



Piedmont Unified  
School District

# Learning Continuity and Attendance Plan Template (2020–21)

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

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## General Information

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

"Students Come First" is the hallmark of Piedmont Schools. Piedmont Unified School District (PUSD) strives to provide a stimulating educational environment for approximately 2,600 students. A team of over 360 highly experienced and dedicated teachers, certificated specialist and support staff, classified staff, and administrators work with students at six school sites: three elementary schools, one middle school, one traditional high school, and one alternative high school. We also have an adult school which is WASC-accredited and offers both a diploma program and a fee-based program.

The Vision of our District's Strategic Plan (LCAP) is "All Means All: Raising Future Leaders Who Think Critically for the Benefit of All." We want to see every Piedmont graduate become a leader of change who thinks critically, not just for themselves but for the benefit of others.

The following three goals serve as the guideposts for actions and services designed to achieve this vision:

- 1- All students and staff will feel physically and emotionally safe and part of a caring and inclusive community.
- 2- All students will engage in relevant learning experiences that foster life-long curiosity, creativity, collaboration, critical thinking, communication, and responsible citizenship.
- 3- Teachers and staff, with district partners, will ensure an outstanding educational experience for every student through collaboration, innovation, and professional growth.

The COVID-19 pandemic has had a profound impact across all of Piedmont Unified School District along with our neighboring districts in Alameda County. Upon receiving the Board of Education's directive to close schools for 2 weeks to help flatten the curve of rising Coronavirus cases, administrators collaborated with teachers to develop plans at each level that would provide continuity of learning. The State-wide closure came shortly thereafter and lasted the remainder of the 2019-20 school year and brought a host of challenges to students, families, educators, and administrators. Educational equity for our students was of great concern as we strive to serve students in historically underserved groups. The pandemic has exacerbated existing inequities, especially for students with disabilities who are not able to access learning via computers, and has created new inequities, namely for those of our youngest learners, whose attention is limited and cannot focus in the current distance learning landscape and within the current schedule structure.

In spring our focus was on technology and ensuring every student had access to instruction. In 2020-21, our goal is to focus instruction on essential learning outcomes in every grade and every course, provide targeted instruction in academics for students who have gaps in their learning, provide mental health support for students who are experiencing anxiety and depression, increase family and student outreach, and work with our labor partners on a plan for our most vulnerable populations of students to return to our campuses for in-person learning.

## Stakeholder Engagement

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

PUSD sought stakeholder feedback in many of the same ways we engaged community members in the past: public comment during regularly-scheduled Board meetings, administering surveys, and in school-site staff meetings. Additional committees were formed which include: Reopening Schools Task Force, Health and Safety Committee, Elementary and Secondary Bell Schedule committees, and a special Calendar Committee. Months of negotiations with labor partners also took place.

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

When schools closed due to Covid-19, public meetings were held via Zoom. The following is a summary of the remote participation offerings for the planning of the 2020-21 school year.

Committee Work: Reopening Schools Task Force (4 days), Calendar Committee, Health & Safety Committee, City/School Liaison Committee, Elementary Bell Schedule Committee (3 meetings), Secondary Bell Schedule Committee (1 meeting)

Stakeholder Engagement & Consultation: Negotiations with Association of Piedmont Teachers (22 meetings), Negotiations with Classified School Employees Association (6 meetings); Survey data collected from parents, students, and all PUSD staff (April/May 2020, Sept 2020),

Piedmont Recreation Department (11 meetings); Public input at Board meetings on June 2, June 10, June 24, June 30, July 7, July 13, August 5, August 12, September 9; Community Engagement Night on 9/16/20

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

Input from stakeholders resulted in the creation of elementary and secondary bell schedules that allow for maximum amounts of synchronous instruction at all levels. Conditions for distance learning and in-person learning are outlined in other sections of this plan. What follows is a summary of the feedback gathered from a range of stakeholders who attended a stakeholder meeting prior to the final draft of this plan being presented to the Board for approval.

PUSD stakeholders met the evening of 09/16/2020 on a Zoom virtual meeting with 106 people in attendance. Stakeholders in attendance were parents, students, administrators, classified, and certificated staff. The attendees were presented with a purpose of the meeting and the Learning Continuity and Attendance Plan parameters. The stakeholders were divided into four groups and using the Zoom feature, breakout rooms, each participant was sent to their group's meeting room. The elementary group was divided into two pools. The first one had representative stakeholders who also served on one of the three elementary school site councils. The second one consisted of other elementary stakeholder representatives. The middle school group were middle school stakeholders and high school was composed of high school stakeholders. Cabinet members attended and participated in each group. Each group answered the same set of guiding questions:

- 1- What should the schools consider related to potential "learning loss"?
- 2- What should the schools consider related to student and staff mental health and emotional wellbeing?
- 3- What should the schools consider related to student attendance and student engagement in synchronous/asynchronous activities?

#### Elementary

What should the schools consider related to potential "learning loss"?

Themes articulated by stakeholders regarding "learning loss" were the validity of the measurements taken in using an online test--considering the variance in the baseline data collected and how these data will be used to tailor instruction for the range of learners served in each grade. In response, administrators and teachers will use their professional judgment to determine next steps in responding to the data.

What should the schools consider related to student and staff Mental Health and Emotional Wellbeing?

