

Learning Continuity and Attendance Plan (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Palmdale Elementary School District	Raul Maldonado Superintendent	RMaldonado@palmdalesd.org 661.947.7191

General Information

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

The Palmdale School District (PSD), located in the northern part of Los Angeles County will start the 2020-2021 school year utilizing a Distance Learning model due to the high number of COVID – 19 cases in the county. The plan was developed in keeping with recommendations from state and local officials including the Los Angeles County Department of Public Health, Los Angeles County Office of Education, Center for Disease Control and the California Department of Education. Per the Memorandum of Understanding regarding the reopening of schools for the 2020-2021 school year, “continued education of our students during the 2020-2021 year will require flexibility given the impact of COVID -19 and the possible need to fluctuate between various models of instruction (e.g., in-school, distance learning and a hybrid of both models). To support this, instructional models have been developed with input from PETA, CSEA, educators, administrators, parents and the District.

Impact on schools during this tumultuous time would not be complete without discussions surrounding the health and safety of students, parents, school and district personnel. Conversations have revolved around the need for the district to provide training related to health and safety, use of PPE equipment, flexibility in the workplace and during the school day; as well as, the possibility of staff working from home and/or the re-tasking of duties and responsibilities. PETA, CSEA and the district have worked together to ensure the safety and well-being of all district stakeholders.

It is the goal of the Palmdale School District to provide students with access to high quality education and the most effective curriculum and instructional materials, as well as, tools and applications for learning. In accordance with guidance from the State of California and the California Department of Education, the District may, as part of its distance learning program, deliver online instruction to students and conduct virtual classroom activities. To facilitate the delivery of educational instruction and related services to students, the District may use one or more web conferencing communication platforms. These platforms may include Zoom and/or Google Meet. Building on the Distance Learning model started in the Spring of 2020, PSD will continue to utilize multiple platforms to communicate and ensure learning occurs with our families and students. Technology training is a mainstay of the Palmdale School District during a normal school year; and providing training opportunities using a variety of virtual platforms, we continue to provide many opportunities to enhance technology usage in the

classroom. Some of the trainings provided for teachers include Classlink, Google Meet, Zoom, Hapara, Class Dojo, Google Classroom, and others. The PSD website provides a plethora of resources for both teachers and parents to support and enhance student learning. We continue to work to ensure 1 to 1 devices for all our students. Recognizing that not all of our students have access to internet services, we have collaborated with Verizon to provide internet service to our families. For students who do not have access to technology or for whom it is inappropriate, Educational Services and the Special Education departments will provide packets specifically to meet student needs. Service providers will adhere to the services agreed upon in a student's IEP and to IDEA requirements, including federally mandated timelines, to the maximum extent possible within the minimum 180-240 instructional daily minutes depending on grade level requirements. As in the spring, we will continue to monitor student attendance in virtual classes and notify parents of student absences.

With the virtual platform as the starting point for the 2020-2021 school year, the first two weeks will be devoted to building relationships with students and their families, providing a foundation for virtual learning, and setting rigorous standards for student learning. The Palmdale School District is a Capturing Kids Hearts district with several of our schools nationally recognized as such. We will continue to operate through a lens of relationship building in every area of work. This is especially important due to the impact of social distancing. Our students miss their teachers and their schools. School staff recognize that they are here for students and they miss them. In the spring many of our opportunities to engage with our students were eliminated. The impact of COVID-19 on our students with disabilities has been extensive, it has impeded their ability to receive in-person instruction, full assessments, and hands-on social skills. As we move forward many of these opportunities are being added back into the fabric of our schools' culture. Principals and school personnel are reaching out to our students and families to better understand their needs. Social Emotional Learning specialists will continue to meet with student groups and families as needed from a virtual platform. In addition to building relationships, PSD is committed to providing equitable services to all students.

While many activities associated with school life were eliminated during the initial school closures in the spring, as much as possible school personnel are looking at how we can bring them back for the 2020-2021 school year. Activities being considered can be grouped into five categories: Attendance Incentives, Building Strong Relationships, Rigorous Learning Programs, Collaboration and Communication, and Safety for All. Many of our school sites have considered how to bring back attendance incentives and competitions to engage students and encourage attendance throughout the year. In keeping with Building Strong Relationships, sites will continue to utilize Capturing Kids Hearts activities such as Social Contracts, sharing of "Good Things", in conjunction with PBIS, Restorative Justice and Safe and Civil practices, and showing patience and positivity. In Collaboration with parents and through consistent communication we will work to become co-teachers with our parents to ensure student success.

As we plan for learning and social-emotional growth for our students we cannot forget what brought us to this place. As we work through the multitude of issues that come with supporting our families and educating the students of the district, we must also be concerned with keeping our district community safe and healthy. We have put into practice health and safety recommendations from the CDC, LACDPH, and others.

Finally, the Palmdale School District has for many years worked to provide a rigorous curriculum and learning program for our students. It is our goal to ensure that this remains at the forefront of our work to educate students. Across the district, there is a determination to provide a rigorous learning experience built on the work we were doing prior to the COVID – 19 closures, to meet the physical and emotional needs of our families, and to come together to carry out the promises made to our community in the Palmdale PROMISE.

Stakeholder Engagement

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

The Palmdale PROMISE is a series of five goals (promises) that were made in collaboration with students, parents, teachers, administrators and community members. These goals seek to dramatically improve student engagement and achievement, create globally-competitive learning environments of high intellectual achievement, provide strategic direction for sites and staff, provide safe and affirming school environments, and engage diverse families and communities in powerful learning and collaboration. These goals and the accompanying actions have been the focus for PSD for the last six years. The PROMISE is an ever-evolving process with consistent goals. Because of the consistency of our focus we have seen incredible achievement for our students, as well as, a true collaborative relationship with our families and our community. While we may be in uncharted territory with the COVID – 19 our goals and values remain steadfast. Monthly meetings with our parents at both the site and district level ensure transparency and two-way meaningful conversations about the desires and needs of our schools and communities. Meetings such as District PAC, ELAC and DELAC, Coffee with the Principals, Superintendent’s PAC, Breakfast with the Superintendent, Student PROMISE Ambassadors, and many other groups ensure that parents and community members are knowledgeable about the workings and goals of the district. Meetings are not limited to families and community members; the PROMISE also seeks to ensure we have knowledgeable staff. The training provided to various staff groups ensure that anyone can assist our parents in finding the necessary support to meet their needs. Informing parents and community of the impact of COVID -19 on student learning is crucial to obtaining support for Distance Learning, or a Hybrid program should we be able to implement it in the coming months. It allows us to understand the barriers to student achievement and how to best support our parents as co-teachers in student learning. Because of this importance many of our meetings will continue as scheduled from a virtual platform, parents will be able to receive flyers/packets of information, all of which will be translated into their home language as outlined in California Ed Code.

Prior to finalizing the Learning Continuity Plan (LCP), the Palmdale School District scheduled meetings with our DELAC and District PAC groups to share a draft of the Learning Continuity Plan and provide a link to a survey where parents could share concerns, ideas, suggestions, and other considerations prior to going before the board. Middle school students will receive a link to a survey through their Social Studies classes, the survey allows them to have their voice heard, through providing feedback related to the distance learning model we have started the year with, their concerns, ideas on improving attendance, what specific activities would they like to see returned to the school year in a virtual capacity - i.e. Spirit days, etc. All stakeholders and community members will be able to view a draft of the LCP and obtain a copy at the district office. For our families without computers, devices or internet access, stakeholders will be able to pick up a hard copy of the plan and the survey from the district office. Site principals have been asked to include the Director of LCAP to attend and present the Learning Continuity and Attendance Plan at any parent meetings they might be holding prior to going to the Board for a hearing. Through Principal and Assistant Principal meetings we have received valuable feedback as we work through the details of a distance learning model of instruction. PSD worked with our local bargaining units to create MOU's and Joint Communique's providing policy and procedures for distance learning, health and safety procedures, and re-tasking duties and responsibilities.

Meetings were held between March 13th (time of shutdown) through August to determine what learning model would be used for the 2020-2021 school year, other meetings included a focus on health and safety procedures for the re-opening of the district, the delivery and schedule for feeding families within the district, the need for MOU's and Joint Communique's with both PETA and CSEA (our local bargaining units), as well as other supports affected by the closure and reopening of the school district. On August 11th, 2020, the Director of LCAP, the Superintendent's designee, met with both the District PAC and DELAC members separately and virtually, to inform them of the Learning Continuity Plan what it is and why we have it. Translation was provided for our Spanish speaking parents. Parents were also informed that they could pick up a hard copy in English and Spanish from the District Office. Prior to submitting the Learning Continuity Plan to the Board at a hearing, feedback from all stakeholder groups was analyzed for trends, recommendations, concerns to be addressed, and additional questions to be considered. The DELAC and D-Pac Committees met again, separately and virtually, on August 28th to discuss the specifics of the LCP and obtain feedback. Committee members submitted no questions or concerns. The notice of hearing for the LCP was submitted to several local newspapers along with information as to how to obtain a copy and participate in the hearing. Stakeholders will have until August 31, 2020 to submit feedback to be considered prior to the Board Hearing on September 1, 2020. Stakeholders comments at the September 1st hearing will be considered and addressed prior to the adoption of the plan on September 15th, 2020.

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

The Palmdale School District promoted stakeholder engagement in the Learning Continuity Plan by presenting the plan at DPAC and DELAC meetings, providing LCP information on the website, and sending out surveys to site administrators, and students. Site administrators were asked to provide information about various meetings surrounding the approval of the Learning Continuity Plan. Board meetings are held virtually with interested community members able to access the meeting through the district website or telephonically. Parents and community stakeholders are able to voice concerns at all board meetings and in this instance will be able to comment at both the hearing and the time of the Learning Continuity Plan adoption. At the hearing for the Learning Continuity Plan, information was presented about the various sections of the LCP and the related actions and services. An opportunity was provided for questions and comments to be presented to the board for consideration. No speakers presented questions or comments.

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

In addition to the feedback received from the DELAC and District PAC meetings, feedback was received from the following groups: administrators through Weekly notification beginning August 3 through August 18, general parent feedback (parents not involved in the two groups required to provide feedback), students beginning August 7th through August 18th. Principals were particularly concerned with meeting the needs of their various student groups and ensuring that sites were able to fully meet health and safety guidelines as outlined by public health agencies. Families were concerned with obtaining technology needed to fully participate in distance learning and engaging students who were struggling with enjoying distance learning. These same concerns were voiced by parents in DPAC and DELAC meetings. Once the specifics were explained to parents they were less concerned and generally pleased with the way distance learning was progressing.

At the conclusion of parent surveys that conveyed the Special Education parents' desires for the next school year, every parent has received a Prior Written Notice to outline the services our students with disabilities will receive to start the 2020-2021 school year. Additionally every

case manager has developed collaborative plans to address our students individualized education plan. As a means to help promote improved understanding of services and to elicit collective decision-making, individualized educational plans for our students with disabilities are held via Zoom and Google platforms. Teleconferencing and additional remote options are provided to parents to encourage participation and greater trust between home and school. Through these various means of obtaining feedback, our SPED parents have conveyed a desire for their children to be provided instruction via online platforms.

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

District English Learner Advisory Council:

Two meetings were held with the District Parent Advisory Council; the first meeting providing an overview of the Learning Continuity and Attendance Plan, and the second meeting providing specific review of the LCP. Parents shared a few questions about district provided technology and internet access for students. They were told that it would be best to contact schools about when and how to obtain chromebooks for students and ask staff to recommend them for district provided hotspots. Once recommended to Technology department and appointment will be made to pick up the hotspots. They also wanted to have a second meeting to discuss the specifics of the final Learning Continuity and Attendance Plan. At the second meeting, parents were notified that over 1,000 wifi hotspots had been given out to families across the district.

