

Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

School closures have created high social and economic costs for people across our community. The impact however is particularly severe for the most vulnerable and marginalized students and their families. The resulting disruptions exacerbate already existing disparities within the education system but also in other aspects of students’ and families’ lives. These include:

Interrupted learning: Schooling provides essential learning and when schools closed, students were deprived opportunities for academic growth and development. In addition, the disadvantages are disproportionate for under-privileged learners who tend to have fewer educational opportunities beyond school.

Confusion and stress for teachers: When schools closed, especially unexpectedly and for unknown durations, many teachers struggled to transition their practice to a distance environment. Transitions to learning packets and online instruction was also difficult without the opportunity to provide professional development opportunities for our teachers.

Parents unprepared for distance learning: When schools closed, parents were asked to facilitate the learning of children at home, and this can place unintended burdens on parents with limited education and resources.

Challenges creating, maintaining, and improving distance learning: Moving learning from classrooms to homes at scale and in a hurry presented enormous challenges, both human and technical.

Gaps in childcare: With schools closed, working parents had difficulty finding childcare.

High economic costs: Working parents are more likely to miss work when schools are closed in order to take care of their children. This results in wage loss that negatively impacts family dynamics and the community at large.

Social isolation: Schools are hubs of social activity and human interaction. When schools closed, many children and youth missed out on social contact that is essential to learning and development.

Challenges measuring and validating learning: Calendared assessments, notably high-stakes examinations that demonstrate advancement in academic progress, were suspended. Disruptions to assessments and grading created stress for students and their families and triggered disengagement.

Stakeholder Engagement

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

Opportunities for public input into the development of the Learning Continuity & Attendance Plan:

The district provided many opportunities for stakeholders to provide input into the Learning Continuity and Attendance Plan. Being cognizant of the importance of all stakeholders having an equal opportunity to provide input and understanding that not all stakeholders have access to computer devices and/or internet access, we provided all items via hard copy or through our Parent Square app which pushes out information to our parents' cell phones and translates into approximately 100 languages. 98% of our stakeholders regularly access Parent Square. Below are the opportunities provided for stakeholders to give input:

District Advisory Committee

DAC members were sent a message via ParentSquare, which included the agenda on 8-28-2020.

DAC members were sent an RSVP on 8-28-2020

The district-wide message was sent via ParentSquare, which had the agenda on 8-31-2020

The DAC meeting was held at 2:00 pm on 9-2-2020.

District English Language Advisory Committee

DELAC members were contacted by phone 8-14-2020

DELAC members were sent a message via ParentSquare with a Zoom link on 8-14-2020

DELAC Zoom Training and Learning Plan Overview 8-20-2020

DELAC Special Meeting for Learning Plan Presentation, Review and Opportunity for Comment

Calendar invite with Zoom link and RSVP 8-26-2020

Public Posting with agenda and Zoom link via Parent Square 8-31-2020

Secretaries at sites were sent copies of the agenda to post on 8-31-2020
Reminder notice through Parent Square 9-2-2020
Additional reminder notice with Draft Learning Plan in English and Spanish 9-2-2020
Phone call reminders 9-2-2020
Meeting held 9-3-2020

Parent Survey
Survey link sent out to parents and staff on 8-27-2020 via Parent Square.

Staff and Student Survey
Survey link sent out to students on 8-27-2020 via Parent Square.

Learning Continuity and Attendance Plan Webinar
A webinar was delivered to parents and staff in both English and Spanish on 8-31-2020. A district team went through the highlights of each part of the plan and asked for input via the survey, the email address provided, or by regular US mail.
The English version was held at 6:00 pm on 8-31-2020.
The Spanish version was heldt at 6:30 pm on 8-31-2020.

In addition to Parent Feedback Surveys and public comments heard during regularly scheduled Board meetings, the public was encouraged to participate in the development of the plan by submitting their input via email to the learningcontinuityplan@pbvUSD.k12.ca.us.

Survey trends and patterns:

1,106 parents and staff members participated in the survey, while 1,654 students participated. We also received 49 emails with input.

Parent/Staff survey results:

77% surveyed want to return students to school ASAP.
74% surveyed want the district to streamline messages coming out through Parent Square.
81% surveyed want in-person instruction with PPE provided to students.
81% surveyed would like to come back using a hybrid A/B schedule.
85% provided input on distance learning with a number of parents asking that teachers record lessons for later viewing, and would like teachers available via Zoom throughout the day.
78% surveyed would like SEL lessons to continue after students go back to in-person instruction.
76% surveyed want Grab & Go lunches to be provided at every site.
Many parents asked for parent trainings on how to support students who are struggling/depressed and acting out

Student survey results:

When asked, the majority of students wanted to come back to school, although 70% felt they were prepared for distance learning. More than half of the students surveyed expressed the need for better internet connection. 95% of students stated that they were in contact with their teacher daily. 15% of students pick up lunch daily.

Overall, the majority of comments from the emails centered around feelings of frustration with poor technology for teachers. Many comments centered around bringing back students to school as soon as possible, and parents of EL students expressed concern for their children falling behind during distance learning. Several email participants expressed the need for meal service at every site.

As the 2019-20 academic year came to a close, the district administered a survey to families to gain their feedback on distance learning. This survey was made available in English and Spanish and administered via Google Forms. A total of 7,152 parents/caregivers responded to the survey and detailed results can be found on the District website. Overall, parent/caregiver responses represented a wide range of experiences and levels of satisfaction with the spring implementation of distance learning. An important takeaway for the district was the fact that, for most questions, the majority of respondents indicated a moderate to significant level of dissatisfaction or concern with spring implementation. This feedback from parent surveys is reflected in changes to the implementation of the fall "Distance Learning Guidance and Expectations" and in the development of the Learning Continuity and Attendance Plan.

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

Board Meetings:

In observance of public health directives relating to the COVID-19 pandemic, the Board is conducting meetings via YouTube Live, with one or more board members participating from remote locations via telephone or other electronic means. Members of the public can observe meetings electronically via YouTube. The link for the meeting can be obtained on the District website, www.pbvUSD.k12.ca.us the day of the meeting. Public comments can be submitted via email to theboard@pbvUSD.k12.ca.us no later than 12:00 p.m. prior to each Board of Trustees meeting. All public comments received that follow the guidelines above will be provided to all Board members and applicable staff, for review and consideration by the Board of Trustees prior to taking action on any matters listed on the agenda and are incorporated into the official record of the Board meeting. The Learning Continuity and Attendance Plan was presented at a public hearing for review and comment on September 8, 2020 and adopted by the board on September 22, 2020.

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

The information below reflects both scheduled activities and events that occurred at the end of the 2019-20 school year. These opportunities were promoted via Parent Square and paper fliers that were available at Grab & Go meal pickup at each school site.

During August, key stakeholder groups were engaged to solicit input specific to the Learning Continuity and Attendance Plan Draft and - by extension - the available components of the district's 'Distance Learning Guidance and Expectations' and the 'Return to School Plan'. Engagement of stakeholders included presentation of draft material and solicitation of specific input to inform improvements to the plan. These engagements included:

- Canvas Parent onboarding - August 13,14,17,19, 2020
- District English Learner Advisory Committee (DELAC) training meeting - August 20, 2020
- Full DELAC meeting - September 3, 2020
- District Advisory Committee (DAC) training meeting - August 14, 2020
- Full DAC meeting - September 2, 2020

The spring parent/caregiver survey revealed a significant level of dissatisfaction and concern with the spring implementation of distance learning. This was indicative of the broader stakeholder voice provided throughout various input opportunities. Key findings from the parent/caregiver Distance Learning survey included:

- Respondents indicated that they were very concerned about their student's social, emotional well-being (feeling depressed, feeling stressed, worried about grades, missing friends, etc.).
- Respondents indicated that they were very concerned that their child's academic performance had fallen behind.
- The majority of respondents (61%) reported that their student's daily learning activities included only 1-2 opportunities for direct engagement with the teacher per week; 12% of respondents reported that they received no direct communication from the teacher during distance learning.
- 52% of respondents rated the time and effort it takes to oversee student learning at home as 'hard to manage'.
- Respondents rated the communication from the school and school district as excellent during campus closures.
- The majority of respondents were somewhat satisfied with the distance learning experience (47%) or not at all satisfied (23%).
- The majority of respondents reported distance learning materials were 'less challenging' or 'about the same' as during in-person instruction.

Parents requested improvement in the following areas:

- Improved curricular components personalized by teachers, video tutorials, and consistency of instructional delivery times.
- A schedule that provides a school day that replicates in person instruction.
- Instruction for students' social-emotional wellness and development during distance learning.
- Graded assignments and assessments similar to in person instruction.
- A schedule that designates synchronous time that will be provided to students.

The staff survey revealed a significant level of dissatisfaction and concern with the spring implementation of distance learning as well. This was indicative of the broader stakeholder voice provided throughout various input opportunities. Key findings from the staff Distance Learning survey included:

- Respondents indicated that they were very concerned about their students' falling behind due to school closures.
- Respondents indicated that they were very concerned about students' not having their basic needs met due to extended school closures.
- 58.8% of respondents rated the time and effort it takes to oversee students in a distance learning model as 'hard to manage'.
- 88% of staff members felt supported by the school or district.
- The highest areas of concern for staff members were safety, wearing masks, and the risks of large group settings.
- The majority of respondents reported distance learning materials were 'less challenging' or 'about the same' as in-person instruction.