There was a general concern about mental health of all students in distance learning. Students in crisis need to have a protocol to address their issues. The establishment of a mental health screener for all grade levels is a necessary part of this protocol in crisis intervention.

What should the schools consider related to student attendance and student engagement in synchronous/asynchronous activities?

Specific themes on this topic were not documented in the notes. In other discussions with parents and teachers, a general concern about the amount of synchronous and asynchronous learning opportunities related to the elementary level's daily schedule has been discussed. In response, the elementary schedule will be revisited at the end of the first trimester.

#### Middle School

What should the school related to around potential “learning loss”?

Baseline assessments will be administered in math and English Language Arts in order to meet students at their level as indicated by the data. Differentiating instruction is needed to support all students and to engage them in taking responsibility for their own learning. Technology issues need to be solved.

What should the schools consider related to student and staff mental health and emotional wellbeing?

The overarching theme was student connectedness and the need to develop social opportunities for students virtually at PMS. The school psychologist and counseling staff have resources available to support students along with a screening tool. The group discussed classroom norms (e.g. cameras on) and curriculum that is sensitive to socio-emotional wellbeing of students.

What should the schools consider related to student attendance and student engagement in synchronous/asynchronous activities?

The same theme was articulated again to build collaborative opportunities for students such as clubs, book clubs, etc.

High School

What should the school consider related to potential “learning loss”?

The use of the Illuminate assessment adds another layer of pressure to high school students and teachers expressed a concern regarding the use of this instrument rather than other data sources to establish baselines. This is a different approach to providing data for instruction than has been used in the past at PHS. The data should not be shared with students and should be used only to assist teachers in developing their instructional sequence. Moving forward, the district and site administrators will work collaboratively with teachers to create baseline and benchmark standards-based assessments in English language arts and mathematics courses for grades 9-12. Results of these assessments will be uploaded into Illuminate and data discussions will be held with teachers and administrators.

What should the schools consider related to student and staff mental health and emotional wellbeing?

Along with the concern around mastery of standards and prerequisite skills was expressed the need to 1) create routines that supported students in maintaining their engagement and 2) a balance between school work and self-care. Students in attendance communicated the issue of feeling tremendous grade pressure and concern about post-secondary choices. Student social opportunities, either virtually or in-person, also were discussed.

What should the schools consider related to student attendance and student engagement in synchronous/asynchronous activities?

Technology remain a constant challenge due to students not engaging/attending or wifi instability. Teachers have increased their communication with parents to address attendance concerns. Students benefit from the synchronous sessions but more of the classwork needs to be completed in those sessions rather than be dependent on homework/asynchronous times. Strategies to track engagement and the level of communication monitored in breakout rooms and through other teacher tools will provide teachers with information on student participation.

The stakeholder groups articulated input related to students’ mastery of standards, tailoring of instruction for students, and curriculum that addresses educational needs. Student social opportunities available in a distance learning environment were communicated by all

stakeholders. Finally, a good balance between engagement on and off-screen for all students also was a theme articulated at all levels. Technical issues ranging from Chromebook limitations to connectivity were mentioned by all stakeholder groups.

In addition to the ideas expressed at the 09/16/2020 Stakeholders meeting, the following concerns were raised and requests were made on behalf of the Association of Piedmont Teachers related to three areas of the LCP: pupil learning loss, mental health and wellbeing, and pupil engagement and outreach.

### 1. Pupil Learning Loss

- a. Connectivity issues, tech challenges, and the difficulty for some students to work independently online for long durations of time--especially in elementary--could produce invalid results.
- b. More holistic authentic means of assessment should be considered when possible.
- c. When possible, avoid using the term learning loss which highlights a deficit model for student learning.

### 2. Mental Health and Wellbeing

- a. 36 questions delivered online may not be appropriate for TK-2 learners.
- b. Beyond the data, the mental, emotional, and social needs of our students must be met and desire for the District to work in collaboration with teachers, counselors, psychologists, and health professionals to develop and implements next steps.
- c. Is there a plan to screen and address staff mental health needs?

### 3. Pupil Engagement and Outreach

- a. Partner with teachers to develop logs that will work for classroom teachers.
- b. When it comes to outreach and the need to provide feedback to students and parents, allow teachers the authority to determine their instructional priorities, including assessment and feedback.

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

In addition to County guidance provided for members of the District Admin Team, the Learning Continuity and Attendance plan was influenced by stakeholder input from parents, students, and PUSD staff. We also used research on best practices for blended learning, student engagement, and differentiation to inform our plans.

### Standards mastery and “learning loss”

The last progress report based on grades was in March 2020. During the balance of the Spring semester (April to May) students did not receive letter grades. Students received a pass/no pass. Over the summer, teachers trained and developed greater skills to enhance their technical abilities and tailor curriculum to support either distance or hybrid instructional delivery. Rigorous standards which PUSD is committed to have been maintained by teachers. Developing greater capacity to differentiate in the virtual environment remains an area of development and was confirmed by feedback from stakeholders.

### Socio-emotional issues

PUSD has researched and identified a Socio-emotional screener in consultation with University of California-Berkeley. This screener will be administered on a periodic basis to provide data on the socio-emotional levels of our students. This data will be tabulated by University of California-Berkeley. Opportunities to socialize virtually have been developed by the Associated Students at Piedmont and Millennium High Schools. Virtual clubs also have been developed at the high schools.

