California Department of Education, July 2020

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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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Introduction

This plan is the result of collaboration of our local stakeholders and multiple small, rural school districts with similar interests and needs. It is a state-required one-year plan in emergency response to the COVID 19 pandemic. It is an emergency plan to continue to provide high quality, rigorous and standards-based instruction to our students while we comply with state emergency orders for the safety of our students, staff, and families.

As one of the rural, single-school Pre-K through 8 districts in Tulare County, Palo Verde Union School District enjoys some level of independence and appreciates the many benefits of being small and close to our students and families. We enjoy tremendous support, are required to do the same things as every other district in the State and have challenges unique to being small and sometimes isolated from resources. One of those challenges is lack of specialized staff to respond to State and federal requirements. We rely on consultation from partners, independent consultants, the Tulare County Office of Education, and, most of all, each other to develop solutions. As we have responded to the COVID 19 state emergency, we have depended on each other more than ever before to quickly and collaboratively develop solutions for our students, families, and staff. The new state-required **Learning Continuity and Attendance Plan** presented here is a result of this collaboration.

The LCP is due September 30, 2020, and is the result of work we have been doing since the state emergency was declared in March and our schools had to shut down for community safety. The Governor signed the state budget including this new required plan on June 30. Two weeks later, on July 17, he ordered Tulare County schools to open online-only due to the pandemic. As a result, many districts had to change their plans for re-opening their schools literally overnight. Receiving the template and instructions two weeks later on August 1, 2020, we found ourselves in need of each other again and came together to develop the plan. Continuing to serve our students and further their education has been and remains our mission.

Palo Verde Union School District thanks our local stakeholders (parents, families, teachers, staff, and students) for their advice and collaboration on this plan to re-open our school. We also acknowledge the assistance provided by our community public health agencies, the Tulare County Office of Education, California Department of Education, and the California Collaborative for Excellence in Education. In this emergency, all of our stakeholders and partners have worked together with the same goal in mind: to get our students back to the joy of learning together on campus in our classrooms and playing fields.

This one-year Learning Continuity and Attendance Plan (LCP) is therefore guided by stakeholder input and what we have learned about best practices from these sources:

a. [Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools](#) (California Department of Education);

b. **Distance Learning**, Guidance and resources for teachers and families in K–12 schools regarding high quality distance learning (California Department of Education) https://www.cde.ca.gov/ci/cr/dl/ ;

c. **Continuity of Learning, Distance & Hybrid Learning Playbooks** to Support California LEAs (California Collaborative for Educational Excellence https://k12playbook.ccee-ca.org/ ;

d. The Tulare County Office of Education advisors and consultants;

e. Independent consulting firms;

f. and Tulare County Superintendents, especially the Small School District collaborative.

This LCP has four goals:

1. To provide a framework for how Palo Verde Union Elementary School District will continue to deliver high-quality educational opportunities to students when the school site is physically-closed and on-site instruction has been suspended by the COVID 19 state emergency;
2. To provide a framework for how Palo Verde Union Elementary School District will transition to a hybrid model of onsite and distance learning when state and local conditions allow;
3. To describe the steps Palo School Union Elementary School District will take to ensure that these opportunities are available to all students to the greatest extent possible, including economically disadvantaged students, students with disabilities, foster youth, and English learners.

4. To establish best practices of the schooling process in the distance learning mode and hybrid mode to continue to help our students achieve the social, emotional, and coping skills they need to achieve their school and career goals.

General Information

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

Palo Verde Union Elementary School District is a single-school district located in the heart of Tulare County just southwest of the city of Tulare. The District encompasses approximately 20 square miles, including a rural tract of homes and a sizeable mobile home park, with the bulk of the District area made up of agricultural land (dairies, row crops, various fruit and nut trees).

Our student population, hovering at approximately 600 or more, is comprised of Hispanic or Latino children (89.4%), White (not Hispanic) children (8.9%) and the remaining students of American Indian and Asian ethnicity. Socioeconomically, Palo Verde UESD has 92.1% of its families classified as socioeconomically disadvantaged. Additionally, 42.3% of our students are English learners. Given our students' backgrounds, Palo Verde UESD is committed to not just providing the best in education to our students but seeks also to provide enrichment opportunities that may not normally be available to our kids.

The onset of COVID-19 and the uniquely challenging situation it presented to rural school districts in California has required Palo Verde Union Elementary School District to significantly alter our primary methods of instructional delivery and interaction with our stakeholders. Notably, our

experiences in the spring of 2020 highlighted the technology deficiencies we faced in providing sound distance learning for all or our kids; many of our families do not possess tablets and/or computers, nor do they have access to stable Internet service. With the distance learning model being mandated due to the number of active cases and hospitalizations in Tulare County, Palo Verde's energies have turned to obtaining necessary Internet access for our students along with provision of Chromebooks for all who need them.

Conjointly, as noted previously, this is a new circumstance for all our instructional staff, both certificated and classified, as well as for our two administrators. Palo Verde UESD has communicated and interacted with our students, parents, staff members and our community to help determine the best ways of providing equal access to our curricula for all our students. With the aforementioned short timeline to adopt and implement a purely distance learning program, it's been "all hands on deck", focusing on the myriad tasks to be accomplished prior to the opening of school, which has been delayed to provide ample time for said implementation and procurement of necessary safety and health supplies. With that, Palo Verde Union Elementary School District's budget has been revised to make sure expenditures are targeted to these new sets of needs.

Finally, as with most communities in our state, our families are going to experience challenges providing requisite child care as many households are noted as either single-parent or both-parents-working households.

Stakeholder Engagement

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

Various ongoing efforts continue in endeavoring to solicit feedback from our stakeholders during this emergency. These efforts include surveys (in digital and hard copy formats) to parents, students, teachers and support staff. Direct contact and follow-up telephone calls and messaging are used to reach the largest number of stakeholders. Additionally, Board meetings wherein educational and distance learning plans are being discussed have been done using the Zoom platform for interaction coupled with use of appropriate social distancing measures. Parent Advisory, English Learner Parents Advisory, and Board meeting LCP hearing and adoption meetings were held in August and September with opportunity to review drafts of the LCP and make written comments and feedback using remote accessibility.

Through the surveys, online meetings and individual contacts via phone and messaging, the following questions have been asked:

a. When can school re-open for onsite instruction and activities, and under what conditions?
b. While objectively evaluating the effectiveness of strategies deployed during the spring shutdown period, what worked and what must be changed/improved as we move into the online fall semester?
c. How can we maintain our "community of practice" to support each other during the distance learning phase of re-opening?
d. How can we effectively meet the needs of our economically-disadvantaged students, students with disabilities, foster youth, and English learners in a distance learning mode?
e. What steps can we take to help families assist their children at home during the distance learning phase?