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

As a result of the stakeholder input from the 2020-21 school year, the following was included in the Learning Continuity and Attendance Plan:

- The District will continue to look at all options to bring students back to in-person instruction, including cohorts for our neediest populations, once we are off the Kern County monitoring list
- The District has evaluated the effectiveness of existing technology and will be providing upgraded technology to teachers to improve connectivity and delivery of distance learning instruction
- The District changed the meal distribution plan to offer Grab & Go meal service at every school site
- Teachers are encouraged to record synchronous instruction so that parents can view content at a later time to assist their student(s)
- The District MTSS team will continue to support school sites with SEL lessons and needs once students return to in-person instruction
- The District purchased a virtual library for students (MyOn) to ensure access to digital books and is investigating options for students to check-out physical books from the school library
- The District is developing additional trainings and resources for parents through our intervention counselor, MTSS team, and the Instructional Services Department
- The District is increasing the budgetary allocation and investigating additional support services for our homeless population
- School sites will be developing a safety plan to address the process for safely bringing students back to school
- The District is developing an assessment strategy to better align with distance learning and meet the needs of teachers while being cognizant of student screen time

As a result of the stakeholder input gathered in the 2019-20 school year, the following was included in our Learning Continuity and Attendance Plan:

- Daily SEL lessons for every teacher in grades TK-8
- District created accelerated curriculum maps for ELA and math to mitigate learning loss and continue to provide a deep focus on essential standards
- The district purchased high-end laptops and Chromebooks for teachers to provide better technology access for virtual lessons
- A schedule was developed to provide a daily instructional schedule that resembles a regular school day
- Teachers have daily contact via synchronous lessons with students
- The district purchased a learning management system, Canvas, as the platform for distance learning to ensure equitable instructional delivery across the district
- The Educational Services department developed a comprehensive safety plan to ensure student and staff safety
- The newly formed MTSS team of social workers are focusing efforts on providing services and making connections with our most vulnerable students and families

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.]

At this time, Kern County is on the state monitoring list, which requires instruction to be provided to all students in a distance learning model. Once students (either all students or small groups of students) are allowed back in school, classroom-based instruction will be built on the results of several district provided assessments (STAR reading and math, Acadience, 95 Percent Group, Next Gen Math) to provide immediate insights into what skills students mastered before school closed and during distance learning, yielding a baseline for what they are ready to learn in the classroom. The District will concentrate instruction and intervention on focus skills – those which are fundamental to each student’s development at each grade level, are the most essential in closing learning gaps, and serve as strong prerequisites for new skills. Throughout the school year, the District will use these assessments for universal screening, progress monitoring, and goal setting.

Through mid-July, the District was moving forward with plans to reopen school in a choice model, giving families the opportunity to decide if their students would receive in-person instruction or choose to engage in a distance learning model. Providing as much in-person instruction as can safely be delivered is a priority of many stakeholders and acknowledged by the District as an important means of addressing learning loss, particularly for those groups of students who are most likely to be disproportionately impacted by school closures. On July 15th the District, based on the recommendation of the Kern County Department of Public Health, concluded and announced that the 2020-21 school year would begin with a full distance learning model. This decision was later affirmed by the guidance provided by Governor Newsom to schools in his July 17th press conference. This guidance detailed the conditions under which schools will be allowed to reopen, the requirements they will have to follow when bringing students back, and the conditions under which a school or district may have to return back to a full distance model after reopening. While current health conditions do not permit delivery of in-person instruction, the District is continuing to plan for a choice model so it will be prepared to bring students back once it is safe to do so. P-BVUSD will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom. Included below is the District’s current thinking regarding instructional models, including scheduling and delivery methods. Please note that this planning is tentative and will continue to be responsive to state and county guidance and the District’s own monitoring of community conditions and needs. Tentative planning includes:

Modes of Instruction:

- To meet health, safety, and learning needs of all families, two modes of instruction will be offered for families to choose from when school is allowed to resume in person. These will include a 100% distance learning model as well as an in-person traditional model.
- The District is preparing for potential shifts in instructional models as determined by public health conditions or student need. One strategy under consideration is the continued use of Canvas for both in-person and distance learning and allowing our most vulnerable populations to return to campus in a phased-in approach. This would include students with disabilities, English Learners, homeless youth, and foster students.

- Teachers will provide small group intervention lessons to close the learning gap in English Language Arts and math in both the distance learning and traditional model. Students will engage daily in English Language Development (ELD) based upon performance levels. Further supports include office hours for students and families while in a distance learning model.
- Further supports include collaboration with co-teachers to prepare lessons and professional learning with colleagues.

Cohorts

- To effectively coordinate with Kern County Public Health efforts to conduct contact tracing, students will be cohorted, or kept in designated clusters, as much as possible in the traditional model.
- Where this is not possible due to specific course enrollment, all district, state, and county guidelines will be followed to best ensure the health and safety of students and staff.
- Arrival/departure plans and lunch plans will minimize bottlenecks and blending of cohorts to the extent possible. Passing periods will be minimized.
- Site-based safety plans will include passing period safety measures.
- Cohorts of students participating in the traditional school model will be on the school site at designated times, with disinfection occurring as needed or after students have been dismissed.
- Students who remain in a 100% distance learning model at the elementary level will be paired up with teachers who are delivering 100% virtual instruction.
- Peer interaction activities will, wherever possible, be provided with virtual peer collaboration tools – using Zoom breakout rooms to group students who are engaging in safe manner.
- Cohorts will maintain necessary physical distancing as practicable.

Staffing

- Some teachers will be designated as distance learning teachers. These teachers will be scheduled with students who are engaging in 100% distance learning.

Safety Protocols

The District has prepared a plan to mitigate risk of transmission between students, staff, and other community members while on campus. This includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures. Key measures include:

- **Physical distancing:** Everyone must practice physical distancing to the extent possible. Physical distancing can sometimes be difficult to maintain, such as when walking in a hallway or in large crowds, making face coverings important at these times.
- **Face Coverings:** Wearing a cloth face covering is required for all P-BVUSD staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.
- **Classroom Safety and Sanitation:** Each classroom and office will be outfitted with a sanitation station that is filled with disinfectant, face masks, gloves, and cleaning cloths. Every evening custodial staff will perform disinfecting measures in classrooms. Plexiglas

shields will also be provided for teachers who are working in small groups with children. Proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs.

- Staff will put inventory controls in place to order sufficient supplies including face coverings (individuals may be encouraged to use their own cloth face covering), face shields, hand sanitizer, disinfectant materials, gloves, thermometers, and handwashing stations if sink access is insufficient.
- Staff and students will be encouraged and provided instructions for self-screening for symptoms at home. Active screening, in which students and staff entering a site are screened with a temperature check and review of signs/symptoms, will be implemented if determined to be necessary. Staff will work with Kern County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed.
- Personal Protective Equipment: Face coverings (masks and where appropriate, face shields) will be required to ensure that students, staff, and families entering schools sites are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol will be provided.
- Ventilation and Air Flow: Sites will maintain HVAC filters and run air filtration systems, including when windows and doors are open. Windows and doors will be kept open, if possible, to increase airflow.
- Entrances and Exits: Parents/guardians will be encouraged to stay in cars when picking-up/dropping-off students and staggered start and end times will be considered. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.
- Designated Isolation Rooms: Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.
- Classrooms: Classrooms will be arranged to allow for as much distancing as practicable between all student desks/seating and for teaching staff at the front of the classroom. Good hygiene and physical distancing practices will be modeled and reinforced. Materials/supplies sharing will be eliminated and activities that bring students close together will be modified.
- Common Areas: Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.
- Recess and Play spaces: Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limiting activities where multiple classrooms interact.
- Physical Education (PE) Classes and Athletics: Limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

The District will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. P-BVUSD recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe enough to do so. To assess individual student and family preferences/needs, a Learning Options Survey for the 2020-21 school year was administered in the spring. This survey included questions to assess technology access (device and connectivity), learning option preference (distance, blended, full in-person), and distance learning priorities. The information gained was used for planning purposes only and parents/guardians were not required to commit to a learning model at that time. The information obtained from the survey informed the District's efforts to create the best possible learning conditions for all students, parents/guardians, and staff.

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

Description	Total Funds	Contributing
<p>Personal Protective Equipment, Screening Supplies & Disinfecting Materials: Face coverings (masks and where appropriate, face shields) to ensure that students, staff, and families entering school sites - and staff working in the community - are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol. Thermometers to screen temperatures and additional supplies to respond to students who display any signs of illness. Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.</p>	500,000	No
<p>Provide additional budget allocation to schools to purchase additional student supplies and books to reduce or eliminate sharing of materials and supplies.</p>	120,000	Yes
<p>Reallocate custodial staff to allow frequent disinfecting of high-touch surfaces and restrooms.</p>	0	No
<p>Plexiglas shield for office staff and 1:1 student assessment.</p>	62,000	No
<p>Physical distancing signage for all district schools and offices.</p>	1,813	No
<p>Videos to address proper safety protocols.</p>	4,430	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.]

