

Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

For now, PUSD/ Harmony Magnet Academy is only allowed to offer distance learning for all TK-12 grade students due to Governor Newsom announcement on July 17th, 2020, that all public and private schools in California counties on the state's monitoring list for rising coronavirus infections would be required to close for in-class instruction and meet strict criteria in order to reopen. Porterville schools / Harmony Magnet Academy will be able to provide in-person instruction only when Tulare County has been removed from California's county monitoring list and be off the monitoring list for 14 consecutive days.

PUSD will continue to assist with internet connectivity, mental health services, food & clothing needs, improve school/teacher/parent communication, teacher preparedness for distance learning synchronous and asynchronous instruction, and continue to work with parents on accessing Aeries Parent portal and Parent Square. Along with providing electronic devices to all students, parents can contact Harmony Magnet Academy or the district office for assistance with internet service. PUSD internet connectivity plan is to set up six WiFi towers throughout the town of Porterville to ensure that students have access to the internet. Parents will receive phone calls from Harmony Magnet Academy and will be informed of the distance learning instructional schedule, when to pick up devices, and Zoom meeting expectations. Harmony Magnet Academy will also immediately address any other parent or student's needs. PUSD will use "Parent Square" a district-wide communication platform to assist with parent communication. Other means of communication for the 2020-2021 school year: emails, home visits, in-person meetings, mail letters home, phone calls, or Zoom meetings.

PUSD continues to provide distance learning training for teachers and district coaches will support teachers with instructional platforms. PUSD has planned English Learner Professional Development for all grade level spans to provide strategies and resources for synchronous and asynchronous EL instruction. PUSD Special Education Department has also planned a Universal Designs for Learning and Social Emotional Learning professional development for teachers to support our students with disabilities and all students with mental health needs. PUSD Comp Ed department will also reach out to our Homeless, Foster Youth, Native American, and Migrant families to address family needs or concerns. Additionally, PUSD Student Nutrition Staff will continue to provide meals throughout the week for families and students from 7:00-8:30 a.m. The California Department of Education (CDE) Guidelines for daily instructional minutes for the 2020-21 school year

mandates the minimum school day shall be 180 instructional minutes in kindergarten; 230 instructional minutes in grades 1 to 3, inclusive; and 240 instructional minutes in grades 4-12, inclusive. PUSD has added additional instructional time to the daily schedule to address the Learning Loss that has occurred due to the COVID-19 pandemic. This schedule expands and enhances opportunities for staff to conduct diagnostic assessments of student learning needs and use the information to provide learning supports including targeted interventions and social-emotional services. With the State required instructional minutes for synchronous and asynchronous instruction, teachers will provide parents support in establishing routines at homes to make sure their child connects daily to attend their live synchronous instruction time.

All school sites/ Harmony Magnet Academy and teachers will work with families to make sure they know how to connect to Zoom meetings and provide a list of classroom work and activities to be turned in on a weekly basis. Parents will need to understand that students will now receive grades based on student progress towards mastery of standards and content. In K-6, an effort grade shall be separated out for each subject. Students shall receive a grade that shows how they are progressing academically. Parents will receive student progress reports at least every other week. Aeries parent portal will also be updated weekly for parents to check on their student's progress. PUSD/ Harmony Magnet Academy will plan on how to accelerate learning for our vulnerable students to address the "Learning Loss". Mental Health resources and services will be available based on school and staff referrals. Teachers will have office hours to connect with students and support their social emotional needs. Attendance will be taken daily. Daily and weekly contacts will be made to keep students engaged. If a student misses 3 days (60%) of distance learning instruction for the week the school will meet with the parent/guardian and must create an Attendance plan. All school sites will have Tier 1 and Tier 2 supports to make sure students are attending their Zoom meetings and turning in class assignments. The impact that COVID-19 pandemic has had on the community is that many people are unemployed. PUSD Family Service Workers are receiving referrals on more families requesting food, assistance with housing/renting funds, assistance with motel vouchers, transportation needs, and medical appointments. Many working families are in need of childcare and some farm working families are having to take their children out to the fields with them. Also parent support at home is critical with distance learning and the lack of knowledge on how to support their child with academic tasks, plus language barriers has impacted students' learning. PUSD is also assisting with families on accessing internet connectivity and limiting communication barriers.