Palo Verde USD continues to seek increased remote participation in Board meetings, public hearings, advisory group meetings, parent meetings and staff sessions by using the Zoom digital platform, up-to-date information and links on the District's website and phone contacts. Additionally, Palo Verde provides information and seeks input through the use of traditional mailings and email. Said information and interactions disseminated as described above include meeting agendas and handouts on our website prior to the meeting, affording stakeholders the ability to call in or email comments and suggestions . As noted, the District utilizes the Zoom platform for some meetings of advisory groups, staff and teachers.

The District mails home materials and handouts for parents, with response forms included that can be returned to the District via mail or by dropping off or emailing. Telephone calls and messaging are used extensively, and a public information line at the District office is available during regular District business hours and staffed by a knowledgeable English/Spanish speaker.

As part of the unique processes during limited contact precipitated by COVID-19, the district also conducted in-person surveys with parents during pick-up or drop-off days at Palo Verde. Staff members had family members stay in the vehicles and maintained social distancing during the interview process. Parents were afforded a chance to give input in their native language without the need for electronics. For the most part, survey responses focused upon concerns about students falling behind, thoughts that "packet work" may not have been effective for many, and the expectation that the distance learning beginning in the fall will be much improved over any distance learning that took place in the spring.

All materials and notices are available in English and Spanish, with a bilingual English/Spanish-speaking facilitator present at all meetings.

a.   When can school re-open for onsite instruction and activities and under what conditions?

For all stakeholders, the main concerns (as noted in surveys and various Zoom meetings) have been the re-opening of schools (coupled with resumption of on-site instruction and activities) and the ability to maintain secure and safe conditions for all after such reopening. Palo Verde administrators continue to communicate guidance and regulations from the Tulare County Department of Public Health, Tulare County Office of Education, the California Department of Education and the California Governor's Office. These communications are provided in both English and Spanish as Palo Verde seeks to keep its stakeholders up to date. Opening up for onsite instruction will take place only when it can be done safely and in line with direction from the aforementioned agencies; student, staff and family safety are of course the priority.

b.   While objectively evaluating the effectiveness of strategies deployed during the spring shutdown period, what worked and what must be changed/improved as we move into the online fall semester?

Teachers –   individual student needs;
　　　　　　　lost learning (how do you know students lost learning, objectively?)
　　　　　　　distance learning needs, skills, training, hardware;
　　　　　　　need direction and practice in applying new strategies of instruction (digital);
　　　　　　　new curricula implemented prior to COVID19 has led to the need for training for the digital aspect of curriculum
　　　　　　　　　delivery;
　　　　　　　training needed in methods of assessing in a digital instruction world;
Staff --　　 classified instructional staff expressed the desire to be trained on how to effectively implement digital

instruction and assist students through distance learning;

technology staff indicated through surveys and anecdotal contacts the need for flexible hours (with provision to be able to provide service after hours and on weekends);

technology staff indicated the need for more staffing;

Parents – need for understanding of digitally-provided instruction;

concerns about the efficacy of distance learning instructional strategies;

need for understanding of "technology" used to deliver digital instruction;

some noted preference for hard copy (packet) format for instruction;

assistance in knowing how to determine if their children are understanding what is presented (assessment);

parents indicated a need for flexibility on the part of school staff (teachers, instructional staff, technology support staff) because in many cases parents work during the nominal school day and find they have needs during times and days wherein they are home;

there is an expressed need to provide support for EL students and students who have IEP's and/or 504 plans;

social/emotional aspects of school in the context of distance learning were noted as being at the heart of concerns for parents, knowing that kids need contact with one another in some form;

flexibility of schedules (e.g., office hours, instructional time via online platforms such as Zoom) is a concern because of numbers of children in a household and/or work schedules of parents (vis-à-vis availability to assist children with instruction);

Students - need for social interaction, even via distance learning was expressed almost universally from students;

students expressed the need to have opportunities to ask questions of teachers/instructional staff in a contemporaneous fashion;

expressed concerns about availability of hardware and Internet connectivity, especially in households with multiple siblings in school (either at Palo Verde or high school) where the need for hardware and access is at a higher level of demand during a school day;

concerns from students about availability of instructional staff and teachers to assist during the instructional day as well as in the evening and on weekends

c. how do we maintain our community of practice to support each other during the distance learning phase of re-opening

Prior to the shutdown, we had worked to create a collaborative community of practice for staff, teachers, administration and support providers, especially regarding strategies and assistance for our high-need students (English Learners, students struggling in language arts and mathematics, high poverty students, and Special Education students). In this community of practice, we are able to use our growing expertise to help each other and build our capacity to help our students. Administration and many teachers provided valuable feedback as to how we might work to continue these practices under emergency orders for online learning.

d. how do we meet the needs of our economically disadvantaged students, students with disabilities, foster youth, and English learners in a distance learning mode

Teachers had many concerns about how to provide individualized instruction for our many high need students. Prior to the spring shutdown, teachers had invested much professional development time and classroom practice in designated and integrated instruction in English Language Development and were at varied levels of proficiency and confidence in supporting their English Learners. Many of the strategies deployed are based in grouping and individualized teacher support as well as with learning stations in the classroom. Replicating these best practice strategies and implementing new strategies is going to be critical for English Learners in distance learning. There has been what can only be described as an explosion of resources to help with our high need students, but scheduling professional development for these will be a challenge for teachers and administration.

e. what can we do to help families help their children at home during the distance learning phase

Parent involvement and training has always been a challenge. Our parents at Palo Verde School are very supportive of our teachers and staff and are very concerned for their children's schooling and achievement. They are also working parents who expect the school to provide an academic education while they provide the home support. Taking on the role of "teacher" at home is going to be very difficult for them. During the spring, we heard multiple concerns from parents regarding how to help their children at home. Our research and survey results indicate that this is an area of great need, but fewer resources are available. Teachers also expressed concerns about equipping parents with appropriate materials and training as well as communicating to parents the need to be flexible in expectations. For example, classroom teachers are accustomed to establishing their own rules for behavior in their classrooms. They establish expectations for assignments, habits in the classroom, attitudes, and study habits. What does that look like when the "classroom" is the child's kitchen table? Schools have established dress codes, behaviors codes and consequences, bell schedules, snack and lunch breaks, and other structures and expectations for how classes work and how students should behave. Announcements come at a certain time each morning, attendance is taken in definite ways…all of which are understood by all staff and students and all of which help to organize the spirit and social fabric of the school. What happens when we do not have those structures? The child's home has become the "school", or at least a critical part of it and parents also have expectations for their home. Palo Verde Union staff noticed these disparities and disconnects during the spring shutdown as we tried to coordinate our regular school "schedule" with the parents' schedules.

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

a. When can school re-open for onsite instruction and activities and under what conditions?

This answer to this question is not one that can be answered at this time. Concerns about it permeate the LCP, however, as we look to transition into a hybrid model and eventual full onsite instruction when conditions and state rules allow. Palo Verde will provide, and in fact will go beyond, recommended safety measures in terms of protective gear/equipment for staff and students, social distancing, and deep cleaning of our facility. Plans include continued communication of conditions and state and local rules and regulations with increased frequency. It should also be noted that plans allow for flexibility and adaptation to change.

b. Palo Verde will evaluate the effectiveness of strategies deployed during the spring shutdown period to determine what worked and what must be changed/improved as we move into the fall semester.