District Parent Advisory Council Concerns:

Two meetings were held with the District Parent Advisory Council; the first meeting providing an overview of the Learning Continuity and Attendance Plan, and the second meeting providing specific review of the LCP. Parents were open and interested in the plan. They had a number of questions such as: How will we meet the needs of students who don't like distance learning? Was the district looking at providing tutoring for students? What opportunities will students have to meet with their teacher on a one-to-one basis to have questions answered? In response to these questions, parents were informed that many of the site administrators were determining how they could incorporate school culture activities like Spirit days, awards assemblies into the virtual school environment. Parents were assured that the 2020-2021 school year would be very different from what occurred in the Spring. In response to the question regarding tutoring, the district is looking at providing tutoring opportunities for foster youth/homeless students, as well as, students who are exhibiting learning loss and need to this type of support. MOU's with PETA, the certificated teacher union, states that there will be no synchronous learning between the hours of 10:30 - 12:30 to allow students and staff to have lunch (students will pick up breakfast and lunches from any school site - see School Nutrition section). This will also provide time for teachers to have office hours to have 1:1 time with students and/or parents who have questions regarding the work. This group has requested a second virtual meeting to discuss the final Learning Continuity Plan. The second meeting was held on August 28th and no additional questions or concerns were submitted.

Student Stakeholder Survey:

In keeping with the Palmdale PROMISE goal to ensure students within our schools have a voice in all manner of topics pertaining to their learning experience. All middle school students were presented with a survey to provide the district with their concerns, suggestions, and thoughts on distance learning, school activities, and student engagement. Over the years since implementing our Student Ambassador program, students have provided the district with thoughtful and insightful questions and suggestions. Seven Hundred and ninety-five

students from 5 out of 7 our middle grade schools, covering grades 6-8, responded to our survey. When asked to choose the top three activities students would like to see brought back through distance learning: the top choices were Spirit day, attendance incentives, awards/certificates/assemblies; also included were virtual clubs. The suggested topics for virtual clubs included ASB, Girls Build L.A., Cooking, Tutoring, with several students suggesting training on social distancing. Some of these suggestions have been implemented at the sites - award incentives and spirit days. All of this information was shared with principals so they could see what is important to their students. Another question presented to student had to do with their concerns and ideas about distance learning. Out of 768 responses all of them said that students have no concerns. Whether this is because they are overall pleased with the way this school year is going or they trust the administration and teachers to ensure they learn, is not clear. However, it is interesting that this is the response from so many students.

Administration Survey:

In the survey sent out to administration their concerns with distance learning fell into two categories - adhering to new protocols and procedures scheduling the work that needed to be done within the time allotted. These two concerns were also important when looking at either a hybrid model or in-person model. In these two models, a third concern was voiced- aligning student needs to staff safety. Administrators shared a wide range of activities being used at the site level to support the Social Emotional needs of students and staff including: counseling, building relationships through Capturing Kids Hearts, Daily wellness checkins with staff, visibility virtually and in-person, using district provided student interventionists and school psychologists, and parent workshops. Suggestions were submitted for district level support for parent computer classes, parent social-emotional workshops, consistent communication and feedback, keeping things simple, in-depth training for classified staff with health and safety protocols, and during PLC time teams to work on mini cycles of inquiry centered around effective instructional practices.

Aspects of the Learning Continuity and Attendance Plan were put in motion with input from all stakeholders. Since the Palmdale PROMISE was developed and implemented, the focus for the district has been to insure two-way meaningful conversations between various departments and parents/family members, students, certificated and classified staff members, and administration. The meetings we have held have been ongoing discussions about the impact of COVID-19 and learning model options. Throughout this document you will find numerous ways in which community stakeholders provided input in the Learning Continuity and Attendance Plan.

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.]

It is important to know that at this time the Palmdale School District is on a Distance learning model of instruction. While district personnel are in the process of developing instructional plans should we return to in-person instruction, the plans must still be reviewed by various stakeholders, MOUs must be put into place that are acceptable to all interested parties, and in some cases voted on prior to implementation. Therefore the plans as described below are subject to change.

By the end of the 2019-2020 school year the Palmdale School District staff had moved on to looking at instructional plans for the 2020-2021 school year through the lens of the spring pandemic learning. For a very short window it looked as though we were going to be able to start the new year using a hybrid model - part in-person learning along with some distance learning. We had discussed dividing classes in half to allow for social distancing in the classroom, as well as, ensuring that every classroom could be fully cleaned and disinfected daily, per guidelines from LACDPH, CDPH, and other state and federal agencies. The plan was to have 1/2 the class come Monday and Tuesday, clean and disinfect in the afternoons. Wednesday would be used to develop asynchronous learning lessons for distance learning, PLCs, grade level meetings, staff meetings, etc. The other half of the class would come on Thursday and Friday and receive the same in-person lesson. On days when students would not be in the classroom, they would be participating in asynchronous lessons. While we were in the process of working out this plan, Governor Newsom closed schools in areas where the coronavirus infections had picked up and determined that schools could not open up until the COVID-19 infection rate went down to numbers that would allow students to return to school safely. At that point any in-person learning plan was set aside so we could start planning for a distance learning model ensuring a strong start in the 2020-2021 school year. As such the plan is going to need to be reviewed as we begin to look forward to a time when we can provide in-person teaching "whenever possible" or "to the greatest extent possible." As we have been moving forward with distance learning and things have started to settle down, we have begun to discuss the plan for moving from distance learning to a hybrid model at the soonest possible time.

To ensure a safe environment for both students and staff, staff members, both certificated and classified, will be required to submit the daily COVID-19 self assessment form, wear face coverings, maintain social distancing protocols and complete COVID-19 health and safety training. The District will adhere to the COVID-19 guidelines and recommendations protocols by the LACDPH and CDPH. Appropriate social distancing will be required whenever possible including one-way stairways and hallways, in classrooms, designated entrances and exits to buildings and appropriate locations for lunch periods. Staff will wash and/or sanitize their hands upon entering the workplace and then throughout the workday. The District will provide the necessary soap and hand sanitizer. When possible staff, students and visitors will go through a temperature screening. Personal Protective Equipment (PPEs) such as gloves, masks and shields, will be provided to employees as necessary. Where possible, workspaces will be rearranged to abide by social distancing guidelines and physical barriers will be installed to separate workspaces. Food Services workers across the district will follow CDPH and LACDPH health and safety recommendations and guidelines. The district will provide ongoing information on public health measures, hygiene, and sanitation to minimize the spread of the virus. All staff, students and parents will be provided with information regarding proper hygiene procedures pertaining to COVID - 19

transmission including washing hands regularly with soap and water for at least 20 seconds, using hand sanitizer if soap and water are not regularly available, covering mouth during coughs and sneezes, wearing face coverings, social distancing at a minimum of six feet, and not touching faces or eyes. Visitors must comply with the Visitor Screening policy. If temperatures are elevated, 100.4 degrees fahrenheit or higher, or if they answer yes to any of the questions on the Visitor Screening policy, they will not be allowed on the site. If a visitor arrive on the site without a mask/ face covering, one will be provided for them. In addition, all visitors must maintain the 6 feet social distancing requirement.

The ability to provide in-person instruction "whenever possible" or "to the greatest extent possible" is determined upon recommendations from state and local officials as detailed above. Once we are able to open up to in-person instruction whether through hybrid model or complete in-person instruction we will ensure that instruction is based on CA state standards using district approved curriculum.

English Language Art/ ELD:

The current district adopted Benchmark (grades k-5) and StudySync (grades 6-8) provide the foundation for the ELA program in the district. Along with Benchmark; Heggarty Phonemic Awareness, and Mastery Guide decodeables, are included to support student learning of the foundational skills necessary to ensure students are reading at grade level by third grade. EL students are supported through the use of Benchmark ELD, Study Sync ELD, and English 3D.

Mathematics:

The current district approved curriculum for mathematics is Eureka (grades K-5) with Zearn used as an online intervention program to support the Eureka math. For grades 6-8, the math curriculum is Big Ideas. For students designated for math intervention in the middle schools, Math 180 is used.

Science/ Social Studies:

Should we go to in-person learning this year, grades K-5 will most likely be trained to implement the newly adopted Amplify series for grades K-5. Grades 6-8 teachers are using a newly adopted Amplify curriculum for science. Teachers have access to online TE and student materials as well as PDF supports for students with no or limited internet access. Social Science teachers use the recently adopted TCI.

Physical Education: With the physical, mental and social-emotional health of our students as a top priority, it is important for our students to participate in in a quality PE Program that includes activities. As sites have various enrollment numbers and teachers, it is important that teams collaborate and work together with their administrators to determine PE schedules.

Once opened to allow in-person teaching all classroom instruction will be performed by certificated teachers per contract. Class sizes will be maintained at contractual limits and/or in keeping with state and local guidelines for health and safety.

For students with significant learning loss due to school closures in 2019-2020, we will use a variety of materials, tools and support personnel. We use the small class size as an opportunity for small group instruction and if learning loss has occurred, we use our small group instruction for MTSS/ UDL for differentiated instruction. Data is used in both mathematics and ELA to determine when instruction needs extra support or acceleration. Our Learning Support Teachers (TOSAs) are at each site and collaborate as well as receive and provide professional development to support teachers with an understanding that teachers also are at different places and may need

differentiated professional learning. LSTs also provide specific interventions for students and help assist with Instructional Aides. They provide support, training, and organize materials that will support individual student needs. Technology Coaches also support teachers so that our students are able to use technology as tool for learning and assessing. Teacher working in their PLCs collaborate to determine the necessary Cycle of Inquiry taking into account the District timeline for using Local Progress Monitoring assessments.

Learning loss, if any, is determined by thorough evaluation of where students stand academically in every subject area by a wide variety of staff. ELA data is also collected and interventions are provided by classroom teachers, LST, and/or instructional aides depending on the support needed. For mathematics, we purchased school accounts to collect additional data in mathematics. Data is collected bi-weekly to check student progress and student needs. The program is done digitally after instruction and can easily be presented in either hybrid, in person, or distance learning. This gives an opportunity to continue to assess students' learning in any environment where there are significant changes to a routine.

Social Emotional Learning

The social-emotional learning components of Capturing Kids' Hearts should be included in the classroom programs whether virtually or in-person on a daily basis. Social contracts should be developed and continued whether in virtual or in-person instruction. This year, elementary sites are also piloting a SEL program that is designed to directly address the five core CASEL competencies of self-management, self-awareness, social awareness, responsible decision-making, and relationship skills. Second STEP is utilized across the district to support Social Emotional well-being.

Special Education:

Teachers are implementing their student's individualized educational plan goals, accommodations, as well as adhering to parent collaborated changes during remote learning. Many teachers are instructing their students remotely but teachers report to their classrooms to provide instruction and goal development. Plans to secure a wavier once allowed have been developed. Additionally, a record of services are documented and saved to address potential regression of skills and or achievement. Staff will instruct in a classroom conducive to a safe learning atmosphere; therefore, materials to make certain all are safe will be included in the classroom. Classified personnel are an integral part of our plan to support students across the district. As such, we will utilize AB1808 funds to allow paraprofessionals to attend the ParaEducator Conference. Topics will include Accommodations v Modifications, Classroom Pivotal Response Teaching, Maximizing Student Engagement, Minimizing Disruptive Behaviors, etc. This training will provide paraeducators with the tools to support the classroom teacher and provide support for students with unique needs.