### Attendance and Engagement

TK-12 attendance is taken in the Infinite Campus system. Teachers track attendance and meet instructional minutes via synchronous and asynchronous minutes. Students on the whole attend their virtual classes. Engagement of students is tracked through student products available on our learning management platforms (Schoology & Seesaw) through documented work products. Teachers are deepening their technical skills and have orchestrated synchronous opportunities by creating small learning groups. Teachers monitor these small learning groups and hear the level of discourse shared by students. Breakout rooms are a natural opportunity for the students to converse with peers. This provides a social aspect to the learning which supports student engagement.

Piedmont's Learning Continuity and Attendance Plan is intended to align to the three goals of our District's Strategic Plan (LCAP). Below is each goal and a brief description of the successes and areas of growth for each goal.

1- All students and staff will feel physically and emotionally safe and part of a caring and inclusive community.

Parent and staff survey data highlighted the importance of a safe return to schools with health and safety procedures securely in place. Given the continuing shift in state and county guidelines, PUSD will continue to work to ensure that the recommended safety measures are in place for an in-person return to school campuses.

Mental health and wellbeing has been a major concern and procedures are in place at each school for reporting and responding to students who are struggling short-term or experiencing long-term impacts from the shift to distance learning. Teachers, counselors, and administrators are working on ways to provide social interactions among students in order for them to feel connected.

PUSD acknowledges that not all Black, Indigenous, and People of Color (BIPOC) students have felt welcome and included in the Piedmont community; therefore, the District has committed to being an antiracist institution that actively works to ensure equity and inclusion for all BIPOC students, staff, and their families. The PUSD Board of Education adopted two board policies and an administrative regulation--one on Racial Equity and the other on Educational Equity-- for all groups who historically have been underserved by the systems and structures in public school systems.

2- All students will engage in relevant learning experiences that foster life-long curiosity, creativity, collaboration, critical thinking, communication, and responsible citizenship.

Teachers have engaged in training on best practices in distance learning to use online curriculum that not only educates but inspires students to want to learn. This will be an ongoing challenge as we have identified many obstacles facing our students in the COVID-19 environment. In the spring, PUSD instituted a pass/no pass system which replaced grades due to the uncertainty of students' individual circumstances when abruptly going into shelter-in-place. Feedback from parents, teachers, counselors, and students was that our students

were less engaged because they weren't earning letter grades. This is contrary to the second goal in our district's strategic plan and much work needs to be done to change the culture of secondary students to engage in learning for learning's sake. Student engagement will be an ongoing point of discussion while we are in distance learning and beyond. Stakeholders will continue to seek ways to balance high expectations and rigorous coursework with managing student stress.

3- Teachers and staff, with district partners, will ensure an outstanding educational experience for every student through collaboration, innovation, and professional growth.

Challenges faced by our community during COVID-19 call upon us to come together for the benefit of our students. Now more than ever, members of our community are experiencing heightened levels of stress, anxiety, and depression due to the pandemic, the climate-induced fire conditions in California, and more. Teacher collaboration was a key part of creating the instructional day in distance learning and an in-person/hybrid learning model. Some teachers and parents of students at the primary level have expressed concerns about the amount of time for synchronous learning while other parents have advocated for more time with their teachers and little to no asynchronous time. The elementary schedule will be re-examined at the end of the first trimester.

In response to the feedback from the Association of Piedmont Teachers, PUSD will work collaboratively with APT to incorporate their feedback into the three corresponding sections of the LCP: pupil learning loss, mental health and social and emotional wellbeing, and pupil and family engagement and outreach. These will be discussed in each of the corresponding sections.

## 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.]

PUSD worked with the Association of Piedmont Teachers to develop a Memorandum of Understanding that included several safety precautions that would allow for teachers and specialists to return for in-person learning. Piedmont Unified School District will rely on guidance as provided by the California Public Health Department and the Alameda County Health Department regarding the reopening of schools. The Piedmont Unified School District Board of Education may consider and approve a reopening for in-person hybrid instruction when Alameda County, as determined by the Alameda County Department of Public Health, has not been on the state's county monitoring list within the prior 14 days. Where there is a conflict between the CDPH & ACDPH orders, the District shall adhere to the most restrictive guidelines or orders in order to minimize potential health and safety risks for all unit members, students and their families.

PUSD and APT agreed to health and safety measures related to the following areas: testing, contact tracing, protocols for visitors, cleaning of classrooms, cleaning and sanitation supplies, handwashing, screening and social contracts, face coverings, physical distancing, student compliance in wearing masks, traffic patterns, and ventilation. Furthermore, PUSD and APT agreed to supporting employees with childcare needs for elementary-aged children.

Regarding the TK-6th Grade Waiver for in-person/hybrid learning, the School Board members voted 3-2 at the Board meeting on September 23, 2020 for Piedmont Unified to submit an application with the Alameda County Department of Public Health by the deadline of October 2, 2020. Furthermore, the District plans to negotiate the return of students with disabilities who are facing extreme challenges with distance learning--namely those students currently receiving 50% or more minutes per week receiving specialized academic instruction.

#### Bell Schedules for Hybrid/In-Person Instruction

The elementary bell schedule was developed for both an in-person/hybrid learning model and a distance learning model. In both scenarios, approximately half of the students are in each cohort and engage in synchronous instruction with their classroom teacher for 2 hours 15 minute either morning or afternoon. In both models, Monday is a full day of distance learning.

