Learning Continuity and Attendance Plan Template (2020–21)

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

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
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<tbody>
<tr>
<td>Parlier Unified School District</td>
<td>Dr. Altagracia Guerrero</td>
<td><a href="mailto:altagracia.guerrero@ParlierUnified.org">altagracia.guerrero@ParlierUnified.org</a></td>
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<tr>
<td></td>
<td>Superintendent</td>
<td>559-646-2731</td>
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</table>

General Information

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

Parlier Unified School District is located in rural eastern Fresno County. Parlier Unified serves 3,600 students and employs just over 400 staff members. Parlier’s school ethnic population consists of 98.2% Hispanic, 99% Socio Economically Disadvantaged and over 51.2% of its students are English learners. The vision for Parlier is becoming student centric, with attention to systems and staff development to ensure our community’s students have the best choices for their educational pathways. Parlier Unified has 7 school sites including 4 elementary sites (Benavidez Elementary, Brletic Elementary, Chavez Elementary and Martinez Elementary), 1 junior high school (Parlier Junior High School), 1 alternative education high school (San Joaquin Valley High School) and 1 comprehensive high school (Parlier High School).

During the COVID 19 Pandemic, Parlier Unified continued to serve the students and community of Parlier through distance learning, meal distribution, resources for mental health, support for English Learners, foster youth and low income and technology for those that needed access to our digital platform. While students were not able to access school buildings, students were able to access their curriculum through printed learning packets, virtual based classroom settings and virtual assignments provided by teachers. Teachers, student support
services and counselors called students attempting to make contact with families and students during the pandemic. Issues that arose during the spring, 2020 included:

Connectivity - not all students or staff were able to access high quality internet. The district was able to secure and provide hot spots that would allow staff and students access to the internet at no cost to them. Hot spots were made available by simply calling our technology department.

Attendance - while attendance was no longer being formally taken, teachers and administrators were still making every attempt to engage students using our virtual classroom support. A rough estimate suggested that 80% of elementary students continued to log in, 60% of jr. high students continued to log in and 30% of high school students continued to log in.

Special Education - while every attempt to provide continuous services was attempted, not all students responded well to distance learning. Teachers and student services staff provided individualized packets for each student with an IEP or a 504. Parents shared their student's frustrations of distance learning.

Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports that begin before the start of the school year and the continuation of intensive instruction and supports into the school year.

Adjusting the instructional school year by making adjustments to the academic calendar, adapting the number of instructional minutes provided during each week or school day, or taking any other action that meets the amount of instructional time or services provided to pupils based on their learning needs.

Providing additional academic services for pupils, such as diagnostic assessments of pupil learning needs, intensive instruction for addressing gaps in core academic skills, additional instructional materials or supports, or devices or connectivity for the provision of in-classroom and distance learning.

Providing integrated pupil supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, professional development opportunities to help teachers and parents support pupils in distance-learning contexts, access to school breakfast and lunch programs, or programs to address pupil trauma and social-emotional learning.

*Note: EC 43509 states, “(2) For each of the areas described in paragraph (1), the learning continuity and attendance plan shall describe how federal and state funding included in the original or revised budget adopted by the governing board... is used to support the efforts described in the learning continuity and attendance plan, including federal and state funds provided for learning loss mitigation pursuant to Section 110 of the act adding this part. If the actions and expenditures described in paragraph (1) are not included in the budget, the learning continuity and attendance plan shall reference how these expenditures will be included in the first interim report of the school district, county office of education, or charter school pursuant to Section 1240, 42131, or 47604.33.”*
### Stakeholder Engagement

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

Several surveys were provided to parents (both English and Spanish), certificated staff members, classified staff members and administrators.

During the spring, 2020, a survey was sent out to staff members to collect input on distance learning. The survey was sent to all certificated staff members for instructional feedback. Summary of feedback is provided in this document. The survey allowed for both short answer written response and choice response.

During May, 2020, all seven school sites engaged their School Site Councils and English Language Advisory committees to engage and the District English Language Advisory Committee (district level). All committees were engaged in discussions surrounding distance learning and the technology needed to meet student's needs. Also at discussion was the English Language Development plan and how distance learning was going to impact the Professional Development plan.