During the summer, training was offered to instructional aides to support EL students during the school year. Eighteen teachers took advantage of the training. A Dual Immersion Coach is provided to support teachers and students in our Dual Immersion schools.

In order to ensure continuity of program and to eliminate any undo hardship or confusion to our families and community we will plan to open all schools together, if current health and safety guidance from state and local public health departments allow us.

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

Description	Total Funds	Contributing
AB1808 - Para-educator Academy Topics include Accommodations v Modifications, Classroom Pivotal Response Teaching, Maximizing Student Engagement, Minimizing Disruptive Behaviors, etc. Providing classroom support for students with unique needs.	\$20,000.00	Yes
Certificated Salary Increase - Extra 12 minute Bank Time, 2 required PD days, PD for certificated - Learning Dynamics, Summer PD, etc.	\$6,411,273.00	Yes
Transportation for Special Programs to access alternative learning opportunities, allowed low income students to participate in programs that they would otherwise be unable to attend due to families lack of ability to provide transportation.	\$25,000.00	Yes
PSD Music Program providing opportunities for our EL learners, Foster and Homeless youth, and low income students to participate in music groups such as band, mariachi, etc. Includes extra duty hours for teacher sot prepare and participate in performances. Music oppotunities continue to expand as we include additional programs such as Quaver, a platform which develops student exposure to music appreciation and theory. Band has been added to 4 new sites (Golden Poppy, Mesquite, Desert Rose, and Manzanita) for the 2020-2021 school year. This is an especially exciting opportunity for students with unique needs, our foster/homeless youth, English Learners and low income students. This opportunity provides students without the ability to access music programs outside the school setting to engage and participate in various music programs.	\$400,000.00	Yes
WASC Accreditation - materials and training, The accreditation process pushes the schools to engage in self-reflection and set up rigorous instructional goals, which support our goal to increase student academic achievement and increase the targets for our underperforming student subgroups.	\$50,000.00	Yes
Middle School Teacher Stipend	\$480,470.00	No

Description	Total Funds	Contributing
VAPA - Arts Integrated Learning Program, Latino Film Institute for the Youth Cinema Project - provides EL students, Foster/Homeless Youth and Low income students the opportunity to develop artistic skills in an academic format, and participate in the Youth Cinema Project showcasing their work with industry specialists.	\$154,000.00	Yes
Personnel - District Learning Support Teachers/ Site Learning Support Teachers, Technology Coordinator, Coordinators, Instructional Coaches, Directors of Access and Equity, Bilingual Admin Secretaries, Administrative Clerks, Directors of Curriculum and Instruction (Elem & Middle Schools), District Library Aide/ Site Library Aides, Project Clerk, Director of LCAP, Site Technology Liaisons, Instructional Aides supporting, Classified Extra duty/ Subs, mileage, and supplies. Many of these personnel are working outside their job descriptions to meet student needs - attendance, health and safety checks, etc. required during the COVID -19 pandemic.	\$6,280,423.00	Yes
Personnel - Instructional Aides - EL students, Learning Support Teachers - EL Support, Dual Immersion Coach	\$1,325,806.00	Yes
Physical Education - Teachers, Substitutes, Instructional Aides, Mileage. Data showed that many low income students were less likely to meet HFZ requirements. Hiring one PE teacher and PE instructional aides at each site ensures that low income students have access to a robust PE program.	\$2,693,585.00	Yes
Educational Technology - Equipment, Training, Mileage, Stipends, Instructional Coaches, Project Clerk, Technology Refresh (updating and purchasing new equipment, as needed). Supports the needs of unduplicated students and their families as we implement hybrid in-person learning.	\$1,829,620.00	Yes
English Learner Support Plan - CELDT, CAFE, Parent Workshops, mileage, Extra duty, Bilingual Instructional Aide, Imagine Learning License - 4 Years	\$291,396.00	Yes

Description	Total Funds	Contributing
Foster Youth - Interventions, Dance Program, Outdoor Science School, if possible, training and supplies for parents and liaisons	\$222,000.00	Yes
Extended Learning Time - Certificated Salary Increase for all teachers provides additional 24 minutes to school day - this allows for extra period at middle schools. Particularly instrumental in providing for EL Learners to take an elective course.	\$8,308,537.00	Yes
Home to School Transportation - Transportation costs, Personnel - Director, Assistant Director, Technician, Secretary, Oak Tree Van. Ensures that Foster and Homeless Youth are able to remain at School of Origin, low income students can participate in programs, such as law and government, medical, STEAM, visual and performing arts, at their school of choice regardless of ability of family to provide transportation, accommodations to support dual immersion schools,	\$1,861,339.00	Yes
Social Emotional Learning Specialists (2)	\$278,413.00	Yes
Personnel - To support Clean and Safe Learning Environment - Custodial Supervisor, District Painters (2), supplies	\$336,151.00	No
Personnel - Site Bilingual Parent Community Liaisons, District Translators, District Bilingual Parent Community Liaison, Site Bilingual Clerk Typists, Administrative Clerks (2 sites), provide support for families that speak languages other than English, provide classes for parents - nutrition, Parenting Partners, Literacy classes.	\$2,128,040.00	Yes
Communications - District Website, Educlimber	\$248,450.00	No
English Learner Support - ESL classes for Parents, DELAC meetings, supplies , mileage	\$30,500.00	Yes

Description	Total Funds	Contributing
District Parent Meetings - LCAP PAC, GATE Parent Meetings, LCAP Stakeholder meetings, etc. Meeting allow parents to provide the district with two-way meaningful conversations regarding student and family needs, academic achievement, social emotional needs of students and families, community resources, etc.	\$40,000.00	Yes
Classified Salaries - 2019-2020 Support Personnel, Food Service Workers, Custodian, Confidential/Classified/ Non-Supervisory, Secretaries, Receptionist, Clerical,Account Personnel Clerks, Tech/Data Processing, Campus Safety, Noon Duty, Crossing Guards, including classified personnel working out of classification during school closures to support district goal of ensuring students receive breakfasts and lunches.	\$184,023.61	Yes
Supplies, and Technology Supplies as needed during school closure and distance learning.	\$179,246.96	Yes
Non-Cap Assets and Non-Cap Assets Technology	\$42,526.96	No
Software Support	\$2,673.30	No
Student Safety - Cameras for all school sites, as part of a comprehensive plan to create a safer environment and reduce potential community disturbances, fighting, and bullying. Journal of Public Health finds that students from low income families are more likely to be bullied than others.	\$309,034.00	Yes

Distance Learning Program

Continuity of Instruction

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

PSD Elementary Distance Learning 2020-2021

The first two weeks of distance learning will focus on building relationships with students, building relationships with the community and addressing the needs of students to connect with their teacher and their fellow students via phone calls, emails, or virtual meetings. Teachers will provide information about daily schedules, materials and devices while also providing the necessary support. Students will be actively involved in classroom activities that both access content knowledge and build positive relationships. They will also implement activities that will help us to get to know each child and their learning style, build digital competency and citizenship, create a classroom community of learners, as well as other opportunities that will help us to begin the year by preparing each student for a strong distance learning educational experience. These two weeks will also include focusing on social emotional learning (SEL) and establishing routines in a distance learning environment. Sites will develop schedules for sending home materials that will include textbooks such as Eureka and Benchmark consumables (middle schools- Amplify, StudySync, Big Ideas, and TCI) This is also the time for review, routines, procedures, working with parents, building student relationships, building community, social contracts, and formative assessments. All of these activities are a continuation of the work done during a typical school year. Packets will be provided for families that do not have internet access. Packets will contain 3 weeks of ELA, ELD, writing, math and PE activities. New packets will be sent to sites for distribution every three weeks to stay consistent with the Benchmark 3 week units. Additional materials to be distributed include: Rainbow Words (K), Mastery Guide Decodables grades 2-3/ Grades K-1 will receive Benchmark Advance/ Adelante Decodables, Handwriting booklets (printing) for grades K-2, Handwriting booklets (cursive) for grade 3, Zearn Note Pages packets (1st through 5th). Educational Services will provide packets for TK-8 for students who do not have access to technology until such a time as it can be provided. All packets will be distributed at the students school of enrollment. Teachers and site leaders need to work with parents to connect and navigate the technology platforms and resources that are available to them. Teachers will need to provide parents with an understanding of the organization and procedures for their specific classroom. Magnet Academies have designed learning guides for students to be able to use their district adopted resources for learning.

On a daily basis, students will have live interaction with their teacher, be given daily assignments and receive direct instruction that is aligned to grade level standards, which will be at a quality and intellectual equivalent to in-person instruction. Students will also have the opportunity to contact teachers during office hours for additional support. Teachers will ensure that the content aligns with the CA Common Core State Standards and Content Standards, and will provide rigorous lessons utilizing the district adopted curriculum. Students will have a break from screen time daily from 10:30 - 12:30 so they may be able to have lunch, participate in office hours with their teacher for additional support or use time to practice their skills.

English Language Arts/ English Language Development

Through a combined effort between Ed Services department, Learning Support Teachers (LSTs), EL coaches, and site teachers; resources were prepared and guides were created for planning synchronous and asynchronous distance learning lessons. The guides include focus

standards that will help support lesson designing and collaboration. Additional support is available when teachers log on to Benchmark, StudySync, and Read 180 through Classlink. Additional resources for planning are found in Benchmark Advance/Adelante Distance Learning Activities. We have purchased Heggerty Phonemic Awareness lessons. All TK-1st that use this program are encouraged to use the accompanying videos during their asynchronous time. This will allow students to watch the videos when they have time, rewind the videos as needed and watch them again. This ensures the fidelity to the program while allowing teachers time to focus their planning time and synchronous time in other areas. Mastery guides continue to build foundational skills in our students. It is encouraged that teachers would also use videos for their asynchronous learning time. Mastery Guide Decodable texts for grades 2 and 3 will be printed and sent to sites for distribution. In grades K and 1, the Decodable Take Home Readers found in Benchmark have been purchased in English and Spanish (for dual Language classrooms). Teachers may use synchronous time to have students read them as a form of assessment. At the middle school StudySync is used for ELA instruction.

English learners must receive designated and integrated English Language Development (ELD), including assessment of English language proficiency, necessary supports to access curriculum, ability to be reclassified as English proficient, and support for dual language learning. ELD will be taught through both synchronous and asynchronous teaching. District adopted curriculum must be implemented to provide Designated ELD instruction. Imagine Learning may be used for asynchronous instruction and expectations (30 minutes daily) for all EL students. Benchmark ELD, StudySync ELD and English 3D will be used to deliver rigorous synchronous instruction. Ellevation will be used to track progress, interventions and monitor English Learner students. Teachers must keep documentation of how they provided services to EL students, including students with 504s and IEPs, requiring collaboration with RSP and Speech teachers.

Mathematics

K-5 teachers will use Eureka for their synchronous lessons and Zearn for the asynchronous time. Students' books will be sent home for practice and to participate in the synchronous portions of the lessons such as Eureka Application Problems and Concept Development. For asynchronous learning, students will participate using Zearn online. The Scope and Sequence for grades 2-5 includes a diagnostic mission to provide support in order to master current grade level content. K-5 teachers were provided with Zearn professional learning prior to school starting. A Zearn account was purchased for the 2020-2021, to provide us with additional data and reports. In the middle schools, in grades 6-8 teachers will use Big Ideas for synchronous and asynchronous time. For students designated for intervention support, Math 180 is being used.