The Secondary bell schedule for distance learning provides students with synchronous learning in every subject area three times per week. For the in-person/hybrid learning model, students will be divided into cohorts where approximately half of each section of students attends classes with the teacher of each of their courses for in-person instruction one day per week. In both models, Monday is a full day of distance learning.

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

Description	Total Funds	Contributing
MERV 13 Air Filters	54,596	No
Plexiglass dividers	20,000	No
Personal protective equipment - masks, gloves, shields	9,309	
Signage reminding staff, students and visitors of safety measures and District requirements	1,500	
Touchless hand sanitizers & sanitizing fluid	1,416	

Description	Total Funds	Contributing
Electrostatic sprayers	6,459	
Screening tool	28,000	
Other equipment and supplies for cleaning & disinfecting	1,200	No
Additional custodian FTE	80,000	
Additional nurse FTE	90,000	

## 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.]

PUSD established the following expectations for Blended Learning and Distance Learning in 2020-2021 in collaboration with the Association of Piedmont Teachers:

- 1- An emphasis on a consistent daily bell schedule and number of synchronous (live) minutes for direct teaching and learning
- 2- Social-Emotional learning and support systems
- 3- Consistent and required benchmark assessments and grading as determined by grade-level and department teams in collaboration with administrators

4- Structured professional development, training, collaboration, and planning time for all certificated and classified staff throughout the school year

5- Uniform learning platforms and instructional technology

6- Daily attendance tracking

Instruction for the 2020-21 school year was planned with educator, community, and school board input to meet the requirements of SB98 and the needs of our community. Instructional bell schedules were designed intentionally to work in Distance Learning, Hybrid, or 100% in-person scenarios. Synchronous instruction will be the primary model for students in distance learning ensuring continuity in instructional delivery.

In the 6th-12th grades, required instructional minutes are covered by synchronous class meetings in distance learning. At the elementary level, instructional minutes are a mix of daily synchronous sessions with classroom and enrichment provided in small cohorts and independent asynchronous activities created by PUSD educators. The smaller am/pm cohorts in grades TK-5 are a social distancing feature for on-site instruction and were adopted in Distance Learning to facilitate improved remote learning, differentiation, and a continuity of schedule.

Our intentional design with the daily instructional schedule was to support any scenario (distance, hybrid, 100% in-person) during the year and provide easy switching between the modes, as needed. In addition, a fully remote program will be provided for any students, staff, and families who are immunocompromised and will remain in Distance Learning for the entire year. A full distance learning program will be instituted when Alameda County deems it safe for in-person instruction.

In order to support our high-quality educational program in a distance learning model, we did the following:

- Issued chromebooks to every student
- Provided hotspots to students and staff as requested
- Implemented a Distance Learning Vision and 5 Pillars of Distance Learning to ensure active engagement and interactions, community, communication strategies, and domain/level specific curriculum and instructional supports
- Enacted new attendance and accountability requirements for distance learning in 2020-21 including a return to regular grading policies
- Implemented Seesaw and Schoology LMS to support instruction on-site or in distance learning
- Purchased pedagogical tools such as Google Enterprise, EdPuzzle, Peardeck, and Kahoot to provide engagement tools and accountability measures
- Introduced teachers to the TPaCK framework to identify specific content area technology needs, such as Labster and InnerOrbit for high school science, new EL materials for distance learning, Literably reading assessments for all elementary students and middle school students with IEPs, and digital editions of textbooks.
- Assigned digital textbooks to students in math 6th-12th, science 6th-8th, social studies 6th-8th, and world language classes
- Developed a 100% Remote Learner option utilizing several approaches to provide the best experience for students

## 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.]

Chromebooks were checked out to all students TK-12th grades before school started. Each site was provided a few extras to issue "just-in-time" to new enrollees throughout the year. Records are maintained in Follett Destiny along with textbooks and library materials. Requests for hotspots were managed through a Google Form and email request to our help desk team. Students who direct-certify for free/reduced lunch were contacted to confirm they have connectivity or assess need for a cellular hotspot. This year the district doubled the number of hotspots available to staff and students to meet the increased need. Technical support model for staff, students, and parents includes email, website self-service, and soon to be implemented is a live phone-support model.

The following number of devices were distributed at each level:

TK-1: 295 Touchscreen chromebooks with QR Code Badge login

2-5: 679 Combination of non-touchscreen chromebooks

6-12: 1,487 Non-touch HP chromebooks (G6 and G7 models)

2 Speciality large screen chromebooks for low-vision students were purchased

40 Cellular hotspots have been provided

## 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.]

Elementary TK-5th grade:

- Daily synchronous learning with classroom teachers totaling 1200 minutes/week TK-5.
- Daily asynchronous learning totaling 300 minutes/week grades 1-5 and 75 minutes/week TK-K.
- Daily instruction provided by teacher specialists (varied based on grade level) totaling 2 hours/week synchronous grades K-5 and 3 hours/week asynchronous.
- Asynchronous assignments are assigned and tracked via learning management systems (Seesaw TK-2 and Schoology 3-5) by certificated staff who determine the time value of the assignment. Teachers monitor completion via the LMSs as well as during synchronous instruction the following day. Learning logs within the LMS and maintained by hand are managed by teachers and testified to on weekly attendance reports.