P-BVUSD will be utilizing the Canvas Learning Management System (LMS) as the online student learning platform for distance learning. Teachers, administrators, students, and families will be provided ongoing professional development on the use of Canvas and distance learning strategies. The Canvas LMS allows schools to build a digital learning environments that meet the unique needs of students and families while providing access to all curricular content in one online location.

Canvas simplifies teaching and elevates learning. Canvas incorporates highly integrated learning systems that allows P-BVUSD the functionality needed to support students and families. P-BVUSD distance learning is instruction by which students and teachers are in different locations and students are under the general supervision of a certificated employee of the local educational agency.

Distance learning may include, but is not limited to, all of the following:

- (1) Interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology.
- (2) Video or audio instruction in which the primary mode of communication between the students and certificated employee is online interaction, video recordings, tele courses, or other instruction that relies on computer or communications technology.
- (3) The use of print materials incorporating assignments that are the subject of written or oral feedback.

Student success is dependent on how we address the social-emotional needs as part of the educational process. All staff will utilize a Multi-Tiered System of Support (MTSS), which is a comprehensive systematic approach to teaching and learning that integrates Response to Intervention (RTI) and Positive Behavior Interventions and Supports (PBIS).

P-BVUSD administration is committed to providing a well-rounded experience during this distance learning opportunity. Site administration is committed to:

- (1) Accessing all virtual classrooms and regularly checking-in with each classroom during their scheduled distance learning instruction.
- (2) Establishing a system for monitoring student engagement and interaction, which includes student attendance.
- (3) Ensuring updates and expectations about the school's distance learning program are communicated to students and families in a timely manner.
- (4) Ensuring that all Special Education Distance Learning Plans (DLP) are implemented for all students with Individualized Education Program's (IEP), by working closely with the teacher and other school-based staff.
- (5) Providing ongoing and current communication to parents, students, and staff.

P-BVUSD teachers are committed to providing a robust learning experience during the distance learning experience. Teachers are committed to:

- (1) Confirming access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work.
- (2) Conducting daily live instruction adhering to the appropriate daily schedule for each grade level.
- (3) Creating a professional workspace free of distractions when instructing students. Any virtual background utilized during distance learning will be free of political messages, pictures, graphics or writing that might be deemed inappropriate.
- (4) Verifying daily participation. Participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contact between students, parents or guardians.
- (5) Actively participating in a cycle of continuous improvement with administrators who will conduct virtual walkthroughs regularly to provide feedback and support.
- (6) Providing special education, related services, and any other services required by a student's IEP to the extent feasible and outlined in the DLP.
- (7) Providing designated and integrated instruction in English Language Development (ELD) including assessment of English language proficiency and support to access curriculum.
- (8) Utilizing the Canvas platform so staff can track student participation and provide the required documentation to certify instructional minutes and participation.
- (9) Following the district provided Accelerated Curriculum Maps to ensure an equitable educational experience for all students.
- (10) Engaging with students and parents daily during scheduled office hours as needed and/or as requested by students and parents.
- (11) Communicating with parents as partners in their child's education and keeping them informed of their child's progress.
- (12) Adhering to the guidelines outlined in the P-BVUSD Acceptable Use Policy

During distance learning instruction, P-BVUSD students are expected to:

- (1) Know their P-BVUSD username and password.
- (2) Login to Canvas at the start of each day or each period and at every assigned time.
- (3) Find a place to can work effectively, participate in virtual instruction, and complete assigned work.
- (4) Practice good behavior when engaged in distance learning, including when working collaboratively with other students.
- (5) Follow the guidelines in the Acceptable Use Policy
- (6) Use earbuds or headphones as needed to ensure focus and concentration while participating in learning.
- (7) Submit all work on time and if age appropriate, monitor your assignments and grades in Synergy/Canvas.

During distance learning instruction, P-BVUSD parents are expected to:

- (1) Support your child by creating a learning space that is quiet and free from distractions during live learning time.
- (2) Monitor your child's work space to remain organized with their learning materials, and ensure they are technology ready each day for distance learning.
- (3) Ensure that your child to able participate in the live instruction without interruption from parents or family members. It is important that all students have the attention of the teacher and access to the instruction.
- (4) Engage with teachers during their designated office hours or request an appointment for an agreed upon time (not during live instruction time).
- (5) Sign up for ParentSquare to receive regular communications from your school and district.

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.]

As P-BVUSD begins the 2020-21 school year in a full distance learning environment and prepares for the possibility that much of the school year could be via distance learning, ensuring access to devices and connectivity for all students is imperative. The technology gaps identified at the outset of school closures deepened the District's understanding of inequities that existed prior to COVID-19 and will continue to require attention even after students and staff have fully returned to an in-person instructional model. P-BVUSD's efforts to provide all students with access to devices and connectivity in the spring have significantly reduced the identified gaps. However, needs remain, particularly in ensuring that all students have access to sufficient connectivity to engage in distance learning.

During the spring school closures, P-BVUSD distributed Chromebook devices beginning with 3rd through 8th grade students, and as surplus devices became available, Chromebook devices were then distributed to second grade students. In planning for the fall, the district has prepared sufficient devices for all students. In addition, hotspots will be provided to all families in need of internet connectivity.

During the distance learning implementation, P-BVUSD will continue to assess technology access and support needs. The Alternative Program Administrator will continue to connect students and families to support services. This includes specific technology support following home visits conducted for 'unreachable' students.

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.]

Measuring Attendance During Distance Learning

P-BVUSD Instructional Services department provided each teacher, student, and family a daily schedule that includes instructional time blocks for each instructional day. Teachers will assign student lessons and activities using Canvas, the district learning management system. Throughout each instructional day, students and teachers will be engaged in synchronous lessons and activities as well as asynchronous activities. Teachers will monitor and document student engagement and progress on each activity and will provide feedback to students based on both formative and summative assessment. Grades, progress reports, and report cards will follow the District Board policy guidelines on grading.

All school sites in P-BVUSD have common expectations for reporting and certifying the time value of pupil work and will coordinate their reporting forms during professional learning communities to ensure equity and consistency of instruction. To track student attendance as well as engagement and participation in distance learning, teachers will document participation in each lesson and activity assigned for each instructional day using the a district provided documentation form that will be signed by the principal and collected by Instructional Services. Each lesson and activity is assigned a time value. In the district provided form, teachers will assign a time value for each activity and document each student's participation and engagement daily. This allows for student engagement analysis at the district, grade, and classroom levels.

Flexibility with Student Assignments

The P-BVUSD Instructional Services Department along with teacher curriculum teams created standards-based content modules and activities in Canvas for each grade level and content area for all district teachers. The modules and activities provide teachers with choices that allow for flexibility in how students show mastery toward grade level standards. Teachers have access to sample lessons across curricular areas to use or modify when planning for instruction. Progress will be measured using informal feedback, common formative assessments, and interim assessments. The District learning plan provides examples of how to provide feedback via Canvas using rubrics as well as other feedback options. Instructional Services will continue to provide teachers with professional development regarding the provision of instruction in a distance learning environment, and when we transition to a choice model or back to in-class instruction.

Distance Learning Teachers

Teachers who remain teaching in a distance learning format all year will be designated as Distance Learning Teachers (DLT). Since all students will begin the year in a distance learning format, initial training for all teachers will focus on establishing relationships in a distance learning environment and setting students up for success. Once we move to a choice model, DLTs will continue to work under the direction of the Distance Learning Instructional Services Coordinator and Director of Professional Development. Distance Learning Teachers on Special Assignment (TOSAs) will continue to provide professional development and support to the DLTs and parents. We also know that the year will be fluid, meaning teachers may move in and out of these instructional models based on the local health orders, or if a child or staff member tests positive for COVID-19. District and site level support will be provided for each of these scenarios.

Consistency Between School Sites

School site personnel will contact the parent or guardian of each student who is deemed absent. Site administration will offer support when contact cannot be made. If students miss 60% of the instructional week and/or are not engaged in any activities for an instructional day on a consistent basis, site administration will contact the Alternative Program Administrator to deploy additional re-engagement strategies; such as providing resources and supporting family engagement with social services and physical well-being services. Daily attendance is documented in our Student Information System (Synergy). Individual work completion activity as well as participation is documented in Canvas for the teacher. All communication regarding pupil participation and engagement will be translated into Spanish. The District will also provides translation services for other languages as needed.

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.]

The P-BVUSD administration is committed to prioritizing intensive professional development and resources for staff to support the distance learning program. Professional development is informed by stakeholder data and focuses on academic as well as behavioral and social-emotional growth for all students in creating an equitable learning organization. Differentiated, equitable, and personalized learning opportunities are available for all teachers.