Physical Education: With the physical, mental and social-emotional health of our students as a top priority, it is important for our students to participate in a quality PE Program that includes activities. As sites have various enrollment numbers and teachers, it is important that teams collaborate and work together with their administrators to determine PE schedules. All PE teachers will provide a minimum of 160 synchronous minutes, 80 asynchronous minutes (Grades 1-5 aligned). TK/K will have a minimum 90 synchronous and 90 asynchronous minutes. Pulling out students from PE can only be done for special education services or testing. PE teachers will provide asynchronous minutes for students pulled from PE. IEP meetings can be held during PE time, asynchronous and office hours or prep times. For grades 6-8 students are provided with 120 synchronous minutes weekly with 80 asynchronous weekly minutes of instruction.

Science/ Social Studies:

With a limited amount of time, we know that the focus will be on reading, writing and math. As such it is important that teacher integrate other subject areas within these three content areas. All teachers have access to their teaching materials via TEs or Classlink. At this time Amplify

K-5 professional learning has been postponed to avoid the stress of implementing a new science adoption during distance learning. Along with the Teacher Editions and Classlink resources, teachers will also have access to Mystery Science, an option to include in lesson planning. Grades 6-8 teachers are using a newly adopted Amplify curriculum for science. Teachers have access to online TE and student materials as well as PDF supports for students with no or limited internet access. Social Science teachers use the recently adopted TCI.

Social Emotional Learning

The social-emotional learning components of Capturing Kids' Hearts should be included in the classroom programs whether virtually or in-person on a daily basis. Social contracts should be developed and continued whether in virtual or in-person instruction.

Synchronous instruction happens in real time (online), is interactive between students and teacher, allows for discussion, small group targeted instruction, collaboration, community building, whole group instruction, feedback/guidance and celebration of learning. This may be inclusive of VAPA, ELD, SEL, CKH activities and other creative, community building learning opportunities. Students that are not currently utilizing devices will be participating in instruction via packets. Teachers are expected to attempt daily contact with students that are working independently through packets. All 1st - 8th grade teachers, including PE and music teachers shall provide at least 160 minutes of synchronous instruction daily. All ECE, TK and Kindergarten teachers shall provide at least 90 minutes of synchronous instruction daily. This can be satisfied through whole group, small groups, ELD, and/or individual instruction. If the teacher is working with a small group of students while the rest of the class is receiving instruction with another provider, this will count toward total synchronous daily minutes for each provider.

At the middle school level, students will have 120 minutes per period per week, and an average of 160 synchronous minutes of instruction per day. Minimum days will be adjusted to have synchronous learning time during the 10:30 - 12:30 block. Class periods will be 30 minutes and lunch will be 35 minutes, The remaining time will be used for asynchronous learning. -The magnet academies have contracted with Safe and Civil Schools where each school has organized a team of teacher leaders to support teachers with various SEL lessons and classroom practices.

Asynchronous learning, (offline) occurs independently through an online platform, allowing learners to navigate their education at their own place and pace, via recorded video, Google Classroom, or Dojo. This may include office hours (time for students to contact a teacher to receive additional help or teachers to reach out to students to offer additional assistance), personalized learning, reflection time, project learning, packets, working on content.

All curriculum used, whether in-person or distance learning, is based on CA state approved adopted curriculum, supplemental materials to ensure students have opportunities to practice or delve deeper in understanding content areas, based on student specific needs - ELD, IEP goals, etc. The Palmdale School District remains committed to rigorous instruction for all students regardless of the method of delivery. Continuity of instruction comes from the commitment to student learning regardless of the platform in which it is presented. It is through purposeful and intentional work that we are able to challenge our students with rigorous instruction. Whether moving from in-person to distance learning or vice versa, the goal is the same thus allowing teachers to feel confident in what they are teaching even if they may not be comfortable with how they are teaching the materials. Having experienced the immediate shut down of the district in the spring allowed us to ensure our teachers were trained in the technology necessary for distance learning and teachers understood the importance of obtaining the knowledge related to the technical aspects of distance learning. The situation in the spring gave teachers and administrators

the opportunity to try new things, practice using synchronous and asynchronous teaching. It also provided us the opportunity to evaluate the distance learning process and determine where and what changes were needed to provide rigorous and appropriate instruction to our students.

The Palmdale School District has long been recognized for the ability to provide top rated professional development to its staff. Dr. Doug Fisher was invited to present professional development trainings on numerous occasions, so when his book, Distance Learning Playbook Grades K-12, came out we were fortunate to have him present his book on two consecutive Saturdays to almost 500 teachers and administrators across the district. The information provided and the support and encouragement from Dr. Fisher was extremely well received as it resonated with so many of our teachers and administrators. The Department of Educational Technology for the Palmdale School District provides numerous resources on their website for teachers and parents. They continue to support technology growth in the classroom through their Tech Tuesday classes, Chromebook classes, as well as, classes for Google certification. Learning Support Teachers work with their site staff to support their efforts in successfully navigating distance learning, providing professional development as well as student intervention.

Attendance has always been a part of the responsibilities of teachers and front office staff, during Distance Learning this becomes a greater responsibility, as student participation in online activities are crucial to ensuring students are meeting state standards for their grade level, mitigating learning loss, and ensuring learning gaps are closed. During Distance Learning the responsibility for tracking attendance falls not just on teachers and office staff, but on all members of the school community to follow up with parents and students about barriers to learning and the necessities for re-entering and participating in the classroom learning program. Due to the unique circumstances presented by COVID - 19, it may be necessary for the District to temporarily assign duties to employees that are not reasonably related, and at times, reasonably related, to their regular duties. Re-tasked duties and responsibilities may include shifting schedules to follow recommended health protocols, such as rotating staff hours to ensure social distancing guidelines. It could also include using noon supervisors to work in the office following up on attendance issues. Prior to assigning re-tasked duties and responsibilities, staff will receive appropriate training to perform the re-assigned tasks, as necessary and appropriate.

Service providers shall adhere to the services agreed upon in their students' IEPs and to IDEA requirements, including federally mandated timelines. Certificated Special Education staff will work collaboratively with site administrators and district program specialists to develop delivery of instruction schedules to facilitate educating students and providing services consistent with IEPs, through distance learning for each site. Teacher of Special Education students will be provide a Distance Learning Plan template will be provided to complete for each student with an IEP and monitored bi-weekly.

As in previous years, the Gifted and Talented Education program will continue with many of the same program components, such as completion of the Individual GATE Plan, parent meetings, and professional development that supports our students, parents and teachers of gifted students. An Individual GATE Plan must be completed for each gifted student within the first 8 weeks of school starting, and in conjunction with students, parents and teachers to ensure their needs are being met through Distance Learning. We will continue to take recommendations for testing of students to be considered for the GATE program. As always, we will provide surveys for students, parents, teachers and administrators to continue to improve the district's gifted program. The district, as well as, individual school sites will continue to hold our parent meetings to ensure parents are informed of program changes and upcoming events. These meetings will give parents a chance to voice concerns and provide feedback related to the GATE program especially in light of Distance Learning. Parents and teachers

of gifted students will be provided resources they can use to differentiate and enhance their students' learning. Resources provided come from a variety of experts in the field of gifted education, such as the California Association for the Gifted, The Council for Exceptional Children, RenzuliLearning.com, and the Kentucky Association for Gifted Education and many more resources. Professional Development refresher courses will be offered in the first three weeks of school to assist teachers in differentiating instruction. At this time, we are cancelling two events that historically are significant to the GATE program – CyberQuest and the GATE Showcase for the 2020-2021 school year. In addition, we are considering how to best assess students for the GATE program in light of Distance Learning. The Palmdale School District will continue to reassess whether or not we can bring these events back during the 2020-2021 school year.

In accordance with the Educational Finance: Education Omnibus Budget Trailer Bill, Senate Bill 98 ("SB98") for any distance learning, students must have daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders.

In order to ensure all students, receive daily live interaction with both a certificated employee and their peers for the purpose of instruction, progress monitoring and school connectedness; the Palmdale School District and PETA have outlined in their Joint Communique dated July 27, 2020 that certificated staff in ECE, TK and Kindergarten will provide daily instruction for a total of 180 minutes; 90 minutes of synchronous learning and the balance of 90 minutes of asynchronous learning. Grades 1 – 8 will have 160 minutes of synchronous learning and 80 minutes of asynchronous learning for a total of 240 minutes of instruction daily. EL students and students with special needs benefit from daily oral language development, as such they will also follow the agreed upon times and types of learning. Continuing to use curriculum that teachers are familiar with, along with support from tech services and site Learning Support Teachers, collaboration during their scheduled PLC time, and support from administrators we can maintain consistency among teachers as to the delivery of instruction.

As in regular in-person teaching, the time value of an assignment is determined by the teacher in the context of their work and with their students, this will remain in place whether in a virtual setting or hybrid model.

Special Education:

Students with moderate to severe disabilities that are also unduplicated will receive instruction remotely and they have access to a full curriculum that has been collaboratively planned and modified to meet the students' needs remotely. Similarly, students with mild to moderate disabilities will receive services according to the provisions of the Individualized Disability Education Act. A distance learning plan that places an emphasis on addressing student goals will be adhered to, and all instructional materials utilized during in-person instruction will be used to assist service providers with remote implementation of students' goals.

On September 9, 2020, a Memorandum of Understanding was made between the Palmdale School District and the Palmdale Elementary Teachers Association to provide bargaining unit members up to 4 hours of extra duty time per calendar month from September 1, 2020 through December 31, 2020 to prepare and collaborate for distance learning. This time could be used for technology planning, online curriculum planning and implementation, distance learning collaboration, etc. Teachers will submit extra duty blue sheets detailing how the time was used and the document will then be signed by the site administrator prior to submitting for payment.

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.]

In keeping with the goals of the Palmdale PROMISE, the Palmdale School District has worked for the past five years to ensure our students have access to digital devices, internet access, digital curriculum as available, and to be able to fully implement digital learning in whatever capacity needed. Through the work of the last several years and working through the lens of ensuring we are moving to a 1:1 student to device ratio, our tech department has a solid understanding of the technology needs across the district. In the beginning through a partnership with Footsteps to Brilliance we were able to provide access to this digital reading platform to all students TK - 2 grade at no cost to parents. Later we were able to provide wifi on all of our buses so students could work while riding the buses for long distances. Several years ago we implemented a plan to provide all middle schoolers with 1:1 devices that they could take home in order to complete their work. We have moved this process down to the elementary level with chromebooks for students 2 - 5th grade and iPads for Tk - 1st graders. As of the shutdown of schools in March we had still not reached 1:1 devices for students. As such, we provided paper packets for students across the district for those unable to participate with computers. The issues faced in the spring solidified the need for all students to have access to technology and wifi access in the 2020-2021 school year. In an effort to ensure students have access to devices, technology personnel have led sites in the distribution of chromebooks and iPads across the district. Understanding that not all families can afford internet access the Palmdale School District has partnered with Verizon to provide one hotspot unit per family for the current school year. This is for families that cannot attain service otherwise. Families in need of this service are referred to the district by staff members. Referred families will be verified through our student information system and upon notification are able to pick up a hotspot device from Technology Services. Devices are checked out just like a textbook, and returned at the end of the school year. To date we have provided over 1,000 families with wifi hotspots.

The Palmdale School District offers technical assistance to our families. Live technology questions and answers will be addressed on Tuesdays and Thursdays through our YouTube channel. Additionally, the technology support staff at the school sites can answer questions to common issues parents may encounter while assisting students during Distance Learning. Support staff are available to answer questions Monday - Friday. If parents are unable to contact them then they can leave a message and staff will get back to them within one day. Principals, teachers, Parent Community Liaisons and Site Technology Specialists will also be working to support families as they navigate Distance Learning. The PSD website contains valuable resources for both teachers and parents to utilize. Information provided includes: Online Learning Help for Classlink, Google Classroom, ZOOM meetings, how to translate YouTube videos to Spanish, Parent Square, how to request a device, and information about Internet services.