Teachers utilize a variety of strategies to assess pupil progress including:

- Baseline assessments
- Benchmark assessments in math
- Running records administered 4x/year
- Classroom discussion
- Written assignments

Secondary 6th-12th grade:

At the secondary level, the main instructional format is synchronous instruction which meets or exceeds the State's minimum requirements. Weekly engagement and participation are confirmed from attendance reports and evidence from Schoology LMS. Student progress is monitored from the beginning of the year formative assessments, benchmarks, and ongoing grades. Site-level intervention teams will identify students in need of re-engagement.

## **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.]

Three additional days were negotiated with the Association of Piedmont Teachers to provide time for professional learning, collaboration, and planning and were paid for using Measure H funds.

The following sessions were provided for staff on the three additional days held on August 10, 11, and 12.

- Distance Learning Vision and Reboot
- Getting Started with SeeSaw and Seesaw Part 2
- Getting Started with Schoology and Schoology Part 2
- Generative Engagement Practices for Synchronous Learning
- Takeaways from Stanford Online HS
- Peardeck for Assessment and Engagement Synchronous and Asynchronous
- Edpuzzle for Assessment and Engagement Asynchronous
- Flipgrid, Schoology, Screencastify + Submit for Student Voice/Assessment
- Schoology Features for CCC
- Schoology Assessment
- Sara Wicht - Anti-racist Education
- Anti-racism Read-alouds
- Community of Inquiry- Building Community and Establishing your DL classrooms

Each school site held its own professional learning on August 13. Topics included:

- Seesaw and Schoology
- Restorative Justice
- Equity and Social Justice
- Building Relationships Online
- Navigating Complex Interactions
- Social-Emotional Learning

## Staff Roles and Responsibilities

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

As a result of needs related to COVID-19 we have implemented the following personnel changes:

- Additional .6 FTE in certificated technology edtech support
- Additional 1.0 FTE of classified IT has been posted to meet increased IT support needs
- Additional 6.0 FTE of instructional paraeducators to support small group instruction in elementary grades
- Additional nursing and custodial staff proposed to support school needs upon a return to in-person learning
- Some classified staff working in different capacities to support other areas outside of job description

Special Education teachers, related service providers, and paraprofessionals provided synchronous and asynchronous learning opportunities and support to students with disabilities. Technical resources and internet hotspots were provided to staff to address this change in working conditions. Distance learning required the development of new technical skills for staff and the deployment of alternative means of instruction, data collection, and assessment. Shifting to a distance learning modality required paraprofessionals to lead study groups outside of a learning center setting. Additionally, therapies had to be developed using a virtual platform.

## 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.]

All students with unique needs have access to a computer and internet either at home or through a district-provided hotspot. Technical support through IT is accessed through a helpdesk ticket.

### English Language Learners

PUSD provides academic instruction through identified instructors based upon student data generated through the home language survey and ELPAC. Spring administration of the Summative ELPAC has been rescheduled to an optional Fall remote administration of the test for students that may be reclassified. The state recently released guidance for remote administration of the initial ELPAC to identify English Learners. Identified English Learners will engage in English Language Development as they would during previous in-person instruction. Additional resources have been allocated to support distance learning for English Learners, and particular attention has been paid to assistive technology options that can support English Learners.

- Brainpop ELL
- Cengage Edge ESL
- Don Johnson Snap and Read
- Google Meets with built-in captioning
- Curricular materials in digital formats that support assistive tech for EL students (translation, text leveling, authentic speaker text-to-speech)

## Pupils with Exceptional Needs

Preschool through Grade 12 with Individual Education Plans (IEPs) have been supported through a team approach. The team consists of special education teachers (case managers), paraeducators, and related service providers (SLPs, APE, PT, BCBA, & OT). Special Education teachers are providing direct synchronous instruction on Google platform along with asynchronous activities. Physical materials have been provided to families to support our preschool students and our moderate/severe populations of students.

Paraeducators reinforce learning opportunities by providing synchronous learning opportunities on a Google platform. Mild to Moderate students also have access to paraeducator supports in addition to specialized academic instruction (SAI) provided by their special education teacher. Related service providers match service minutes on students' IEPs. Related service providers use the Google Platform to provide therapies. Students with identified socio-emotional issues and receiving IEP counseling also receive therapies through teletherapy.

Curriculum has been purchased to assist special education teachers in effectively implementing academic goal in a virtual environment for both mild to moderate and moderate to severe students. For example, Literably will be implemented for middle school students with reading challenges. Another example is the implementation of the virtual version of UNIQUE curriculum for moderate to severe students. An example related to mild to moderate students to address executive functioning is the adjustment of organization strategies implemented at the high school level. Each high school student develops with special education and paraeducator an entrance and exit letter to capture the pace and sequence of instruction, assignment due dates and project management.

Students struggling in the virtual environment have been identified by the Special Education Leadership team. These students have the option of accessing a Registered Behavioral Technician (RBT) for in-person instruction/support for a daily appointment. The student with the RBT can access a synchronous instruction opportunity and/or engage in goal-based activities. Students with socio-emotional issues are provided in home therapies by an outside agency (COFY). Students not participating in Distance Learning are tracked and meetings are held to make an adjustment to their program through the IEP process.

Finally, all students and their parents have received from the students' case managers a SB98 IEP Aligned Learning Plan Notice. This document is a communication tool to clarify services and access to virtual learning opportunities and supports under distance learning conditions. Individual Education Plan meetings are held using a Google Platform. Notifications prior to the meeting are sent using electronic methods along with procedural safeguard notifications. Norms and expectations for meetings are established at the beginning of each meeting. Electronic signatures on documents are completed using DocuSign. Assessments are accessed through a virtual learning platform (Presence Learning) or by outside practitioners through a contract.