Ongoing P-BVUSD distance learning professional development opportunities have been offered via several platforms:

- (1) Required distance learning professional development offered during the two weeks prior to students returning to school.
- (2) District-provided voluntary implementation-based distance learning professional development for salary units.
- (3) Voluntary online distance learning professional development (asynchronous/synchronous) offerings during late July and early August.
- (4) Site-based distance learning professional development provided by academic coaches, assistant principals, and site administrators

P-BVUSD has provided a list of expectations for teachers and parents regarding the District's distance learning implementation plan. Specifically, families and students should expect that all educators are provided professional development on the strategies needed to deliver high-quality instruction as well as instruction specific to the District's learning management system (Canvas). The District is committed to providing students access to learning grounded in the Common Core State Standards for their current grade level. Following spring school closures and prior to the launch of distance learning, teachers were (and are) provided ongoing opportunities to complete three pillars of distance learning certification which have been organized into a series of three modules. Implementation-based distance learning professional development is offered at the beginning and intermediate level. This professional development was developed by P-BVUSD's pbvU professional development team and is aligned with national standards and distance learning research including the recent publication from Fisher, Frey, and Hattie (2020). The three pillars are described below:

Pillar One: Communication and Connection - These are two important parts of the educational process and environment because they help teachers to establish and maintain relationships with students and families. With distance learning, these elements are even more necessary for maintaining relationships and communicating resources and learning opportunities to/with our students.

Pillar Two: Distance Learning Management - To successfully provide resources and opportunities to students, teachers need to use the distance learning systems available to organize required and supplemental materials, develop instruction and support, and share and/or collect student-generated materials demonstrating their independent learning.

Pillar Three: Facilitate Student Engagement - While students engage in independent study outside the normal academic environment, teachers should work to facilitate student engagement so that students benefit from the support provided by their teachers and district. Teachers should use the tools available in concert to provide timely interaction and feedback to students.

Each of the pillars utilize a range of critical education technology tools such as: Canvas, Google for Education applications (Slides, Docs, Forms, and Classroom), Loom Screencasting, and Google Meets/Zoom for video-based instruction. The three pillars of distance learning professional development were and continue to be offered as a voluntary opportunities to earn District-Provided Professional Development (DPPD) units. Ongoing professional learning will also be provided for instructional leadership teams and academic coaches at sites during the Wednesday early release time.

Distance Learning Professional Development Topics:

Distance Learning

Distance learning refers to courses where the instruction is delivered remotely for most or all of the course as the learners and educators are not able to come together for in-person sessions. This has existed for many years and may take the form of written correspondence. However, since internet access has become more widespread, distance learning courses are more common. In public education, distance learning is not always the standard delivery method. However, when learners are spread across remote and diverse locations or there is a restriction on gathering together, technology is playing a vital role in allowing learning to take place anywhere, anytime by giving access to experts wherever students are located. P-BVUSD distance learning professional development highlights the delivery of instruction using the Canvas LMS, G-Suite tools, and video conferencing applications such as Zoom while exploring considerations educators need to make as they prepare for distance learning. Additionally, distance learning professional development will focus on ensuring all learners can access content, find it engaging, and maintain motivation to complete course activities.

Synchronous v. Asynchronous Instruction

Synchronous instruction is where learners join the instructor live and where tasks are completed while connected to the instructor virtually. Google Meet and Zoom can be used to facilitate synchronous distance learning by providing a video conference via a single web link to follow along with the learning and ask or share questions and thoughts. Asynchronous instruction allows learners to work through instruction at different times and locations using a central place to access the learning materials provided by the instructor. Canvas and G-Suite tools are provided to allow all educational stakeholders one common place to access resources, complete assignments, and collaborate on learning. Ongoing professional development offerings will be provided to assist teachers in using all of the tools needed to provide distance learning instruction.

Making Learner Connections

During face to face learning, connections between educators and learners are made that support the learning process. Learners can build confidence and motivation from each other. During distance learning, it can be more challenging to develop these connections. Learners accessing remote learning may lose motivation more easily than those who have face to face connections with their educator and fellow learners, but these connections are important for effective distance learning. Maintaining motivated learners is essential. One way to maintain a connection is to have a permanent “back channel,” a digital space where learners can ask and answer clarifying questions throughout the learning. There are a number of collaborative tools that can be used for this, including a shared Google Doc, Google Groups, Google Meet and posts in Google Classroom. Professional development opportunities share how teachers can maintain connections by giving learners a place to share, an audience for their learning needs, and easy access to ask questions.

Support for All Learners

One of the key challenges to distance learning is how best to provide equitable access to learning. Having materials and content in one location makes learning as equitable as possible by providing the same access to resources, feedback, and support. When delivering from a

distance this challenge needs to be factored in. Here are the factors teachers are asked to consider in various professional development offerings:

- Language
- Special Educational Needs
- Learning Environment
- Connectivity/Internet Access

For all learners it is vital to check-in and understand their levels of motivation. Creating Google Forms that support various aspects of distance learning from mood check-ins to self-marking quizzes are examples of strategies provided during distance learning professional development. To support learners working in their second language, distance learning professional development also provides instruction in using translated versions of documents to ensure access to the learning through the translation tools in Google Docs and the Canvas LMS captioning and screen reading tools.

Equity

P-BVUSD's distance learning professional development is designed to reflect the cultural, intellectual, social, emotional, and physical needs of each learner. To that end, wherever possible, both "live" and self-paced learning resources will be differentiated to ensure that they support diverse experiences that ensure the highest quality experience possible for each learner. Access to all learning resources, digital tools, and technology is equitable to ensure that all students can participate fully. To that end, the District's Information Technology department will continue to provide timely remote support to ensure that instructional technology functions properly.

Assessment

To assess the effectiveness of the district's professional learning program, stakeholders will use student data, disaggregated by student groups, in order to identify the most critical student needs. Additionally, surveys will be conducted on an ongoing basis among both educators and families. This data will help to determine strengths and growth areas as the district's distance learning program continues to develop. This will also help district personnel determine priorities in the development of staff, parent, and student support resources.

Together the P-BVUSD pbvU professional development team, Assessment Curriculum and Technology (ACT) team, distance learning TOSAs, and support technicians have provided four weeks of distance learning professional development and support prior to school beginning on August 24, 2020. Professional development was provided on a weekly basis as follows:

Week 1

(Five days - required for district and site administration)

- Day 1: Canvas Learning Management System (LMS) Onboarding for District Administration
- Day 2: Canvas LMS Onboarding and Trainer of Trainer professional development for School Site Administration (Principals, Assistant Principals, Academic Coaches, and Special Education Administrators)
- Day 3: Canvas Navigation and Communication Support

- Day 4: Mitigating Learning Loss - Accelerated Maps Overview
- Day 5: Canvas Navigation and Communication Support & Accelerated Maps

Week 2

(Four days - voluntary for teachers and administrators)

- Day 1: Canvas LMS Big Blue Bar & Studio with Flipped Video Assignment
- Day 2: Canvas LMS Calendar, Inbox, & Commons with Flipped Video Assignment
- Day 3: Canvas LMS Customizing Content & Studio with Flipped Video Assignment
- Day 4: Canvas LMS Grading & Supports with Flipped Video Assignment

Week 3

(Five days - required for teachers and administrators | Parents and students voluntary)

- Day 1: Site-based Professional Development Day
- Supplemental Professional Development from the Kern County Superintendent of Schools:
- Distance Learning Support: Zoom Breakout Rooms, Canvas Speed Grader, First Day of School Routines, Norms, Expectations 2.0, Grade-level specific distance learning professional development (TK-2, 3rd-5th, and 6th-8th), Setting Norms Beginning with Distance Learning, and "From Google Classroom to Canvas: How Canvas Taught my Kids to Sing" from Cory Chitwood, Instructure/Canvas.
- Day 2: Group 1 & 2 - Canvas LMS Big Blue Bar/Studio/Calendar, Inbox/Commons & Group 3 & 4 - Distance Learning: Communication & Connection (Pillar 1)
- Day 3: Group 3 & 4 - Canvas LMS Big Blue Bar/Studio/Calendar, Inbox/Commons & Group 1 & 2 - Distance Learning: Communication & Connection (Pillar 1)
- Day 4: Group 1 & 2 - Canvas LMS Customizing Content/Studio/Grading/Supports & Group 3 & 4 - Distance Learning: Communication & Connection (Pillar 1). Parent & Students Group 1: Canvas Distance Learning Onboarding 101 (English and Spanish)
- Day 5: Group 3 & 4 - Canvas LMS Customizing Content/Studio/Grading/Supports & Group 1 & 2 - Distance Learning: Communication & Connection (Pillar 1). Parent & Students Group 2: Canvas Distance Learning Onboarding 101 (English and Spanish)

Week 4

(Five days - required for teachers and administrators | Parents and students voluntary)

- Day 1: Group 1 & 2 - Canvas LMS: A Walk through a Canvas Core Course & Group 3 & 4 - Distance Learning: Facilitating Student Engagement (Pillar 3). Parent & Students Make-up Day: Canvas Distance Learning Onboarding 101 (English)

- Day 2: Group 3 & 4 - Canvas LMS: A Walk through a Canvas Core Course & Group 1 & 2 - Distance Learning: Facilitating Student Engagement (Pillar 3). Parent & Students Make-up Day: Canvas Distance Learning Onboarding 101 (English and Spanish)
- Day 3: Group 1 & 2 - Accelerated Maps, In-Depth & Group 3 & 4 - Distance Learning: Facilitating Student Engagement (Pillar 3). Parent & Students Make-up Day: Canvas Distance Learning Onboarding 101 (English and Spanish)
- Day 4: Group 3 & 4 - Canvas LMS: A Walk through a Canvas Core Course & Group 1 & 2 - Distance Learning: Facilitating Student Engagement (Pillar 3). Parent & Students Make-up Day: Canvas Distance Learning Onboarding 101 (English and Spanish)
- Day 5: Site-based Professional Development Day (Schedule varies based on site needs). P-BVUSD Social and Emotional Support for Students and Staff (Required for Administration Teams & SEL Support Staff), PLC Learning Debrief & Grade Level Planning (Supplemental), and Renaissance Webinar (Supplemental).

