PALO ALTO 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.]

PAUSD announced on Friday, March 13, 2020 that students would not return to campus on March 16 due to COVID-19. Since that time, PAUSD has been working to update its procedures and protocols to serve families in this new environment. On Wednesday, April 1, the Superintendent announced that PAUSD schools would remain closed for the remainder of the school year.

As the situation changed throughout March and April, PAUSD designed a three-phased approach to school closure. The goal of all three phases was to provide guidance and support to students, families and staff, and to continue to provide education, meals, technology resources and support to district families.

Phase I: Introduction and Adjustment to Flexible Learning Options (March 16–20)

The goals in Phase 1 were to provide 1) connection to school and class communities; 2) resources for continued learning (non-graded); and 3) time and resources for teachers to plan for Phase 2. This phase provided common study guides for elementary students and flexible learning options for secondary students. Students and staff were afforded the opportunity to adjust and plan for the unprecedented school closure. Essential processes such as meal delivery, internet access, device distribution, remote workspaces, content organization/distribution, and daily staff communication protocols were established. Flexible learning options provided to students and families during this time were not intended to replicate or replace classroom instruction, and they were optional for the students, per PAUSD Flexible Learning Option (FLO) guidelines.

Phase II: Increasing expectations for Flexible Learning Options (March 23 – April 3)

Phase 2 goals included providing 1) connection to school and class communities; 2) increased resources for continued learning (non-graded); and 3) virtual office hours for connecting with and supporting students

All activities in this phase remained optional and were not intended to replicate or replace classroom instruction. Students, families, and teachers began adjusting to the online learning environment. Elementary students and families were provided with additional resources while secondary students were provided with up to three-hours per week per course of optional school work, per PAUSD Flexible Learning Option (FLO) guidelines. Simultaneously, teachers were provided with professional learning that oriented them to providing effective instruction in an online learning environment.

Phase III: Change to Required Online Learning Experiences (Roles) (April 13-June 4)

In Phase 3, the focus was on academic continuity procedures including plans for identifying and supporting factors that contribute to student success: 1) instructional delivery methods; 2) student support systems for academic and non-academic needs; and 3) attendance as it relates to student engagement. In Phase 3 the goals were to 1) provide connection to school and class communities; 2) move from Flexible learning options end to required instruction; and 3)provide appropriate support for continued learning in the online environment for students with IEPs and 504s.

Grading

During Emergency Remote Learning, District Administration engaged in significant discussion about how to handle grading and decided to institute Credit/No Credit. The decision was informed by input from principals, instructional leads, District-level administration, consultation with university admissions officials, and Santa Clara County superintendents. Credit/No Credit was implemented to benefit both staff and students without negative consequences for students with collegiate aspirations. Universities across the country provided assurances that students would not be penalized for posting credit/no-credit transcripts for the semester or for missing traditional standardized tests. Credit/No Credit was a decision for Emergency Remote Learning and traditional grading is reinstated for the 2020-21 school year.

Student and Family Support

During closure, struggling students and families were supported by counselors, wellness staff and nutritional services. Counselors, in partnership with teachers, identified and reached out to students who need additional academic and social emotional help. They connected students, families, and staff with additional school or community-based resources, if needed. Wellness staff responded to requests for support and concerns from students, parents, and staff. They followed up with students who regularly utilized the Wellness Center and reviewed and adjust safety and emergency protocols given the online learning environment. Meals were provided to students in need, following county health guidelines. The District identified and referred families to community-sponsored meal options in both Palo Alto and East Palo Alto. Community efforts also included working with the District to identify families and provide them with gift cards for food and gas.

Students with IEPs

Students' IEPs were implemented to the greatest extent possible and/or practicable under the circumstances, including related services stipulated within a student's IEP, and supports such as assistive technology.

During school closures and shelter-in-place, IEP meetings were held via phone or Zoom. The IEP teams worked to define appropriate instruction and services in the online learning environment.

Communication

PAUSD created a page on the district website to house communication for families and community members. The website continues to be updated regularly. From April to mid-July, the PAUSD Board of Education held weekly virtual meetings to keep updated on changing legislation and to engage the community. The Superintendent held weekly webinars that showcased new staffing, updated messages, and featured interactive question and answer forums.

Developing Plans for 2020-2021

In June, PAUSD planned to work through a hybrid approach to educating students in the fall. In July, PAUSD decided to open virtually at the secondary level due to the changing health information and the difficulties related to providing a "cohort" model in middle and high schools. A short time later, state guidance indicated that all schools in counties on the state's "watch list" would not be permitted to reopen until the county was off the list for 14 consecutive days. As a result, PAUSD established a return date of October 12 (if conditions permit), which allowed parents and educators to make plans for teaching, work and childcare. Additionally, PAUSD set November 2 as the latest possible return date for secondary students. If a return is not possible by that date, the fall 2020 semester will remain in distance learning.

During summer 2020, teachers completed a robust professional learning program designed to build knowledge and skills for teaching in distance and hybrid learning environments. Additional changes included the creation of consistent schedules, more synchronous time, and coordinated distribution of materials at school sites. The district is currently in the process of opening programs for small cohorts of students in order to addresses 1) a return to in-person instruction for students with acute needs; and 2) PAUSD+ which provides a supervised, safe, supportive, and distraction-free environment for students in need.

The PAUSD Return to Campus Roadmap is built around the following guiding principles:
- Follow public health guidelines
- Maintain an inclusive, caring, and supportive school culture
- Establish systematic protocols
- Calibrate with surrounding school districts
- Provide timely communication and transparency
- Embrace uncertainty and be agile

Applying these principles, PAUSD is prepared to operate under the three modalities: Distance, Hybrid, and In-Person Learning. PAUSD will continue to follow the state and county guidelines, with the goals of returning to in-person instruction and an agile ability to shift between the three modalities.

- Distance Learning: The model of learning involving solely synchronous and asynchronous learning without in-person instruction.
- Hybrid Learning: The model of learning involving a combination of scheduled instruction in-person and asynchronous instruction from their teacher.
- In-Person Learning: The model of learning involving all, or nearly all, instruction in a face-to-face setting with a teacher.