## 504 Plan Students

Students receiving accommodations on a 504 have access to a computer and a hotspot for internet access. Students' plans have been implemented to the greatest extent possible. Adjustments of plans to match the requirements of a virtual environment for accessing education is in the process of adjustment based upon the needs of students as communicated within the 504 team.

## Foster Care Youth

Foster care youth have access to computers and hot spots to access their education. Attendance and access to distance learning synchronous and asynchronous learning opportunities are tracked by the LMS platform: Schoology or Seesaw. General education teachers and counselors track students' performance.

Homeless Youth

Students have access to a computer and hotspot for internet access at the school site as needed to access their education. Homeless, foster and other "direct-certify" students eligible for free/reduced lunch are contacted by the schools to ascertain any barriers to schooling or supports the student needs (hotspots, food, etc) and are addressed on an individual basis.

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

Description	Total Funds	Contributing
Technology Hardware (Devices TK-1 CB, 6th/9th CB, 300 addl CB, Staff CB (127), 20 addl hotspots)	468,000	
Additional educational technology support for teachers (Ed Site Tech .6 FTE)	78,000	
Additional "Help Desk" support for computer technology	75,000	
Curriculum & Assessment (Labster, Pivot interactives, InnerOrbit, Conjuguemos.com, Digital Units of Study for readers and writers workshop)	104,000	
Technology Software (Learning management system/LMS and instructional tools--Seesaw, Schoology, EdPuzzle, Kahoot, Peardeck, Padlet, Literably)	43,750	

## 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.]

At the K-2 level, elementary principals are working with teachers on a system that allows for assessments used previously to be administered remotely to prioritize learning targets for this school year. This may include utilizing paraeducator support to administer the assessments.

For grades 3-12, pre-built assessments in Illuminate are being administered by English Language Arts and mathematics teachers to assess gaps in the major standards taught from the previous grade. Students will complete one of each of the assessments during synchronous instructional blocks. These data will be automatically uploaded into the district's data management system so that teachers and administrators can review the data and address any COVID-related learning loss. These assessments will be administered by teachers in the month of September.

In addition to pre-built standardized tests, teacher-created assessments can be administered. If data from pre-built assessments is deemed invalid, teachers will use the results of teacher-created standards-based assessments solely to make instructional decisions. Results from English language arts and mathematics assessments--those pre-built and those that are teacher-created--used to measure learning gaps from the previous year as well as mastery of essential learning outcomes taught in 2020-21 will be entered into Illuminate. These results will be analyzed by teachers, in collaboration with administrators, with the goal of providing the necessary interventions needed to support any students with severe learning gaps.

<https://docs.google.com/document/d/1k-W5ODg3jcEiSyjG3Y-tWjL9omyhQR2UbOE9c4ZIYRU/edit#>

## 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.]

During the 2019-20 school year, students participated in Distance Learning for the last three months of school. Although Piedmont's rate of participation overall was high, secondary students were not as motivated to complete work when no letter grades were assigned.

As we begin the 2020-21 school year, it is important to determine how COVID-19, distance learning, and participation rates affected the mastery of standards across levels. PUSD will administer assessments at each level to determine which standards from the previous year need to be addressed more in-depth. From these assessments, we will identify student needs in literacy and math and address the impact of the loss of instructional time on students' overall progress. At the elementary level, we will employ additional paraeducators and provide more hours of support for each elementary teacher to allow for small group instruction.

In special education, progress monitoring on IEP goals was put on hold from the end of March 2020 to the new school year of 20-21. Goals that can be monitored in a virtual environment will have data collected on them to compare progress from March 2020 to October of 2020. General education will be deploying general tests on the Illuminate platform to all students including special education students. This baseline data will be used to ascertain progress on numeracy goals and English Language Arts (ELA) goals for our mild to moderate students. Moderate to Severe students will use curriculum or out of level testing to seek their performance on numeracy and ELA goals. Resulting data points will update the IEP at an amendment meeting or next annual review. Related service providers will use a similar process to denote progress in their goals in the IEP. Additional evidence will be obtained through student products and observations. Learning loss will be established by these assessment sources. Development of additional in-person opportunities for regressed special education students will be developed to address this issue.

To support students who have been impacted by the loss of instructional time, teachers and site administrators will collaborate to:

- 1- Deepen our understanding and familiarity with the standards at each grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- 2- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- 3- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and students' needs. How will we respond when some students haven't learned it?

