModuleInstanceID=1092&ViewID=c83d46ac-74fe-4857-8c9a-5922a80225e2&IsMoreExpandedView=True>

Distance Learning Resources are on our Distance Learning Website: <https://www.pittsburg.k12.ca.us/Page/8229>

Quick Help Resources for Families:

https://www.pittsburg.k12.ca.us/cms/lib/CA01902661/Centricity/Domain/2529/Quick%20Help%20Links%20for%20Parents_Families.pdf

Internet Access Survey:

https://docs.google.com/forms/d/e/1FAIpQLSe2_m8a5Xuh6SEqZ1uQaJYaL9p_mOAX3q6yjlVD_XVmIYKyA/viewform?fbclid=IwAR2Mq1KkscZbLoZtepJBpnothLsW1RxOyiLUc0gVFZFNRKSTfMhnxtjpwU

2020-2021 School Year Planning webpage: <https://www.pittsburg.k12.ca.us/domain/2858>

Meal Message and Flyers:

<https://www.pittsburg.k12.ca.us/cms/lib/CA01902661/Centricity/ModuleInstance/1092/Letter%20to%20Families%20About%20Meals%209-1->

[20%20ENG%20and%20SPN%20with%20flyers.pdf](#)

Virtual Workshops for Families (offered with a Spanish Translator): <https://www.pittsburg.k12.ca.us/Page/6299>

Resources and Social Emotional Supports Shared with Families: <https://www.pittsburg.k12.ca.us/domain/2690>

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

Description	Total Funds	Contributing
<p>Devices and Connectivity Access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work. This includes Wi-Fi hotspots on an as needed basis.</p>	\$3,482,771	Yes
<p>Distance Learning Professional Development Professional development and resources will be provided to staff to support the provision of distance learning, including technological support.</p>	\$951,049	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Pittsburg Unified School District will assess students to measure their learning status and address learning loss in several ways. For grades 1st through 8th grades, the District uses iReady as the benchmark assessments for English and Mathematics. This is one indicator that will be used to determine learning loss for these grade levels. Benchmark assessments with iReady are administered two to three times a year. We also use Acadience (formally DIBELS) as an assessment tool to measure learning loss in foundational reading skills for grades TK through 3rd. Acadience is administered three times a year, with regular intervention and progress monitoring between each school’s administrations. With iReady and Acadience assessment data, we will measure learning loss resulting from the pandemic and will monitor each student’s progress throughout the school year by comparing our baseline data from the 2020-2021 school year to that of the last three

years to determine learning loss and potential learning loss. For students in grades 9-12, the high school math department is using the 2020-2021 Priority Instructional Content in Math documents and Support for Instructional Content Prioritization in High School Mathematics from Achieve the Core to prioritize content and evaluation of student performance. They are also using Imagine Math and Mars task to monitor and assess learning. In ELA, teachers use teacher generated common assessments based on an articulated curriculum map. Common rubrics are used to evaluate student performance and data analysis of student performance on common assessments is scheduled. Science, World Languages, and History have teacher generated common assessments based on common standards maps and units. Adopted texts in World Languages, Math, and History include formative assessments and Checking for Understanding that teachers include within their daily lessons. As an assessment and an intervention tool to help compensate for learning loss, the District uses Imagine Learning, an online learning platform which is used to measure the student's status for English language development. English learners are encouraged to use the Imagine Learning program for at least twenty minutes daily. Students take assessments through Imagine Learning three times a year and the District monitors progress. The English Language Proficiency Assessments for California (ELPAC) is also used by PUSD to help monitor English Learner progress and helps administrators to facilitate interventions as needed. In a collaborative effort, PUSD's Educational Services staff works with school site leadership teams to develop common formative assessments to measure student learning loss and determine the next step intervention options in the areas of English Language Arts, English Language Development, and mathematics.

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.]

