

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
Pixley Union Elementary - Board approved 9/8/2020	Nancy Ruble Superintendent	nruble@pixley.k12.ca.us 5597575207

General Information

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

Pixley Elementary School District serves approximately 975 students in extended TK to 8th grade. Operating on a traditional calendar schedule, Pixley Elementary School District offers a comprehensive academic program to all students. We believe that all students can achieve. PUSD demographic represents Socioeconomically disadvantaged 96.50%, English learners 59.00%, Students with disabilities 4.70%, Foster youth 0.30%, and Homeless at 13.40%. COVID-19 has had a tremendous impact on our District. The significant impact that the COVID-19 pandemic on our Pixley community of learners has been extensive. Our issues include the lack of socialization, the lack of access to technology, or no access to the internet/insufficient and low bandwidth. The lack of academic support to complete assignments is an issue for our students. The lack of time for the parent/guardian to provide support to their children due to other personal commitments and responsibilities is also a factor. Based on our surveys, approximately 40% of our families do not have access to the internet. The lack of technology is an inequity since many of the responses from a recent parent survey showed that our parents are using their cell phones as access to the internet. Our community faces the challenge of addressing the dramatic inequity revealed by this crisis.

Stakeholder Engagement

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

Pixley Union School District used multiple surveys, public Governing Board meetings, and Leadership team meetings to gather stakeholder input. The surveys were sent to parents, teachers, classified employees, and board members. We used social media, our district website and tele-parents to communicate the importance of completing these surveys. Our stakeholders were questioned about the reopening of our schools, various schedules, their opinions about how distance learning went in the Spring and what could be improved. Stakeholders were also asked about their participation with after school programs, their access to technology and the internet. Our public school board

meetings have been essential forums to listen to concerns and develop appropriate actions. Our leadership teams worked inclusively with a variety of stakeholders: classified, certificated, parents, and community members. Pixley parents were invited to attend and to participate in the meeting (including parents of our SED, homeless, foster, special education, and ELL populations). The District counselors, special education director, and school psychologist reached out to families to gather input and answer questions. The Pixley Administration has posted information continuously during this process on social media to keep our community informed but also specific questions were posed for the parents to respond to in English and Spanish. A survey along with a letter (English/Spanish) was posted on our website. Questions were asked regarding the return to school and parent's input on what plan (Distance Learning, Hybrid, Full time on Campus) they would be most comfortable with as well if they needed busing. Staff team meetings were held weekly as information sessions throughout the Summer. Parents were in attendance at the School Board meetings.

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

Pixley Union School District provided video streamed meetings and live meetings with video streaming to an overflow room as options for attending governing board meetings and public hearings. We asked for citizens comments through email. These streaming feeds were available on our website and all public meetings were posted according to the Brown act.

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

Our stakeholders responded to our surveys and citizens comments at public meetings by providing their opinions and concerns. Parents were asked which reopening models they preferred, their ability to provide transportation if necessary, their desire to remain in after school programs. Open ended questions revealed safety and technology/distance learning concerns. Our teachers and classified unions were primarily concerned with safety precautions specifically personal protective equipment, social distancing, and the availability of hand sanitizer and related cleaning products. Another concern from our teachers was how to provide the rigorous instruction required during distance learning. Our Governing Board's concerns were focused on safety and providing the best distance learning program possible until our facilities open and our students return.