We are assessing which students have been impacted by the loss of instructional time through the following:

- Diagnostic, formative, and summative assessments
- Inspect pre-built assessments in math and English language arts on broad coverage from the major standards taught the previous year
- Asynchronous instruction during the summer followed by a formative assessment at the start of the year to identify strengths and areas for growth
- Writing samples
- Review of High School Special Education Student Entrance/Exit letters
- Talking with parents/guardians to learn of student needs
- Teacher-created assessments
- Progress reports, report card grades
- Course/district benchmark tests will be analyzed to determine student mastery of grade level standards

In response to the feedback from the Association of Piedmont Teachers related to pupil learning loss, PUSD will work collaboratively with APT in these areas:

- a. Potential invalid results - The district understands there will be challenges with administering assessments under such conditions where technology fails and individual students exhibit behaviors of distress. The results of these assessments are to inform teachers' instructional

planning and not tied to individual student's grades. We trust teachers' professional judgments and believe that in circumstances where students experienced difficulty with the online assessment, teachers will review the test items more globally and determine which of the essential learning outcomes from the previous year will need immediate time and attention to close any gaps in students' learning. Furthermore, in instances where results of the pre-built assessments are significantly lower than results from teacher-created assessments and teachers' observation of students' understanding of concepts, results of the pre-built assessments will not be used.

b. Holistic authentic assessments - The district supports the best practice of administering holistic and authentic assessments and looks forward to seeing the creative ways that teachers are able to administer these through distance learning; however, the district recognizes that it may not be possible for every teacher to do so in a distance learning setting and some multiple-choice tests may be given instead.

c. Avoid using the term learning loss - The district shares APT's viewpoint that students should not be viewed through a deficit model. We are using the term learning loss to align with the State's language when we are referring to instruction that was not able to be provided to students during the shelter-in-place given the change in instructional minutes provided in the spring.

### 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.]

General education has administered the illuminate testing in the areas of English Language Arts & math. This test provides baseline data on spring levels of standards mastery which provides teachers with information to tailor their instruction for students. It also allows us to determine any learning loss issues and to review the instruction and curriculum adjustments that need to be made to support all students. Subsequent data points obtained through the review of teacher-created assessments, student work products, student feedback on assignments, and progress reports will be used to establish the efficacy of these strategies. Illuminate testing is another choice that teachers can use to provide an updated baseline as a result of reteaching and/or adjustment of the instructional sequence.

For students with disabilities, progress monitoring methods will be used to measure performance levels after the implementation of interventions. This will be goal-driven and data will be obtained by reviewing performance data on curriculum-embedded assessments. Baseline assessments, such as the pre-built assessments in Illuminate that are administered to all students, will be referenced to gauge the progress on standards in English Language Arts & math that require mastery.

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

Description	Total Funds	Contributing
Additional instructional paraeducators to support small group targeted support within synchronous time in elementary	216,000	

## 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.]

Site administrators and the Director of Special Education, in collaboration with school psychologists, researched mental health screeners that can be administered to students. All students at the elementary and secondary levels will be given a universal wellness screening survey to assess district-wide, site-specific, and individual student needs. The initial survey results will provide district specific norms, which will allow support services to be targeted to the best degree possible. The survey also can be administered at various intervals to monitor needs and effectiveness of supports provided.

Students in grades K-12 will be given a survey that is a combination of the Youth Internalizing and Externalizing Problems Screener (YIEPS) and the Student Subjective Wellbeing Questionnaire (SSWQ). These will be administered in the fall and could be given several times a year to track changes in student well-being. The data will be normed for our population in collaboration with UC Berkeley.

For elementary students, principals collaborated with staff members to adapt the number of questions and to ensure all questions are age-appropriate. Student response choices will include icons to ensure ease of response. The surveys will be given asynchronously.

Data will be reviewed by the district administrators and Wellness Team, which consists of counselors, school psychologists, and Wellness Center staff, and be used to guide decision making related to servicing student needs using a tiered system of support.

The Wellness Center provides solution-focused teletherapies from Wellness interns. Students access these services either through staff referral or self-select. Interns are supervised by a licensed psychologist and a licensed social worker. Additional opportunities for counseling are provided by school psychologists that have training in cognitive behavior therapies. School psychologists provide therapies for IEP related counseling. Wellness, site counselors, and school psychologists have developed a website to communicate resources for students and their families to address social emotional issues related to COVID-19 conditions. Trainings related to suicide prevention has been provided to counseling and Wellness staff. Training related to solutions-focused approaches have been provided to Wellness interns. General and Special Education staff have been trained in trauma-informed indicators and communication strategies to engage students and adults that have experienced trauma in their lives.

Students who exhibit difficulty in participating, engaging, and attending virtual class sessions are highlighted and followed up by school site counseling staff. Monitoring of students is done by teachers, related service providers, and staff.

Staff have access to the Employee Assistance Program (EAP) which provides opportunities for teletherapy and other resources to address staff needs during this challenging time. Resources available to our employees include financial counseling, resources for elder care or any

other issues that our staff may have to address as employees, parents and caregivers. The District provides full medical, dental and vision benefits along with optional insurances and savings plans.

In response to the feedback from the Association of Piedmont Teachers related to mental health and social and emotional wellbeing, PUSD will work collaboratively with APT in these areas:

a. Developing a TK-2 screener - The district agrees that the administration of a mental health screener at the primary level will need to be handled differently. District and site administrators are working on a plan that is age appropriate and will consult with wellness staff before the screener is administered.

b. Collaborating on mental health supports - The district needs input on how to provide support for students and is eager to collaborate with teachers, psychologists, counselors, nurses, and special education staff on providing mental health supports for students.

c. Supporting staff's mental health needs - The district recognizes the tremendous stress that certificated staff, classified staff, and site administrators are experiencing and are concerned for everyone's mental health and wellbeing. We are in the process of reviewing the staff screeners available and encourage all members of the PUSD community to utilize the mental health supports that have been shared previously. These include: 1) the resources compiled by the Wellness Center staff, psychologists, and counselors last spring, and 2) the Employee Assistance Program (EAP) is available at no cost to employees and covered dependents for a broad range of services for how to cope with stress during Covid-19. In addition, some agreements made in negotiations were directly in response to requests made to mitigate stress: such as having the choice to work from their classrooms or at home and childcare benefits.