During June, 2020, surveys were sent out electronically via email or text message links and printed out at each school site. The survey was done via either google forms or printed copies of the survey. Parents could access the link to the google survey via the school district website or school's website. Or, they could pick up a copy of the survey from the school as they were placed on carts outside the offices. Parents could return them to a marked envelope on the same cart. The first two surveys were sent to parents and were offered in both English and Spanish. The next survey was sent to classified staff members via email. And the final survey was sent to all certificated staff members. Phone calls were also made to parents and staff members, letting them know that their participation was needed for these surveys. The window to complete the survey was 10 days and included two weekends. Calls were made daily reminding all stakeholders to complete their surveys. The survey allowed for both short answer written response and choice response.

During July, 2020, the district met with both certificated and classified bargaining units to review and collaborate on the Distance Learning Plan.

In September, 2020, the district engaged in three opportunities to solicit feedback from stakeholders. A public hearing was held at a board meeting in which no comments or feedback (written or verbal) was provided. At the DAC meeting, several parents provided direct feedback to district administration which was included in the revision draft. Additionally, at the DELAC meeting, several parents again provided direct feedback to the district administration which was included in the revision draft. As input was provided at both DELAC and DAC meetings, no written response was requested by stakeholders.
All meetings were held both in person and with a live zoom link for those who wished to participate remotely. For parents, students or community members with limited or no internet access, advertisements for meetings were done via NTI phone calls to all parents and staff members. Additionally, meeting dates, times and locations were put on all school site marquees in both English and Spanish. For those with email addresses, the district also utilized peach jar to send out flyers to all parents and students regarding meeting dates and times. All meetings were held with translation services for those participants needing Spanish or English translation.

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

Access to public meetings and public hearings is posted on the agenda and the District website. The YouTube link to the meetings are available on the agenda. Once the website is accessed, an automatic pop-up tab with the link to the meeting/hearing appears before they can access the website further. The day prior to the public meeting/hearing, an automatic call goes out to all staff and families announcing the meeting and that the link to the meeting is available on the website. The District also gives access for public comment onsite in various separate rooms following all of the safety protocols, including no more than ten persons per room, social distancing of six feet between seating arrangements, proper screening of all attendees and requirement of masks being worn during the meetings.

For parents with no internet, phone calls are made to all parents within the district inviting parents to board meetings and informing them of local governing board meeting with public hearing.

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

Since school closures in March 2020, Parlier Unified has continued to actively engage stakeholders at all levels: parents, community members, educators, site administrators, students and Board Members.

During the COVID-19 Pandemic, community outreach has been in various forms, both virtual and in other non-digital forms. Student voice is always very important when considering focus of efforts in Parlier Unified School District. Information was gathered from our students regarding their opinions and recommendations about additional supports for students in both academic areas and in the area of mental health.

On September 3, 2020, the District English Language Advisory Committee met via Zoom to discuss the Learning Continuity and Attendance plan and to provide input regarding additional supports and needs for the students and families during the Pandemic. This input focused on supports for struggling students, additional aids for families to support their students, types of assistance that students and families might need in the area of Mental Health, as well as, how to work with families who are having difficulty engaging in the learning activities. A digital community survey, in English and Spanish, was administered June 2020 asking staff and parents about their opinions regarding student and family needs during the COVID-19 Pandemic and for input on what is needed to support the students and families. The survey was made accessible to all parents utilizing various media formats, including distribution during Grab and Go meal distribution.

Top three topics discussed from DELAC meeting feedback:
1. Technology "Basics" classes for parents
2. Tutorials for accessing online instructional TK-12 grade programs for parents (help support their children at home)
3. Reading intervention for students during distance learning

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

Several portions of the PUSD Distance Learning Plan were influenced by stakeholder input.

Schedules - teachers reported that in the spring, distance learning with over 30 students in the virtual classroom was often difficult. Options were proposed and overwhelming response was to have cohort schedules. The district landed on an alternating cohort where synchronous learning happens two days a week and asynchronous learning happens three days a week. Each cohort alternates days on camera with a teacher while the other cohort is working in their digital platform assigned by their teachers.