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

Based on the input of our stakeholders, Pixley Union School District took the following actions: purchase hot spots, zoom licences, day camp, internet tower, safety equipment, etc. Pixley has currently distributed about 900 chrome books, and 300 hot spots to students to ensure all have equal access and the opportunities to receive quality education. If and when the students are back on campus, great emphasis and time will be dedicated to sanitizing recess equipment, bathrooms, common surface areas and classrooms throughout the day. Staff has been trained on how to sanitize as well as educating their students on social distancing, hand washing, face masks used, procedures for coughing / sneezing. Hand sanitizing stations will be set up throughout campus. Assigned bathrooms for grade levels, separation of recess and lunch times to allow for minimum students in areas as well as to allow sufficient time to sanitize areas. Parents and Staff will continue to be communicated with to ensure their input and understanding, as parents and staff have greatly appreciated this. Teachers will have Office Hours set for parents and/or students to have the opportunity to talk with the teacher. Educational platforms will be streamlined by teachers only utilizing, Zoom, Google Classroom and Class Dojo. Opportunities for parents to be trained on the platforms were made available prior to the start of school. School Counselors, Social Workers, and the school psychologist will be available to families, students and staff as needed to ensure the social and emotional stability of our students. Pixley is hosting a day camp on campus. This service is provided to our Pixley

Staff's students five days a week for the full day. The staff of the camp will ensure that students are attending to their zoom meetings, working on their assignments, provided enrichment activities, given snacks and lunch, as well as participating in physical fitness activities.

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.]

Pixley will offer In-Person instruction when the Health Department and the Governor deem it to be safe to do so. When this opportunity arises, Pixley will follow all safety precautions with disinfecting all common surface areas frequently—distancing students at all times, providing face masks/shields to students and staff, and limited outdoor playtime. A designated quarantine area has been assigned for students with symptoms and waiting for parents to pick them up. This area is away from the traffic areas of staff and students.

To ensure continuity of learning within a high-quality instructional program for all students, Pixley Union School District has developed two reopening models. Based on the family and staff input surveys, we feel that the adopted schedule will best meet the needs of our students and community, while still meeting the recommendations by the Department of Public Health for the 2020-21 school year.

This schedule will be a combination of in-person instruction by a credentialed teacher four days a week on a minimum day schedule and Monday's distance learning. Since our instructional time at school is limited, our focus will be on language arts and mathematics. With social studies and science is integrated into other subjects. Teachers are encouraged to use Universal Design for Learning (UDL) and Project-Based Learning to ensure all standards are taught.

Materials and school work that is sent home can be but is not limited to consumables, textbooks, individual sheet protector whiteboards, instructional games, and flashcards. Fewer materials that go between home and school are advised for hygiene purposes. All students are encouraged to have a backpack, but backpacks need to stay outside of the classroom.

All school work that is sent home is intended to be review work from what the teacher already covered in class, projects that have been thoroughly explained by the teacher, and or continued practice for assessments. All new subject material will be taught by the teacher before given for distance learning.

The second instructional option allows students to stay at home four days a week and come to school on Mondays to receive instruction from the teacher and or take assessments. Mondays would be scheduled times for parents' convenience to bring and pick up their students and to ensure a limited number of students on campus. Weighted grading for all students.

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

Description	Total Funds	Contributing
School supplies	30,000	Yes
Certificated & Classified salaries for Training	155,087	Yes
Health & Safety of Students & Staff	268,000	Yes

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.]

Pixley School District staff will provide high-quality distance learning opportunities for students by maintaining weekly contact with each family via multiple communication platforms. County consultants have engaged our teachers in on-going professional development as teachers quickly adapted to the use of technology devices and diverse digital learning platforms, such as, zoom live sessions, google classrooms, screencastify, class dojo, clever, and the creation of effective pre-recorded videos for asynchronous learning. Basic school materials such as scissors, crayons, notebooks, pencils, glue and other materials were sent home with all student learning packets. All of our adopted curriculum is available online and housed through Clever. Our plan is to use zoom for direct instruction, class dojo for communication with families and google classroom for instructional work and evidence of learning.

*Zoom used to deliver daily lessons live to students with their peers as well as to have a social interaction between teaching staff and students and students with their peers.

*Grade Level Standards covered with emphasis on Essential Standards to ensure a deeper level of learning.

- *Zoom meetings video lesson by the teacher uploaded to Google Classroom for later access.
- *Google Classroom utilized for lesson assignments and student work submission.
- *Intervention support for students by staff through Zoom and/or by phone (one on one or small group).
- *Screencastify platform will be used for student and/or teacher created videos or photos of work submitted.
- *Chromebooks, headphones and hot spots will be distributed to students in order to participate in the educational program.
- *Integrated and Designated supports for English Learners.
- *Special Education accommodations and supports for students with IEPs.
- *Translation support to families will be provided through our Spanish speaking staff for communication to our parents.