Technical Assistance

To further support students, teachers, administrators, and families with online and distance learning, P-BVUSD administration strategically added three Distance Learning TOSAs. The TOSAs along with district support technicians will ensure all P-BVUSD stakeholders are able to effectively access support and training for both instruction and technical needs. For the District’s distance learning program to function properly, it is critical that students, parents, teachers and administrators have access to timely technology support. To that end, the district’s Information Technology department will continue to provide remote assistance when software, hardware, and connectivity issues occur. The district’s technology helpdesk ticket system will continue to provide the primary means of requesting support when an issue arises at the school site. Additionally, students, parents, teachers, and administrators may contact the technology helpdesk for immediate support. This support will take the form of “live” educator support sessions conducted by instructional technology personnel, as well as asynchronous troubleshooting resources available on the District’s website and through the devices themselves. The Information Technology Department will regularly review helpdesk tickets to determine trend data on issues experienced by users, and elicit feedback from stakeholders to establish support priorities and determine the development of additional technology support materials.

Staff Roles and Responsibilities

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

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the District prepares to reopen sites for in-person instruction. Following are the key changes to roles and responsibilities of staff, organized by area.

Attendance and Engagement

Within the full-distance and any future choice models, teachers will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student’s attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, presence within the learning management system (Canvas), live interaction (synchronous learning) and completion of independent work (asynchronous learning), as other forms of contact. They will also be

responsible for maintaining a weekly record documenting a student's synchronous and/or asynchronous engagement each day. Attendance staff will be continuing all core attendance functions, though specific roles within these functions are adapted to the distance learning context. Follow-up with teachers who are not documenting attendance/engagement will specify the multiple measures to be used, attendance coding/entry will reflect new structures developed to represent the nuances of the distance learning context, and outreach/intervention within the MTSS context will connect students and families to resources in a distanced model. Attendance staff will be contacting families regarding absences. Where an absence is COVID-19 related, the Health, Safety & Risk Management Department will support contact tracing protocols as directed by the Kern County Health Department as needed.

Special Education

All staff supporting students with disabilities will continue in their roles and performance of their broad responsibilities, with modifications to reflect the distance context. Modifications include:

- Special Education Coordinators and Program Specialists support teachers with the set-up and completion of virtual IEP meetings, including how to engage parents to be meaningful participants and to facilitate the 'paper requirements' of conducting an IEP in a virtual or telephonic setting.
- Special Education Teachers will provide special education services and support a range of distance learning-related actions. They will focus their efforts on providing individual and small group instruction, supporting the assessment process, monitoring student progress, and coordinating with Para Educators and Paraprofessionals to best support student needs.
- Related Service Providers will provide special education services and supports within the distance learning setting.
- Para Educators and Paraprofessionals will systematically support students during distance learning and will help the teacher manage instruction. In accordance with the student's IEP, Para Educators and Paraprofessionals will provide support in breakout rooms and, as appropriate, during targeted synchronous instruction.
- Mental Health Clinicians and Program Specialists will work collaboratively with their current site teams to schedule consultation and counseling sessions with the students, and, in some cases, their parent(s)/guardian(s) to address appropriate supports within the distance learning setting.

Health and Safety Protocols

These protocols were developed using recommendations from the Kern County Superintendent of Schools Office (KCSOS), Kern County Public Health Department, California Department of Public Health, California Department of Education (CDE), and the Centers for Disease Control (CDC). Broad responsibilities applicable to all staff include:

- Immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease.
- Collect and track illness-related information.
- Follow all Health Insurance Portability and Accountability Act (HIPAA) regulations to maintain required confidentiality regarding communicable diseases.
- Immediately contact the Health, Safety, and Risk Management staff if notified of any students, staff, or family member with a diagnosis or exposure to COVID-19.

Health and Safety responsibilities emerging as a result of COVID that are specific to types of staff are outlined below:

Health Safety and Risk Management: Actively model and support all required public health measures. Consult with Kern County Public Health Department to verify all information. Provide guidance to school sites regarding cleaning and disinfecting. Coordinate district level response to any confirmed diagnoses or exposures to COVID. Provide training to staff on any new procedures required by the health department as a result of contact tracing.

Administrators: Actively model and support all required public health measures. Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately track attendance/engagement.

Office Staff: Actively model and support all required public health measures. Encourage electronic communications wherever possible. Work with school nurses to follow protocols that lower the risk of contracting COVID.

Operations/Custodial Staff: Actively model and support all required public health measures. Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Routine disinfecting of all high-touch areas on a daily basis. Contact Health, Safety and Risk Management Department if a large-scale disinfecting/cleaning is required.

Nutrition Staff: Actively model and support all required public health measures. Implement one-way passage through meal delivery lines. Ensure staff has appropriate personal protective equipment and cleaning/disinfecting materials. Increase ventilation for closed areas.

P-BVUSD Site Administration:

- (1) Accessing all virtual classrooms and periodically checking in with each classroom during their scheduled distance learning.
- (2) Establishing a system for monitoring student engagement and interaction, which includes student attendance.
- (3) Ensuring updates and expectations about the school's distance learning program are communicated to students and families in a timely manner.
- (4) Ensuring that all Special Education DLPs are implemented for all students with IEP's, by working closely with the teacher and other school-based staff.
- (5) Provide ongoing and current communication to parents, students, and staff.

P-BVUSD Teachers:

- (1) Confirmation or provision of access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work.

(2) Conduct daily live instruction adhering to the appropriate daily schedule for each grade level. Create a professional workspace free of distractions when instructing students. Any virtual background utilized during distance learning will be free of political messages, pictures, graphics or writing that might be deemed inappropriate.

(3) Verify daily student participation each morning for the previous day. Participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between students, parents or guardians.

(4) Actively participate in a cycle of continuous improvement with administrators who will conduct virtual walkthroughs regularly to provide feedback and support.

(5) Provide special education, related services, and any other services required by a Student's IEP, to the extent feasible and outlined in the DLP.

(6) Provide designated and integrated instruction in English Language Development (ELD) including assessment of English language proficiency and support to access curriculum.

(7) Utilize the Canvas platform so staff can track student participation and provide the required documentation for weekly and monthly participation.

(8) Follow the district provided Accelerated Curriculum Maps to ensure an equitable educational experience for all students.

(9) Engage with students and parents daily during scheduled office hours as needed and/or as requested by students and parents.

(10) Communicate with parents as partners in their child's education and keep them informed of their child's progress.

(11) Adhere to the guidelines outlined in the P-BVUSD Acceptable Use Policy.

School Nurses: Actively model and support all required public health measures. Follow Kern County Public Health guidelines to support contact tracing.

Bus Drivers/Transportation Staff: In the event that student transportation resumes, bus drivers and transportation staff will actively model and support all required public health measures. Ensure adequate space for physical distancing at bus stops and school loading and unloading zones. Ensure good ventilation and open/partially open windows. Thoroughly clean and disinfect buses daily and after transporting any individual who is exhibiting symptoms of COVID-19.

Instructional Service Coordinators, Academic Coaches, Assistant Principals, and TOSAs: Support a range of distance learning-related actions including but not limited to supporting teachers within Canvas, develop courses within Canvas to support student learning, provide enrichment programming through Canvas courses, define the distance learning assessment process, monitor student progress, and

coordinate with instructional aides and support staff. Direct support, including coaching, for teacher teams and new teachers will be provided on an on-going basis. Specific supports will include curriculum development, distance learning protocols for student assessment, new teacher support, and implementation of a Multi-Tiered System of Supports (MTSS)

School Social Workers: Work collaboratively with their current site teams to schedule consultation and counseling sessions with the students, and, in some cases, their parent(s)/guardian(s) to address appropriate supports within the distance learning setting. These sessions can be conducted virtually or by telephone.

Behavior Intervention Assistants: Provide consultation on behavioral strategies that can be implemented in a virtual learning model. In anticipation of a higher need for consultation for sites and families during COVID, the distribution of staff efforts across sites may be flexed to target support challenges that are identified.

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.]

P-BVUSD is committed to ensuring equitable access to engaging, grade-level content and instructional rigor for all students. It is important to reiterate, as often as possible, that in making content more accessible for students with disabilities and other students with unique needs, ALL students will benefit. Additionally, it is important that ALL of our students are seen as students first, and not solely defined by their disability, fluency, or other status. In order to provide support for ALL students with unique needs, all of our reading and math practice programs will be available to students 24/7, facilitating use by foster youth or pupils experiencing homelessness who may have only limited access to shared devices or other students who would benefit from assistance provided by family members. The scaffolds within these programs, including audio recordings and videos, will support pupils with exceptional needs as well as English Learners, and students who may be struggling to understand the content. We are investigating the possibility of providing a program that will offer evening support to students and parents who may experience difficulties with connectivity, accessing the online courses, or have general questions regarding the online program or assignments. The intent is for the support to be provided in the evenings, Monday through Friday.