Stakeholder Engagement

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

The District reviewed ongoing feedback from families through a variety of methods including Let's Talk, live sessions utilizing ThoughtExchange, and School Site Councils. Staff also hosted a Zoom meeting with students, who were able to provide feedback on such issues as the quality of distance learning and graduation activities. Technology personnel, Student and Family Engagement (SaFE) specialists, teachers, and counselors gathered feedback in communication logs, and offered individualized support to ensure that parents/students had the tools and skills necessary to navigate distance learning. Opportunities provided for input include Board of Education (BoE) meetings, Backstage with the Superintendent webinars, ThoughtExchange forums, and the Let's Talk platform.

- April through mid-July: Board members held weekly meetings through Zoom. All stakeholders were able to log in and "raise a hand" to address and/or provide feedback on any issue.
- Student and Family Engagement (SaFE) staff and the Office of Academic Supports staff called families, identified as socio-economically disadvantaged and/or in the Tinsley Voluntary Transfer Program (VTP), to engage families and gather feedback.
- June 23: The BoE approved the COVID Report and heard stakeholder feedback on how the District addressed distance learning through the closure.
- August 20: The LCP template was provided to K-12 principals during a Zoom meeting. They were given time for questions and comments and completed a survey to provide feedback. This same survey was provided, via Zoom, to the Palo Alto Educators Association (PAEA) Executive Board.
- August 25: California School Employees Association (CSEA) reviewed the template and completed the survey at a CSEA meeting.
- August 25: The Associate Superintendent provided a draft plan of goals to the BoE, and stakeholders in the community responded via a Zoom meeting.
- September 2: The draft goals were presented to the entire PAUSD Leadership Team, as well as at a Zoom meeting with the District English Language Advisory Committee (DELAC), and District Advisory Committee to LCAP; also followed by the survey.

- September 10: The LCP draft plan was presented at a second Zoom meeting with the community, District English Language Advisory Committee (DELAC), and District Advisory Committee to LCAP; also followed by the survey.

PAUSD offered a variety of options to engage the community remotely:
- Surveys were sent through email, posted on the website, and part of live presentations.
- Zoom meeting programs utilized the "raise your hand" feature for computer users, who could then be heard in the meeting.
- Zoom meetings also used the phone option, wherein stakeholders can dial * to be recognized, and then heard in the meeting.

Parent/Guardian Town Halls/Board Meetings:

The feedback in Spring 2020 from the community centered on daily synchronous teaching and in-person options, and access to services, such as Special Education and English Learner (EL) services. Students and families expressed concern over Zoom fatigue and how to balance instruction with on-screen time. Many families expressed that students were experiencing mental health challenges at all levels. Many families wanted the option to participate in distance learning for the entire year, while many also experienced connectivity issues.

Special Education Families

Many families expressed a preference for in-person learning, with access to services listed in the Individualized Education Plan (IEP). Families requested details of plans (hybrid, and full distance) to be included with communication for families to reference. Families also wanted Mental Health and Social-Emotional Supports in separate categories. They expressed a desire for mental health to be explicitly written as responding to a mental health crisis, and SEL to address the tools needed for all students.

The District English Language Acquisition Committee recommended the following to be added to the LCP plan.
- Live lessons with EL staff to provide explicit instruction
- Access to translation services during Zoom

DAC (LCAP Parent Advisory Group) recommended the following to be added to the LCP plan.

- Live streaming added to the hybrid schedule to accommodate distance learning and students who may be under quarantine orders, as to not miss instruction

Students recommended the following to be added to the LCP plan.
- Schedule adjustments for the Monday schedule that is a seven period day

- Consider a Zoom free day

Certificated Staff recommended the following to be added to the LCP plan.
- Expand safety protocols when in-person teaching resumes
- Engagement logs and the monitoring of student attendance to be binary and not narrative form (concerns about teacher time on engagement logs)

Classified Staff recommended the following to be added to the LCP plan.
- Expand safety protocols when in-person teaching resumes
- Consider remote work for expanded groups

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

Stakeholder feedback was informative and greatly influenced the development of the LCP:

Connectivity and Technology: The District ensured that all students have a device and that the WiFi Hotspots program was expanded for families. Extensive training for certificated staff ensures that teachers can help students and family troubleshoot login issues. Family Engagement Specialists (FES) can refer students who require devices or internet access. The PAUSD+ program was created, in part, to provide consistent WiFi access and safe learning spaces for families.

In-Person Schedule: Daily, live teaching, combined with digital offerings, led to the hybrid schedule, meeting the community's need for safety protocols and in-person offerings.

Distance Learning: The schedule created blocks of independent time for students to lessen Zoom fatigue. An online distance learning program was created for families that expressed concern over in-person attendance. The District purchased online programs, Lexia and DreamBox to continue access to supplemental English Language Arts (ELA) and math online learning.

Student Services: Special Education in-person instruction was offered in the summer until State guidelines required that it halt. Special Education staff created schedules to ensure that IEP services continue and meet the needs of all students.

Mental Health: Counseling and support contracts were developed to provide supports for students through Zoom, and other alternative means during school closures.

Social-Emotional Learning: Classroom instruction will incorporate social- emotional tools within the school day and through enrichment programs.

Safety Protocols: The safety protocol plan is extensive, this link will provide the expanded information: https://www.pausd.org/covid-19/safety

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 PAUSD instructional plan takes a holistic approach, with the goal of balancing diverse elements, including health and safety, academic programming, choice, science, implementation challenges, and resource allocations. The reopening plan begins with smaller cohorts at the elementary level. Elementary families are offered two options for returning to school – to start with distance learning and return to hybrid when possible, or to commit to an online distance learning program for the full academic year.

ELEMENTARY SCHOOLS

Elementary sites will begin with a cohort model. With cohorts of the same class in groups of that align with state guidelines. Students will be in either Cohort A or Cohort B. While one cohort is in session, the other cohort will be at home for an independent work block. The work time can include synchronous and asynchronous lessons. Specialists and Intervention teachers will use this time to provide supplemental services through distance learning platforms.

The nature of elementary schools allows for reasonable cohorts within classrooms. Splitting classes into alternating A/B groups reduces the number of students in close proximity for extended periods of time and provides an opportunity for staff and students to operationalize new routines. PAUSD may ease restrictions and ask students to return fully to sites if conditions improve or if guidelines are significantly revised.