Pittsburg Unified School District uses a strategic approach based on assessment data to address learning loss, provide learning interventions, and accelerate the learning progress of students most at risk for being left behind: English learners, foster youth, low-income students, students with exceptional needs, and homeless youth. The District is well aware that school closures may have impacted student learning. This has been referred to as the COVID-19 slide. To address the COVID-19 slide, we are implementing the following strategies and actions to address learning and accelerate learning progress: All students have learning content and educational instruction aligned to state standards. Designated and integrated English language development (ELD) is embedded in the daily schedule for all our English learners. We have defined schedules for class times that outline asynchronous, synchronous, and universal access time for daily learning. A block schedule has been implemented that allows for a more focused teaching and learning experience. A student's daily schedule is also designed to allow for a small group and one-on-one instruction with the teacher to provide extra support. Educational supports are being provided primarily through synchronous and small-group instruction that is targeted to our students' specific needs. PUSD teachers are engaging in ongoing assessment of learning loss to address each student's learning needs. The student's assessment data enables teachers to schedule small group, individual sessions, or additional staff resources to provide educational support that sets up a child for academic improvement and success.

PUSD's strategic approach to combat learning loss also includes differentiated actions to support our diverse academic needs of students. By implementing synchronous, small group, and individual learning sessions, our teachers and support staff are able to deliver targeted supports to all students. These sessions are of particular importance in addressing learning loss for English learners, low-income students, homeless students, foster youth, and students with exceptional needs. Based on the specific needs of our students, additional staff (aides) are provided for extra learning support targeted to the student's unique situation. For students with disabilities, we use a collaboration

approach of instructional staff and aides to administer more individualized support. Additionally, students with disabilities receive services during non-cohort time to maximize instructional time. A dedicated counselor is assigned to our homeless and foster youth to provide extra support and resources. The counselor conducts regular check-ins with students to coordinate services for the student and their family, including tutoring. Our Educational Services Department also focuses on English language development for our English learners. We have employed a designated and integrated plan to support the needs of these students, which includes professional development for our teachers and strategic instruction tools. We also utilize Rosetta Stone, an online language program to support our newcomer and English learners. The District also has a partnership with Blueprint Network Schools to provide math and tutoring support for students at Hillview Junior High, Martin Luther King Jr. Junior High School, and Rancho Medanos Junior High Schools for the 2020-21 school year. With our expanded learning program, we also afford additional focused support before and after school for all of our student groups with unique and exceptional needs. We have a collaborative team of educators in the expanded learning program to support synchronous and asynchronous instruction and the specific learning supports that our students need to be successful.

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.]

PUSD's Educational Services staff is committed to the implementation of strategies to address pupil learning loss and feels they are a necessary step in fulfilling the needs of students. Student data is essential in understanding the effectiveness of implemented learning loss strategies and tools. For data to lead to a meaningful change in student outcomes, teachers and administrators need designated collaboration time to analyze data, identify shifts and changes in instruction in order to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies. PUSD is committed to the following protocols and processes to monitor the effectiveness of implemented pupil learning loss interventions: Administering iReady, Acadience and Imagine Learning assessments; Utilizing the first assessment as the baseline; the baseline will be compared to previous years to determine learning loss; Second and third assessment results will help measure progress; Administer district writing assessment at least two times a year; Dedicated time set aside for teachers and administrators to review, assess, and plan, using the assessment results reports and student work.

PUSD uses the following guidelines for measurement: More student engagement during distance learning as evidenced in the participation rate; Academic progress reported on each grading period; Growth at each Acadience assessment benchmark; Progress monitoring data from Acadience helps measure if interventions were successful in addressing learning loss; Growth on iReady benchmarks. For English learners specifically, measurement is focused on: Increased number of students reclassified; Movement between English language development levels; Movement in iReady levels. By following these guidelines for measurement, the District has a clear picture of how extra educational supports and resources are impacting learning loss and what further supports the district needs to employ to help students achieve academic success and learning growth.

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

Description	Total Funds	Contributing
Supplemental Curriculum Additional instructional materials and programs to support pupil learning loss	\$250,541	Yes
Summer Learning Program Academic and other supports designed to address the needs of pupils who are not performing at grade level. A high school credit recovery program with priority provided to seniors within 20 credits of graduation, low-income, homeless/ foster youth , and 9th-11th graders in need of credit recovery. We continue to offer Summer Math Institute, for currently jr high students focusing on math skills. This year, we had a partnership with Blueprint Schools Network to provide addition support in math for incoming 6th graders and jr high students. This program served to not only address learning loss for the students enrolled, but was also a pilot opportunity for the program to be continued in the fall with the intention of addressing learning loss for all students.	\$551,364	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Pittsburg Unified School District continues to provide ongoing professional development in social emotional learning, trauma informed and anti-racist practices. For the 2020-2021 school year, the District hosted professional development on 8/4/2020, for all school and district administrators. On 8/11/2020 and 8/12/2020, the District hosted professional development for all of our teachers and classified staff. These professional development sessions will continue throughout the school year and emphasize a school-wide approach to social emotional learning, including trauma informed practices, and anti-racist practices. Our teachers training emphasizes co-creation of an equitable classroom environment, beginning with the creation of safe, supportive, equitable relationships. A component of this work involves teacher delivering weekly classroom lessons on social emotional learning using the Jesse Lewis: Choose Love Curriculum. Teachers also receive professional development in the use and implementation of this program; and site principals are supported in their roles as instructional