Stakeholder Engagement

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

For PUSD stakeholder engagement, PUSD continued their LCAP parent and community meetings for 2020-2021 planning including the dependent charter schools. On Feb. 5th, Feb. 19th, and March 4th, 2020 we had in-person meetings. Due to COVID-19, the last two meetings were via Zoom on April 8th and April 22nd, 2020. All parents were contacted and invited and an invitation was posted on PUSD social media. Various surveys were created and sent out to all admin, teachers, and parents to receive feedback. DAC and DELAC

committees reviewed and approved the LCAP parents focus goals for PUSD 2020-2021 school year. On July 27th, 2020 during the "Reopening Schools" presentation all participants had an opportunity to prioritize the focus goals for distance learning and when allowed for in-person instruction. Harmony Magnet Academy held virtual SSC and ELAC meetings on May 21, 2020. These meetings discussed student and parent survey results on issues related to distance learning and COVID-19 restrictions. The HMA Parent Foundation also met June 22, 2020 to brain storm on opportunities to support HMA school curriculum. The Foundation has provided a writing coach for 11th & 12th grade students preparing for college application. HMA has scheduled a "Back to School Night" for September 14, 2020 where Title I funding will be discussed as well as parent/student connectivity to HMA. The Parent Institute for a Quality education will begin classes on September 9, 2020. Parent Square messages have been sent out promoting the PIQE program. The HMA Academy of Performing Arts Advisory Board meets on September 1st, 2020 to discuss options for teachers and students promoting Performing Arts at Harmony

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

Public meetings held July 27th, August 26th, and August 31st, 2020 via Zoom meeting. Public hearing was held on Sept. 10th, 2020. Surveys were posted on PUSD website for all to have access to provide feedback. HMA virtual SSC and ELAC meetings on May 5, 2020, HMA Parent Foundation met June 22, 2020, "Back to School Night" September 14, 2020, The Parent Institute for a Quality education will begin classes on September 9, 2020, The HMA Academy of Performing Arts Advisory Board meets on September 1st, 2020

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

PUSD stakeholder groups included administrators, staff, teachers, directors of programs, parents, students, and community members. All parents were sent the information via Parent Square and through social media to attend the meetings. In the meetings the focus goals for distance learning and in person instruction were agreed upon and collected via survey. Stakeholders would like to see more interventions and academic support for students falling behind. They would like for schools to continue providing attendance and behavior incentives to keep students engaged. In the survey results stakeholders valued the importance to continue providing teachers professional development training for distance learning instruction. Stakeholders would also like to see more counselors and social workers available to assist with students' mental health needs. Also mentioned, was to provide more electives and opportunities for students in middle school and high schools to improve student engagement. In our last meeting stakeholders asked for more flexibility on students having to attend live Zoom meetings and be considerate of families' situations where the parent can not assist with their child logging in and when older siblings are taking care of their younger siblings while their parents go to work. Stakeholders also stated the high need for more counselors, school psychologists, and Family Social Workers being available to assist families and students with mental health needs and address other needs. Stakeholders also commented on the importance of teachers staying in contact with students, building relationships, addressing students' social emotional needs, and making sure that all students have academic support when falling behind. Stakeholders also commented to spell out all the acronyms so parents can easily understand. In the last sections they wanted more clarity on how the unduplicated students especially Foster Youth were being supported. Parents commented that they would like parent workshops to learn how to use the different

learning platforms and most importantly parents would like immediate notification when their child is not engaged or not showing up for Zoom class meetings.

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

In the planning and development of the Learning Continuity and Attendance Plan we made sure that we addressed all stakeholders safety and health issues. In the distance learning and in-person instruction sections we made sure we provided the intervention and academic support plan for the “Learning loss” or students and the support system for students who fall behind in their coursework. PUSD also addressed in the plan how students' social emotional needs and counseling will be provided. Also in the plan, is how the district/school site will be communicating with parents on student progress and how teachers will be working closely with parents to make sure students stay engaged. From the stakeholder feedback class schedules were carefully designed to make sure there were no overlapping classes, so students can attend all their required classes. Stakeholder feedback guided many aspects of the plan and all was taken into consideration along with the Reopening Schools District Guidance plan. The acronyms were spelled out as requested and more clarity on the services for our English Learners, Foster Youth, and Low income students.