Based upon responses from stakeholders, Palo Verde USD has significant work to do to ensure efficacy of the distance learning protocol to take place in the 2020-2021 academic year. Such input from stakeholders has had marked influence in the selection of strategies to be deployed, materials to be purchased, hardware, applications, assessments, and feedback mechanisms selected for the distance learning program. We believe this input will be of assistance as teachers develop and deploy strategies to accelerate students who fell behind during the spring shutdown.

c. How does Palo Verde maintain our "community of practice" to support each other during the distance learning phase of re-opening?

Palo Verde Union School will continue holding regular "community of practice" meetings (via Zoom and Google Classroom), integrated into the school schedule. In this community of practice, we will be able to use our growing expertise to help each other and continue to build capacity to help students during these unique times. These sessions will be moderated by the teachers and be held both schoolwide and by grade level based on student needs. Teachers will use this time to examine student work, share successes and best practices, and help each other adjust to the new and developing norms of a distance learning school. Of special emphasis will be the planning and provision of support for our high-need students (English Learners, students struggling in language arts and mathematics, students whose families are at or below the poverty level, and Special Education students). Conjointly, administrators will be part of meetings and will provide feedback and input.

d. How will Palo Verde meet the needs of our economically disadvantaged students, students with disabilities, foster youth, and English learners in a distance learning mode?

Meeting the needs of all our students is indeed a priority as teachers build lesson plans and implement the online curriculum. Pertinent professional development has been conducted and will be ongoing throughout the year. Partnerships are in development with providers and contracts for services to help support Palo Verde's efforts will be finalized as the school year begins. Schedules of current staff (counselor/therapists; contracted school nurses, library/media, etc.) will be finalized as students return to school and individualized student needs are identified and plans are completed. Every effort is being made to accommodate these students' needs in scheduling, staffing, curriculum content and strategies, assessment and monitoring of progress.

e. What can Palo Verde do to assist families in helping their children at home during the distance learning phase?

Thus far, Palo Verde USD has included plans to assure that every student has the technology tools they need at home (including reliable Internet service) to access and succeed in the distance learning program. We have made certain that every student will have the textbooks and supplemental materials (including print and online) she/he will need in order to access and succeed in the program. We have increased and scheduled technical support for teachers, students and parents. Our parents, through surveys and anecdotal contacts, have shown support for the distance learning program. Schedules are still under development but will be flexible so as to accommodate parent and teacher needs to the greatest extent possible. The attendance accounting system is still in process, but will include flexibility so that students and parents may complete synchronous and asynchronous assignments in a way that is responsive to student and parent concerns. Additionally, in following guidance from CDE, attendance accountability processes are already in place to monitor and help correct any problems noted with on-line attendance and assignment completion. Palo Verde School is using state-approved "weekly engagement records" to track student attendance and instructional assignments in accordance with state law. Teachers continue to participate in training for this important documentation and work collaboratively to develop synchronous and asynchronous assignments.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

When classroom-based instruction is permitted by local and state regulations, Palo Verde USD will implement at minimum a hybrid program to allow for social distancing and maximum safety precautions. Related to such a hybrid program (part on-site and part distance learning), Palo Verde is in the process of building a schedule that will have half of our students on campus two days per week, online with distance education two days per week, and online with culminating assignments and individualized academic and social-emotional learning support on the fifth day of instruction. We will be guided by recommendations in the California Consortium for Educational Excellence Playbooks for both the hybrid program and the distance learning program. We are currently planning to have the program operational starting in December, 2020, depending on when the district gets approval to bring students back to campus. Concern for safety of students, staff, families and the community in the COVID-19 pandemic is the reason schools were closed. In continuing concern for safety when schools are allowed to re-open for onsite instruction, the district will continue to work with cognizant agencies such as the Public Health Department, the California Department of Education, and Tulare County Office of Education to develop policies and protocols consistent with public health guidance. These include, at a minimum, considerations for campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles.

We are exploring recently revised (August, 2020) state guidelines that will allow small groups of students on campus for special instructional and support offerings. This new provision of the state mandates might allow us, for example, to have small groups of students on campus in intensive tutoring and extended learning to remediate learning loss.

Students who have experienced learning loss due to the school closures are being identified by teachers using assessments, methodologies and protocols developed by teachers. STAR and Renaissance assessments, combined with classroom-based formative assessments, will be used to identify gaps in skills and knowledge. We will track indicators like attendance and quarter grades throughout the year and identify students who are slipping and need extra academic or social-emotional assistance.

The Playbook addresses essential areas, providing samples, practical advice, and tools used in other districts on how to make each stage successful and productive for students. Considerations of equity underlie all considerations and suggestions in the CCEE playbooks.

1. Setting goals and Defining Success
   Example of how we will implement: To the extent possible, we will offer families a choice about when (or if) their students come on campus (which days, aligning days with siblings, etc.). We will aim for a personal touch point (individual contact) with every family ahead of the new term.
2. Creating Schedules
   Example of how we will implement: We will implement a modified two-day rotation with half of the students on campus two days per week, doing distance learning two days per week, and scheduled for culminating and/or acceleration assignments on the fifth day. The fifth day will also be used to

provide small group intensive support on campus for students identified as having learning gaps as a result of the spring shutdown and/or other identified needs.

3. Communicating Plans

    Example of how we will implement: To be nimbler in responding to changing circumstances, we will pre-write letters that we can use in case of a sudden school closure, a local outbreak, or a return to campus. Additionally, Palo Verde will utilize the District's "all call"notification system to get word out via telephone and text message. These strategies already have been very helpful as we have responded to sudden changes over the past two months, from March, 2020, through the present.

4. Assessment (How we will measure school and student success and identify areas of improvement)

    Example of how we will implement: We have adopted and will use our online curriculum/assessment tool, EDGENUITY, to assist us in identifying students in need of intervention/remediation. Additionally, we will continue using STAR Reading and Track My Progress as means to determine students' progress toward standards. Teachers are being trained on using curriculum-embedded assessment to better align instruction and results.

5. Trauma-Informed Social Emotional Learning (SEL) (How will we best support students' social-emotional well being?)

    Example of how we will implement: Palo Verde USD will provide families with information on services available at school and from outside agencies. We will develop a clear referral or support plan to use on-site and external contracted providers to respond to student needs. Additionally, Palo Verde will provide all staff with training in trauma-informed teaching with said training to be implemented and facilitated by Beth Wilshire, Foster Youth Services Coordinator/Homeless Liaison. The school social worker will also be on site one day per week and will help provide families and staff with support and training. Said training will include means of identifying students who may have need and the processes by which referrals can be made in a timely fashion.