Features of Elementary Instructional Models
- Instructional minutes will meet or exceed the established state standard.
- Attendance will be taken daily.
- All standards on the progress report will be assessed during the school year.
- Instruction delivered synchronously and asynchronously
- Instruction will occur throughout the day in a block schedule
- Independent Work Time is allocated for students to complete work, read, etc.
- Art, PE, Music, and Library continue in all models.
- All support services will be provided to students, as needed.
- English Language, 504, and IEP services for students will be embedded within the schedule
- Special Education distance learning for all grade levels (preschool-k) will be delivered synchronously and in conjunction with the full minutes outlined in student IEPs

- Consistent and frequent communication will occur between home and school
- Weekly parent and student feedback will be solicited
- Increased child care options for families are available.

Hybrid Model
- In-person instruction will occur through an A/B schedule: ?half of the class each day for grades 1-5; and half of the class in am, and half in pm, for Pre-K, TK, Y5, and K).
- At-home instruction will occur asynchronously for the majority of the day, with synchronous live sessions each day.
- Staggered breaks at recess and lunch to maintain separation of student cohorts.

SECONDARY SCHOOLS

Secondary sites will require a more extensive approach due to the complexity of the master schedule and the difficult of implementing a cohort model. If a return to in-person instruction becomes feasible, plans are to follow the same bell schedule for in person offerings that is currently in place for distance learning, after any adjustments are made from the first quarter.
- Instruction will occur throughout the day in a block schedule
- Attendance will be taken daily.
- Instructional minutes will meet or exceed the established State standard
- Grades will be assigned.
- Consistent and frequent communication will occur between home and school
- Weekly parent and student feedback will be solicited
- English Language, 504, and IEP services for students will be embedded within the schedule
- Special Education distance learning for all grade levels (preschool-k) will be delivered synchronously and in conjunction with the full minutes outlined in student IEPs
- Provide targeted support (PAUSD+), as needed, for students from low-income backgrounds, students with disabilities, English Learners, Foster/Homeless youth, and other vulnerable student groups.
- Extra-curricular activities may be available in socially distanced settings.

ALL SCHOOLS

PAUSD staff will take essential actions to keep staff and students physically and emotionally safe and healthy. Our schools shall embrace individuality, strengths, and challenges, with support, understanding, and encouragement to succeed. School sites will continue to provide for the social, emotional, and physical health needs of students, and cultivate positive, identity-safe school environments that promote high levels of connection, engagement, and overall well-being, throughout the school community.

Adjust Instruction Prioritizing Student Health
- Create markers to indicate the expected distance between students; especially in high traffic areas
- Limit educational activities with high student contact

- Orient students with the new landscape of school, and provide health education around minimizing germ spread, covering

sneezes/coughs, washing hands, and physical distancing
- Design physical activity-based classes to reduce the likelihood of transmission
- Students may not bring items that are not easily disinfected
- Students will not bring any personal items from home, other than snacks/lunch, school assignments, devices or items specifically required by the school

Hygiene
- Wash hands often with soap and water for at least 20 seconds
- Use hand sanitizer (at least 60% alcohol) if soap and water are unavailable
- Avoid touching eyes, nose, and mouth, with unwashed hands
- Increase the frequency of cleaning and disinfection protocol

Creating and Providing Isolation Space
- Extra caution will be taken to isolate healthy vulnerable students and staff from anyone with a fever or symptoms without violating privacy
- Limit access to the nurse's office and create a secondary area for triage for other student illnesses or injuries
- Use the space to manage students with fever and respiratory symptoms
- Any student exhibiting potential symptoms will wait to be picked up in a designated isolation space
- Create markers to indicate the expected distance between students
- Designate a staff member to monitor the space (i.e.: clerk at elementary, & health technician at secondary schools)
- Disinfect space after usage

Returning from Illness
- Students and staff follow a clearance guideline, abiding by District policies on student health, to be readmitted to campus
- Follow guidelines that correspond to specific illnesses including COVID-19 and others, working closely with local doctors and health departments

Safety
- Focus on cyber citizenship, prevention of cyberbullying and teasing.
- Prevent discrimination and inappropriate behaviors related to COVID-19.
- No person shall be discriminated against for wearing a protective mask or other personal protective gear such as face shields, goggles, or clothes covering.
- Activities and practices shall be free from stigma and/or discrimination associated with COVID-19.
- Notification regarding potential contacts to cases will be provided based on Public Health guidelines.

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

Description	Total Funds	Contributing
Purchase of supplies in relation to cleaning and disinfecting facilities and Purchase of Personal Protective Equipment	118,984.14	No
Social Distancing Protocol Supplies	30,848.59	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.]

All students will have access to high quality distance learning. For K-5 students who elect full-distance learning, the district is ensuring the continuity of learning by assigning a district TOSA who holds an administrative credential to provide leadership and support for the online learning program. PAUSD has provided families the choice to continue with distance learning for 2020-2021, and assigned district teachers to be dedicated to this program. Currently, students have stayed with their home school for supplemental services.

ELEMENTARY SCHOOLS
All PAUSD schools will open the 2020-2021 school year in a distance learning model. Teachers completed newly developed training modules designed to improve online planning and teaching skills and help transfer their well-established brick and mortar teaching methods to hybrid and full-distance learning modalities. Site principals organized student book, materials and supply pick-up before the start of the school year, and will continue to do so as needed. PAUSD purchased upgraded Zoom licenses to ensure greater access and engagement with distance learning. Schoology, the district Learning Management System, is being more fully utilized, and Seesaw is available for grades PK-3. Dreambox and Lexia licenses were purchased as additional resources to support reading and mathematics instruction.

Features of Full Distance Elementary Instruction
Link to Schedule: https://www.pausd.org/covid-19/elementary-schools-fall-2020

Instruction will occur throughout the day in a block schedule

- Each core subject block will begin with synchronous instruction
- Students are expected to attend and attendance will be taken
- Music, PE, and Library will be primarily asynchronous lessons, with synchronous check-ins at the beginning of the block period
- Independent Work Time is allocated for students to complete work, read, etc.
- Consistent and frequent communication will occur between home and school and weekly parent and student feedback will be solicited
- English Language, 504, and IEP Services for students will be embedded in the schedule
- Special education distance learning for all grade levels (preschool-k) will be delivered synchronously and in conjunction with the full minutes outlined in their IEPs
- Kindergarten and Young 5s begin the year with half days through October 9, 2020. Starting October 12, Kindergarten and Young 5s will begin full-day instruction if in Distance Learning and possibly in person
- Back-to-School Nights will occur virtually within the first few weeks of school
- The Creativity Cart Program (through College and Career Technical Education Office) will provide socio-economically disadvantaged elementary students with supplemental enrichment opportunities during distance learning twice a month to support skills with respect to design, investigation, and problem-solving while nurturing creativity.