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.]

Once the district/ Harmony Magnet Academy is able to return to in-person learning, the district will continue many of the systems started during distance learning. While students will be engaging in grade level learning from the first day of school, the district has been intentional to build in regular intervention time to address the learning loss of students. Elementary will have 90 minutes per day for intervention. Middle school and high school will devote every Wednesday to student intervention. Once PUSD/ HMA is able to bring students on to campus, we will start with our struggling learners in small groups to provide them as much small group time with the classroom teacher as possible. Throughout the year, teachers will continue to receive training from both internal sources and our local county office on best practices on intervention, meaningful instruction, and how to review student data. Students will take regular internal formative assessments. Teachers will

use that data to provide targeted instruction based on student needs. This data will be tracked at both HMA and the district level. See the links below for how PUSD will ensure the the safety of students and staff consistent with public health guidance:

PUSD Reopening Schools Guidelines (Health:
<https://bit.ly/2XUY54K> English
<https://bit.ly/2DSbWS3> Spanish

Staff Safety Training
<https://bit.ly/31MHSiW>

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

Description	Total Funds	Contributing
Teaching training through the county office of education to ensure best teaching practices are maintained during distance learning. These strategies will continue to be implemented during in-person learning.	26,347	No
Differentiated assistance for administrative teams to work towards district wide data literacy and data based decision making. Working on district systems to ensure students are receiving necessary intervention at every educational level.	6,435	Yes
Wednesday PD and PLC time for teachers to grow their practice, review student data, and plan instruction based on student needs	0	No
Reading teachers to support struggling readers in grades k-6	0	No

Description	Total Funds	Contributing
District Coaches to support teachers and students with best learning practices through distance learning and in person learning.	0	No
MYon, a digital library, available to every student to make sure they have reading materials in hand. MYon is a Renaissance product and will give students selected text at their reading level. MYon, a digital library, available to every student to make sure they have reading materials in hand.	15,000	No
ELD training for teacher to assist with synchronous and asynchronous distance learning instruction.	15,808	No
PPE Equipment Cost for safety that follows the Health guidelines.	12,173	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.]

During distance learning, teachers and students will have scheduled meetings and daily instruction in which to work with and provide instruction and feedback to students. PUSD and Harmony has developed a schedule that exposes students to both grade level learning and provides time for regular interventions to address students' individual learning needs. PUSD will continue with grade level pacing. Within that pacing, teachers will focus on the essentials students need to learn in their grade level. The district will provide training on how to maintain

best learning practices like close reading, academic discourse, evidence based writing, and targeted reading instruction through remote learning. The district is also focusing on specific platforms for the ease of students and families. The district will continue to engage in the PLC process to look at formative assessment data and plan instruction based on student need. Teachers will continue to use the district adopted curriculum to engage students. Training from district coaches will be provided to help teachers present the district adopted curriculum to students in engaging and meaningful ways. Student progress will be tracked through district progress monitoring and formative assessment. Diagnostic assessments will be administered as needed to determine where students need help. Students will receive targeted instruction to students based on data during regular times within their weekly and daily schedule. HMA will continue to provide CTE experiences for all students. Virtual performances for the performing arts academy and engineering software provided to students based on student's engineering class assisting in project development. Engineering students will continue to learn software critical to the engineering design process. All HMA students have a Naviance account, which is a college and career curriculum. This will assist seniors in navigating the process of college application, scholarship and financial aid in their regular English and CTE classrooms. Pathway students will also benefit from a virtual experience focusing on Freshman- support and engagement, Sophomore- 21st century employment skills conference, Junior- mock interviews and virtual Senior internships opportunities through Nepris and other platforms designed to connect business partners and students.

PUSD Reopening Schools Distance Learning Guidelines:
<https://bit.ly/2XUY54K> English
<https://bit.ly/2DSbWS3> Spanish

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.]

All students will have a device checked out to them from their home school site. The district has spent a considerable amount of the 2020 summer setting up internet towers to ensure all PUSD families have access to the internet. Families are given hotspots as needed.

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.]