6. Capacity Building (How we will support teachers and staff)

    Example of how we will implement: Through surveys, observation and discussion, we will identify needs and provide training for staff to address gaps in skills, instructional strategies and knowledge of sound curriculum and assessment. In addition, we will identify strengths and utilize our professional communities to increase capacity of our teachers through utilization of feedback loops and inquiry. Administrators on site will help facilitate such trainings and activities, and will be integral to ensuring timely implementation of improvement strategies.

7. English Learners and other students identified as high need (high poverty, foster youth, special needs)

    Example of how we will implement: We will create strategic schedules with English Learners in mind to make certain that students get as much language practice as possible while on campus. In addition, we will provide designated ELD instruction/support in small homogeneous groups sat least twice per week.. Palo Verde USD will work with all stakeholders and appropriate agencies to support our foster youths, including assisting these students with academic tasks, making sure students have access to counseling as needed, and interacting regularly with the foster families and their advocates. For most of Palo Verde's population, the work with students whose families are noted to be at or below the poverty level will continue, with the added component of ensuring distance learning is obtainable and stable (e.g., provision of "hot spots", laptops/Chromebooks, etc.).

8. Special Education (How we will effectively serve students identified as Special Education students)

    Example of how we will implement: Palo Verde USD will ensure all teachers and parents are clear on what the goals are in the IEP and how they will support the student in meeting those goals; interactive sessions with Special Education staff and parents will help guarantee continuing review and assessment of the progress of students on IEP's. As part of the assistance notes, teachers and Special Education staff members provide clear and accessible resources and strategies to enable progress goals to be me. Progress toward IEP goals will be monitored in an ongoing fashion, and adjustments to instructional strategies and curriculum will be made as necessary.

9. Support Programs (How we will leverage existing and potential ancillary programs to support our families)

    Example of how we will implement: Palo Verde USD will partner with the Tulare County Office of Education and other pertinent agencies to make sure mental health referrals and programs supplying food for food insecure families are tapped into and made available to our community. We will

bring services onto our campus as much as possible and offer remote and community-located services as needed. For the 2020-2021 academic year, Palo Verde will have a social worker on campus one day per week and a social worker intern on campus two days per week. Social workers will be used to support the mental health of both parents and children.

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

Description A description of what the action is; may include a description of how the action contributes to increasing or improving services]	Total Funds	Contributing
Purchase, maintain, repair hardware and supplies to assist with delivering lessons including Smartboards, Document Camera, Smartboard Stand, iPads – Devices will help teachers integrate websites and other electronic platforms into lessons. Smartboards are large displays and will help teachers deliver interactive lessons.	$ 47,675	No
Purchase, maintain and repair internet infrastructure including replacing internet switches to increase reliability of internet access on campus. Current switches do not provide adequate power and cause devices to lose internet connectivity.	$17,200	No
Purchase, maintain, and repair computer peripherals including Chromebook Carts - Carts will provide charging stations for computers when students are at school	$ 13,500	No
Family Support Items including food for homeless or food insecure students. Supply basic school supplies to students - Items will help facilitate students' return to school	$10,000	No
Parent Training, Support Materials, Equipment and Trainer - Training will help parents learn how to use technology, support student learning, and improve their capacity.	$25,000	No
Teacher and Staff Training and Collaboration - Training and collaboration, both in person and virtual, on how to implement learning programs, overcome learning loss, provide for a safe environment, and meet additional requirements as needed.	$30,000	No
Risk management planning and monitoring, insurance, policy development for onsite and at home learning.	$5,000	No
Additional desks, tables, shade structures,signage etc. necessary for social distancing.	$5,000	No
Additional staffing as needed for site monitoring (such as monitoring restroom access and playground access) when onsite instruction resumes.	$10,000	No
Additional staffing, training, and supplies for staff performing deep cleaning.	$10,000	No
Personal protective equipment and supplies for staff and students.	$100,000	No
Purchase equipment to promote safety of students and staff.	$50,000	No

Distance Learning Program

Continuity of Instruction

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

Palo Verde's online program will be a combination of teacher-developed lessons and the use of the online platform Edgenuity. The program is designed to offer all core subject matters for grades TK-12. It also includes an intervention plan for students who are struggling to meet local control and state standards. EDGENUITY was designed to meet individual student learning needs. The program has various features including: notation of student login time; notation of activity time and idle time; progress monitoring; pre- and post-assessments; standardized skills and targets aligned with the California standards; benchmarks assessments; language translation; video lessons; curriculum planning; instructional lesson plans; "chat box" features; math tools; and grade level lessons for individual learning plans. These are but some of the tools and resources available to the teacher, student and parents.

Supplemental instructional materials will be provided to support student learning as needed. Through intense teacher training, the teacher will be able to assign student work in math, reading, writing, social studies, science and P.E. These programs will continue to provide a well rounded education for each student as if the student was attending on-site classes. The teacher will be able to communicate directly with each student. The teacher will provide whole class time, small group instruction and individualized learning time. EDGENUITY will also support student learning recognizing student growth and advancement. Utilizing progress monitoring, the teacher can allow students to move onto the next level or course independently. This will serve to free the teacher to focus more time with students who may be struggling, with second language learners, and with Special Education students. Additionally, this instructional design allows for support of all independent learners as necessary.

As part of the planning process, teachers and administration analyzed the yearly course sequence in mathematics, English/Language Arts, and English Language Development, as well as other core subjects in order to develop a plan to cover the content and standards necessary to complete the planned course either online or in-person so as to assure seamless transition for students as delivery methods change over the course of the year to assure continuity of learning. Teachers base the lessons they create on lessons delivered in the traditional onsite delivery system to assure rigorous, standards-based curriculum content and practices continue through this emergency delivery system, making adaptations as necessary to adjust to the distance learning platform. Students will have copies of all textbooks and supplemental materials at home, as well as access to the online resources embedded in the school's adopted textbooks and supplemental programs.

Additionally, the District has followed the advice of the Policy Analysis for California Education (PACE) to assist in establishing our framework for distance learning and blended learning.
Prioritize interaction and collaboration in synchronous learning opportunities. Pre Recorded lectures, videos, and readings will be assigned for students to engage with asynchronously (on their own time) so that synchronous ("face-to-face") class time can be reserved for active learning and interactive class engagement. The focus—particularly at the outset of distance learning—will be on developing a sense of class community and norms of engagement.

Conduct regular formative assessments and provide prompt feedback to students and families. Students need regular feedback to support their learning and to recognize and encourage engagement, particularly when in-person interaction is limited. In addition to measuring attendance in distance learning, educators will assess student learning frequently and through diverse approaches. Timely and regular feedback will be provided not only to students but also to families.

Provide regular, individualized contact for each student. Isolation and exposure to stressors related to COVID-19 have increased student social- emotional needs. Students will receive ongoing and reliable contact from school staff about their learning and also their general well-being. These staff members will note areas of concern and connect students to necessary supports.