SECONDARY SCHOOLS
Link to Schedule: https://www.pausd.org/covid-19/secondary-schools-fall-2020

While schools will begin instruction through distance learning, routine opportunities for students to visit District sites in small groups for targeted activities when possible are being explored. Mental health and support are an important aspect of safe schools and will be supported by small group interactions on-site when possible. Full physical reopening will be considered at checkpoints commencing on September 11. PAUSD will remain in contact with surrounding school districts, Santa Clara County Public Health Department (SCCPHD), Santa Clara County Office of Education (SCCOE), and the California Department of Education (CDE) to evaluate conditions and best practices related to a physical return to school. Students are encouraged to participate in electives and supplemental material packets were created for any family to ensure students could participate in art, music and all other electives.

Features of Secondary Instruction:
- Synchronous live instruction daily
- Grades will be assigned
- All schools will begin instruction through distance learning
- PAUSD+ will serve historically challenged students and provide support and consistency
- Opportunities for students to regularly visit campuses for targeted small-group interactions when possible
- Extra-curricular activities available in socially distanced settings when possible
- Physical returns to school will be evaluated routinely

There might be opportunities for some cohorts to meet in some specific areas of the campus for pre-approved activities
Lab-based courses that require additional materials for teachers and students as in Career Technical Education to demonstrate acquired industry-level skills are provided with adequate materials to ensure equity and access, and virtual internships are supported through the Work

Experience Program.

Access to Devices and Connectivity

PAUSD implemented several programs for staff and students to ensure access to devices. All certificated staff are issued district laptops. All secondary students are eligible for chrome devices regardless of income. Low income families K-5 were previously provided access to the PAUSD i-connect program which issues laptops to students. When the pandemic arose, PAUSD ensured that all students could check out a device from their site to have access to distance learning. PAUSD issued an additional 2500 devices during the month of March. Family Engagement specialists reached out to families not part of the i-connect program to ensure they had access, and one device per student. Technology staff is available to families for updates, and support for connectivity issues, login problems, and hardware problems.

Device Access and Usage
PAUSD had already implemented a one-to-one device model so that all students would have access to a device. PAUSD will also provide WiFi hotspots for families without internet. Family Engagement Specialists reach out to families and can refer for additional wifi hotspots if families have multiple students. Special programs such as PAUSD+, detailed later in the plan, provide wifi access to students on campus.

Pupil Participation and Progress

Student participation will be monitored and tracked through a variety of tools. All teachers will take attendance through Infinite Campus, the student information system. Students must sign in through the single sign on portal, which can be tracked, in order to participate in their online courses. The Schoology platform offers analytics and will be reviewed by site administrators. Students who do not meet the 60% engagement threshold will be contacted by the teacher or SaFE Specialist. If disengagement continues the student will be contacted by the site administrator and a possible referral to the district social worker may be made.

Time value of student work is estimated by each teacher. Amount of work assigned will be adjusted in response to feedback from students and families.

PAUSD LOCAL ASSESSMENTS and PROGRESS MONITORING TOOLS

PAUSD gathers evidence of student progress through local assessments and progress monitoring tools to collectively shape instruction, support, and intervention. At the classroom level, teachers use the information to identify strengths, misconceptions, and gaps in knowledge to identify student support needs and lesson design. Site and district leaders monitor progress to identify the allocation of resources. It is critical to emphasize that these low-stakes tools are designed to elicit evidence so that teachers and students can monitor and adjust learning together.

Among the assessment and progress monitoring tools listed in the attached table (Table: PAUSD Assessments and Progress Monitoring Tools), diagnostic tools are administered early in the school year to identify learning status, the specific areas where instruction or intervention may be needed to improve student learning. Assessments administered at specified intervals (e.g. fall, winter, spring, or ongoing throughout the school year) measure learning gains, assess persistent gaps, and ensure consistent monitoring districtwide. Many of these tools have formative assessment qualities embedded within them. It is important to note that formative assessment is a process, not a thing. It is essential for supporting effective learning in both synchronous and hybrid learning environments because it helps teachers and students identify the gaps between where students are and where they need to be in order to determine next steps. This formative feedback process supports students as they reflect on their own next steps for continued learning.

Progress monitoring often takes place during the lesson and provides immediate, actionable information about students' learning status relative to the desired learning target. For example, Lexia and Dreambox embed both diagnostic and formative assessment process qualities within them, and teachers and students take action based on the results. In addition, teachers develop a variety of formative assessments for use at the classroom, grade, and/or course-specific levels.

The attached table (Table: PAUSD Assessments and Progress Monitoring Tools) includes local assessment and progress monitoring tools that are used district-wide. PAUSD will continue to evaluate assessment tools and make adjustments based on the feasibility. Support materials for teachers, including timelines and administration directions, have been (or are in the process of being) developed to guide the process for all staff. All tools may be administered during in-person or remote instruction unless specifically noted. Not listed in the table below are the optional assessments available to teachers (e.g. Smarter Balanced Interim Assessment Blocks (IABs), curriculum-based assessments, MARS performance tasks, etc.)

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.]

In the spring, 2020, PAUSD provided regular, on-going professional learning to address immediate needs and questions. Topics were determined by teacher questions and areas of need as identified through 1) IT support tickets; 2) principal input; 3) feedback and questions from professional learning sessions. Through the information gathering processes it became apparent that many teachers needed support with developing skills to utilize our district- adopted Educational Technology tools (i.e. Schoology, Google Drive, Zoom, Screencastify) effectively in a distance learning environment.

Beginning in June 2020, PAUSD rolled out a tiered approach to professional learning. In June, teachers were offered a menu of self-service opportunities to strengthen their skills in areas that were the largest area of focus in spring. Options included courses and resources for a comprehensive look at Schoology, building skills with the Google Suite for Education, and creating high-quality instructional videos. Additional topics, based on teacher expressed interest included courses and/or resources focused on social-emotional learning; learning differences and UDL; culturally responsive teaching and trauma-informed practices.