Distance Learning Support for Students who need additional supports:

- * We purchased Starfall for our TK-2 grade students who need additional support in phonics and phonemic awareness.
- * We purchased Read Naturally Live for our 1st-6th grade students who need additional support in reading fluency.
- * We purchased the premium add-on for Next Gen Math for our 1st-8th grade students who need additional support in mathematics for small group and individual instruction.
- * We purchased Lexia for our 1st-6th grade students who need additional support in reading.

* We purchased MyOn for K-8th grade students who need additional access to library books at home.

Distance Learning Support for English Learners

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. Designated ELD instruction will meet or exceed the following amounts:

- Kindergarten: 30 minutes/day
- Grades 1-6: 30 minutes/day
- Grades 7-8: Designated ELD class

For Integrated ELD, English learners will receive regular instruction during core coursework. These short, more frequent lessons are provided to support English learners with the language of the core lesson. Teachers will receive professional development on ELD instruction.

Distance Learning Support for Pupils with Exceptional Needs

To fully include students with disabilities and ensure that the needs of all students are addressed in all instructional models, the following will occur:

- In order to ensure a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event of fluctuations in school schedule or service delivery models.
- Distance Learning Plans (DLPs) will be utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This would apply to instances or periods of quarantine or self-isolation as well. The DLPs outline the services to be provided during distance learning. These will remain in effect until school resumes in a face to face model. The DLPs are a working document and are reviewed at least every two weeks, unless the term is otherwise agreed upon by parent/guardian and service providers, in order to meet the potential changing needs of families, students and staff as school closure continues in duration.
- Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model will be made by the IEP team and documented on the emergency closure distance learning plan. Goals and objectives in a student's IEP are based on the individual needs of the student, not the model of the instruction to be provided.
- Students who indicated a need during the school year were provided a Chromebook or iPad to assist in accessing instruction. As needed, students will be provided additional consultation from staff or additional accessibility tools to actively engage in distance learning.

Distance Learning Support for Pupils in Foster Care

To ensure that the needs of foster youth are addressed in all instructional models, the following will occur:

- Case management to support all eligible foster youth.
- Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, or e-mail.
- Attendance/engagement and communication with teachers and administrators as needed.
- Provide referrals to district and community agencies for additional support/resources as needed.

Distance Learning Support for Pupils who are Experiencing Homelessness

To ensure that the needs of students experiencing homelessness are addressed in all instructional models, the following will occur:

- Coordination and communication with homeless shelters to engage students in distance learning.
- Contact with parents/students to determine if they have special or unmet needs for accessing distance learning to address their technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.
- Communication with schools/teachers and parents/students to locate ‘unreachable’ students or students who are not engaged in distance learning, and identification of special needs or services.
- Coordination with parents/students and schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.
- Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and referral of parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.
- Coordination with County LEA Homeless Liaison to provide continuity of educational services as students transfer.

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

Description	Total Funds	Contributing
Provide funding to schools for additional days for teacher leadership team to plan for implementation of distance learning.	52,891	No
Replace obsolete teacher Chromebooks and purchase additional Chromebooks for teachers to provide distance learning for students.	4,104,395	No
Procure Canvas as the learning management system for the District.	105,000	No
Provide webcams and Zoom licenses to all teachers to provide distance learning for students.	75,000	No

Description	Total Funds	Contributing
Provide extra duty pay for teachers to create content courses and modules in Canvas for distance learning.	22,214	No
Provide 3.0 FTE Teachers on Special Assignment (TOSA) - Distance Learning to provide professional learning opportunities and coaching for teachers to improve skills necessary for distance learning.	409,079	No
Purchase Starfall school site licenses for grades TK-2 students who need additional support in reading.	5,130	Yes
Purchase Read Naturally Live school site licenses for grade 1-6 students who need additional support in reading and reading fluency.	143,089	Yes
Purchase Next Gen Math premium add-on school site licenses for grades K-8 students who need individualized and small group support in math.	102,581	Yes
Purchase MyOn add-on to Renaissance license for grades K-8 students to provide a digital library environment that gives students access to books.	197,460	Yes
Provide headphones to students as needed to support distance learning.	81,188	Yes
Provide funding to support an after hours helpline for connectivity issues and instructional support for students.	25,000	Yes
Provide hot spots as needed to support student connectivity.	150,000	Yes

Description	Total Funds	Contributing
Provide Lexia for students who need additional reading support	222,946	Yes
Provide 8 additional days for Distance Learning professional development	5,000,000	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.]

By administering local assessments, the District will have an immediate and accurate picture of each student’s current skill level, which can be compared to the last assessment administered before the interruption of the 2019-2020 school year. These assessments determine where a student is on the learning progression aligned to the California Common Core State Standards. During periods of distance learning, local assessments will be administered remotely to small groups of students using a video-conferencing tool that will allow the test monitor to see students while they are testing. Focus skills will be clearly identified in the assessment reports, enabling us to prioritize instruction and interventions to close identified learning gaps in reading and mathematics. Monitoring students’ progress on grade level appropriate assessments and adjusting supports based on student results will be critical.

Students and families should expect assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure. The accelerated curriculum maps developed for English Language Arts (ELA) and mathematics include specific guidance for teaching priority standards over the course of the 2020-21 school year.

Assessing learning loss, along with daily formative assessments conducted by teachers during synchronous (live) instruction and asynchronous (independent) activities will guide instructional intervention and support. Over the course of the year, regular interim assessments in both ELA and math will allow teachers and schools to continue monitoring student learning status, including the rate at which students are making up for any learning loss.

It is important to reiterate that formative assessment of students' learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs.

The District focus will begin with creating learning environments that feel both physically and psychologically safe for students (and adults). Educators need to work to re-engage students in school, emphasizing the importance of the school community and the joy of learning.

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.]

Local assessments will provide teachers with the data to determine if English learners need skills practice or language practice. Teachers will use Star Reading and Accelerated Reader, which will help students overcome vocabulary and background knowledge gaps that may be evident among low income students. Assessment reports will facilitate the timely transfer of data for foster youth or homeless students who transfer from school to school or across district lines as their foster placements or living arrangements change. The District will be using Canvas and the county wide data program, KIDS, to capture a complete picture of performance across all of our metrics and indicators. KIDS will enable us to disaggregate data by subgroups to make better data-informed instructional decisions to address learning loss and accelerate student learning for English learners, students from low income families, students in foster care, students with exceptional needs, and students experiencing homelessness. It will allow the District to view data longitudinally to see demographic trends and student performance over time and plan instruction accordingly.

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous (live) instructional time. At Tier 1, all students will receive standards-aligned instruction focused on priority standards. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. Tier 2 supports will be provided primarily through synchronous (live), small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Both whole class and small group sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to students and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

Programs that will be implemented in a full distance model include:

- Use of Canvas as the Learning Management System (LMS)
- 90 minutes of teacher collaboration built into the weekly schedule
- Daily live instruction
- Targeted, structured support for small groups and/or individual students
- Specific supports for students with IEPs and for English Learners
- Use of the ELA and math accelerated curriculum maps to focus on priority standards
- Interim assessments aligned with content and core instruction
- Regular communications to parents including progress reports, content to be taught, and assignment details
- Professional learning to support the above processes and strategies for effectively managing a classroom and student relationships in the distance learning environment

Distance Learning Support for Students who need additional supports:

- * We purchased Starfall for our TK-2 grade students who need additional support in phonics and phonemic awareness.
- * We purchased Read Naturally Live for our 1st-6th grade students who need additional support in reading fluency.
- * We purchased the premium add-on for Next Gen Math for our 1st-8th grade students who need additional support in mathematics for small group and individual instruction.
- * We purchased Lexia for our 1st-6th grade students who need additional support in reading.
- * We purchased MyOn for K-8th grade students who need additional access to library books at home.

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 our services or supports provided to address learning loss will be measured by Star’s benchmarking and progress-monitoring data, initial assessment data from the Next Gen Math student grouping tool, Acadience data, 95 Percent Group data, as well as our district created interims to show growth between assessments. Student growth will be compared from the first assessment of the new school year to each subsequent assessment, yielding a Student Growth Percentile for individual students, an entire class, or the whole grade level.

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

Description	Total Funds	Contributing
Provide funding to schools for additional days for their teacher leadership team to plan for the implementation of distance learning and in-person instruction when it becomes available.	52,891	No

Description	Total Funds	Contributing
Maintain Illuminate data system to support implementation of the District's interim and common formative assessment system.	124,822	No
Replace obsolete teacher Chromebooks and purchase additional laptops for teachers to provide distance learning for students.	4,104,395	No
Purchase webcams for all teachers to provide synchronous instruction.	52,664	No
Provide extra duty opportunities for teachers to engage in the creation of content in Canvas for teachers use in the district.	22,214	No
Provide 3.0 FTE Teacher on Special Assignment (TOSA)-Distance Learning to provide professional learning opportunities and coaching for teachers to improve skills necessary for distance learning.	409,079	No
Provide Chromebooks as needed for TK-2 students so those students can access online learning.	2,084,660	Yes
Procure the Canvas learning management system for grades TK-8.	105,000	No
Purchase Read Naturally Live for students in reading fluency intervention grades 1-6.	143,089	Yes
Purchase Starfall for TK-2 grade students who need additional phonemic awareness intervention.	5,130	Yes

Description	Total Funds	Contributing
Purchase the premium add-on for Next Gen Math to provide personalized individual and small group intervention in math in an online format.	102,581	Yes
Purchase Lexia to provide additional support for students struggling with reading.	222,946	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.]