leaders in the area of social emotional learning. Daily classroom schedules include dedicated time for students to receive these social emotional learning lessons as well as daily check-in's to support safe, inclusive relationship building.

Each school utilizes a multi-tiered system of supports (MTSS). Within this system, we operate using three-tiers. All students receive social emotional learning lessons just as they receive academic instruction, from their classroom teachers, utilizing an integrated universal system-wide approach. Teachers also receive support and professional development, as was noted above. For those students who require additional support, each school has access to a coordinator of services and student support teams. These teams work with teachers, parents, specialists and site administrators to identify and to provide the additional supports students may need in addition to the tier I, universal social emotional and academic instruction. Each school also has one facilitator to follow-up and to support the logistics of supports for students, and their teachers, and to serve as a liaison between all members of the services teams. Our parent-caregiver engagement facilitators are also crucial members of these teams, as is our foster and homeless youth counselor.

The District has a long-term partnership with Lincoln Families, a mental health agency, to provide 29 FTE clinicians and intervention specialists to provide embedded school-based mental health services to our students within each of our schools. These clinicians collaborate with teachers, counselors and psychologists, parents and administrators to provide regular mental health counseling to students in need of these services. These counseling services are provided in a tiered fashion consistent with our MTSS framework. These staff members also receive monthly professional development from their agency, Lincoln Families, which includes training in the provision of psychotherapy using trauma informed, culturally responsive, and anti-racist practices.

Additionally, we have recently received a grant from the John Muir Foundation to supplement district funding to continue our partnership with the Mindful Life Project. This program provides weekly mindfulness training for our students, teachers, staff, and parents at two elementary schools. This program will also provide additional district-wide professional development for teachers, as well as district-wide workshops for parents.

Pittsburg Unified School District dedicates 1 FTE district coordinator (administrator) to provide management, supervision, and professional development in the areas of mental health, social emotional learning, and positive behavior supports. Also, in support of this work are 18 FTE school counselors, 11.4 FTE for school psychologists, and 2 FTE behavior specialists to support all students. Consistent with our MTSS framework, these certificated specialists work hand-in-hand to support all students, teachers, and parents, as well as to collaborate with our partner agencies to ensure families have the supports and resources they need. Each school also has access to nursing services.

The District also has a focus on family engagement and during the virtual learning environment is consistently offering virtual workshops to PUSD parents on a variety of topics such as technology, social-emotional support, mindfulness, vaping, suicide prevention, anti-bullying, etc.

Links referenced in response:

All Admin PD Day:

<https://www.pittsburg.k12.ca.us/cms/lib/CA01902661/Centricity/Domain/106/Final%20All%20Admin%20Agenda%202020.pdf>

All Staff PD Day schedule: <https://www.pittsburg.k12.ca.us/cms/lib/CA01902661/Centricity/Domain/106/PUSD%20->

[%20PD%20Schedule%20.pdf](#)

Lincoln Families: <http://lincolnfamilies.org/>

Mindful Life Project: <http://mindfullifeproject.org/>

PUSD Parent Workshop Series: <https://www.pittsburg.k12.ca.us/cms/lib/CA01902661/Centricity/Domain/106/PUSD%20-%20%20Parent%20Workshop%20Series.pdf>

PUSD Parent Workshops on website: <https://www.pittsburg.k12.ca.us/Page/6299>

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.]

Staff was trained on the requirement for SB 98 and the requirements for re-engagement strategies. Reengagement and intervention strategies for students who do not engage for 3 days, or 60% of the learning, during a week. These procedures shall include, but are not limited to: (a) Verification of current contact information for each enrolled pupil; (b) Daily notification to parents or guardians of absences; and (c) a plan for outreach from the school to determine pupil need.