In June and July, a district team built two courses, Modern Pedagogy for All Modalities, one for elementary teachers and one for secondary teachers. Teachers were offered a stipend to complete the course during the summer, and approximately 95% of district teachers did so. The courses encompassed multiple aspects of high-quality teaching in a distance or hybrid format, including modules focused on equity, inclusion and anti-racist pedagogy; classroom community; teaching, learning, assessment and feedback; and educational technology (including Schoology, the Google Suite, and other district-adopted tools). A course design team, composed of teachers with extensive experience and training in utilizing educational technology, provided input and feedback into the course design to ensure it was meaningful and targeted to district teachers' needs. The design took into account the range of skills that the teacher brought to the course and provided various entry points and levels of choice for how to proceed through the course. Teachers were asked to provide feedback for each module, including a question about additional needed professional learning.

Feedback from the course informed the professional learning days attended by all district teachers in early August, 2020. For example, teaching via Zoom was one of the biggest themes in the survey, so teachers were provided differentiated choice break-out sessions to strengthen their skills in this area. Additional support with district tools such as Kami and Seesaw (both new for PAUSD in 2020-2021) and tracking student progress through the Schoology gradebook were incorporated based on feedback. Finally, teachers asked for time with colleagues to discuss learning from the course, so structured collaboration time was also included.

PAUSD has identified necessary educational technology resources in multiple ways. Teachers are able to submit an application asking for student data privacy agreements for specific educational technology tools, apps, and websites they would like to use to support student learning. This list can be used to identify potential tools that could be used effectively across the district. One example of this was the online calculator Desmos, an excellent tool to support secondary mathematics. Additionally, there were some tools that were used extensively by teachers prior to school closure in March 2020, which were found to be highly effective in online environments. Examples of this are EdPuzzle and Zoom.

Based on their spring experience, teachers expressed interest in and need for additional online curricular tools, such as access to the learning videos from Teachers College, and supplemental curricular resources such as Dreambox and Lexia. Teachers also identified the need for tools that allow for more interactive experiences with students. Kami and an upgraded license of Zoom, helped fulfill these needs. Discipline-specific training was also provided such as OnShape Training and Project Lead The Way for Career Technical Education teachers in order to improve distance learning experience for students.

For the 2020-2021 school year, feedback will be gathered at the end of each professional learning session, including a question to prompt for additional needs. Principals will conduct digital walk-throughs of Schoology courses and can provide information about observed needs. Drop-in support for tech needs will be provided weekly for teachers, and questions and themes will be tracked to identify additional areas of needed support. The Modern Pedagogy courses will remain open as a resource for teachers all year, and opportunities to dive more deeply into the content will be provided, based on feedback from the modules.

Staff Roles and Responsibilities

All PAUSD staff had to shift from in-person teaching to an online platform. Secondary teachers used the Schoology platform with Zoom for synchronous teaching, while elementary primarily used Zoom, Schoology (3-5) and Seesaw (PK-2). In the spring, teaching was a blend of asynchronous and synchronous teaching. However, for fall 2020 all sites have a set schedule and teachers with synchronous teaching. Much of the shift has focused on staff using the Zoom platform for teaching, meetings, and conferences. All staff has begun to rely more heavily on phone calls to engage students. The staff has learned how to assist students and families with technology support. Instructional aides, primarily language tutors, and special education aides have learned how to navigate breakout rooms through Zoom to provide additional support for students. Classified Staff (Bus drivers, Food Service, Custodians, Secretaries) have shifted responsibilities as well.

PAUSD met with both bargaining units to address the shift in responsibilities. The District and CSEA negotiations teams met on August 4, 2020, and continued conversation on August 6, 2020, to set forth agreed upon negotiated effects of District decisions regarding the reopening of schools for 2020-2021 in a COVID-19 environment. The parties reached a Tentative Agreement on August 6, 2020 and the MOU was approved on August 25, 2020. The agreement reached clarified that some roles and responsibilities would shift for employees who cannot perform their job from home. For example, bus drivers would assist with meal deliveries. These shifts would be discussed as needs arose from the pandemic.

District and PAEA negotiations teams met on August 5, 2020, to set forth agreed upon negotiated effects of District decisions regarding the establishment of 2020-2021 elementary and secondary schools instructional schedules in a COVID-19 environment. The MOU was approved on August 25, 2020. The parties have reached Tentative Agreements for 2020-2021 Secondary and Elementary Schools in a COVID-19 Environment.

Snapshot of the agreements include:
- All teachers will follow the "Distance Learning Schedule" and will take daily attendance within the first ten to twenty minutes of each instructional block.
- All teachers, including specials teachers, will provide daily synchronous instruction at the beginning of each instructional block.
- All elementary teachers will be available/present for the percentage of the school day they normally work (e.g. 100%, 80%) during an in-person model of instruction.
- Teachers shall not be required to be on campus while the District is in full distance teaching mode, but will be provided with facilities that are open and welcoming to them should they choose to access their classrooms and other district facilities in support of their work. Unit members in full distance teaching assignments are not required to deliver instruction from campus.

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.]

English Learners: All sites are assigned an English Learner (EL) teacher who provides supplemental instruction to students above the core curriculum. The EL teacher will monitor EL student participation throughout the distance learning model. EL teachers at the elementary level will attend breakout rooms after core curriculum in literacy lessons to provide greater understanding and support. They will also schedule Primary Language Tutors to work in breakout groups to assist with language development. Finally, EL teachers will also be providing designated EL lessons through direct instruction for EL students through the Zoom platform 2-3 times per week.

Special Education: All Special Education related service minutes in IEPs will be provided via remote learning. SAI and 1:1 minutes will be adjusted to be in alignment with the general education bell schedule. Specialized staff roles will be adjusted to meet student needs. Therapists continue to see students according to IEP minutes via telehealth sessions. Behaviorists continue to support students in a small group or individualized models via zoom and breakout sessions as defined in IEPs. They continue to provide support to whole classes at sites by participating in zoom classroom sessions. They provide consultation to staff and families to support this setting. Classified aides have been assigned to cohorts and individual students and provide support via zoom classroom sessions. Special education teachers provide supports via zoom sessions and pushing in with general education classroom sessions. SAI minutes are provided in alignment with the students IEP and current bell schedules.