Schedules - parents reported that they wanted a set and consistent daily schedule for their students in a distance learning platform. The district landed on having students using a Tuesday / Thursday and Wednesday / Friday platform. Minimum days and teacher workdays were moved to Mondays due to existing holidays falling on Mondays, limiting student impact. This provided parents with a consistent schedule for students and teachers to work with to deliver instruction and provide student work time.

Virtual Learning platform - teachers and site administrators requested utilizing a more secure platform for virtual instruction. Last spring the district utilized google meets, however experienced students entering into their meeting spaces and students not muting their microphones. The district provided staff with accounts to Zoom this year with security measures to allow for better teacher control and management systems.

Professional development - teachers and classified staff requested more support for any online products or resources being implemented this year for distance learning. In collaboration with our administration, bargaining units and school board, the district delayed the start of the academic year in order to provide 8 days of professional development, focused on technology use, online programs, English Learning online strategies and online assessment development.

Monitored Individualized Digital Platforms - For asynchronous learning, teachers and administrators collaborated on the selection of the asynchronous delivery platform, where students can complete their assignments based on teacher assigned work and have it monitored by teachers. Students completing work will result in positive attendance marks as directed by CDE.

In fall, 2020, the district again engaged with DELAC and PAC to gain input on the Learning Continuity and Attendance Plan. Each meeting was facilitated by a district office administrator.
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.]

Students would be placed in a cohort based scheduled, with students participating in teacher direct instruction two days a week (synchronous instruction) and then completing work in a monitored individualized digital learning platform (asynchronous) three days a week.

Synchronous instruction would focus on:
Face to face in person instruction
Continued use of adopted curriculum - TK - 12
Adjusted instructional minutes to meet the needs of students while complying with CDE requirements.
Support of ELD (both designated and integrated)
Intervention programs still offered
Assessments done with teacher
Students needing special services or additional support services will be provided as needed

Asynchronous instruction would focus on:
All students will be assigned individual work
All students will be monitored for attendance, engagement and progress
Students will be expected to complete individual work using platform
All work will be graded
Assignments based on classroom instruction and student performance data
Students needing modified work will be provided as needed

For students who have experienced significant learning loss due to the school closures in 2019/20, Parlier Unified has developed a systemic cycle of assessments including:

Reading Assessments - Fastbridge and STAR reading
Math Assessments - STAR math
Common Formative Assessments - District benchmarks, IAB assessments
Language Assessments - ELPAC assessment
Summative Assessments - Smarter Balanced Assessments

Teachers will utilize district provided software programs to analyze student growth. Platforms include Ellevation and Illuminate. Data will assist teachers in identifying students needing additional support through reading intervention classes, math intervention classes, RTI support and / or language development support.

To ensure the health and safety of students and staff, consistent with public health guidance, Parlier Unified will provide the following items:
Masks for all students and staff members
Face coverings / shields for all teachers
Plexiglass dividers for all office work stations dealing with public
Signage around all campuses with social distancing wording
Screening of all site staff members and students.
Hand sanitizer will be provided at all campuses.
Cleaning and disinfecting practices will be enhanced at all district classrooms and offices to meet county and state requirements
Gloves for all students and staff members
No parents or guests will be allowed on campuses.

For transportation needs of students to and from school;

The same social distancing, mask wearing, no touching rules apply everywhere — at the bus stop, en route to the bus stop, from the bus stop to home, in the bus, in the car and in all areas where students wait to enter school.
Outside is the best place for the waiting area, but if inside is necessary, then large spaces (e.g., cafeteria, gymnasium) with designated social distancing will be required.
All these spaces must be immediately and thoroughly disinfected after students and staff leave them.
In buses, of course, social distancing must occur as well. The seating must not only be six feet apart, but arranged diagonally so the first student sits in the first seat on the right side (because the driver is on the left side) that is a minimum of six feet from the driver. The second student will sit in the first seat on the left side that is six feet from the first student, and so on. Buses are also immediately and entirely disinfected and aired out after use.

Screening, quarantine procedures and tracing

Screening of students, educators and staff will occur daily.
When a student is identified as symptomatic, they and their family are immediately contacted, and the student or staff member will be separated from all other students and staff members.
That student or staff member does not return to school for at least 14 days (or as recommended by their state quarantine protocol) and must do so with a recent COVID test showing a negative status.
If the student is in school when a positive result is reported, a protocol is followed for their safe removal from campus. This includes provisions for an isolation area while they await transport.
Contact tracing protocols are developed and followed to identify other students and members of the community who may have been exposed. Exposed students and school community members must quarantine for the duration required by their state and then test negative before readmission to the school campus.