Focus on accelerating learning of grade-level content. The content that should have been covered in spring 2020 cannot be assumed to have been delivered, received, or retained. As every year, teachers will develop familiarity with their students' prior year content so that they can provide necessary scaffolding as they pursue instruction of grade-level standards.

District support for distance learning

Conduct an after-action review and needs assessment. District and school staff have reflected on what we learned and could improve on from our distance learning efforts in spring 2020 (specifically through face-to-face staff meetings with social distancing as well as through online survey results). This included taking stock of needs and assets for distance learning in the upcoming year, for example, teacher professional development, technology, and systems for coordinating various student supports.

Set instructional priorities and help develop viable curricula. Due to the logistical constraints of distance and blended instruction, it will be challenging for teachers to cover the entirety of grade-level standards in addition to content from the prior year's curriculum. The emphasis for Palo Verde will be what is necessary to ameliorate any learning loss as well as on prioritization of standards. Additionally, the District has provided model lessons and curricula that can be used in distance learning to support teachers as they adapt to this model.

Support educator well-being and professional learning. The transition to distance learning has been a personal and professional challenge for most teachers. Educators could benefit from support on best instructional practices, curriculum development, and student engagement in the distance and blended contexts. Palo Verde USD administrative and curriculum/instruction staff continue to interact with instructional staff to determine need and respond to needs, protecting time for collaboration, putting protocols in place for connecting students to additional support, and providing high-quality professional development (as noted in our list of professional development activities found on pages 14-15).

Assess student well-being and develop systems to respond to greater student needs. Effective District decision-making about how to address student social-emotional and learning needs will depend on access to relevant, timely, and accurate information. As noted previously in this document, Palo Verde USD has added training and staff time to help identify and address social-emotional needs of students hand-in-hand with students' learning needs. Protocols will continue to be refined to get this information and to respond to such student needs.

Access to Devices and Connectivity

Currently, 60% of Palo Verde USD's families report having internet and some kind of device able to be connected to the Internet. Of the families with devices, many of them reported that they were sharing the device in the family. The California Department of Education supplied 130 Chromebooks, and the District purchased an additional 60 touchscreen Chromebooks to make sure that all students were able to have their own devices. The District also purchased 40 additional touchscreen Chromebooks that are on order so that there would be backup devices for when machines went down. The District purchased 180 hotspots as well to provide internet connectivity for families reporting that they did not have internet. The original need was reported as 110 hotspots. These devices will be issued at the start of the school year, with the District utilizing LCAP, CARES, GEER and/or LLM Funds to pay for internet access as needed. The school site already offers free internet for all devices connected to the internet on campus. An open WiFi zone has also been set up in the front parking lot so students can have access if needed. Technical support and training is being provided by the District.

Pupil Participation and Progress

Instructional minutes will be recorded through multiple methods using a weekly engagement record , The engagement record is currently under review by the District's independent auditor; daily online visual attendance check by the teacher, daily login to the EDGENUITY program recording active time, person-to-person contact via phone or in person, and the time value of work as determined by evaluation of teacher assignments. The student will be required to login each day with the teacher via Zoom and/or Google classroom. Attendance will be monitored beginning at 8:30 a.m. through 1:50 p.m., Monday through Friday. Teachers will provide office hours, tutoring, and support after 1:30 p.m., daily. TK-K grades are required to attend for 180 minutes. First-3rd grades are required to attend 230 minutes, and grades 4-8 are required to attend 240 minutes. When the student needs to login to EDGENUITY, then the system will begin recording active time. In combination, live contacts and synchronous instructional minutes will be recorded.

Students will earn minutes of credit as they participate in asynchronous meetings and complete asynchronous assignments. Asynchronous time will be automatically recorded when students are working in the EDGENUITY, Core 5 and Kahn computer programs. To account for time spent on other work, teachers will establish a time value for each assignment and will then credit time to students when they turn in their work. Students also will earn asynchronous time when they work with instructional aides. Students will earn synchronous time when they log into Zoom meetings or live feed lessons, participate in live chats, have face to face time, or have other forms of live interaction. Synchronous and asynchronous time will be combined, and any idle time will be recorded and subtracted to meet the required minutes. In accordance with state law the attendance accounting system will include:

- Taking daily attendance for days in which students are in the school building and documentation of daily participation for each pupil during distance learning.
- A pupil who does not participate in distance learning on a school day is documented as absent for that school day.

- Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the LEA and pupils or parents or guardians.
- a weekly engagement record completed for each pupil documenting participation.
- If students miss more than three school days or 60 percent of the instructional days in a week, LEAs must take a tiered approach to re-engagement that includes verifying contact Information, notifying parents or guardians of absences, and having a plan for outreach to determine pupil needs—including connection with health and social services as necessary.

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.]

Distance learning professional development has been informed by teacher and student needs and feedback and by best practices identified by the California Department of Education and professional organizations. Community of practice (professional learning community) models will continue, through effective use of digital tools, trying new approaches and sharing results with colleagues, facilitating common planning and peer observation, and providing tailored support as needed. Instructional leaders will support teachers in building confidence within the new model by providing opportunities to learn and experiment with tools and resources, and by providing timely feedback regarding efficacy of the strategies and curriculum utilized.

Teachers will complete the following professional development prior to the opening of school:

4/29/20 Facilitate Virtual PL - Leverage Video to Connect with Students Schedule teachers

5/7/20 Facilitate Virtual PL - Distance Learning Lesson Planning Schedule teachers

5/14/20 Facilitate Virtual PL - Video for Asynchronous Learning Schedule teachers

5/21/20 Facilitate Virtual PL - Formative Assessment in Distance Learning Schedule teachers

5/18/20 Facilitate Lesson Design Planning with Grade 3

5/19/20 Facilitate Lesson Design Planning Grades K-1, Grade 5

5/28/20 Facilitate Virtual PL - Seesaw to Make Learning Visible

Google School - Certification

Teachers have also participated in self-selected training over the course of the COVID-19 shut down.

Training includes training on Zoom, Google Classroom, Math Training, and other online platforms.

Teachers will participate in the following professional development sessions/topics during the school year:

    Step Up to Writing

    Trauma-Informed Teaching

Math Number talks

Math - Teaching Online

Math - Coaching for Grade Level Spans

Edgenuity - Learning Platform Training

Lexia

Smartboard Training

Laptop and Chromebook Training

Resources provided to teachers include:

Smartboard

Laptop

Document Camera

IPad

Microphone

Web Camera

Technology support will be provided by

Mid Valley IT

Staff Roles and Responsibilities

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

As a result of COVID 19, staff members have had to take on new roles and responsibilities. As with "traditional" schooling, the classroom teacher is the primary point of contact with students and parents/guardians. Conjointly, the classroom teacher continues to have the responsibility of framing the students' context for learning. In the unique situation precipitated by the exigent circumstances of the COVID-19 pandemic, those roles have taken on even more importance and emphasis while at the same time the teacher may be experiencing isolation from on campus support of fellow teachers, staff and administration. Whether the classroom teacher is working from the onsite classroom or from home, the responsibilities and the effects of operating in a purely distance learning mode will continue, and must be recognized by school and District administration and ameliorated as much as possible.