Foster Care/McKinney Vento Students: The district supports foster care and McKinney Vento students with a district social worker. The social worker reaches out directly to families and guardians to provide support for registration, devices, communication and academic support. The social worker connects the students with district supports. During the pandemic the social worker has made home visits along with staff from the department of Academic Supports to ensure students connect with district resources and are referred to community partners.

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

Description	Total Funds	Contributing
Expansion of Zoom and Seesaw Program	$110,000	No
Chrome books for low income students 2800 units, $1,351,463/$2800 = $483 per device. So 483 * 1400 = 676,200	$676,200	Yes

Description	Total Funds	Contributing
Wifi Hotspots	$96,000	Yes
Materials Translation: Language Line Services (LL)	$50,000	Yes
Materials for at home electives	$25,000	Yes
Online Distance Learning Administrator	$150,000	No
Professional Learning Stipend for teachers for Online Learning	$635,610.04	No
English Language Learner Specialist for Distance Learning	$40,000	No

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.]

English and Mathematics
A detailed assessment plan is outlined at the end of the report. Teachers will use the data to create lesson delivery and work with grade level teams and site administrators to assess student progress and growth. Planning time has been embedded in the schedule to allow for review, discussion and implementation of the school site SPSA/WASC.

Vulnerable Groups: low-income, foster youth, McKinney Vento

The PAUSD+ Student Support Centers are an extension of the regular school program that directly addresses the needs of students determined to be at higher risk for poor learning outcomes and/or face unique challenges (homelessness, foster care, safety concerns). The primary goal of PAUSD+ is to provide a safe and quiet space for students to work and support an increase in student engagement in the learning process. Secondary students eligible to participate in PAUSD+ are in grades 6-12 and identified based on data from the 2019-2020 school year and the previous year's academic performance. An elementary (K-5) PAUSD+ program is still in development and its format will depend on the learning model in place.

The increase in on-task behaviors may also allow students time to complete assignments. PAUSD+ staff will also be positioned to identify any additional needs students may have, including basic needs such as food, safety, housing, and more intense learning supports. Foster Youth and McKinney Vento students will be monitored by the Student Supports Department with outreach by the district social worker. Students will be prioritized to be in PAUSD+ and other supplemental supports.

English Learners

English Learners will be monitored by English Learner Specialists and Coordinators at all sites. Staff will use the ELPAC to assess English learner proficiency. Students who are low-income will be monitored by site teams, for example, Instructional Study Team, Human Study Team.

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.]

There are several strategies PAUSD will use to address learning loss:

Low-income, foster youth, McKinney Vento Students:
PAUSD+ is an invitation program for economically disadvantaged, historically underrepresented, and credit-deficient students. The students will be invited to have in-person learning at campuses with access to wifi, academic support, meals and staff. Engagement and attendance will be monitored and the program will be adjusted to meet student needs.
Students who are not engaged will also be referred to online tutoring platforms, such as FEV.

English Learners:
EL students will continue to have targeted staff, EL specialists, provide designated support and monitor growth in all academic areas.

Special Education:
Elementary students with an IEP will be assigned a cohort-based on their general education classroom teacher (mild/moderate) or their case manager (Futures). Secondary students (mild/moderate) will be assigned to either an A or B cohort based on their case manager once school returns to hybrid/modified in-person instruction.

Special education staff will maintain service logs. Students will remain in these cohorts when our county comes off of the monitoring list so support for students will transition with as little disruption as practicable between learning modalities (full distance, hybrid, and full return). School psychologists and service providers have been reaching out to parents beginning the week of August 3rd to schedule in-person assessment sessions for those cases that are pending or were paused during school closure. Assessment includes initials and triennials.

Assessments and Progress Monitoring
PAUSD will measure student learning status using assessments and progress monitoring tools as detailed in the "Distance Learning Program: Pupil Participation and Progress" section of this plan. Prior to the start of the school year, teachers participated in the asynchronous professional learning course, Modern Pedagogy for All Modalities. One module focused on assessment and feedback and how to translate in-person formative assessment processes to both synchronous and asynchronous learning environments. The formative assessment process is used in all subject areas, including real-time monitoring of students' social-emotional well-being.

During the first several weeks of school, teachers prioritized a focus on building community and social-emotional learning to provide support for students as they re-enter school; identify students in need of additional support, and build a safe and inclusive classroom community. As teachers build safe and welcoming classroom communities and feel confident students are able to engage academically, teachers will begin to administer district diagnostic tools and screeners and district and teacher-created formative assessment processes (see the "Distance Learning Program: Pupil Participation and Progress" section of this plan).

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.]

PAUSD will measure the effectiveness of services or supports using assessments and progress monitoring tools including those detailed in the "Distance Learning Program: Pupil Participation and Progress" section of this plan.

In response to evidence and formative assessment, administrative teams will continue to utilize site IST/HST/COST teams to develop re-engagement plans for struggling students to monitor student progress and development.

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

Description	Total Funds	Contributing
PAUSD+ staff	$20,000	Yes
Dyslexia/Struggling Reader Team and Supports	$225,000	No

Description	Total Funds	Contributing
Online Headphones and Supplies for Targeted Students	$20,000	Yes
FEV Tutoring	$100,000	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.]

PAUSD staff will take essential actions to keep staff and students physically and emotionally safe and healthy. Our schools shall embrace individuality, strengths, and challenges with support, understanding, and encouragement to succeed. School sites will continue to provide for the social, emotional, and physical health needs of students and cultivate positive, identity safe school environments that promote high levels of connection, engagement, and overall well-being throughout the school community.

Counseling and Social-Emotional Learning
- Prioritize a focus on social-emotional learning in the fall to provide support for students as they re-enter school; identify students in need of additional support and build a safe and inclusive classroom community.
- Provide lessons that discuss the impact of not being physically close, being able to read emotions or social cues with faces covered, and how to share thoughts and feelings for others to understand what is needed
- Establish counseling support plans for crisis related to infectious disease stress
- Conduct simple screeners and interview questionnaires to provide targeted outreach and counseling
- Offer individual counseling, group counseling, and group education support to overcome anxiety and fear and various stresses
- When the problem behavior is intensified due to the stress of infectious diseases added to the existing psychological difficulties, provide counseling team support
- Continue to offer counseling and therapeutic support over telehealth methods

PAUSD supports the mental health and social and emotional well-being of staff. The district offers the Employment Assistance Program for all staff during the pandemic.