All PUSD staff operate within our multi-tiered system of support (MTSS) framework. Universal expectations around daily attendance are taught and retaught by all teachers and staff. Students are taught about the high-value of daily routines that support healthy habits, such as getting enough sleep each night - going to sleep and waking-up at the same time each day; as well as the use of hour-by-hour structures to manage their time throughout the day.

Parents have been provided with workshops in the form of webinars in order to educate them on the importance of student engagement, as well as with evidence-based strategies to support on-time daily attendance. Parents are also taught how to help their student to maintain healthy sleeping habits, eating habits, and the importance of maintaining a consistent, structured, daily routine and sleep schedule. Regular bedtime and waking routines are emphasized as is the use of an alarm clock. These educational strategies are also emphasized during teacher- parent contacts, too.

Teachers and staff use a variety of strategies to support and reinforce students for regular on-time attendance. For example, as part of our universal tier I social and emotional learning program, students are taught about the value of community membership and teamwork. Students learn the value of showing-up and how all team members support one another through daily participation and relationship building toward healthy a classroom and school community. Ultimately, students learn they can rely on one another and support one another during both good and difficult times.

If a student is not in attendance on any given day, teacher and support staff immediately attempt to contact student/family. This is done by each classroom teacher on a daily basis when a student has not engaged in learning for any part of the day. If no contact is made, the student is marked absent. If attempts by a teacher and support staff to reach student and/or family are unsuccessful during the school day, an autodialer phone system calls the student who has been marked absent.

Each school site has support staff who are continuously verifying the accuracy of student and family contact information. When teachers and/or support staff believe a students may require mental health or other related supports and that this may be interfering with on-time attendance, this information is shared with the site coordination of services team (COST). The COST team acts as a student support hub and bridge for students and families, whereby the team facilitator meets with all team members, including parents, to determine existing needs and strengths.

Sometimes a home visit can quickly resolve a student or family need. Such as visit would be considered a tier II or tier III intervention in which the district Child Welfare aide, student services counselor, or the Director of Student Services will make a home visit in such cases. When a home visit is made, student address and other contact information are verified to be correct, and the well-being of the child and the family are assessed. Moreover, during these home visits, a student and family is assessed to determine what tiered supports may be needed. This may also be the time in which a School Attendance Review Team (SART) meeting occurs or is scheduled to create a personal attendance action plan. Interpreters are available for families who speak languages other than English. Such a plan is unique to each student, is goal-based, and sometimes includes multiple supports.

In instances where the above process is not successful, the district Student Attendance Review Board (SARB) process is engaged where parents and students meet with the entire SARB team. During the SARB meeting the team will review all available data and information and, ultimately, with the parent and student to create personal a more intensive accountability action plan (other than devices or connectivity), inclusive of check-in and support schedules to help with re-engagement. A variety of tiered intervention strategies are also used during the school Universal Access (UA) time.

A variety of Expanded Learning opportunities are also offered at the Elementary, Jr. High, and High School levels. Evening sessions are offered for the High School. We are exploring this option for Elementary students since some parents are just saying they can't support their student during the day, due to their work schedule, but are able to support them in the evening.

The district has a number of interpreters, Bilingual site and district staff available to support our families, with challenges resulting in attendance difficulties. This cadre of staff are also available to assist with home visits, parent phone calls, parent meetings, COST meetings, student support meetings (SST), and student action plans to on-time improve attendance.

The PUSD uses a variety of methods to maintain communication with our families, and to send new information regarding parent workshops, and to send reminders regarding the importance of daily on-time attendance. These include Peach Jar, our Facebook page, the autodialer, and the district webpage.

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.]