Other examples of new and changing responsibilities for instructional staff include:

the realization that, during distance learning, classified instructional staff members may be assigned to assist in making phone calls to re-engage students, provide translating during the school day, and provide tutoring using the Zoom platform. When students are on site, classified staff members will have additional duties, including daily cleaning, supervision of ingress and egress through hallways, monitoring bathrooms, and taking student temperatures.

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.]

In addition to supports noted above, other planned supports include:

tutoring after regular school hours;

Saturday school opportunities for remediation and extra assistance provided by certificated staff members;

presenting new instruction in multiple modes (video, synchronous instruction, audio, and/or slides), with graphic organizers, to aid comprehension;

using videos with closed captions or subtitles when possible;

posting instructional/live teaching videos on YouTube (the website provides translation);

establishing schedules for how and when integrated ELD and designated ELD supports will be provided online;

making use of the embedded EL components which are part of the adopted District textbooks;

ensuring students have access to grade-level appropriate materials in addition to learning level materials

distributing tutorials and guides describing how to access translation extensions or apps such as Google Translate, Microsoft Translator, and Microsoft's Immersive Reader.

setting up virtual meetings via video calls to teach lessons or check in with students (small group instruction with 5-8 students for 20-30 minutes would be ideal). Ideas for virtual meetings include discussing a book, teaching content, reviewing instructions for lessons with examples provided, modeling processes, checking student wellness, and discussing current events;

creating a system to provide students opportunities to interact with peers and practice basic interpersonal communication skills (e.g., chats, comments on assignments, virtual meetings, group activities);

assigning students an "online tech buddy" who shares the same home language;

sending books home with students to foster literacy-rich environments;

coordinating an adult (teacher or another adult the student knows well) to regularly check in with families.

Special needs students:

IEP meetings: will be convened remotely with family involvement and will be scheduled whenever possible and as required;

individualized communication with student and family will be used regularly: For students with disabilities, especially those with high support needs, individualized communication with the student, their family, and personal care providers is critical to ensuring families know that all stakeholders are considering their needs and are a part of the effort to meet them;

for caregivers, we will connect with and support them directly and train them in how to support their students in accessing the online curriculum. Due to the circumstances surrounding distance learning, modifications will of necessity have to be implemented in the home as opposed to in the classroom;

the District will leverage on site and County Office of Education support staff to plan for and deliver support for high-need students.

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

Description [A description of what the action is; may include a description of how the action contributes to increasing or improving services]	Total Funds	Contributing
Purchase, repair, and maintain devices including additional Chromebooks to provide 1:1 ratio of Chromebooks. Also, purchase carrying cases, repair parts,, and means to inventory devices. Each student will now have a Chromebook they can use for online learning. Having their own device will allow students to login during synchronous learning instead of having to wait for a time when a device is free and risk missing a live lesson. Individual Chromebooks will also give students uninterrupted access and allow them to complete asynchronous activities on the day work is assigned.	$68,000	No
Purchase, distribute, and replacement of accessories such as mice, earbud, microphones, and other ancillary computer supplies	$17,000	No
Provide connectivity for students through purchase, deploy, and maintain monthly subscriptions for items such as hotspots for students needing access. This includes purchase of satellite internet for students in areas where there is limited or no cell service.	$61,800	No
Provide training for parents to help them learn how to use technology, understand school programs, and expand their capacity to help their children.	$10,000	No
Purchase Computer Learning Platforms, Management Tools, and Online Supports - Programs such as Edgenuity provide built in supports that can help students with distance learning. Other programs, such as Step Up to Writing have digital components that can be used to help provide online tools for students. Other programs, such as Zoom, help students and teachers communicate with each other.	$54,600	No
Teacher and Classified Training - Online instruction requires new skills and strategies. Training that focuses on	$25,000	No

concepts and online delivery contributes to more effective instruction. With the move to distance learning, teachers have expressed a need to learn how to provide instruction digitally.		
Provide teachers and paraprofessionals with laptops.. Teachers and aides will be able to connect digitally with students to provide live interactive lessons, support, and tutoring.	$56,000	No
Provide instructional staff with document cameras, cables, stands, and other necessary materials to facilitate distance instruction.	$13,000	No
Convert phone system to IP phone to increase phone capacity and features to assist staff in contacting families	$10,000	No
Increase Tech Support - Bilingual phone support, onsite help, and training for staff and community, and increased hours for staff for deployment of resources and ongoing assistance to families and staff.	$33,600	No
Provide staffing, programs, and means to provide for monitoring of online content and internet use.	$10,000	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.]

The area of learning loss includes identification of specific individual student needs in tandem with identification and use of appropriate longitudinal assessment tools. Toward those ends, the District will employ multiple assessment strategies, under the direction of the classroom teacher and administration, to identify and quantify learning loss that results from the COVID 19 emergency in the 2019-20 and 2020-21 school years. CDE Guidance on Diagnostic and Formative Assessments recommends, "teachers can use tools such as rubrics to clarify expectations and to provide feedback; journals, quick writes and discussions to see what students are thinking; pre-tests and exit tickets to see where they are at the beginning and end of class; strategic questioning and performance tasks during the lesson; observations of students working in small groups; student work samples and a variety of others." The District will also use available State and local assessments (e.g., Track My Progress, STAR Reading, and assessments/tools embedded in EDGENUITY) as well as curriculum embedded assessments to identify and quantify learning loss. When the state testing system comes back online, this will also be used. Learning status of students in English/Language Arts, Mathematics, English Language Development and other core subjects will be measured using curriculum embedded classroom assessments, schoolwide assessments such as ESGI, STAR, DIBELS, and Track My Progress, daily teacher assessment of student performance and progress on assignments, mutually agreed upon grading and reporting protocols across grade levels. Students will be assessed informally daily in the classroom and with aggregate reports of progress made at least quarterly.

Every new school year begins with teachers assessing learning loss that may have occurred over the summer to identify gaps in knowledge and skills students may have as they begin the new year. The March, 2020, COVID-19 shutdown and overnight change to "distance learning" for the last three months of school also had the potential to create the learning loss for some students. As with every year, the 2020-21 school year will begin with teachers implementing strategies to identify gaps in student knowledge and skills. Researchers and educators emphasize that there are ways to mitigate the damage that will inevitably be done to students as the pandemic rages on. They are rooted in good practices already in place at Palo Verde but require considerable planning and hard work to transition them to the online environment.