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.]

PAUSD has a comprehensive engagement and outreach plan for students. Sites are monitoring outreach efforts through monitoring logs. The first outreach comes from the teacher, counselor (at the secondary level) or family engagement specialist contacting families through emails and calls to discuss the situation with the family to ensure shared understanding and identify any needed support. The initial call or email would help to determine if attendance and engagement are connected to access and connectivity or other obstacles that the district could help resolve. If the student continues to not be engaged or attend distance learning, the student would move up to the second tier of support. That support would rely on the information gathered from the initial outreach. The second tier could encompass wellness staff, special education staff, English learner specialist or administrators reaching out to families for a conference or meeting. At this time the student would be discussed in site teams that address disengagement or non-attendance. The site team would create an individualized plan for the student. The third tier of support would lead to a referral to the Student Attendance Review Board.

All outreach activities include translation services.

Language Line Services (LL)
Given that schools will be closed for in-person learning for an indeterminate amount of time, it is imperative that language access be delivered to any student and family who needs it. Currently, the district meets the legal requirements for translation services. However, the COVID-19 pandemic and rapidly changing conditions and guidelines have increased the need to provide on-demand interpretation and translation support that is quickly accessible to staff and families.

The district will use Language Line Services to provide phone interpretation services to facilitate communication with Limited English Speaking families and community members. Language Line provides interpretation for incoming calls, outgoing calls, or during an in-person meeting through a speakerphone. Via the LanguageLine app, teachers, students, and community members can access video interpretation in 40 languages and audio-only interpretation in more than 240 languages – all within seconds at the touch of a button. LL will allow PAUSD to move beyond compliance and afford teachers the opportunity to connect with students and families on demand when they need it most and affords parents and the community the opportunity to communicate in their preferred language.

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.]

PAUSD distributes lunches daily Monday through Friday at 5 different school sites with both pickup and delivery options. The 5 sites selected are the middle and high schools to offer opportunities for pickup in the broadest area possible to increase accessibility. All staff wear PPE and practice social distancing. Families are only allowed to drive through the line and must remain in their car, while a food service worker places the meals in the trunk of the car. For families receiving meal delivery service, drivers arrange to drop the meals at the front door and ring the bell to notify of delivery. Parents were informed via the Food Services department, individual outreach, and website postings. Over 700 meals are served daily.

When In-Person Offerings begin PAUSD will provide food service with the following guidelines:
- Staff must wear protective gear-masks, gloves, single-use aprons (or cloth aprons washed daily).
- Promote fresh, healthy meals that are individually boxed, using pre-portioned and pre-wrapped produce.
- Use disposable clamshells, and wrap cold items in plastic and hot food in foil.
- Reorganize work stations for proper physical distancing during meal preparation and meal service.
- Adjust employee shifts to minimize the number of staff in the kitchen.
- Limit physical interaction during meal preparation and meal service (e.g., serve meals in classrooms, increase meal service access points, stagger cafeteria use).
- Suspend the use of shared tables and self-service buffets for food and condiments.
- Install physical barriers, such as sneeze guards and partitions, at point of sale, and other areas where maintaining a physical distance of six feet is difficult.
- With an approved National School Lunch Program waiver, offer meal delivery for students quarantined or in a home-based cohort.
- Clean and remove trash in classrooms when providing meal service..
- Require students to sanitize hands upon entry and exit.
- Students will throw all food and utensils in the trash after eating
- Sharing food is not permitted.
- Deliver meals to classrooms or serve meals outdoors, when possible.
- Sanitize the pin pad/keypad between uses, or have the lunch server enter the code for students.
- Physical distancing through increased spacing, small groups, and limited mixing between groups.
- Stagger meal times to allow for cleaning between meal services and to serve students in smaller groups.
- Provide at least six feet of physical distancing between groups or tables by increasing table spacing, removing tables, marking tables as closed, or providing a physical barrier between tables.
- Provide physical guides, such as tape on floors or sidewalks and signage on walls, to ensure that students remain at least six feet apart in lines and/or while waiting for seating.

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

Section	Description	Total Funds	Contributing
Distance Learning Program (Supports for Pupils with Unique Needs)	The Department of Innovation and Agility-Curriculum & Career Education (CCE) created the Online Elementary Creativity Cart program. The mission of the program is to nurture student creativity and resiliency while connecting them to today's real-world complexities. As with many things this school year, the Creativity Cart program looks a little different during distance learning. Using Agile Methodologies, the Department of Innovation and Agility and Academic Support Services are collaborating with Nutrition Services and Transportation. This program will provide socio-economically disadvantaged elementary students with supplemental enrichment opportunities twice a month to enhance the distance learning experience. Creativity Cart materials come with a guiding instruction sheet. Each set of materials is stocked with recycled materials to be used in activities that foster creative thinking. Activities provided promote the cultivation of skills with respect to design, investigation, and problem-solving. Kits will be dropped off with meal delivery, or families picking up meals will have a kit attached.	$10,000	Yes
Mental Health and Social and Emotional Well-Being	Secondary Mental Health Third Party Contracts	$691,000	No
School Nutrition	Home Meal Delivery Service: Food and Transportation	$325,000	No

Section	Description	Total Funds	Contributing
Distance Learning Program (Staff Roles and Responsibilities)	Agile Mindset in Education Professional Development Pilot One of the needs identified as a result of Covid-19 is adaptability to respond to evolving information. This self-paced professional development training provided by the Innovation & Agility Department using our district wide LMS (Schoology) will give staff skills to develop agile mindset in education.	$5,000	Yes
Distance Learning Program	Lexia (Reading Program)	$318,359.00	No
Distance Learning Program	DreamBox (Mathematics Program)	$71,910.00	No
Pupil Engagement and Outreach	Language Line (translation)	$50,000	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Right at School Options	$100,000	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
3.25%	$2,910,543 is the target

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.]

PAUSD ensured that the needs of English learners and low-income families were taken into consideration when designing the schedules and full distance learning program. Stakeholder feedback also informed how PAUSD increased or improved services for Socio-economically Disadvantaged, English Learners, McKinney-Vento and Foster youth students for the 2020-21 school year.