### 3. Pupil and Family Engagement and Outreach

a. Logs for classroom teachers - the district is open to working with teachers on this and already has begun that process. Any adjustments to the plan for measuring engagement will keep in mind the level of burden for teachers to implement and balance this with expectations imposed by the State.

b. Teacher authority on instruction and assessment - this is outlined in the MOU and will be honored. The MOU also includes language about collaborating with administrators and yet the challenge continues to be the limited amount of time available for these conversations given CCT and staff meetings are scheduled for Mondays and holidays, other days off, and schedule changes limit the opportunities for conversations to be held during agreed-upon hours.

## 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.]

During the Spring 2020 distance learning program students and parents were surveyed to gauge their level of engagement and participation in classes. Students not accessing all opportunities were contacted by letter (see special education example). In partnership with Alameda County Office of Education, PUSD is developing new letters to contact students and their families when students are not engaging or attending learning opportunities.

PUSD developed procedures last spring to monitor and re-engage students not actively participating in distance learning by leaning on existing intervention strategies and processes. This year these internal processes will be enhanced and clarified to align with State-accountability expectations. A multi-tiered approach will be used to re-engage and intervene if students are not participating with at least 60% of assignments or miss 3 or more days of school.

Tier 1 - Teachers will reach out to the family when they notice lack of engagement. Teachers will direct and connect families to any additional supports as needed (connectivity, counseling etc).

Tier 2 - Site Intervention Teams will review pupil engagement and participation data from attendance record-keeping and grades, and teacher escalation, of students not engaging/participating. The Site Intervention Team will intervene for students who missed between 10–20 percent of school during the last year before school closures as well as those who miss 10–20 percent of school over the course of a month or 60 percent of a week during the current year. These teams will work proactively and positively to work with families to:

- Ensure that communication with the parent has a working email and internet access;
- Determine if there is a breakdown in communication and make any corrections; and
- Determine if the lack of participation is due to a lack of access at which point the site will take the necessary steps to ensure the issue is resolved.

At the secondary level, updated attendance letters are being developed to address challenges inherent to distance learning attendance.

For students who speak English as their second language, the district will utilize translation services when there are no employees who can serve as translators.

Tier 3 - Site Intervention teams, working with district supports, will be utilized to improve outcomes for students who are severely chronically absent (missing 20 percent or more of school) or for those experiencing homelessness or other situations requiring coordinated responses, including translators.

PUSD administered feedback surveys of staff, parents, and students to gauge the need for adjustments in our 20-21 Distance Learning program. These surveys provide commentary and data on the first 3 weeks of school for the 20-21 school year. The district and site administrators will continue to review these data points and make adjustments as needed.

In response to the feedback from the Association of Piedmont Teachers related to pupil and family engagement and outreach, PUSD will work collaboratively with APT in these areas:

- a. Creating logs to monitor pupil engagement- The district is open to working with teachers on this and already has begun that process.
- b. Allowing for teacher authority on instruction and assessment - As outlined in the Memorandum of Understanding, the District will honor the following language:
- departments/grade levels will have the authority to prioritize and plan instruction in order to address the most essential standards and the teacher will remediate learning loss for their students as needed
  - Bargaining unit members shall be responsible for delivering appropriate essential standards-based instruction, administering common benchmark assessments as determined by grade level teams and departments in collaboration with administrators, responding to parents and students in a timely manner, supporting diverse learners, building rapport and connections with students, regularly monitoring student work completion and participation, providing student feedback, and reporting non-participation to the site administrator for additional outreach and follow-up.

A challenge continues to be the limited amount of time available for collaborative conversations with administrators given Common Collaborative Time and staff meetings are scheduled for Mondays and due to holidays, additional days without students, and schedule changes, there are limit the opportunities for conversations to be held during agreed-upon work hours.

## 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.]

The District offers nutritious "grab and go" lunches for students who qualify for the free or reduced-price meal program. The "grab and go" meal program will be extended to all secondary students when the cafeteria is accessible for food service staff to prepare food in larger quantities. Currently, access is limited due to construction which is due to be completed by mid-October.

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

Section	Description	Total Funds	Contributing
Stakeholder Engagement	Operational tools for virtual communications, such as use of the Zoom platform for Board meetings	2,500	
Distance Learning Program (Distance Learning Professional Development)	3 additional days for teacher professional Development (from Measure H)	250,000	Yes

## 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
0.49%	105,011

### 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.]

Piedmont's unduplicated students include low income students and English learners. For the low income students, the District provides chromebooks and hot spots to ensure access to education. These supports are provided to all students, as described in earlier in this document.

For the English learners, the district provides specialized instruction by certificated teachers. Four intervention specialists at the elementary level provide support in pull-out sessions. At the secondary level, a separate class staffed with a dedicated teacher is available for English learners. The total time allocated among these EL specialists is approximately 1.0 FTE. These positions and support are not tied to the number of English learners to ensure that support is always available when a new student in need of English language development instruction enters the District.

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

English learners at the elementary level receive designated ELD instruction by certificated teacher specialists. At the secondary level, a designated period is scheduled for students learning English as their second language. The district will provide additional online curriculum to support the EL classes as needed.