Building on a strong foundation: Thanks to work we have done through the LCAP process over the last seven years, Palo Verde has key elements already in place as the 2020-21 online school year begins: a solid curriculum based on state standards; a commitment to grade-level teaching; and strategies to

engage all students, including identifying those who have experienced learning loss and a proven track record of success helping students overcome them. To overcome learning loss we will build on that foundation to implement current interventions in the online environment and construct additional interventions based on unique opportunities of an online approach. We will prioritize: grade-level teaching for all students, implement multiple ways to track each student's whereabouts, provide a curriculum linked across grade levels and delivery methods (in-person and remote), assure plenty of uninterrupted teaching time, and create flexible schedules that benefit the students most likely to need additional help.

Early warning system: The first step in an effective intervention is identifying the students who need extra help. Early-warning systems are interwoven with the individual teacher-led gauges of student learning. We will track indicators like attendance and quarter grades throughout the year and identify students who are slipping and need extra academic or social-emotional assistance. Interventions will include: sending text messages to students who are repeatedly absent, earn low grades or post poor assignments; ramping up parent engagement; prioritizing high-need students for counseling; assigning one or more staff as case coordinators to regularly check in with students; providing supplemental materials based on individual student needs; providing mental/emotional assistance; and providing extended learning time (tutoring;, small group, etc);

High dosage tutoring: Study after study identifies intensive, one-on-one or one-to-two tutoring as the most effective way to help students who are falling behind in their learning to catch up. The challenge is figuring out how to pay for this expensive approach, and how to make it translate in a remote setting. Research suggests that using paraprofessionals and volunteers can be effective. Beginning with slightly larger tutoring groups may also be an approach to consider.

Extended Learning Time: Extending learning time in creative ways, such as weeklong "academies" during spring or fall breaks or Saturday sessions, show promise for significant learning gains. In targeted, small group environments, teachers use research-based strategies to improve students' foundational skills and content and to build strong relationships.

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.]

Considerations for remediation and acceleration will be based on each student's need and may include:

remediation in class and/or during after-school or Saturday school sessions;

daily schedules that allow for grouping students according to need with staff trained in remediation/acceleration best practices and programs;

professional development for all teachers on remediation/acceleration strategies;

supplemental materials and applications for students to address their identified needs

specialized staff trained and experienced in remediation/acceleration

socio-emotional supports for students who have fallen behind both in the classroom and schoolwide environments;

individual student plans identifying needs and strategies to be deployed;

one-on-one tutoring to address student needs;

modification and/or restructuring of curriculum content and strategies.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of strategies will be measured according to pre-post assessment of student learning loss and objectives addressed. Baseline for each student and schoolwide will be established using Track My Progress, ESGI, STAR assessments as well as mutually agreed upon tools such as rubrics to clarify expectations and to provide feedback; journals, quick writes and discussions to see what students are thinking; pre-tests and exit tickets to see where they are at the beginning and end of class; strategic questioning and performance tasks during the lesson; observations of students working in small groups; student work samples and a variety of others. These may take place in the individual classroom by the teacher and/or program-wide and schoolwide. These same tools will be used at the end of the year to measure and evaluate progress as well as effectiveness of strategies deployed to ameliorate learning loss. All results from the assessments are logged into a shared spreadsheet and used by teachers in the Community of Practice to develop remediation/acceleration plans for students. These plans to address specific knowledge and skills are shared with all staff to ensure that everyone that works with the students are able to support students who experienced learning loss.

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

Description	Total Funds	Contributing
Professional development and support for teachers, administration, and staff in the evaluation and identification procedures of learning loss.	$7,000	No
Tutoring	$15,000	No
Saturday School	$15,000	No
Hire short term personnel to provide additional assistance to students	$15,000	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.]

> We will monitor and support mental health and Social and Emotional Well-Being using multiple strategies including:

The District agrees with the CCEE Playbook that " Emotional safety is the foundation for all learning and success. The pandemic has caused widespread trauma (personal, vicarious, collective, and historical), heightening the need for trauma-informed SEL to care for ourselves, our students, and their families." Strategies to address mental health and social and emotional well-being will include:

leveraging all staff to maximize adult-to-child interaction;

providing online moments of celebration for students and staff (e.g., calling out exceptional citizenship, maintaining connection with students via text, phone, live video, small groups, or one-on-ones, leveraging adults with strong existing relationships with students;

working with on-site and outside providers to be responsive to students' needs, possibly establishing video-conference social groups or counseling groups;

supporting staff members experiencing secondary trauma or compassion fatigue (e.g., through interactive staff sessions, community-building activities, availability of counseling for staff);

opening each class period with a welcoming activity or routine to build (or re-build) the community and helps connect students to each other and the work;

assigning projects in which students get to become helpers and thus have opportunities to build healthy connections with peers and/or younger or older students. Such help might include making a video about a particular math concept, recording a book for younger students, or making thank-you cards;

offering students an opportunity to reconnect and create a sense of closure regarding the previous school year through journaling or writing letters to their former classmates or teachers;

when school opens again, bring back in-person family appreciation activities and traditions as health and safety rules allow in order to honor the traditions of family and school connections.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.]

Student Re-engagement Plan During Distance Learning

Distance learning attendance requirements in the 2020-21 California Educational portion of the budget, include documentation of daily student participation, weekly engagement records, and attendance reporting for purposes of chronic absenteeism tracking. The Budget also requires local educational agencies offering distance learning to develop tiered re-engagement strategies for students who do not participate and to regularly engage with parents or guardians regarding academic progress.

First Tier of the Re-engagement Plan.

The first tier of the re-engagement plan involves welcoming students and parents and engaging them to promote a culture of attendance. Messages will be sent to the school community that will raise the awareness of school personnel, parents, guardians, caregivers of the effects of chronic absenteeism and other challenges to full participation in the educational program. The school will respond as quickly as possible to the needs and questions of the school community. Teachers will emphasize building relationships with students and families and will work to encourage students to develop healthy relationships amongst themselves. Teachers will work to engage in and take ownership of the learning process. Attendance staff will send out nudges in the form of mailers and phone calls to parents of students who are absent. Students with previous attendance problems will be referred to the school social workers so they can establish a relationship with the families.

Recognition of Chronically-Absent Student

The following procedures will be in place to reconnect with chronically absent students that are learning remotely. Those students will be determined by three or more consecutive absences during a Distance Learning period.

   Instructional Staff will use a spreadsheet that is shared with the administrator to track daily student attendance, completion of required assignments and participation.
   On days students are absent from synchronous instruction their attendance cell will show an "A" and be highlighted in RED to easily display a visual of any negative pattern.
   On days when students do not complete enough asynchronous work minutes (Asynchronous minutes are added to Synchronous minutes to determine total minutes of instruction.
    180 minutes minimum in Kindergarten
    230 minutes minimum in grades 1-3
    240 minutes minimum in grades 4-8
   The Attendance Secretary will check attendance daily.
   Staff will also alert the Attendance Secretary of a student on a second consecutive day being absent to prepare for a 3rd day of monitoring.
   Administration will also do a daily visual review of attendance looking for patterns of absences.