Special Education:

Students in need of devices and technology will be afforded the appropriate devices. Parents will convey their needs to a service provider or site staff member, after being verbally prompted. A form to request devices or connectivity needs for all students receiving support for distance learning will be submitted to appropriate school personnel to secure needed equipment.

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.]

Infinite Campus has a new blended learning attendance functionality – it will allow us to track who is attending in school or who is attending distance learning – daily and/or by period. Teachers will take attendance daily, by period in middle schools or through homeroom. Students and parents will be able to check in daily via Infinite Campus portal. Teacher and/or office can override the Infinite Campus program to make adjustments, as needed. Assignment protocols for time value will need to be developed.

Illuminate assessments can be administered in a Distance Learning setting utilizing zoom, online assessment windows and live proctoring. STAR 360 can be opened so students are allowed to take progress monitoring assessments at home through the use of Zoom, however, it doesn't have a window feature (to limit access/ retakes/ or to ensure the integrity of who is taking the test). Results of Assessments in Illuminate can be run by student groups in order to identify the needs for these student groups and plan additional supports. Local Program Monitoring assessments can be given to monitor student learning and provide essential data regarding learning loss and needed supports/ interventions.

Non-classroom certificated staff including administrators are encouraged to support classroom instruction by attending virtual classrooms, conduct short mini-lessons, read to students, provide a social-emotional mini lesson to students and support teachers based on their area of expertise. Additionally, they may work with instructional aides to provide extra support in breakout rooms to assist in managing small groups.

In order to ensure all students, receive daily live interaction with both a certificated employee and their peers for the purpose of instruction, progress monitoring and school connectedness; the Palmdale School District and PETA have outlined in their Joint Communique dated July 27, 2020 that certificated staff in ECE, TK and Kindergarten will provide daily instruction for a total of 180 minutes; 90 minutes of synchronous learning and the balance of 90 minutes of asynchronous learning. Grades 1 – 8 will have 160 minutes of synchronous learning and 80 minutes of asynchronous learning for a total of 240 minutes of instruction daily. EL students and students with special needs benefit from daily oral language development, as such they will also follow the agreed upon times and types of learning.

Special Education:

All students with disabilities will have the minutes of service delivery documented and recorded on our student information system. Progress and lack of progress will be ongoing discussions with parents. Distance learning plans will be revised and edited after frequent monitoring by service providers.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

In March of 2020, with the closure of schools across California, the Palmdale School District implemented online instruction. This was very new to our teachers and required a week of intensive professional development regarding common platforms like Zoom, Hapara, Google

Meet, Google Classroom, Class Dojo, and many other methods of online learning. Many of these programs were used to some degree or another across the district based on teacher competency and preference. With movement to an online learning model, teachers were in need of a depth of knowledge about online learning they were not prepared for. The Educational Technology department created a week of virtual classes to take teachers at whatever level they were at - beginning through intermediate, and provide opportunities to delve deeper into the usage of these programs. Our goal as we moved into planning for the 2020-2021 school year was to take what was started in Spring of 2020 and move it forward. Originally our goal was to start the year with a hybrid model combining in-person learning with distance learning using synchronous and asynchronous teaching. Within the Palmdale School District each site has a technology coach to support teachers in using technology to support student learning, along with a site coach, the district has coaches to make sure teachers are able to participate in "opportunities to learn and experiment with tools and resources" per CDE's "Stronger Together: a Guidebook for the Safe reopening of California's Public Schools, Professional Learning and Relationships".

Doug Fisher, Distance Learning Playbook Webinars were provided for approximately 500 teachers and administrators across the district. This webinar helped teachers to understand the difference between "pandemic" teaching and distance learning. The webinar provided many ideas and suggestions on how to successfully shift instruction to a distance learning platform. Topics covered included Teacher self-care, feedback, assessments, and much more. This training was one of the best attended and positive trainings we have held due to the timeliness of the topic.

Parents and teachers are able to find many resources to assist with student learning on the PSD website. Parents have access to ParentSquare a Home to School Communication Tool, COVID-19 Information which discusses Distance Learning, Online Learning and help, if needed. A section called TechTalk will help parents with the use of Google Classroom. Teachers will have many resources through the Educational Technology department with resources for both the teacher and the integration of technology resources with student learning, training opportunities, and assistance from district coaches as needed.

Special Education:

Each service provider responsible for providing services to our students have been trained on the remote platforms they deliver services to our students on. Additionally, service providers are afforded training in instructional delivery, trained and given access to a repository of resource, guidance, and helpful materials to deliver services. Training will continue throughout the year.

Staff Roles and Responsibilities

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

The roles/ responsibilities of certificated and classified staff in regards to attendance, assessments and grading have not changed from their pre-COVID process. They will, however, be different from what was done in the spring of 2020. The change is in the format teachers are in contact with students – less in class, more distance – asynchronous and synchronous lessons that need to be worked within a limited day to satisfy the responsibilities of these areas.

Teachers and attendance clerks will reach out to students and families when students are identified as being absent/not participating in student learning and attempt to determine cause of absence or lack of participation. Social Emotional Learning Specialists, Counselors, and Parent Community Liaisons will also provide contact for students and their families, identify barriers and provide support. Nurses/Health technicians will continue to ensure that individual management plans are up to date and that families are provided with health-related resources as needed. The Palmdale School District partners with local health vans, clinics, and hospitals; in addition, the district houses our own clinic that supports families with immunizations and other services that keep students healthy and in school. Transportation drivers deliver food to students and families, security staff monitor meal pickups at sites, crossing guards are disinfecting our surfaces and checking temperatures. Warehouse staff purchased and delivered PPEs to all school sites.

Special Education:

Support staff and related service providers will engage students with social emotional support, when appropriate individualized support while engaged in learning on remote platforms, and provide site support where needed.

Supports for Pupils with Unique Needs

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

English learners:

Teachers will contact parents of English Learners when they are absent to check-in on students and families and ensure they have what they need to regularly participate in distance learning. Each school has a bilingual Parent Community Liaison (PCL) which serves as a bridge between the school site and parents. PCLs will be available to help reach out to families to communicate about school events and meetings that impact English Learners. English Learner Instructional Coaches will be offering parent training and support. Training will include tips and strategies for parents to help their child develop language at home. They will also support parents by addressing questions or concerns during the live training sessions. District translators are available to assist with parent conferences, IEP meetings, workshops, and for document translations.

Special Education:

Students with disabilities will receive assistance based on identified need. Supports, accommodations, goals, and modifications indicated in our students' individualized educational plans will be addressed to the maximum extent possible. Enrollment has been arranged and coordinated so that staff have immediate and prompt On-line access to parents of students with special needs. Students who have IEPs or suspected disabilities are monitored when enrolled, and the IEP is immediately being reviewed to place the student in the least restrictive environment and most appropriate setting based on the information that is outlined within the current IEP. Students who require specialized academic instruction and/or related services will result in copies of the IEPs being sent to each appropriate individual, who in turn are required to review and implement the services. Students will receive during the school closure, both virtual and telephonic home outreach to both encourage and support the parents and students to attend regularly for participation in their education. Special Education Department will closely monitor the provided services, encourage ample documentation, and review the documentation to ensure that those students and/or parents demonstrating difficulties receive additional support in any areas of concern. IEPs will be held in accordance to the IEP dates

so that to be in compliance, and schools, staff, and support staff will be held accountable to identify students who are not readily available or participating so that to support and improve when this is identified as a barrier to their education.

Foster Youth/Homeless:

The challenges faced by pupils in foster care and pupils experiencing homelessness have only been intensified by the realities of the COVID-19 crisis. School closures and distance learning have highlighted the need for additional supports for these vulnerable populations and the critical role of the homeless and foster youth liaison who will coordinate services. For pupils in foster care, the liaison will continue to collaborate with county placing agencies (e.g., probation and social services departments), care providers, advocates and the juvenile court to maintain stable school placements and to ensure that each student has access to the academic resources and services necessary for them to be successful. For pupils experiencing homelessness, the liaison will coordinate efforts to identify students/families through the Student Residency Questionnaire process (numbers of students who qualify for McKinney Vento may increase as a result of COVID - 19) and then provide appropriate resources/services to students and families. Enrollment will be supported by coordinating with the local DCFS (Department of Children and Family Services Office) in order to identify at the outset, those Foster youth who have become eligible from within our District area, or from outside our district and moving in and new to the Palmdale School District. Once information is received and our district is notified of a new foster youth or existing foster youth placed in a new home, we are offering on-line enrollment with ease of use to upload the necessary documents in order to allow for touch free immediate enrollment. Foster Youth and Homeless Youth following AB490, ESSA, and McKinney Vento, are enrolled immediately into the Palmdale School District without barriers.

Students with unique needs may be referred to appropriate staff for additional support; for example students in foster care/homeless will be referred to the McKinney Vento liaison.

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

Description	Total Funds	Contributing
The Distance Learning Playbook Webinars with Doug Fisher is a hands-on guide to preparing and delivering distance learning experiences that are effective and impactful. The webinars were held on August 15th and 22nd, 2020 from 8:30 - 11:30a.m.	\$177,978.00	No
Read 180 licenses, teacher training. Supports EL Learners, Foster and Homeless Youth	\$153,096.89	Yes
Decodables from Benchmark Education, our curriculum for Kindergarten through Fifth grade were purchased to ensure students had access to high quality foundational reading . Students will receive analog packets if not participating in online distance learning. Packets based upon grade level California State Standards will be created by Education Services and Duplicated by the PSD reprographics department. Particularly supportive for low income students without access to reading materials within the home. Direct Cost - Printing.	\$31,573.71	Yes

Description	Total Funds	Contributing
An extension of Footsteps to Brilliance was added to ensure students had access to high quality foundational reading through grade 3.	\$176,000	No
Cost for teacher training on district adopted curriculum, Amplify for Science	\$4,000.00	No
Math 180, teacher training	\$51,289.61	No
Cost of printing packets for students without access to wifi or for which it is inappropriate due to IEPs, etc. (In house Reprographics) This is particularly supportive of Foster and Homeless youth, and low income students without access to digital learning materials .	\$35,000.00	Yes
4 hours extra duty time per month from September 1, 2020 through December 31, 2020, for bargaining unit members to prepare and collaborate for distance learning - technology, online curriculum planning and implementation, distance learning collaboration, etc.	\$842,928.00	No
Cost of supplemental Heggerty Phonemic Awareness lessons for students to take home during distance learning. This is particularly supportive of Foster and Homeless youth, and low income students without access to digital learning materials .	\$24,316.00	Yes
Cost of Mystery Science to supplement science curriculum during distance learning. Included in cost of purchase of Amplify science curriculum.	\$0	No
Cost of assessing students recommended for Gifted and Talented Education program, per parent request, through remote testing.	\$3,331.00	No

Description	Total Funds	Contributing
Cost of chromebooks to ensure 1:1 student to chromebook ratio to support distance learning. This is particularly supportive of Foster and Homeless youth, and low income students without access to digital technology .	\$665,605.00	Yes
Cost of teacher laptops to ensure teachers have access to quality technology to provide distance learning lessons.	\$1,095,000.00	Yes
Cost of wifi hotspots to provide access to internet for low-income families to insure connectivity for distance learning. This is particularly supportive of Foster and Homeless youth, and low income students without access to digital technology . District pays for monthly costs.	\$150,000.00	Yes
Cost of tutoring for Foster and Homeless youth to ensure that no learning loss occurs during distance learning.	\$400,000.00	Yes
Cost of Footsteps to Brilliance for grades K-2 to supplement reading skills instruction. Providing access to literature for low income students, whose parents would be unable to provide a wide range of books for their students.	\$1,075,176.00	Yes
Cost of upgrading office desktops at DGM to support distance learning and ensure safety of office staff during interaction with the public, Zoom meetings etc.	\$13,656.00	No
Safe and Civil PD/ Training 2020-2021	\$16,000.00	No
Mailing Services - Direct Costs	\$12,147.23	No
Reprographics for District-wide printing of program activities and meeting information - AAPAC	\$1,000.00	Yes