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.]

Pixley Union School District is providing Chromebooks to all students within our boundaries and internet connectivity through hot spots and the building of an internet tower. Devices will be provided to each individual. We held a week of parent student teacher orientation to train our parents in these platforms, provide the technology and other instructional materials. Considerations for Distance Learning Instruction, Chromebooks, Digital Platforms will be specified for parents, training will be provided for all. Students must have internet access at home. Families picked up their chrome book, and hot spot for their student(s). Technicians will be available via phone or email to assist with any trouble shooting throughout the school year their emails are being shared with families and accessible through our website. Parent technology training's will be held virtually monthly (as needed) to address concerns and questions of parents. Staff will continue to inform the office of additional families in need of technology.

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.]

Pixley Union School District will have our teachers record our students as present when they zoom into our classroom and participate in instruction. Our attendance clerks will enter absences into our student information system. Our teachers will complete weekly log demonstrating our students' participation through the completion of work. Our grade level professional learning communities will determine agreed upon time values for assigned work which will allow us to gather evidence of asynchronous learning. Google Classroom will be utilized to post assessments for students. Teachers will have initial assessments given to students to check their academic level at the start of the school year. Student's academic understanding will also be monitored through one-on-one conversations between student and teacher, progress monitoring, exit tickets, rubric scores, both formative and summative assessments and daily work review. Some assessments may be submitted by the student as well as assessments given live, via the computer with the student. Staff will be given time to collaborate to analyze student results and work together to support the student's needs and intervene with additional intervention supports. Students will be issued grades this fall. Teachers will be keep a log, in a District created document, of daily participation of each student's attendance to the live contact times as well as their daily work completion being documented by the teacher. This will be submitted to the administration on a weekly basis. Both teacher and administration will be following up with students/parents if there is a concern in any of these areas. Teachers will be required to ensure they are meeting the required instructional minutes per week: TK-K 180 minutes; 1st - 3rd 230 minutes; 4th - 8th 240 minutes.

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.]

Pixley Union School District provided specific training on google classroom, how to use zoom, class dojo, safety protocols and our new attendance procedures. These trainings were provided prior to the school year and will continue through out the year. Our staff also completed training videos through Keenan in mandated reporter, Suicide prevention, blood borne pathogens, Sexual Harassment, and ISP disinfection training.

Staff Roles and Responsibilities

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

A majority of staff members have voluntarily agrees to schedule changes and new roles within our LEA. These roles include cleaning and disinfecting, bus drivers delivering breakfasts and lunches, some staff members are in charge of temperature checks, custodial staff have increased their cleaning and disinfecting routine, after school tutors have assisted with registration and translation, and we plan on running a Day Camp using our after school tutors. In addition, our Superintendent has taken on the role of COVID-19 spokesperson.

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.]

Supporting ALL students is an essential component during this time. Students with Disabilities will be supported by General education and Special education teachers. They will provide accommodations as outlined in their Individualized Education Plan (IEPs) as appropriate to allow students to access educational opportunities. Special education teachers and specialists will provide direct and consultative services during Distance Learning to support students with instruction. Instruction will be designed to access learning opportunities and make progress on IEP goals. Education Specialists will continue to provide Specialized Academic Instruction (SAI). 'IEPs at a Glance' will be provided to teachers prior to the first day of school and ideally at the Parent Orientation meeting. All IEP meetings will be held according to their required timeline. English Learners: Lessons will include specific considerations to address supports for English Learners. Designated and Integrated instruction will be provided as required. All Pixley employees have access to a phone interpreting resource that staff can use to verbally communicate with families who may have limited English proficiency. Counselors will continue to support students' academic and social emotional well being. Students and parents are encouraged to reach out to them for support. Instructional Aides will continue to work alongside certificated staff to support all students. A variety of additional resources, such as social services and food service, can be found on the Pixley website.