Initial Student/Parent Contact

Homeroom teachers will attempt to make contact with parent/guardian/student by email, informational app (e.g., ClassDojo), or by phone. Instructional aides will also attempt contact and will translate as needed.
   Cell will be highlighted in **YELLOW** when attempted contact is made to indicate effort to re-engage.
   On the 3rd day of absenteeism, the Attendance Clerk will request the School Social Worker to attempt to contact parent/guardian/student via phone call throughout the 3rd day to re-engage the student and assess for any other concerns. Attendance clerk will assist with calls.

If no contact is made by the end of "school day" Counselor accompanied by a site Administrator or designated employee will make an attempt to contact parent/guardian/student at home address.

If on the 4th day the student does not re-engage in Distance Learning the process will be repeated by the Student Services Department.

If at the end of 4th day there is still no contact, the School Superintendent/Principal and/or Attendance Clerk will instruct the District Administrative Assistant to search other contact information to engage with the parents of the absent student. Upon contact Superintendent/Principal and/or Attendance Clerk will speak to the parent/guardian.

School Assigned Social Worker will become involved in parent contact and re-engagement

Should there be failure to re-engage students after 4th day Child Protective Services will be contacted.

SARB hearings will be held for students as defined by SARB procedures.

If a student is not re-engaging and students are physically attending school in a hybrid situation, the attendance team will consider having the student attend school every day that students are present.

Re-engaged Student

Once a student is re-engaged, they will be monitored by the Student Services Team and Administration for consistency in attendance.

Students will also be contacted by School Counselor, Social Worker and/or School Psychologist to address any concerns that may be occurring at home or with mental/emotional health.

To mitigate any learning loss during absence the student, after evaluation by the homeroom teacher, the student may be placed into an intervention/remediation instructional group that is governed by the Student Services Team, Attendance Clerk, and Tutoring Coordinator.

Should there be significant educational, mental, physical or emotional concerns the Student Services Team may request a meeting with the family which may lead to a screening in any area(s) of concern.

Periodic Administrative Review

The Administration Team consisting of the Superintendent/Principal, Vice Principal, Attendance Clerk, Resource Specialist, along with the School Psychologist, Social Worker and Counselor will hold bi-weekly meetings to discuss any attendance concerns, re-engagement strategies, re-engaged student and negative patterns in family dynamics.

These meetings will help to plan for possible concerns and re-evaluate school plans for student engagement during Distance Learning.

This Re-Engagement Plan will be in place during an educating period when students are not physically on campus for instruction due to any of the following scenarios:

Forced School Closure
Independent Study for Health Reasons
Expelled Students on Independent Study

Students Suspended at Home for an extended period of time

Additional Resource

https://www.future-ed.org/wp-content/uploads/2020/07/REPORT_Attendance-Playbook-Covid-Edition.pdf

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The school will supply food to all Palo Verde students that is sufficient to meet all daily requirements for breakfast and lunch, for all school days. During times when all education is online, students will pick up meals on Mondays and Wednesdays. Monday pick up will provide for Monday and Tuesday and Wednesday pick up will provide for Wednesday through Friday. Meals can be picked up between 11:00am and 12:30pm from the gym parking lot. When the school is on a hybrid schedule, students will receive meals daily. Students will eat breakfast and lunch in their classrooms. Meals will be delivered daily to students in their classrooms, and students will eat in their classroom or will eat outside when the weather is good. The school receives funding for meals, and all Palo Verde students are provided free breakfast and lunch. The school has its own cafeteria, and the staff members put together bagged "grab-and-go" meals during distance learning and will provide individually-plated meals to students once students are on campus.

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

Section	Description	Total Funds	Contributing
Engagement and Mental Health	Contract with appropriate outside agencies and/or consultants to assist in implementation and/or evaluation of specified actions	$25,000	No
School Nutrition	Meal Delivery	$3,000	No
School Nutrition	Meal Tracking System	$2,000	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
36.28%	$ 1,511,442

Required Descriptions

LCP actions and services are about the delivery system of instruction, whether by distance learning or hybrid onsite/distance learning. Needs of low income, foster youth, English Learners and other special needs students were highlighted during the spring shutdown and exacerbated by the move to online-only curriculum delivery. This included more than access to devices, accessories, materials and supplies. It includes adaptation of teaching strategies based on one-on-one strategies, small group collaborative strategies, provision of support such as English Learner support and adapting these to the online delivery system. The needs of these learners thus became the overarching concern both in terms of equitable access but also pedagogy as teachers convert what had become normal classroom routines to the online platform.

With the acknowledgement that the populations noted require over-and-above services and assistance, Palo Verde USD has historically provided increased funding and staffing to provide said assistance to these populations. The philosophy of caring for the whole child, while a priority for all students, is elevated even more for provision of services to foster youth, homeless youth and EL learners. For our lower income students and families, comprising approximately 92% of our population, Palo Verde has always provided base and supplemental services targeting academics and social growth, through provision of targeted instruction, outreach to families and community through means described earlier in this document.

Palo Verde's English Learner population receives appropriate instruction and support with small-group and individual tutoring and language acquisition opportunities via the standards-based curriculum. Palo Verde's reclassification rates are one measure of the efficacy of our efforts, along with local and state assessment tools. For all student populations noted, Palo Verde USD uses many of the same on-going formative assessment tools to identify needs of our students and the instructional modes that may be most effective in "meeting the student where they are" and helping them progress.

For actions in the LCP:

N/A

For actions funded by LCFF S/C and not included in the LCP:

98% of Palo Verde's enrolled students are in one or more of these categories. The supplemental and concentration grant funds continue to allow Palo Verde to make significant improvements in curriculum and instruction in excess of the required 36.28%. These improvements continue to address all eight state priorities with new, expanded and improved programs. They are driven by research-based practices found to be effective in improving achievement of high poverty students and English learners. The actions and services are specifically designed to improve and expand curriculum and instruction, as well as student support, for students who are learning academic English as a second language. Evidence in the local evaluation and on the state accountability Dashboard confirm the efficacy of these actions and services to assure that English learners are advancing in academic English proficiency and are

engaging fully in the broad curriculum. Because virtually all of Palo Verde's students are included in the "unduplicated count", virtually all funds coming into the district are devoted to these students so these funds are used on a schoolwide basis. These improvements have addressed all eight state priorities with new and improved programs, which are principally directed at our unduplicated pupils, addressing:

• Professional development to prepare teachers, administrators and staff to build teaching/learning environments that meet the needs of low income students and English learners.

• Supplemental instructional materials to differentiate instruction to adapt instruction to critical student learning needs.

• Remediation and acceleration programs to fill in knowledge and skills gaps in learning that result from economic disadvantage and English proficiency.

• Extended learning time to provide additional time on task.

• Technology to assure that gaps in technology access for low income students at home do not limit or restrict their ability to learn and practice critical digital skills to prepare them for career and college.

Provision of technology hardware and software for all students, whether at home or in class;

Social Worker services will expand with the addition of time for the Social Worker and the use of an intern in social worker.