Over the summer, Pittsburg Unified School District distributed meals at four (4) school sites twice a week, ensuring Pittsburg families had access to 5 free meals per week for their children. From March – June 2020, we have served more than 504,709 meals to the Pittsburg community. (During March – June 2019, we served 638,974 meals.) A breakdown of meals served is included in a School Board Report on August 26, 2020. Once the new school year began in August, we increased meal distribution to five (5) school site locations: Foothill Elementary, Highlands Elementary, Marina Vista Elementary, Willow Cove Elementary, and Martin Luther King Jr., Jr. High School. Effective September 23, 2020 three (3) additional school sites were added: Heights Elementary, Los Medanos Elementary and Hillview Jr. High to provide more access for our families. Families were able to pick up three (3) days' worth of meals on Monday and two (2) days' worth of meals on Thursday. As of August 17, 2020, we also added a snack and supper to the meal distribution. Hence, a student can receive breakfast, lunch, a snack, and dinner for each day of the school week. On August 31, 2020, we changed our meal distribution days to Mondays and Wednesdays from 12:30pm -2:30pm to better accommodate families based on Distance Learning instruction times. We are exploring the option of adding an evening distribution time to accommodate our families' schedules. On September 1, 2020, USDA changed their guidelines, essentially reinstating the Summer Meals program guidelines. This means, PUSD families are now able to receive free meals for their children (18 years and younger) on Mondays and Wednesdays. Families do not need to be enrolled in PUSD and do not need to present a student ID for meals. We are hoping to dramatically increase the number of families we serve due to this change. PUSD has a collaborative partnership with the Contra Costa Solano County food bank to provide more access to food for the Pittsburg USD community. PUSD uses a "drive-thru" process to distribute meals. Staff members wear gloves and a mask when distributing food and abide by all social distancing requirements. Supervisors also make spot checks to ensure proper protocols are being followed. Messages via autodialer, email, text, and social media have been sent to all PUSD families in the District to remind them of our meal distribution. Additionally, we send out information to families about food pantries and meal services in our area as we know many of our families have lost wages due to COVID-19 in Contra Costa County. The District is also exploring ideas for an evening meal distribution and the possibility of our transportation department delivering meals to those unable to come to the school sites. The meal distribution process will remain the same when in-person instruction is able to start since we will first transition into a hybrid model. For the students who will be on site, breakfast will be distributed via grab-n-go. Students will then receive their lunch as they exit school for the day.

Links to items listed in above response:

School Board Report on August 26, 2020:

[https://go.boarddocs.com/ca/pittsburg/Board.nsf/files/BSUUTS7DA536/\\$file/Opening%20of%20Schools%20in%20Distance%20Learning%20Board1%20%208262020_UPDATED.pdf](https://go.boarddocs.com/ca/pittsburg/Board.nsf/files/BSUUTS7DA536/$file/Opening%20of%20Schools%20in%20Distance%20Learning%20Board1%20%208262020_UPDATED.pdf)

Message to families about meal distribution:

<https://www.pittsburg.k12.ca.us/cms/lib/CA01902661/Centricity/ModuleInstance/1092/Letter%20to%20Families%20About%20Meals%209-1-20%20ENG%20and%20SPN%20with%20flyers.pdf>

Facebook post about meal distribution:

<https://www.pittsburg.k12.ca.us/cms/lib/CA01902661/Centricity/ModuleInstance/1092/Letter%20to%20Families%20About%20Meals%209-1-20%20ENG%20and%20SPN%20with%20flyers.pdf>

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

Section	Description	Total Funds	Contributing
School Nutrition	Nutrition Services and Supplies Nutritionally adequate meals for pupils who are eligible for free and reduced-price meals, whether engaged in in-person instruction or distance learning. Additional supplies and services needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes food, additional kitchen equipment, sanitation supplies, Personal Protective Equipment, salary/benefits, and mileage.	\$320,864	No
Distance Learning Program	Technology materials and services for staff to work remotely	\$177,450	Yes

Section	Description	Total Funds	Contributing
	Includes computers and headsets to enable staff to support implementation of district programs remotely. Also includes Zoom K-12 contract for 2020-21 distance learning and remote work.		
Distance Learning Program	Mitigation of COVID-19 and Operational Support Additional staff time in the form of overtime hours, temporary staff, and substitute staff to mitigate the impacts of COVID-19 at sites and district facilities. This action supported efforts in Maintenance and Facilities, Technology Services, Educational Services, Student Services, and school sites.	\$104,914	No
Pupil Engagement and Outreach	Translation services	\$5,000	No

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
25.41%	\$548,136

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.]

There are several actions and services that are both (a) being implemented districtwide and (b) increasing and improving services for foster youth, English learners and low-income students.