Teachers will take daily and period based attendance. Teachers will also have the ability to denote whether students are engaged or disengaged in their learning. For disengaged students, sites will start a process of reaching out to students and their families to reconnect students with school. If the lack of connectivity is due to technology related issues, the district has a team of techs to help families to ensure students have access. For synchronous instruction, the district will be using Zoom. We have the capability with Zoom to run attendance

reports that track how long students stayed in the Zoom session. Our SIS Aeries system will be used to track attendance and student engagement, report student progress, grades will be recorded, and include the number of contacts the school site has made with families.

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.]

Teachers will have a number of professional development opportunities throughout the year. The district has internal instructional coaches who provided teachers with training around technology and the district adopted learning platforms. Coaches are also available for one-on-one and small group support of teachers around technology related issues as well as instructional topics. Before students returned to school, teachers also received explicit professional development around teaching English language learners through distance learning as well as socio-emotional learning for all students. The district administrative team will continue to work with the county office of education in differentiated assistance. District goals though this support continues to be system thinking, data literacy, and data based decision making. Targeted groups of teachers are also working with the county office of education to build internal systems, such as pacing guides, assessment plans, and curriculum guides, and data literacy. The district is also working with outside agencies such as GOA Online Learning to support teachers with remote instruction and the Central Valley Mathematics Project to support teachers with remote instruction around mathematics.

Links:

[PUSD Remote Professional Learning](#)

[Teacher Resource Hyerpdoc](#)

[Tech FAQs](#)

Staff Roles and Responsibilities

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

Teachers will start the year by working through distance learning. As teachers will start the year on campus, certain classified staff is being retasked to take staff temperature, provide additional clearing, support teachers with student supervision while in a Zoom session, and making contact with families to ensure students are engaged in learning. Teachers will be working through distance learning platforms such as Zoom and Google Classroom. Teachers are spending time planning for synchronous and asynchronous instruction. Teachers will also provide grade level instruction with intervention throughout the week. All classified staff funded through Title 1 funds will continue to offer student direct instruction services and complete their duties as best as they can as their in-person daily duty schedule.

Supports for Pupils with Unique Needs

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

PUSD and Harmony will provide additional support 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 by offering most fragile students with disabilities 5 days of service (SDC and AcCEL programs). Offering 3rd day of in-person instruction to RSP and other students with disabilities to target intervention and support. After school instructional hours support on a schedule to assist students with exceptional needs including Saturday school instructional support as needed. EL learners will be provided their designated instructional time and integrated ELD will be embedded in all core classes. Across all grade levels teachers will receive EL PD for synchronous and asynchronous instruction and resources to ELPAC task types. For foster and homeless youth schools will prioritize their needs, make personal contacts and make sure teachers connect with them 3 times a week. Also PUSD Family Services Workers will be contacting and addressing family and student needs. PUSD teachers will provide academic support during their office hours and send out referrals to school psychologists to address students' mental and health needs. To assist students with unique needs parents and students will be offered in person orientation for distance learning where special education teachers will introduce the district's platforms to ensure parents and students understanding. Special education teachers will also discuss with parents the proposed Distance Learning Plan tailored to the unique needs of the student. The Distance learning plan may include a combination of digital and paper materials to support learning. Student progress towards ELA and Math will be measured every 6 weeks by the STAR Assessment. Other district assessments will also be used to measure student academic progress.

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

Description	Total Funds	Contributing
English Learners Professional Development (Duplicated for In-Person)	15,808	No
Family Services Workers to support all families needs especially Homeless and Foster Youth.	18,552	Yes
Distance Learning devices needed for all teachers,staff, and students for Zoom meetings: Webcams and more Computers	31,250	No

Description	Total Funds	Contributing
Additional minutes added to the day to support Learning Loss Personnel Salaries. PUSD is providing more instructional minutes than what is required by California Department of Education to support students' academic needs.	117,617	No
Ellevation platform program to monitor English Learners progress, parent notification letters, and reclassification data entry.	600	No
Push Play PE Program used during distance learning to support students with Physical education.	500	No
Installation of Internet Towers and the purchase of hotspot devices for student internet connectivity access for distance learning.	18,750	No
Personnel salaries and programs for Mental Health Services.	29,200	Yes
District Distance Learning Professional Development Staff training.	8,750	No
Universal Designs for Learning training for differentiated instruction	1,250	No

Description	Total Funds	Contributing

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.]