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

Description	Total Funds	Contributing
Technology to improve services and internet accessibility to all students. 500 hotspots, Go Guardian, Google Chrome Licenses, Zoom, ScreenCastify, Gopher licensing tool, etc. Possible tower 150,000 Red Rover quote.	300,000	Yes
PPE	20,000	Yes
School Supplies	30,000	Yes

Pupil Learning Loss

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

Pixley Union School District will use multiple means of assessment to determine our students' potential learning loss. Grade level teachers collaborate to work towards teaching with greater emphasis of the "essential standards". This allows for a deeper level of understanding for the student and benefit them. All students will be assessed with the District Assessments at the start of the school year to develop a plan to meet the needs of each individual student. Teachers will create Learning Plans for those students who may need additional accommodations to their instruction. Teachers as well as Instructional Staff will work with individual or small groups of students to regain the student's loss of learning and support the English Learners and special education.

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.]

Pixley Union School District will use our Multi-Tiered System of Supports (MTSS) to provide specific interventions for our students that demonstrate learning loss. This system will allow us to individualize the interventions for our students. Small group interventions in the area of reading will help us mitigate the learning loss. The Middle School has designed Wednesday as intervention support. Instructional support

staff's time will be focused on supporting the students within the learning groups (English Learners, Foster, Homeless, Special Needs students, Socio-Economically Disadvantage) in both Math and English Language Arts during their dedicated time supporting the classroom teacher. The certificated reading intervention support will monitor student growth regularly. The reading intervention aides will work in small groups with students to accelerate their learning and recoup learning loss.

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.]

Students will be assessed on a regular basis as well as daily connections and check-ins on their progress. Communication between all staff supporting these students will be frequent and regular.

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

Description	Total Funds	Contributing
.In addition to teacher support, the students will be utilizing digital software programs to accelerate and remediate their learning. Instructional support staff's time will be focused on supporting the students within the learning groups (English Learners, Foster, Homeless, Special Needs students, Socio-Economically Disadvantage) in both Math and English Language Arts during their dedicated time supporting the classroom teacher. The certificated reading intervention support will monitor student growth regularly. The intervention teacher will work in small groups with students to accelerate their learning and recoup learning loss. Assessment Tools: Fastbridge, Illuminate, Fountas & Pinell (BAS), Lexia	45,000	Yes
English 3D Licenses	21,339	Yes
ELD teachers & Literacy Coordinator	81,059	Yes
Day Camp	102,000	Yes

Description	Total Funds	Contributing
Positivity Project	2,500	Yes
Social Emotional Learning support. Staff supporting students with exceptional needs, English Learners, Foster Youth, Homeless and Socio-economically disadvantaged students. ELA & Math intervention will be a focus so that we can work toward recouping our students' learning loss.	181,148	Yes
Materials and Supplies (recorders, Noteflight, White's music)	8,000	Yes

Mental Health and Social and Emotional Well-Being

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

Pixley Union School District will use a universal screener to identify our students social emotional needs. We will continue to train our educators and instructional aides to recognize the signs that require outreach. We will respond to these needs with our Counselors, District Psychologist, Tulare County Youth Services counseling and Tulare County Social workers, After school Tutors and additional resources.

Student Study Teams will be convened regularly to address our students issues.

Positive Behavior Intervention System (PBIS) & Trauma Informed Practices in Schools (TIPS) will continue to be used to support our students and staff members that are at risk and need support.

Our Elementary and Middle Schools will practice using mindfulness techniques, expressive journal writing, and restorative circles to support students and staff. These practices will help to promote positive classroom and distance learning environments.

The Positivity Project will be featured instruction at the Middle School including daily lessons that focus on relationship building and character trait development. The Middle School has also developed an intervention room called the Motivation Center. This support consisted of a general education teacher and two instructional aides.

Character Counts will continue to be the Elementary school primary way of training our students in character.

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.]