This school year we intend to honor the lived experiences and perspectives of all members of the school community and develop a response plan for re-engaging students and adults in a new type of learning. We will provide learning and support for the school community in four Social Emotional Learning (SEL) critical practices.

SEL Critical Practice 1: Take time to cultivate and deepen relationships, build partnerships, and plan for SEL:

We recognize that relationships are a priority. School staff are expected to be intentional in their relationship building with students and families utilizing audio and visual communication to engage students and their families during distance learning. Staff and students will be provided with supplemental instructional opportunities to learn and grow in key relationship skills. SEL lessons will be provided on developing key relationship skills such as communication, social engagement, relationship building and teamwork. Staff will receive training on delivering social emotional learning lessons through the Canvas learning management system and will have on campus support with Behavior Intervention Assistants (BIAs), School Psychologists and School Social Workers. In partnership, these student support staff will help create a tiered supportive and equitable learning environment that promotes social, emotional and academic learning for all students through a trauma informed lens.

SEL Critical Practice 2: Design opportunities where adults can connect, heal, and build their capacity to support students:

We recognize that our staff too, need to be supported, empowered, connected and valued. Distance learning is new for all staff and in order to support their needs, a collective effort of support along with training is essential for staff to feel safe and connected to their working environment. We also recognize that our staff have experienced significant disruption in both their personal and professional lives. To help foster a connected environment staff will receive training and support on recognizing signs and symptoms of social, emotional and behavioral stress. The MTSS team will provide additional training and support to staff on mental health and wellness. Staff will also receive training and

support on compassion fatigue and vicarious trauma to aid their emotional and psychological health. They will be provided support by the BIAs, School Psychologists, School Social Workers, and site and district administrators on how to manage their social, emotional and behavioral health using research informed practices and reflect on their practice to process and learn from their experiences to better support our students. Additionally, staff will get training on how to positively reinforce positive behaviors through distance learning using Positive Behavior Intervention and Support (PBIS) strategies.

SEL Critical Practice 3: Create safe, supportive, and equitable learning environments that promote all students' social and emotional development:

We recognize the importance of our students feeling safe and having a sense of belonging at school. We are dedicated to providing our students opportunities to learn about, reflect on and practice social emotional learning. Built into Canvas, are educational opportunities to learn and practice important social emotional skills that include self awareness, self management, relationships skills, social awareness and responsible decision making. These lessons will provide students with 15 to 30 minutes of learning, reflection and practice of important SEL skills. Staff will receive training and support that helps them recognize the signs and symptoms of stress in their students. We will continue to utilize our Behavior Intervention Assistants (BIAs), School Psychologists, and the newly formed MTSS team of School Social Workers to examine the impact of COVID-19 and social distancing on students' lives and communities. Through screening and monitoring of student wellness, we will work collaboratively to ensure we are identifying, addressing, and linking students and their families to school wide tiered interventions and supports and/or community resources. Our student support staff of BIAs, School Counselors, School Psychologists and School Social Workers will provide intervention and support to students on how to regulate their behaviors during stressful situations utilizing stress reduction strategies. If more intensive support is needed School Psychologists and School Social Workers will provide group and/or individual mental health and wellness via telehealth to students.

SEL Critical Practice 4: Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families and staff:

We recognize the importance of data based decision making and continuously improving support for our students, families and staff. Built into daily social emotional learning lessons in Canvas are daily check in and check out ratings. These ratings will help us gauge how students are feeling and provide data that will assist us in being proactive in communicating with students and families about any potential concerns. A wellness referral will provide teachers a tool to screen and monitor student social, emotional and behavioral health during live instruction. The wellness referral will be monitored by BIAs in collaboration with School Psychologists and School Social Workers. Additional group and individual mental health support will be provided when a student's social, emotional and behavioral health continues to be of concern. Families are also encouraged to contact our district's student support teams by calling their child's teacher, school site or a district help line for social, emotional, behavioral or mental health concerns.

MTSS Team Roles and Sites

The P-BVUSD Multi Tiered Systems of Support (MTSS) team will provide social, emotional, behavioral, and mental health intervention and support for students and staff. The team comprises an MTSS Coordinator, two Licensed Clinical Social Workers, four Registered Associate Clinical Social Workers, four district Behavior Intervention Assistants (BIA) and 26 school site based BIAs. The focus of the MTSS team is to

raise emotional learning and academic thinking everyday utilizing a framework that supports the needs of students through meaningful relationships and fostering productive social-emotional learning (SEL) that promotes a whole-child education. The MTSS Coordinator will provide leadership on supporting the district with the integration of Social Emotional Learning (SEL), Positive Behavior Intervention and Supports (PBIS) and provide professional development in areas that pertain to social, emotional, behavioral and mental health. The School Social Worker II's will provide guidance and support to the School Social Worker I's, BIAs and graduate social work interns in addition to providing intervention and support for non Title I schools. The School Social Worker I's will provide direct services for students needing more intensive or individualized intervention in addition to providing support of PBIS implementation at Title I schools.

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.]

Measuring Attendance During Distance Learning

Teachers will document daily attendance using the District's Student Information System (SIS) based on student participation in synchronous and asynchronous activities. To measure engagement, asynchronous and synchronous lessons and activities are assigned a time value. Teachers will assign a time value for activities and document participation and engagement in each lesson and activity for each day of the week. This allows for student engagement analysis at the District, grade, and classroom levels.

Ensuring Attendance and Engagement Equity

District teachers, site administration, and district office administration have defined roles and will work together to eliminate obstacles to ensure that our students are engaged and are meeting compulsory education requirements. Prior to the start of the school year teachers, site administrators, and attendance clerks were trained on attendance accounting procedures to ensure equity and consistency throughout the district. They were also provided with tiered reengagement strategies by the Administrator of Alternative Programs.

Re-Engagement Strategies

At the beginning of the year, teachers will verify all contact information, access to devices, device need and connectivity for each student. Teachers will monitor student engagement via the Canvas LMS daily for each activity that is assigned, synchronous and asynchronous. The school site attendance clerk will contact families who have not engaged during a school day to verify the reason for the absence. Site administration will notify the Administrator of Alternative Programs when contact cannot be made with a student. If students miss 60% of the instructional week and/or are not engaged in all activities for an instructional day on a consistent basis, site administration will work with the

Behavioral Intervention Assistant to improve engagement. If a student continues to not respond to support, the site administrator will notify the Administrator of Alternative Programs to deploy additional reengagement strategies, such as providing resources and supporting family engagement with social services and physical well-being services. If a student continues to be absent, or has limited engagement and participation, after all support resources and services have been provided to the family, the school site will conduct a Student Success Team (SST) meeting and develop an attendance contract with the family. If the student violates the SST contract the student will be referred to the Student Attendance Review Board (SARB) for further review and action. If there are barriers in communicating with the family, the Alternative Program Administrator and the MTSS Team will conduct a wellness check at the pupil's residence. Throughout this process, each family's individual needs, such as language barriers; access to the Internet and technology; food and nutrition; and social, emotional, and psychological needs will be considered. Parents and caregivers are encouraged to participate in parent education sessions, such as "Coffee with the Counselor", on topics to support parenting and family management. Our Counselors and Social Workers will reach out to families of students who are not engaged at school, as well as families who were on their caseload before the school closure, to offer additional community resources when necessary.

Development and Communication of Procedures for Re-engagement

The district Educational Services department and the Administrator of Alternative Programs used guidance from the California Department of Education (CDE) to develop procedures for student reengagement. These procedures are part of our district's distance learning plan. Site and district administrators were provided training on the implementation of these reengagement strategies. All communication regarding pupil engagement and outreach will be translated into the District's primary foreign language; Spanish. The District also provides translation services for other foreign languages as needed. Parent will also be notified via ParentSquare in order to allow access in their native language.

Parent Training

The district will work with the intervention counselor, the MTSS team, and the curriculum department to conduct a needs assessment and provide additional support for parents based on identified needs.

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.]

Nutrition Services will continue implementation of key operational procedures developed during the spring school closures that continued through the summer months to ensure safe and effective meal services of nutritionally adequate meals. These include use of a drive-thru, curbside pick-up process that ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and the use of masks for

community and staff required per state and county health orders.

P-BVUSD opened on August 24, 2020 with limited flexibility in place under the National School Lunch Program and School Breakfast Program parameters. These include the service of meals to P-BVUSD enrolled students only and meal eligibility requirements at non-Community Eligibility Provision (CEP) schools.