PUSD/ Harmoy Magnet Academy will use CDE approved STAR assessments for all TK-12th grade students to measure learning progress across the district in ELA and Math. The STAR assessment will be given a minimum of 3 times a year, but can be used every 6 weeks to monitor students progress in after school services or as needed. Other assessments include IABs, curriculum assessments, benchmarks, exit tickets, and other district informal assessments. PUSD has added additional instructional time to the daily schedule to address the Learning Loss that has occurred due to the COVID-19 pandemic. This schedule expands and enhances opportunities for staff to conduct diagnostic assessments of student learning needs and use the information to provide learning supports including targeted interventions and social-emotional services.

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.]

Diagnostic and formative assessments will be used with regularity to guide teacher instruction. PUSD/ HMA has purposefully built in regular Intervention time into the teacher and student schedule to provide students with time for targeted, assessment based interventions. After school hours expansion programs will also be available to support student academic needs to fill in the gaps.

PUSD Assessment Plans Links: (K-6, 7-8, 9-12)

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.]

Student growth will be monitored through various formative assessments and progress monitoring. Student engagement will be monitored through attendance reports. Students' data is tracked at both a micro and macro level. Administration will monitor overall student progress while teachers will have the ability to analyze student learning trends and needs. These trends will give teachers the ability to provide interventions to students on a regular basis. Students demonstrating learning loss will be invited to attend targeted interventions in the area of need.

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

Description	Total Funds	Contributing
School materials and supplies needed to keep contact with families and students	42,725	No
Technology Upgrade and infrastructure	12,860	No
Additional daily instructional time to address the "Learning Loss" of students Additional Staff support paid	274,439	No
Additional time paid to staff for SEL counseling needs & Social worker home visits.	14,310	No

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.]

PUSD and Harmony will monitor mental health and social and emotional well-being of pupils using a universal Social Emotional Learning (SEL) screener. The results of the screener will be shared with school psychologists and school counselors to identify students in need of support and allocate appropriate resources. School psychologists and school counselors will provide individual and group support through counseling and/or skill building. Students may also access social emotional or mental health support directly through the PUSD School Psychologist Helpline. The helpline is accessible to all PUSD students and manned by a team of school psychologists and a licensed therapist. Any student in need of mental health support has immediate access via the School Psychologist Helpline. PUSD will provide teachers and staff professional development addressing and increasing capacity in Social Emotional Learning. The SEL workshops will equip teachers and staff in self monitoring and accessing available supports. Professional development will be provided in Mental Health First Aide to help in identifying students struggling with mental health or social emotional distress. PUSD will provide professional development in Trauma Informed Practices (TIPS) including the impact of COVID-19 on students and families. PUSD will contract with other agencies to increase the number of mental health support staff to assist both students and staff during distance learning. PUSD will provide staff access to mental health resources through the Employee Assistance Program (EAP) available through the district website. PUSD's available social emotional learning and mental health resources will be messaged via the district website, email and social media to help students and staff access mental health resources. Porterville parents and community members will be offered opportunities to participate in training in social emotional learning, suicide prevention and mental health first aide. Students will have access to social emotional learning curriculum and resources in grades K-12 to help them cope during the COVID-19 pandemic. Elementary schools will utilize the Second Step social emotional learning (SEL) curriculum including online resources targeting the impact of COVID-19. Middle schools and high schools will have access to Edgenuity's Purpose Prep online social emotional learning curriculum to learn to manage their emotions and build resilience.

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.]

PUSD and Harmony will use "Parent Square" a district-wide communication platform to assist with parent communication. Other means of communication for the 2020-2021 school year: emails, home visits, in-person meetings, mail letters home, phone calls, or Zoom meetings.

To re-engage students and families school sites will be making the initial contact and teachers will be welcoming students and families back to school via Zoom meetings and Zoom phone calls. Students will be provided with the devices and materials needed and teachers will follow through to make sure students and parents know how to use the instructional platforms and the ways that they can communicate with the school site and teachers. PUSD and Harmony will be using the Student Information System Aeries to track attendance and will be making daily contacts and immediately create a plan for those students missing 60% of their distance learning instruction. PUSD Family Service Workers will additionally assist with Foster, Homeless, EL, and Low income students needs and will provide community resources for families. School site staff and Family Service Workers will also do home visits to make sure students and families are located and reengaged. School information and calls will be sent in English and Spanish to make sure all families are reached and understand the information. PUSD and Harmony will provide Arabic or other language support as needed for families in our district that will need to be given the information in their language. Students needing support with social emotional needs will be referred to school psychologists and a plan will be put in place. PUSD and Harmony will provide parent workshops via Zoom to address their needs and to train parents how to become partners in ensuring academic success for their child during distance learning. At the request from the parent surveys, school sites will continue their Attendance and Behavior Incentives for students. Harmony will share their Attendance and Behavior Incentives with students and parents.