Description	Total Funds	Contributing
Capturing Kid's Hearts Refresh Training for 24 school sites, Capturing Kids Hearts 1 for new teachers and administrators, extra duty for teachers attending each training	\$355,100.00	No
Capturing Kids Hearts virtual training on "Winning Culture" for classified staff	\$3,000.00	No
Parent Square to replace School messenger and Remind App for Parent Communication	\$68,450.00	No
Cafe Con Leche Contract to provide radio spots to connect with EL parents	\$3,000.00	Yes
Extra Duty for EL Coaches, EL Teacher, Psychologist and Bilingual Aides to support EL families	\$2,040.00	Yes
Interpreting Services contract for families with languages other than English and Spanish	\$5,000.00	Yes
Classified Personnel - Extra duty - Support Personnel, Food Service Workers, Custodians, Groundskeepers, Administration, Account Personnel Clerks, Duplicating Clerks, Data Processing Techs, Campus Safety, and Crossing Guards, Subs, Instructional Aides including benefits.	\$90,993.80	No
Project Lead the Way Instructional Materials	\$15,500.00	No
Tamarisk Renaissance - Stipends, Intervention Teachers, SEL, Campus Security, PD, etc. last year of providing additional training to teachers to improve instruction, provide intervention programs, Social emotional services to students in high poverty area. Campus Security are used to help with food distribution and distribution of materials and supplies at sites throughout the year.	\$1,219,507.00	Yes

Description	Total Funds	Contributing
District Personnel - Director- Student Services, Admin Secretary, School Nurses (12 positions), Program Specialist, SIS Supervisor, Board Certified Behavior Analyst, mileage.	\$994,431.00	No
School Site Personnel - Psychologist - 6, Assistant Principal - 32, Health Aides - 28, Campus Security Assistant - 6 (middle schools), Counselors - 7 (middle and K-8 schools), Student Engagement Advocates - 5, School Resource Officers-4, Social Emotional Learning Specialist - 5, Behavior Interventionists - 15, Restorative Teachers - 5, Noon Duty - 1. to ensure social emotional support for students including EL, Foster/Homeless Youth and low income students to provide direct access and services to at-risk students who may not be actively engaged and connected to their school community.	\$10,595,177.00	Yes
PD - Cultural Proficiency - The Howard Group, PD supporting a welcoming, safe school, Restorative Justice, PBIS, ALICE School Emergency Response Training, supplies, and mileage. Cultural Proficiency training supports and reinforces the concept of "fair treatment for all", enables employees to support a welcoming, safe, and healthy environment, supports African American students with very high suspension rates, to ensure more positive school outcome through enhanced engagement. The ALICE training addresses active shooter/ security breach protocols, in accordance to the Tactical Response Plans required in California ED Code sec 32280-32286.	\$143,500.00	Yes
Teacher Salaries - Non-Instructional Extra Duty including benefits	\$13,543.90	No
Books and Reference Materials	\$31,712.20	No
Supplies and Technology Supplies	\$2,390,339.85	No
Non Cap Asset and Non Cap Asset Technology	\$358,084.65	No

Description	Total Funds	Contributing
Conferences/ Mileage	\$10,175.00	No
Software Support	\$519,136.56	No
Consultants	\$96,096.00	No
Other Operation Services	\$6,450.00	No
Telephone	\$360,000.00	No
Direct Support/ Indirect Cost Charges	\$7,692.95	No
Professional Development Buyback Days - 2 days of Professional Development provided to teachers on August 5th and October 9th to address teacher needs and provide support during distance learning.	\$920,000.00	Yes
Fostering Dreams Project - Virtual Dance Education. Program helps students re-envision their world through a variety of dance programs to cater to student needs. Focus is on dance history, educational worksheets, homework, journaling, and self-reflections exercises. Includes guest speakers.	\$35,000.00	Yes
Before start of 2020-2021 school year, Teacher planning time - 6 hours to provide teachers with time to utilize MTSS strategies to engage all students in distance learning and meet the specific needs of Foster/Homeless Youth, EL students and the needs of our low income students.	\$500,000.00	Yes

Description	Total Funds	Contributing
SMORES - PD Communication platform between District Administration and Site Admin/ Teachers to enhance communication regarding learning platform whether in-person, distance, or hybrid	\$999.00	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.]

Learning loss, if any, is determined by thorough evaluation of where students stand academically in every subject area by a wide variety of methods and staff. ELA data is also collected and interventions are provided by classroom teachers, LST, and/or instructional aides depending on the support needed. For mathematics, we purchased school accounts to collect additional data in mathematics. Data is collect bi-weekly to check student progress and student needs. The program is done digitally after instruction and can easily be adapted to either hybrid, in person, or distance learning. This gives an opportunity to continue to assess students' learning in any environment or significant changes to a routine.

For English Language Arts: Local Progress Monitoring (LPM) assessments are routinely used to collect data on student learning, STAR 360, Basic Phonics Test, CFAs, Phonics Assessments are the tools used to provide a clear picture of student needs and subsequently, the necessary interventions. Teachers will provide small group instruction and guided reading groups. Teachers will encourage collaborative conversations and plan DOK leveled questions to determine additional gaps or learning needs.

For Math: Local Progress Monitoring assessments, Zearn (online math program for Eureka Math), Common Formative Assessments (Exit Tickets) and student notetaking is used to determine areas of learning loss and intervention.

Local Program Monitoring Assessments are completed regularly as directed by Education Services. Other types of program monitoring can be done on a 6 - 8 week cycles, while some sites assess at the end of their 15 day plans. When and how assessments are given is often the result of the work teachers do within their Professional Learning Community teams. Once assessments are completed, teachers review the results to determine need for reteaching, interventions and clinic.

Feedback is necessary to support students on both formative and summative work, for ELA, Math and ELD work. Teachers must exercise flexibility in regard to assessing student work and progress. During this time of distance learning, we will use feedback, to encourage and

evaluate student learning. Feedback, especially given in smaller chunks, promotes critical student learning. It allows students to better understand the limits of their own knowledge and how to improve. Quality feedback can initiate new thinking, remove uncertainties, clarify objectives, and/or the setting of new goals. By determining what students have learned and what is unclear, teachers can focus instruction more effectively to meet the learning needs of students. In mathematics a digital program includes embedded remediation that provides just the right amount of support to help them stay engaged and continue learning independently. For students struggling with a concept, these remediation supports can include more scaffolded manipulatives or additional interactive videos that break down the question in a different way. Teacher will then use data and provide small group instruction.

For English Learner students Benchmark and ELD 3D will be used to deliver synchronous instruction. Ellevation will be used to track progress, determine interventions, and monitor English Learner students.

During, in-person learning, students in K-5 attend clinic to provide intensive support for learning gaps and to accelerate learning, this small group of instruction will look slightly different in distance learning, however, teachers can still utilize instructional aides, LSTs, administration to assist in managing virtual small group instruction. Teacher have also developed Open Office hours to provide feedback, answer questions from both students and parents in order to support student learning. Within the classroom, virtual or not, students will be provided opportunities to talk and collaborate, use language in a variety of ways, hear models of English, and be provided opportunities to show higher levels of their depth of knowledge through well planned instruction that uses MTSS to ensure the needs of all students are addressed. Low income students will be provided the materials and resources they need to access the curriculum, collaborate with peers, and have opportunities for criticality and virtual field trips to encourage language and collaboration. The specific needs of foster youth and pupils in foster care, as well as our homeless students will be addressed through opportunities to make connections as all classes virtually or in-person will ensure students are able to collaborate with each other. Foster and homeless youth will be provided tutoring services to address learning gaps on top of the interventions available throughout the school day.

Social Emotional Learning specialists will provide support using the Second Step curriculum as well as working with small groups to support social emotional well-being. Our goal is to provide support through acknowledging the losses and disappointments that students feel through this chaotic time, to help them identify and act on good choices, set routines that support learning, develop rituals for starting and ending their day on a positive note. Through these lessons students can practice executive functioning skills, creative problem solving, and develop critical thinking leading to resiliency and confidence in their own ability. Most of all it is critical that we help students make connections; connections to adults who care about them and want to see them grow and learn as an individual, to connect with their peers since this time of distance learning can be isolating to everyone, and to provide activities that will encourage connections with family and community.

In order to address the unique needs of our Special Education students, a distance learning plan will be completed and uploaded into SEIS within the first two weeks. Communication with parents is a must as the plan is developed. Services provided for each student must be documented in Infinite Campus on a weekly basis in order to remain current. Triennial assessments will need to be completed as required per IEP. classified staff - Paras and SEIAs should assist and monitor as needed. Sign language interpreters are able to use screen castify to provide interpretation of lessons and provide synchronous interpretations in zoom classrooms. Social Emotional Learning Specialists will make contact with students and provide lessons from district approved curriculum. Student interventionists will use Second Steps curriculum as well. Speech pathologists will be provided teletherapy training for guidance on best platforms to use. There are two options available to RSP, APE, DHH, Psychologists, Speech teachers, Occupational therapists, and SDC staff regarding assessments. The first is only

applicable if/when we are able to provide in-person activities. In this case, if both parents and teacher agree, the student can be brought in for assessments as long as health and safety guidelines are followed. If the teacher is uncomfortable with face to face meetings they may conduct extensive curriculum based measures virtually providing a solid foundation of strengths and challenges. If the teacher is comfortable, but the parent refuses to bring the student in for assessment, it will be documented, then staff will proceed to conduct extensive curriculum based measures virtually. The second option is to be used until a waiver is obtained for the district or until LA County is removed from the watchlist for 14 consecutive days. The second option is to proceed with conducting extensive curriculum based measures virtually which will provide you with a solid foundation of academic strengths and challenges for that student in order to move forward with the assessment. School Psychologists, Speech teachers, Occupational therapists, DHH, in the case of Initials or Triennials, when face to face assessment is absolutely necessary, they should complete as much as they are able through examination of previously conducted in-person or virtual interviews, etc.

The effectiveness of services or supports to address learning loss will be measured continuously through evaluations based on feedback, evidence that we are seeing the growth we want to achieve for our students, through PLC collaboration, Site leadership meetings, district committees, through formal measures and informal conversations. Simple opportunities to discuss what to keep, what to drop and what needs to be created brainstorming can tell us a lot about the success of our endeavors. Maintaining many of our base committees; such as, Superintendent's Parent Advisory Council, DELAC, DPAC, PROMISE Stakeholder Engagement meetings, Student and Parent Ambassadors also provide the necessary feedback to ensure we are on the right path.

Special Education:

Distance learning plans, distance learning plan monitoring tools, and staff observations of work provided by students will allow student progress to be measured through remote learning. Should a student not be making progress a meeting can be called to address the areas of concern in an attempt to revise service delivery and goals.

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.]

For English Language Arts, Local Progress Monitoring (LPM) assessments are routinely used to collect data on student learning, STAR 360, Basic Phonics Test, CFAs, Phonics Assessments are the tools used to provide a clear picture of student needs and subsequently, the necessary interventions. Teachers will provide small group instruction and guided reading groups. Teachers will encourage collaborative conversations and plan DOK leveled questions to determine additional gaps or learning needs. For Math: Local Program Monitoring Assessments, Zearn (online program to support Eureka Math), Common Formative Assessments (Exit Tickets) and student notetaking is used to determine areas of learning loss and intervention.