Devices and Connectivity

The provision of devices and connectivity access is being applied across the entire district, but is primarily intended to provide access for low-income students who may not have full access at home. The district purchased and distributed computers to any student in need and will continue to distribute devices to incoming Preschool/Transitional Kindergarten and Kindergarten students, new students at grades 1-12, and any continuing students who still need a device. Targeted outreach is occurring through Student Services department i to make contact with 'unreachable students' and determine technology needs. On a case-by-case basis, Wi-Fi hotspots are being provided.

Curriculum Coordinators and instructional coaches

The coordinators and instructional coaches within the Educational Services department provide a range of professional development, including coaching, and help chart the instructional course of the district. Their recent work has been focused in a number of areas that are specifically targeted at supporting the needs of unduplicated students. The focus in the previous two years has been on the implementation of Understanding by Design (UbD) practices districtwide. UbD, while supporting all students, is primarily intended to benefit those students who need additional support to access content, engage in the learning process, and express their thinking. This is a critical effort with the work of Integrated and Designated ELD as well as differentiated instruction for students with disabilities and other learning needs. As distance learning continues for the 2020-21 school year, the district has communicated the expectations that all lessons are designed using the UbD framework. The coordinators and instructional coaches will be key leaders in this effort.

Nutrition Services and Supplies

This action was implemented during school closures and throughout the summer across the entire district, but was primarily intended to provide food access to students and families facing food insecurity. Many PUSD students and families already faced food insecurity prior to COVID. The pandemic's impact on employment and the resulting loss of income has made this an issue for many more PUSD community members. Implementation of the action included additional food, kitchen equipment, PPE, sanitation supplies, and staff time to operate meal distribution across the district. These services and supplies were above and beyond the department's normal operations level and were used specifically to provide meals during school closures and the continued pandemic conditions over the summer.

Professional Development and Teacher Collaboration Time

Teacher Collaboration time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the need of students. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous

modes of instruction. As discussed, focus areas for professional development this year include using the Google Classroom for distance learning, Understanding by Design (UbD), Designated and Integrated ELD, Multi-Tiered Systems of Support, Social Emotional Learning, and formatively assessing student needs so that targeted small group and 1 to 1 synchronous instruction can be used most effectively. Professional development, followed by collaboration time with colleagues can build upon and deepen these focused efforts. All of these focus areas are specifically aimed at (1) addressing learning loss and (2) accelerating growth for students demonstrating the most need.

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

PUSD is supporting our English Learners, Foster Youth, and Low Income students by providing additional targeted personnel such as bilingual support staff, counselors, translators, and a dedicated counselor for our homeless/ foster youth, adding sections at the secondary level to support our Newcomer student population, providing supplemental materials and additional planning time for teachers to collaborate, and having an extensive parent family engagement plan.

PUSD recognized the importance for every student to have access to technology to create equity in educational environments. PUSD purchased over 6800 Chromebooks for student use allowing all students needing a device to receive one. We also purchased hot spots for our homeless and foster youths as well as our socioeconomically disadvantaged students who lacked the bandwidth and/or internet access necessary for distance learning. When returning to school, students will keep these devices in their possession and will continue to be utilized in both distance and in the hybrid learning environments. This ensures students will not have to share resources, creating a safer environment for in person instruction. Our partnership with Comcast assists socioeconomically disadvantaged families with connectivity that they might not otherwise have, and can engage in school, even from a distance.

PUSD purchased multiple educational and curriculum based online licenses that contribute to providing opportunities for students to utilize technology for in-class learning. Several of the licenses were selected to support families who are identified as foster youth, English learners, and low-income students. Rosetta Stone and Imagine Learning are a few examples. We expanded our contract with Rosetta Stone to specifically meet the needs of English language learner students and growing Newcomer population. We also purchased additional licenses to support the families as well.

We have a dedicated counselor that monitors homeless and foster students. She conducts regular check-ins to ensure they have the necessary tools and services to support our students. She supports our homeless and foster high school student to help ensure they remain on track to graduate.

Schools received site funds to address the specific needs of the English Learners at their sites.

Expanded learning opportunities will be provided for our homeless, foster youth, English learners and socioeconomically disadvantaged students to provide them academic support as well as social-emotional support. Evening sessions, in addition to before/after school sessions, will also be available to provide more opportunities to better support our families.

These strategies and supports will lead to significantly more engagement and participation for our unduplicated students.