PUSD SARB Distance Learning Tiered Re-Engagement Strategies

Tiered Re-Engagement Strategies:

Student engagement is essential to student success in a traditional in-person school setting, as well as during Distance Learning. The following tiered re-engagement strategies have been developed to help teachers and related service providers reach out to families, case managers and/or school/program administration to ensure multiple opportunities are provided to reinforce positive and productive engagement, as well as re-engage students in their learning should there be a series of absences and/or disengagement. (Click on Link)

<https://bit.ly/3jLm2DY>

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.]

Student Nutrition Services (SNS) will provide meals for all students of Porterville Unified. SNS will have pre packaged meals available for distribution to all students that will participate in distance learning, meals will be distributed in weekly bundles. For those students that are participating in in-person instruction SNS will serve meals in designated locations. SNS will be applying for all waivers to ensure that students

who are unable to consume meals on site are eligible to take meals home. SNS will also apply for waivers that will allow parents to continue to pick up meals for their students. The district's meals schedule is flexible and will change as needed to make sure all families have an opportunity to pick up meals.

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

Section	Description	Total Funds	Contributing
N/A	N/A	N/A	

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
19.06%	836,237

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.]

For fiscal year 2019-2020, Harmony Magnet Academy must allocate a targeted amount of \$836,237 million (supplemental and concentration funds) for continued improved and increased service and supports that are principally directed at English learners (EL), foster youth (FY), low income (LI)pupils and will benefit all students.

The district's unduplicated student percentage is over 85%, and our student groups with the most persistent achievement gaps and greatest need of support comprise even higher percentages of EL, FY and LI students. Given that English learners, foster youth, and low income students are represented in all of our schools, there is a need to provide systemic, coordinated, and targeted supports and services across the district for these focus students and student groups. The majority of these funds will continue to be spent on personnel that support student achievement, parent engagement, school environment, and college and career pathways.

Even through distance learning PUSD and Harmony will continue to provide enriched and enhanced learning opportunities for students of ELs, FY, LI, homeless, Native American, and students with disabilities at all grade levels, before, during, after, and Saturday School, including summer intervention. PUSD and Harmony will maintain funding for personnel to meet the needs of all students Counselors, Psychologists, Nurses and behavioral intervention specialists. Support for early learners through targeted professional development, and creation of seamless instructional pathways from Pre K– grade 3, along with YES program after school services in the early grades and upper grades. All academic support interventions are targeted and the teachers use data to analyze the students needs in reading , writing, math, or other subjects. The academic support interventions materials, instruction, and programs are research based. Teachers who are willing to provide academic support interventions must attend an annual meeting to review the expectations, procedures, student progress monitoring, and student outcomes, before they can start their academic support interventions. For Foster Youth and Homeless students we work with multiple community agencies to support the students with academic needs, transportation, mental health, and address the Resource Parents needs. Our Family Service Workers address all families needs and provide information as needed.

The California Dashboard displays the districts performance level (color) for each student group on all state indicators which are: Chronic Absenteeism, Suspension Rate, Graduation Rate, College and Career Readiness, English Language Arts, and Mathematics. The district is focused on student groups that fall in the (RED) category indicating that they are performing “Very Low” in ELA, Math, College and Career Readiness, Graduation rate or have “Very High” rates in Suspension and Chronic Absenteeism rates. Based on the Dashboard results for Fall of 2019 our Foster Youth student group performance level was “Very Low” in ELA and Math and “Very High” in Suspension and Chronic Absenteeism rate. Our Native American student group performance level was “Very Low” in Math and “Very High” in Suspension and Chronic Absenteeism rate. Our students with disabilities group performance level was “Very Low” in College and Career Readiness and “Very High” in Suspension rate. The district is working with the Tulare County Office of Education to support PUSD in providing a plan to improve our student groups performance levels.