Feedback is necessary to support students on both formative and summative work. Teachers must exercise flexibility in regard to assessing student work and progress. During this time of distance learning, we will use feedback, to encourage and evaluate student learning.

Feedback, especially given in smaller chunks, promotes critical student learning. It allows students to better understand the limits of their own knowledge and how to improve. Quality feedback can initiate new thinking, remove uncertainties, clarify objectives, and/or the setting of new goals. By determining what students have learned and what is unclear, teachers can focus instruction more effectively to meet the learning needs of students. In mathematics a digital program includes embedded remediation that provides just the right amount of support to help them stay engaged and continue learning independently. For students struggling with a concept, these remediation supports can include more scaffolded manipulatives or additional interactive videos that break down the question in a different way. Teacher will then use data and provide small group instruction.

For English Learner students Benchmark and ELD 3D will be used to deliver synchronous instruction. Especially important are opportunities for students to have conversations and collaboration with peers and adults in their learning environment. Informal conversations with EL learners assist in language acquisition and should be included in daily instruction regardless of learning platform.

Foster and homeless youth will be provided tutoring services to close learning gaps and prevent additional gaps occurring due to distance learning or any trauma encountered during the pandemic.

Special Education:

The process is individualized and based on student needs. Learning loss will present itself through work samples, assessments, and observations. Reports of progress not being made will be conveyed to parents and an opportunity to revise plans for service delivery will ensue.

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 services or supports to address learning loss will be measured continuously through evaluations based on feedback, evidence that we are seeing the growth we want to achieve for our students, through Professional Learning Community collaboration, Site leadership meetings, district committees, through formal measures and informal conversations. Simple opportunities to discuss what to keep, what to drop and what needs to be created brainstorming can tell us a lot about the success of our endeavors. Maintaining many of our base committees; such as, Superintendent's Parent Advisory Council, DELAC, DPAC, PROMISE Stakeholder Engagement meetings, Student and Parent Ambassadors also provide the necessary feedback to ensure we are on the right path.

Ellevation will be used to track progress, determine interventions, and monitor English Learner students. Tutoring for Foster and Homeless youth will be measured based on data collected by the agencies and reviewed by the Foster Youth and Homeless youth liaison.

Special Education:

A monitoring tool will address the effectiveness of services collaborated on with parent of student learner. Tool measures time spent on specific goals developed by a team aware of students needs and parent concerns. Measurement of student progress is ongoing and the plan is revised if needed.

--

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

Description	Total Funds	Contributing
Ellevation services to track progress and monitor English learner students, teacher training.	48,232	Yes
Cost of tutoring for Foster and Homeless youth to ensure that no learning loss occurs during distance learning.	400,000	Yes

Mental Health and Social and Emotional Well-Being

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

School-based Mental Health has been arranged and coordinated to support each of the schools within the Palmdale school District by way of a Memorandum of Understanding with a local mental health agency that can provide in person, in the home, at the clinic or virtually for the purpose of providing therapy, counseling, social skills, and/or Psychiatric support when necessary. These providers are authorized with/between the agency, Palmdale School District and the Los Angeles County Department of Mental Health for the purpose of providing on-site School Based Mental Health to those students that have been referred on behalf of the parent or school. The co-located agency has the permission of the District to enter the school site through the MOU, during which the Department of Justice clearance through the Live-Scan Program has been confirmed for the individual clinician/therapist that is providing support on that campus. SBMH supports resiliency, assists students in learning how to handle challenges, builds self-esteem and confidence, and teachers coping strategies and capacity. SBMH promotes positive students connections with peers, family, school, and community by promoting healthy relationships, self-reflection, and problem solving skills to optimize school success. SBMH works with all members of the educational team (e.g., principals, teachers and related service providers) and school community (e.g., parents or other caregivers, community groups) to improve student mental health and well-being, student engagement, family engagement, and school climate by implementing targeted prevention and interventions, services, and mental health consultation. SBMH professionals support positive students connections with peers, family, school, and community by facilitating student development and the ability to successfully deal with problems, crises, or traumatic experiences.

Social Emotional Learning is offered to our Foster Youth during the closure, with the support of Licensed Clinical Social Workers or Licensed Marriage and Family Therapists hired by the district, who support with behavior, enrollment, scheduling, counseling, social skills training, linkage with supports such as the aforementioned school based mental health, and coordination and support with the DCFS Social Worker, Foster Parent, and/or others. When Foster and/or Homeless Youth move to an area outside of the Palmdale School District, School of Origin and Best Interest Determination Meetings are held to discuss the school options and what is in the students' best interest for placement, which may include remaining at the School of Origin.

Two areas of focus have been raised to prominence as we moved to distance learning. The first is of course the academic learning of our students the other is their social emotional well-being. Over the last few years we have ensured that each campus has a social emotional learning specialist available to support students. These individuals will hold small groups, and using Second Step they teach our kids the skills that they need to be emotionally and socially strong. Teachers also use a daily check-in with students to assess the well-being of students before starting any lessons. If a student does not engage in learning then there are numerous staff that will be attempting to contact students to address needs and to connect with them. We have Parent Community Liaisons at each site to connect with parents and students. this is very important as we have had students who have lost family members to COVID - 19. At the Palmdale School District we like to say we are la familia. Staff have access to counselors not only on site but also through district medical plans. Teachers were required to complete COVID-19 training through our Target Solutions within the first two weeks of school starting to address their concerns and ensure they are knowledgeable about health and safety requirements. In addition, annually the district offers a class that teachers can participate in virtually on Teaching Students of Poverty, which also includes students of trauma. This particular class is especially encouraged among the teachers new to the district, as it provides strategies to use with students of poverty.

Special Education:

Social Emotional Learning Specialist, Psychologists, and Educationally Related Intensive Counseling Services Providers will assume the role of mental health support to families and emotional well being check-ups on students. Professional development for these service providers include but are not limited to trauma informed care, counseling services for at promise students, and intense counseling service for student in need of mental health services.

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.]

Language:

In alignment with EC 48985, when 15 percent of students enrolled in a school speak a single primary language other than English, the PSD will send all notices, reports, statements or records to the parent/guardian/caregiver written in English and that primary language. In addition, all outreach that is conducted verbally will be provided in the primary language through school site, district staff and/or through a translator from the Bilingual Department.

Daily Participation Monitoring: PSD will use Infinite Campus attendance/ participation module for tracking daily participation per pupil using the criteria for participation listed in SB 98 and codes for COVID and distance learning for 20-21 only. This log will also be used for tracking chronic absenteeism. PSD will use the CDE weekly engagement plan template Section A, B, D as a cover sheet with back up from whatever a teacher is using for their assignments – ie Infinite Campus gradebook, google classroom, Hapara, other gradebook software. Teachers will certify on the WEP that the synchronous and asynchronous minutes for the day have been met with their lessons and assignments delivered to their students. The combination of the participation log, WEP, and supporting documentation satisfies the SB 98 requirements for participation and engagement tracking per pupil. Site administrators will maintain a google folder(s) to weekly keep signed rosters (from site attendance officer), teacher certified WEP form and daily per pupil supporting assignment/ services documentation.

Supporting Documentation: If using the IC gradebook for assignments, teachers do not need to submit to the Google folder any supporting documentation, but do need to indicate in their assignment title or by category whether the assignment is synchronous or asynchronous. If using any other gradebook software, teachers will need to submit a report or screen print(s) of their daily assignments – organized by date and teacher name (teachers will indicate in their assignment title whether the assignment was synchronous or asynchronous).
Electronic Signature: Teachers will use the time-stamped, password protected digital signature in the CDE form.

Outreach:
The Palmdale School District utilizes a multi-tiered system of support (MTSS) to improve overall attendance/participation and reduce chronic absenteeism. MTSS offers a comprehensive framework that systematizes the identification of student needs and provides services and supports necessary for student success. In the attendance arena, Tier 1 represents universal strategies to encourage good attendance for all students. Tier 2 provides early identification and intervention for students who need more support to avoid chronic absence. Tier 3 offers intensive support for students facing the greatest challenges getting to school and/or participating in distance learning.

Tiered re-engagement strategies for pupils who are absent from distance learning:

Tier 1: Prevention: Tier 1 activities are the foundation to improving overall attendance/participation and preventing chronic absenteeism and these activities are directed toward all stakeholders (staff, students, parents, and community members). Tier 1 activities also cultivate school connectedness, promotes positive school climate and sets expectations for accountability. Examples of Tier 1 activities in the PSD for both in-person and distance learning include: clearly establish attendance-taking protocols and expectations for communicating with families about absences, verification of current contact information for families, virtual orientations for newly enrolling students and families, outreach

from teachers to students and families - introductions, learning platforms, contact information, outreach from support staff for students with unique needs to update information and address unique circumstances, distribution of technology and supplemental materials and supplies, updating and posting district and community resources on school website, and daily notification to parents /guardians/caregivers about attendance - initial phone calls to families from teachers and school site staff.

Tier 2: Early Identification and Intervention: Tier 2 activities are targeted toward students who demonstrate irregular attendance/participation. Early identification/intervention is a systemic process to initiate intervention strategies initiated as quickly as possible so that students can be re-engaged with school. Tier 2 strategies include appropriate personnel to address barriers to attendance and provide resources/support to families. Examples of Tier 2 activities in the PSD for both in-person and distance learning include: Frequent review of data to identify students with absences/non-participation; review multiple measures; analyze overall data as well as data disaggregated by subgroups, school, grade level, classroom and individual data; look for emerging data trends; communicate with families when absences/non-participation reaches designated thresholds (Attention to Attendance letters); Initiate the referral process from school sites to SEAs after three absences/non-participation days; DEA outreach to families including phone calls, emails, text messages, virtual outreach, in-person conferences and home visits when public health protocols deem it safe to do so; identify barriers for students and their families (technology, connectivity, need for health and human services, mental health); link families to school-based and community-based resources, assisting with referrals and follow-up; conduct School Attendance Review Team (SART) meetings to help resolve attendance issues by providing a meaningful opportunity for collaboration and problem solving among the parties (virtually or in-person); collaborate with additional support staff for students with unique needs (English Learners, students with IEPs, pupils in foster care, pupils experiencing homelessness, chronically ill students).

Tier 3: Intensive Intervention

Tier 3 activities are targeted toward students with persistent attendance problems who have not responded to Tier 1 and Tier 2 interventions and all school site interventions have been exhausted. Tier 3 strategies include: continued outreach and interventions with students and families to identify barriers to attendance and provide support/resources; collaborate with district office staff and community partners for additional support; initiate referrals to the School Attendance Review Board (SARB) in cases where students and families have not responded to previous interventions; conduct SARB meetings (virtually or in-person) with students and families to address absences/non-participation; develop individualized plans for improvement and consider appropriate attendance alternatives (including transitioning the student to full-time, in-person instruction when available); follow-up with case management to monitor progress. (See Tiered Levels of Support Student Participation.)

Special Education:

Ongoing attempts to provide instructional services to students will be made for all students. Strict adherence to the guidelines of SB 98 will be part of district plans for re-engagement strategies. Communication with parents is ongoing and revisiting the effectiveness of the distance learning plan is made to ensure Title 34 is addressed to the extent possible.