Distance Learning Access and Technology
Actions related to increased technology access to contribute to the increased and improved service requirement because it was evident that students from low income families struggled to access instruction in Distance learning. PAUSD has provided chrome books and headphones to all SED families and other families that requested due to a need. In many instances devices alone were not sufficient to provide access. PAUSD delivered WIFI hotspots to SED and McKInney-Vento families to ensure students could log in to their distance learning classroom and continue daily interaction with their teacher and classmates. PAUSD believes this will help mitigate learning loss.

PAUSD Plus (PAUSD+)
The program referenced earlier in the plan is an effort to increase services for SED, ELL, McKinney-Vento and Foster Youth students. When inviting small cohorts of students to participate in the PAUSD program all these students were prioritized.

Tutoring and Supplemental Supports
FEV tutoring is an online tutoring program that students can access from home. The program targets 3rd-8th grade and had success in the summer with SED, ELL, McKinney-Vento and Foster Youth students. The program was expanded for the 20-21 school year to ensure that SED, ELL, McKinney-Vento and Foster Youth students would have access to tutoring in reading and mathematics. The referrals to the programs are generated through counselors and the Equity and Student Affairs Office to ensure that students have access to the high quality instruction with practice and supplemental support at home.

PAUSD also partnered with Dream Catchers, a non-profit that tutors low-income middle school students. Dream Catchers works collaboratively with the district to provide targeted support in reading and mathematics. The organization secures a release of information from parents to be able to access online homework assignments and projects and then provides online tutoring with the student and parent to support student success.

School Electives Access
Access to PAUSD's rich elective program is one of the reasons many families attend the school district. During the March-June closure many SED students did not participate in these electives. To ensure that all students participate in the rich elective curriculum, home delivery and school distribution days for materials not all students have readily available were coordinated by the elective teachers and secondary sites.

Student and Family Engagement Program
Actions to increase services for SED, ELL, McKinney-Vento and Foster Youth students the SaFE program begin outreach services before school. The SaFE program which normally targets historically underserved populations and SED families, expanded their caseloads to include English Language Learner, McKinney-Vento and Foster Youth students. The SaFE specialists collaborated with multiple departments to create a safety net for communication, home delivery, and referral services for all targeted students.

English Learner Supports
The English learner staff met before school started to ensure continuity of ELL services. As many elementary famiies chose Distance Learning for the entire year, PAUSD assigned an additional English Learner Specialist to provide ELL services for the students in Full Year Distance Learning to ensure continuity of instruction and be a single resource for ELL families. The district also purchased Language Line, a translation company, to help teachers and staff communicate with parents in real time. The company will provide a variety of languages within 15 minutes to be able to translate meetings, phone calls and other types of communication, ensuring that famiies have access to all information from the district and site.

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

PAUSD demographics are based on 2019-20
Student Population: 11745
English Learners 1099 (9%)
Low Income 938 (8%)
PAUSD provides access to schooling to English learners, foster youth, and low-income students through a variety of direct and embedded services. Actions included in the Learning Continuity and Attendance Plan increase and improve services principally for English learners and low-income students, but in many cases are available to any student in PAUSD that presents needs for the service. Services in this plan include access to ChromeBooks and WiFi hotspots for low-income families. English learners gain greater access with the addition of Language Line. Both groups are a focus for the PAUSD+ small group in-person instruction during distance learning. Deambox and Lexia, a math and English language arts program were used in 2019-20 for low income and English learners but was expanded to all students as greater needs arose with many students.

Services not included in this plan, but that have been ongoing to service English learners and low-income students include:

Student and Family Engagement Specialist Program: This program outreaches to all English learners and low-income families to support with translation, school documents and provide workshops on how to engage and access district resources.

English Learner Specialist Staff: All sites have a dedicated certificated teacher that monitors, supports, and provides supplemental support to English learners on sites, and coordinates the English Learner Advisory Committee. The committee provides feedback to the site council and sends a site representative to the District English Learner Advisory Committee.

Foster Youth and McKinney Vento Students: The Student Services Support Department employs a district social worker to work directly with families to assess needs, provide referrals, and support access to tutoring, transportation, and other district supports.

The district is also exploring Right at School childcare options for elementary students.

Table: PAUSD Assessment and Progress Monitoring Tools

	Fall	Winter	Spring
ELA / Literacy	Gr 1-3 Shaywitz Dyslexia Screener (in-person) Gr 1-3 FAR Dyslexia Diagnostic (per SST) Gr 1-5: Teachers College Running Record (remote) Gr TK-5: Teachers College Informational Writing 9-12: UPar (reading and writing accommodation needs)	Gr TK-5: Teachers College Running Record (remote) or Fountas & Pinnell BAS (in-person) Gr 6-8, 10: ELA Common Assessment	Gr TK-5: Teachers College Running Record (remote) or Fountas & Pinnell BAS (in-person) Gr TK-5: Teachers College Informational Writing Gr 9-12: UPar (progress monitoring).
	Gr K-8 (and HS when need identified): Lexia (ongoing) TK-12: teacher developed formative assessment processes (ongoing, often in real-time)		
Math	Gr K-1: Bridges Baseline Gr 6-8: Mathematics Diagnostic Testing Project (MDTP) Preparedness Assessments	Gr 2-5: NWEA MAP-Growth Gr 6-8: Mathematics Diagnostic Testing Project (MDTP) Preparedness Assessments	Gr K-1: Bridges End-of-Year Gr 2-5: MAP-Growth Gr 6-8: Mathematics Diagnostic Testing Project (MDTP) Preparedness Assessments
	Gr K-8: Dreambox (ongoing) TK-12: Teacher developed formative assessment processes (ongoing, often in real-time)		
ELD	Gr TK-5: Teachers College Informational Writing scored with ELD rubric Gr 6-12: ELD formative assessment (reading and writing)	Gr TK-5: Teachers College Informational Writing scored with ELD rubric Gr 6-12: ELD formative assessment (reading and writing)	Gr TK-5: Teachers College Informational Writing scored with ELD rubric Gr 6-12: ELD formative assessment (reading and writing)
	Gr K-8 and HS: Lexia (ongoing ELD progress monitoring) TK-12: Teacher developed ELD formative assessment processes (ongoing, often in real-time)		