This year's professional learning will focus on these key areas: distance learning synchronous and asynchronous instruction, supporting math curriculum K-8th, Teaching Learning Cycle for writing, and English Learner coaching support from Kate Kinsella Associates. PUSD will continue to consult with the English Learner Group to support six (6) schools sites. Administrators and teaching staff will receive training on

English Language Learner needs and research based instruction. Site Administration, district instructional coaches and teachers have used our Wednesday Meetings, Minimum Days and In-house staff development to increase use of data analysis, and instructional data support to monitor and inform instruction. PUSD believes that investing in our teachers professional development supports student achievement.

PUSD and Harmony will maintain an active role in engaging parents and students within the school site and community. PUSD and Harmony will communicate via Parent Square, parent newsletters, website, social media, handbooks, zoom meetings, and informational nights to educate students and parents regarding the importance of college and career readiness and attendance. Provide school-based and centralized training, support, and resources for students, parents, and families of ELs, FY, LI, homeless and students with disabilities.

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

The additional supplemental and concentration funds identified in the District's Learning Continuity and Attendance Plan provide an opportunity to fully integrate and improve services for unduplicated pupils Foster Youth, English Learners, and Low Income students by augmenting personnel and academic supports to improve their learning environment and drive academic outcomes. These investments are aimed at expanding programs, providing counselors at middle school and nurses, increasing electives, increasing attendance and reducing suspension and expulsions, supporting increased school autonomy, and providing intervention and support programs to youth on their path to graduation.

- *Increase data analysis, reporting, and instructional data support to monitor and inform instruction before, during, after and Saturday extended days programs.
- *Increase and support Linked Learning in elementary and middle school.
- *Instructional support through Learning Directors.
- *Communicate through parent newsletters, website, social media handbooks, and informational nights to educate students and parents regarding the importance of college and career readiness and attendance.
- *All students will have access to high level coursework with the support from counselors, nurses, coordinated services and professional learning.
- *Expand college and career awareness to middle schools.
- *Provide school-based and centralized training, support, and resources for student, parents, and families of ELs, FY, LI, and students with disabilities.
- *Allocations to each school, proportionate to their unduplicated student counts to provide targeted services including intervention, classroom support, and professional development.
- *District Distance Learning Professional Development Staff training. Universal Designs for Learning training for differentiated instruction.
- *CTE elective class offerings
- *Facilities maintenance and improvement
- *Safety & Health Guidelines improvements
- *Leadership teams

- *Expanding after school opportunities.
- *Technology and Internet access upgrades for student connectivity
- *Additional time paid to staff for SEL counseling needs & Social worker home visits as needed.
- *Family Services Workers to support all families needs especially homeless and Foster Youth.
- *Personnel salaries and programs for Mental Health Services.

The improved services will also be provided to focus students to promote equity and excellence for all students, in all schools in the Porterville Unified School District. PUSD and Harmony services continue to be targeted to low-income, English learner, homeless and foster youth pupils. PUSD and Harmony aims to fulfill the commitment of providing essential resources for the purpose of closing the achievement gaps that currently exist for these pupils. It is done through a strategic plan aimed at ensuring all of our students are college and career ready, graduating at a higher rate, provided access to high quality curriculum and instruction, attending school every day and supported by effective employees in safe school environments. The district-wide focus goals include stakeholder feedback that drives PUSD's roadmap for targeting resources and improving outcomes through more accountability.

Allocations to each school, proportionate to their unduplicated student counts to provide targeted services including intervention, classroom support, and professional development. Increased allocation of a certificated staff member to schools with higher EL, FY, LI populations. The decision to use the funds in this manner is based on the input from multiple stakeholder groups consisting of employee, parent, community and student groups. These funded programs are supported by a number of evidence-based practices that ensure staff is properly serving the targeted youth and aimed at achieving improved academic outcomes. PUSD has identified a number of actions and resource allocations intended to support an integrated and coordinated academic support program for unduplicated pupils in the district. Many of the direct services are intended to improve the school climate and student engagement of unduplicated pupils. Furthermore, these direct services are enhanced by many of the school-wide resources school-sites will receive to target unduplicated pupils. Through the integration of both district-wide and school-wide use of supplemental and concentration funds, PUSD offers a cohesive delivery of services to our Foster Youth, English Learner, and Low income students.