Other considerations: Unlike the school closures in the Spring of 2020, site administrators are working to bring back many of the activities that have created the culture of their individual schools, such as spirit days, award presentations, etc. Principals across the district have developed their own ideas on how to increase student engagement and attendance. Included in their survey responses on the topic were the following: personal letter from the principal reaching out to the family; teachers, LSTs and aides create a 30 minute block in the weekly

schedule where parents, students and staff can meet to discuss missed time and assignments, and the most appropriate method of catching up; have a re-entry committee designated to help families adjust back into distance learning;

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.]

Understanding that students who have access to better nutrition tend to perform better academically, have better health, and maintain better school attendance, the Palmdale School District became a Community Eligibility Provision (CEP) district. As a CEP district all students are provided both breakfast and lunches. Food is dispensed at the school site of enrollment using a drive-through pick-up system. During Distance Learning students may pick up food at any school site within the district. Lunches can be picked up between 10:30- 12:30 on Monday, Wednesday and Friday. On Monday and Wednesday each student will receive two breakfasts and two lunches. On Friday each student will receive one breakfast and one lunch. To ensure families can pick up lunches during the available time, no synchronous learning will be scheduled between 10:30 - 12:30 time. If students are able to return to in-person learning, meals will be provided in the traditional method while adhering to current Public Health recommendations. Child Nutrition will promote Health and Hygiene- teach and reinforce handwashing and face covering when near other students and staff. Child Nutrition and the school sites will have adequate supplies of soap, hand sanitizer and tissues. Posted signs on how to stop the spread of COVID - 19 will be utilized. Clean and disinfect Surfaces frequently touched by students during meal service, will be cleaned and disinfected per health and safety protocols.

Families were notified through all calls at both district and site levels of communication. Announcements regarding food distribution sites and schedules were placed on the district website, District and site Facebook and Twitter accounts. Announcements were made in both English and Spanish. In addition, as the Learning Continuity Plan was shared with DELAC and DPAC parents, the information regarding Meal Distribution was also shared.

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
36%	\$50,930,817.00

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.]

Band has been added to 4 new sites (Golden Poppy, Mesquite, Desert Rose, and Manzanita) for the 2020-2021 school year. This is an especially exciting opportunity for students with unique needs, our foster/homeless youth, English Learners and low income students. This opportunity provides students without the ability to access music programs outside the school setting to engage and participate in various music programs..

We have increased our Latino Film Institute program to 2 new classes at Dos Caminos (a dual language school) and 3 new classes at Desert Willow. The contract will carry through the 2022-2023 school year. This program provides an opportunity for our students, especially

our foster/homeless youth, English Learners and especially our low income students to learn various skills related to the film industry. The Latino Film Institute project supports young filmmakers with the platform to develop and share their passion and skills.

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

During this time of uncertainty it is imperative that we provide a continuity of service to our students. They need to make connections to staff and each other that provide a sense of calm assurance that things change but there are constants in their life. School can provide that through continuity of program, mental health support, and academic supports as needed. This is particularly true of our foster and homeless youth who have already experienced chaos and upheaval. Understanding these needs and developing ways to meet their needs have led to contracts with tutoring services, providing enhanced SEL services and small groups lessons, and ensuring students have the required technology to ensure access to curriculum. We have training through CKH, Dr. Howard and staff led professional development that assist our teachers to look at life through the eyes of our student and utilize trauma informed practices to support students.

Foster Youth:

Through continued efforts from our Foster/Homeless Youth Liaison, we work to build relationships and connections to outside organizations to increase and improve services to our students and their families. One example of these partnerships is with L.A. Care Transportation, Anthem, California Health and Wellness, Alliance to provide necessary transportation to families in need. This information is then provided to site personnel so they have a quick reference guide to various types of available support. Tutoring is being offered to Foster and Homeless Youth who are showing to be 1-2 years below grade level. The tutoring is provided through two service providers who were vetted and determined to be highly effective in improving students understanding and closing gaps that developed through the spring shutdown as well as any that might occur in the 2020-2021 school year and the distance learning format. Foster/Homeless youth in the Palmdale School District need access to materials and supplies as do the low income students, but they also need social emotional supports, transportation to school of origin, they need caring professionals to look at them individually and determine what is in the best interest of this child with these unique needs. Social emotional learning specialists work with these students in small group settings and provide training for their foster families creating a group of foster parents that they can connect with and find support through. Programs like dance, band, and middle school programs that interest them allow them to find artistic ways to express themselves. Through clubs and academic programs, these students have opportunities they might not have access to in other districts or through community offerings. LCAP funds are also used to ensure that Foster/Homeless students are able to participate in special events such as Outdoor Science School.

Low Income:

Currently, 91% of the Palmdale School District students are on free and reduced lunch program. With such high numbers, our first thought as we plan any kind of academic or social emotional program is to consider the implication for our low income students. We are concerned about providing access to materials, supplies, technology, wifi, and training for teachers to support our largest group of students. Our low income students have unique needs such as basic materials and supplies, with limited resources low income students do not have funds to spend on books, music, or to engage in areas of interest. To meet these needs PSD has provided transportation to students who want to attend a middle school outside their attendance zone so they can participate in a particular field of study such as la and government, medical fields, or visual or performing arts, without putting undue stress on the family to provide transportation. Decodable books, Heggerty Phonemic Awareness lessons, and supplemental Footsteps 2 Brilliance program have been purchased to provide low income students with access to

reading materials to be kept in the home. Low income students need consistent source of food. To that end we have become a CEP school so all our students are receiving two meals a day. Prior to ensuring all students had access to the technology (chromebooks, iPads, and wifi hotspots) needed to participate in distance learning, students were provided with print materials if they did not have access to computers in their home. As the technology and wifi were purchased and received they were distributed to sites who then released them to parents. We have connected with Verizon to provide hotspots to our low income families to provide internet service so they can use the chromebooks and Ipads that were purchased for every student. The District will pay for the monthly internet charges to use the wifi hotspots. School sites passed out bags for materials and supplies to our students before school so they would have the materials they needed to be successful. In order to ensure students have what they need many of our classified personnel are working outside of their typical job description to assist in meeting student needs. For example, a campus security may be assisting with distribution of food or materials and supplies during distance learning. Cameras have been placed on all campuses in anticipation of students' return to in person learning. The Journal of Public Health finds that students from low income families are more likely to be bullied than others. Cameras create a safer environment and reduce the potential for disturbances, fighting, and bullying. Since data showed that low income students were less likely to pass the Healthy Fitness Zone requirements, the district continues to pay for PE teachers and instructional aides at each site to ensure students have access to a robust PE program in which they are able to learn the skills to participate and play in sports that they might not be able to with limited funds.

Tamarisk Elementary is one of our schools with the highest rate of poverty. This is our third year of specific, targeted support for this school. Staff was specifically chosen based on ability to work with students of trauma and poverty. These teachers have received additional PD to improve instruction, support with intervention strategies, and stipends for working longer hours during increased instructional time. Social Emotional Learning specialists assist teachers and staff in supporting the social emotional needs of these students, as well as leading small groups focused on social skills. All of the work at Tamarisk is focused on meeting the specific needs of these students of poverty, based on family and community input, academic and social emotional data, student input, and current research.

English Language Learners:

Our English learner student need different opportunities - they need time to talk, to connect, to process the content they are learning. In some ways distance learning helps with this as it requires teachers to limit the time in Zoom meetings and and keep lessons simple, then students go offline and can take the time they need to process the information and complete their work. Most importantly they need the social interaction that leads to conversation and the development of language. They need support to ensure understanding of the content. Teachers of EL students will need coaching support as they use technology to provide lessons appropriate to the needs of our EL learners. Our EL coaches have put in many hours over the summer to develop lessons aligning ELA and ELD standards to assist teachers in meeting the needs of EL students. Increasing the minutes in our school day has provided more time for teachers to work with students at the elementary level but a big impact occurred at the middle school level. The use of these additional minutes along with changes to the daily schedule has allowed for a 7th period. This 7th period ensures that our English Language learners have access to an elective course.

Through our department of Access and Equity - Multilingual Targeted Populations we are able to provide EL Instructional coaches, Bilingual Instructional Aides, Learning Support teachers and a Dual Immersion coach to work with EL students and their teachers to monitor progress of students. Parents can choose to attend various workshops and classes for GED, computers, nutrition, and attend CAFE. We have purchased programs to assist in assessing, monitoring and providing intervention for EL students such as Read 180, Imagine Learning and Ellevation. District and site Bilingual Parent Community Liaisons, District translators, Site Bilingual Clerk typists and Administrative clerks provide support for families that speak languages other than English and to lead meetings both at district and site levels. ASide from usual

methods of communication, website, social media and all calls, the District uses a radio program called CAfe Con Leche to connect with our EL parents.

Additional Supports:

Some supports offered actually support more than one targeted group. For example, an increased salary for certificated staff allowed for additional time in the school day, this time allowed for EL students to take an elective course at the middle school which was previously not an option as they had a class focused on ELD. It also allowed low income students to take a second elective in an area of interest which were it not offered in school they might not have the funds to allow them to explore that area. With the expansion of our music program, Visual and Performing Arts program, and the Latino Film Institute for the Youth Cinema Project, particularly at the middle schools, allows for Foster and Homeless Youth, as well as, low income students to participate when they would not have the resources to participate in these activities within the community. WASC accreditation process pushes schools to engage in self-reflection and determine additional ways to support the needs of all of our targeted groups. Read 180, Math 180 licenses provide intervention and support for struggling students in particular for EL and Foster/Homeless Youth who need interventions to fill learning gaps. As we implement various types of technology supports for students and families, it is evident that low income families and foster families are struggling to meet the demands of distance learning and classes, one to one instruction are necessary to support families as they navigate the digital world. Teachers have been provided updated laptops and access to software to ensure they are able to provide excellent distance learning opportunities with minimal difficulties for our EL students, low achieving, and struggling students. Tech coaches have been meeting with families virtually to walk families through the skills they need to utilize the equipment they have been provided.

A vast array of school personnel such as, School Psychologists, Assistant Principals, Health aides, Counselors, Student Engagement Advocates, School REsource Officers, Restorative Teachers all work to provide social emotional support for students including EL, Foster/Homeless and low income students. Prior to the start of the 2020-2021 school year, six hours of teacher planning time was provided for teachers to utilize MTSS strategies to engage all student groups in distance learning with particular focus on EL students, Foster/Homeless youth and low income students. Professional Development surrounding Cultural Proficiency through The Howard Group, Restorative Justice, PBIS, and Capturing Kids Hearts reinforces the concept of "fair treatment for all" , it enables employees to support a welcoming, safe and healthy environment, supports African American students with high suspension rates, and ensures a more positive school outcome through enhanced engagement. ALICE training addresses active shooter/ security breach protocols. Buyback days - August 5 and October 9th are provided to to teachers to address needs and provide support during distance learning. Finally, District Parent groups particularly are useful in providing feedback as to needs within our Palmdale School District community. These groups - DELAC, AAPAC, GATE, DPAC- provide input as it relates to the needs of our specific subgroups and are invaluable as we continuously move to better our services.

Throughout this document we have individually and collectively outlined the needs of our students with unique needs. We have then determined our plan and provided a response to those needs. We do this to ensure that Every Student Leaves Ready for Success in High School and Beyond: College, Career, the Global World.

TIERED LEVELS OF SUPPORTS FOR STUDENT PARTICIPATION DURING SCHOOL CLOSURES

Tiers	Trigger	Staff Responsible
Tier 1: Universal	1-2 missed interactions per week	Teacher, attendance clerk, office staff
Tier 2: Early Identification and Intervention	3+ missed interactions per week	Counselor, nurse/health techs, school administrator, SEAs, social emotional learning specialists, parent community liaisons
Tier 3: Intensive Intervention	5 missed interactions per week or 12+ per month	SEAs; District Staff; SARB