Pixley Union School District will use a Tiered intervention approach to address student engagement issues. An outline of these procedures is as follows:

Tier I Universal support and recognition for all students.

- Student attending regularly
- Positive recognition/rewards for students
- Reinforce positive with parents

Tier II Student has single day absence

- Teacher and attendance clerk contact parent/guardian through their preferred mode of communication and let them know that they were missed during the day's activities; remind them of the next day's schedule of activities.
- Ask what areas of support family needs

Tier II Consecutive absences (student is absent from instruction for 2 consecutive days)

- Teacher and attendance clerk contacts parent/guardian to check-in/identify reasons for absences; see if they are in need of technical support to access online learning; verify contact information and preferred mode of communication
- Teacher consults with previous teacher best ways to engage family

Tier III: Student is absent from instruction for 3 consecutive days or more than 3 days per week

- Teacher notifies Counselor
- Counselor contacts parents to create solutions to attendance barriers
- Attendance Team (Principals, Counselors, Attendance Clerks, Family Liaison, Technology) make direct contact with family.
- When student attends provide highly preferred reinforcement(s)

- Re Engagement Plan (modified Student Attendance Review Team-SART contract) presented.
- Counselor notifies Principal of students absences and reasons provided by family
- Principal works with parents to create solutions to attendance barriers
- Principal to notify Director of Student Services

Tier III:

Chronic Absences: Student is absent for instruction more than 3 days per week for consecutive weeks

- Attendance Team (Principals, Counselors, Attendance Clerks, Family Liaison, Technology) make direct contact with family.
- Potential referral to Student Attendance Review Board (SARB).

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.]

Pixley Union School District provides daily meal distribution services for all children enrolled in our district while we are in distance learning mode. The district is receiving meal reimbursement from the National School Lunch Program. The nutrition department acquired a waiver to meet the needs of our community during COVID19 school closures. Our food providers are our regular vendors, Fresh Start Meals, Gold star and 1st Quality Produce and Producers Dairy. The District's Nutrition Director and staff are responsible for meal distribution. Following social distancing procedures and proper personal protective equipment (PPE), the staff prepares meals everyday by bagging all food and drinks in grab-and-go meal bags, loading ice chests, and transport carts to four distribution locations to minimize pick up traffic. Each meal distribution location is set up as a drive through pick-up, where families can stay in their vehicles. As families drive up to the location, the distribution team provides the correct number of meals per child and the families drive off and keep the flow of traffic moving. We notified our parents and the school community about school meal service using a variety of communication methods including social media, teleparents, and school websites. When students are on-campus, our school nutrition will be provided. If we are in a hybrid model meals will be prepared and students will eat on cohorts.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
39.74%	3,033,915

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.]

Instructional Staff will support these students as a priority during the MTSS/PBIS time with the teachers. Counselors will be checking in with these students as a priority to ensure they're social-emotionally stable and attending to their virtual classroom. The school psychologist is on campus to support students and families. County Social Worker will contact families to address their needs and provide resources as

needed to help provide stability for families. Counselors and other staff will create engagement sessions with students as well as teacher checking-ins to ensure the needs of these students are being met. Extra Curricular Opportunities such as Art, Ag, Music, Band, Sports, Social Groups, Leadership, Yearbook will be offered virtually with these students in mind first in order to provide them with an outlet and positive opportunity outside of the academic rigor. Instructional Aides utilized to meet with the students who have experienced learning loss in Math and/or English Language Arts. Reading Support Teacher to work with students who struggle with reading.

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

Services for foster youth, English learners, and low-income students are being increased or improved by the required percentage of 39.74. Additional technological devices (chromebooks, headphones and hot spots) have been purchased to accommodate virtual learning and provide all students with equal access to the curriculum and lesson delivery. Additional time given to students from the Classified Staff through MTSS to focus on the needs of our Foster Youth, Homeless, English Learners and Low-Income students. Increased services in the area of Social Emotional support with a Social Worker and Family Service Worker and the school psychologist to support students and families who may be experiencing difficulty.