On September 1, 2020 the United States Department of Agriculture (USDA) and the California Department of Education (CDE) approved additional waivers to include the continuance of the Seamless Summer Option (SSO) allowing all children 2-18 years of age to receive a free breakfast and free lunch, regardless of eligibility or enrollment in school. Parents were supplied with two barcode ID cards for each student with their back-to-school packets. In order for a child to receive meals, the child must be present or the parent or guardian must present the child's barcode ID card or another form of identification with the child's photo.

Students with Special Meal Accommodations (Medical Statement for Meal Accommodations on file) will need to contact Nutrition Services if they are picking up special meals.

With school districts relying on funding based on the income level of households for students attending their schools, P-BVUSD is reaching out to families that utilize the Free and Reduced Price Meal Program to continue submitting applications for the 2020-21 school year. Free and Reduced Applications are available on the district website at <https://www.pbvUSD.k12.ca.us>.

Initially, the Nutrition Services department offered curbside meal service at 11 of the 24 school sites due to the possibilities of staff and food shortages. A bargaining unit MOU allowing CSEA staff from other departments to assist Nutrition Services with the curbside meal service enabling P-BVUSD to open all 24 sites beginning, Tuesday, September 8, 2020. The advantages of opening all sites, gives us the opportunity to connect with families as they come pick up a meal each day. Many site leaders and teachers are capitalizing on this time to check-in on students, provide incentives, and distribute materials.

When P-BVUSD moves to a blended learning program, the Nutrition Services department will provide breakfast and lunch for students who attend in person, adhering to all social distancing requirements. All students will either consume meals in the classroom or outdoors. Nutrition Services is planning to offer meals for curbside pick-up on the days students participate in remote learning.

In planning the return of students and staff to the school site, Nutrition Services is putting plans into place to maximize safety within the COVID context. One measure is the continued offering of cashless payments for all students and staff via the Titan software system.

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

Section	Description	Total Funds	Contributing
Distance Learning Program (Access to Devices and Connectivity)	Chromebooks made available for all students who need a device to access distance learning at home.	2,084,660	Yes
Distance Learning Program (Access to Devices and Connectivity)	Additional Technology to Support Distance Learning: Wi-Fi hotspots, headsets, webcams, and laptops/devices.	9,738,247	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Assistive technology for Students with Disabilities to access distance learning instruction from home.	57,342	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Foster Youth Services: Maintain staffing and supports that specifically address Foster Youth needs.	0	No
Distance Learning Program (Supports for Pupils with Unique Needs)	Maintain staffing and supports that specifically address English learner needs including designated/integrated ELD implementation, newcomer programs, and language immersion programs.	0	No
Distance Learning Program (Distance Learning Professional Development)	TOSAs and Curriculum Coordinators: Maintain existing staffing and supports to facilitate effective delivery of research-based, standards-aligned instructional practices. Expand professional development efforts to meet distance learning context needs including, but not limited to, effective use of the District's accelerated curriculum maps, integration of SEL practices, use of the learning management system, and implementation of targeted small group and individual sessions.	409,079	No

Section	Description	Total Funds	Contributing
Pupil Learning Loss (Pupil Learning Loss Strategies)	Collaboration Time: Continue 90 minutes for teachers to collaborate with peers on approaches to improve student achievement and engagement. While in distance learning and/or a choice model, collaboration will further focus on assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	0	No
Distance Learning Program (Supports for Pupils with Unique Needs)	Homeless Services: Maintain existing staffing and supports specific to homeless youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations.	0	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
23.26%	\$34,038,898

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.]

There are several actions that are contributing to the increased/improved requirement that are being implemented across the district. These actions in turn are divided into those that already exist within the previous Local Control and Accountability Plan (LCAP) and those that are unique to the school closure/distance learning context.

Two actions related to device and connectivity access are being applied across the entire district, but are primarily intended to provide access for low-income students who may not have full access at home. The District purchased and distributed Chromebooks to all students and will continue to distribute devices to incoming, new students at grades TK-8, and any continuing students who still need a device. Targeted outreach is occurring through the Administrator of Alternative Program's office to make contact with 'unreachable students' and determine technology needs. On a case-by-case basis, Wi-Fi hotspots are also being provided to those students who do not have access to internet services.

Three Distance Learning TOSAs were added to support teachers who may need assistance with access and technology related professional learning. In addition, the TOSAs will support teachers in creating lessons that engaging all learners, with particular emphasis on how to engage our at-risk youth by integrating ELD strategies, providing multiple media strategies that will enable students to access content, and create online environments that will meet the needs of all students.

The District plans to add additional Computer Technicians to provide a Help Line for our parents, after-hours technical support in accessing Canvas, and provide troubleshooting support for parents and students with device or connectivity issues. The will also have two technology clerks who are available during the day to assist parents with technical support and provide troubleshooting support to all parents and students, in both English and Spanish.

Academic Coaches at Each School Site

The academic coaches provide a range of professional development as well as instructional coaching, which helps to chart the instructional course of the District. Prior years' work has been specifically focused on supporting the needs of unduplicated students, particularly in the area of intervention and the implementation of Walk-to-Learn intervention groups in ELA while supporting all students. This action is primarily intended to benefit those students who need additional support to access content, engage in the learning process, and express their thinking. This is a critical and synergistic effort with the work of integrated and designated ELD as well as differentiated instruction for students with disabilities and other learning needs. As distance learning continues for the 2020-21 school year, the District has communicated the expectations that all lessons are to be designed using integrated ELD strategies. This is a major shift and will not occur overnight and only with significant coaching and support from the Instructional Services (IS) Department. As such, our IS Coordinators are assigned to site academic coaches to provide ongoing support in the areas of professional development and coaching. The IS Coordinators will be key leaders in this effort.

Several actions from the existing LCAP that are both (a) being implemented district-wide and (b) increasing or improving services for unduplicated students or being maintained in the 2020-21 school year. These actions include:

Junior High Counselors and Intervention Counselors

Providing robust and predictable academic counseling services is intended to provide all students, and in particular unduplicated students, guidance to support their successful navigation of junior high school and the high school path, as well as college and career. Particularly for students who will be the first in their family to go to college, many of whom are unduplicated students, consistent access to counseling is a critical support for their success.

Teacher Collaboration Time

Teacher Collaboration time is intended for staff to engage in collaborative review of data, student work, and planning instruction that best meets the need of students who continue to demonstrate inequitable outcomes in our schools and district. This includes English learners, foster youth, homeless youth, students with disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction. As discussed in this plan, focus areas for the year will include Designated and Integrated ELD, Multi-Tiered Systems of Support, and formatively assessing student needs so that targeted small group instruction can be used most effectively. All of these focus areas are specifically aimed at (1) addressing learning loss and (2) accelerating growth for students demonstrating the most need.

Alternative Program Administrator

This represents a key component of the district's equity-based efforts to provide services to the community where they are needed most. The Administrator of Alternative Programs centralizes a number of services that the district's most vulnerable students and families, including homeless youth and foster youth, need and often do not have access to. These include services for families in transition. These are in addition to the core function of an efficient enrollment process to efficiently place students and families into schools.

Multi-Tiered System of Support (MTSS)

These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in school, college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically, and continue to experience, disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Foster youth and homeless youth in particular experience higher rates of discipline and lower attendance. English learners and low-income students are also more likely to be impacted by negative school culture and climate. These programs will adapt their range of supports for staff and students during distance learning. As the survey results discussed in this plan showed, connectedness during distance learning is challenging and many reported feeling less of a sense of belonging to their class or school. The MTSS program will provide critical elements in communicating and teaching best practices for integrating SEL into daily instruction and establishing clear classroom and school-wide supports to build positive culture and climate both behaviorally and academically.

Nurses

This action, in non-pandemic times, represents another of the District's efforts to provide resources to the P-BVUSD community based on the needs of the most vulnerable, including unduplicated students. In particular for those students who are low income, foster youth, and homeless youth who may not always have regular access to health services, including counseling and mental health services, this action is a critical support. Providing preventative health services and rapidly responding when health needs are identified increases the ability of more students to attend school more often. With attendance playing a critical role in academic success, this action is viewed as a direct support of student success in the classroom and beyond. During the time of school closures, the staff within this action will play a critical role in addressing the impact of trauma caused during the pandemic or exacerbated by the conditions of school closure. As mentioned throughout, the impacts and trauma of COVID are landing disproportionately on specific student groups, including unduplicated students.

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

Direct outreach to parents and families both preventively and when there are concerns will support quick identification and address any concerns. Home visits will be done when necessary. The District has developed a new referral process including information around social emotional support. The MTSS team will provide resources and tools for specific relevant issues for teachers to use with individual students and families with a focus on our foster youth and students from low-income families. SST meetings will be held as needed to quickly address gaps and develop plans to support at-risk students.

For our English learner population the English Learner Program Specialists and EL TOSA will reach out to school sites to ensure they are aware of their current ability level, have an understanding of the curriculum to be used, and provide strategies for the teacher to differentiate instruction. Where appropriate Instructional Aides will be used to specifically support those students in online environments to ensure they understand the material being presented. Information will be provided in the parents' home language to provide support where needed and regular monitoring by the students' primary teacher will ensure no student falls through the cracks. The impact of COVID and school closures disproportionately effect our unduplicated students. Providing direct outreach services to the parents and students affected by this closure, we have intentionally increased and improved services for our unduplicated students.