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

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<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<tbody>
<tr>
<td>Online curriculum (asynchronous learning)</td>
<td>110,000</td>
<td>No</td>
</tr>
<tr>
<td>TK-6 - Freckles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-12 - Acellus</td>
<td></td>
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<tr>
<td>Alternative - Edgenuity</td>
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| Professional Development Days - focus of distance learning programs and social emotional training specific to students dealing with COVID. 3 days for all staff members in addition to contracted 3 days. | 120,000 | No |

| Distance learning devices - implementation of one to one devices, addition of preschool. Preschool - 2nd grade - Apple iPads Technology - increase of technology aides to assist with onsite and distance learning needs of both students and staff | 100,000 | No |

<p>| Distance learning devices - implementation of one to one devices. Finish replacement of broken devices, replacement of upper elementary grades from iPad to Chromebook. 3rd grade - 11th grade - Chromebooks Technology - increase of technology aides to assist with onsite and distance learning needs of both students and staff | 500,000 | No |</p>
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<tr>
<td>Jr. High school adoption of online science curriculum. Current adopted curriculum does not offer any online resources for students.</td>
<td>86,000</td>
<td>No</td>
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<tr>
<td>Increase of staffing. All mentioned positions would be temporary positions based on COVID 19 needs. Positions would be hired as temporary listings subject to re-evaluation in spring, 2021.</td>
<td>500,000</td>
<td>No</td>
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<tr>
<td>Transportation - increase costs of bussing for students due to hybrid schedule.</td>
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<td>Student supervision - increase of staff on campus to ensure social distancing</td>
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<td>Custodial - increase of cleaning teams to ensure proper disinfecting takes place daily.</td>
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<tr>
<td>Health services - increase of staffing for screening, tracing and student supervision during pandemic.</td>
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<tr>
<td>Headphones for students - during asynchronous learning, students would need additional support in order to listen to videos or participate in small group discussions through use of technology.</td>
<td>66,000</td>
<td>No</td>
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<tr>
<td>Safe Classroom Environment: All classrooms will be supplied with disinfectant wipes, hand sanitizers, and no-touch trashcans to support healthy hygiene behaviors. Additionally, each classroom will have extra face masks if a student should forget or loses their face mask. All teachers will be provided with sanitization training aligned with the California Department of Public Health guidelines and school district board policy. All classrooms and school campuses will be provided with safety signage with social distancing reminders.</td>
<td>400,000</td>
<td>No</td>
</tr>
<tr>
<td>Personal Protective Equipment: All staff members will be supplied with face masks, face shields, gloves, and hand sanitizer. Health staff members will be provided with protective clothing (hazmat suits) in the event of working with students or staff who are symptomatic. All students will be supplied with face masks, gloves (in classroom) and hand sanitizer (in classroom).</td>
<td>300,000</td>
<td>No</td>
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</table>
Due to the increase of streaming, demand for bandwidth has increased. Technology department is recommending an upgrade to the district's servers in order to handle the increase of traffic. The new server will increase the District's storage and computer power while increasing speed to internal hosted resources. Cost includes cost of hardware, licenses for support, and various other items to connect new servers to the existing network. Old servers would be repurposed and used at the school sites for internal backup storage.

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<td>150,000</td>
<td>No</td>
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<tr>
<td>Due to the increase of internet traffic, demand for security has increased. With over 500 hotspots now accessing our district internet, the current firewall and security measures are being pushed. An updated firewall will increase the level of security for the District's network. Cost would include licenses and hardware</td>
<td>100,000</td>
<td>No</td>
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**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.]

"Distance learning" means instruction in which the student and instructor are in different locations, and may include, but is not limited to, interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology (video/audio), and/or the use of print materials and assignments with oral or written feedback. In order to provide continued direct instruction, students would be placed in a cohort based scheduled, with students participating in virtual teacher direct instruction two days a week (synchronous instruction) and then completing work in a monitored individualized digital learning platform (asynchronous) three days a week. Cohort A students will be in their virtual classrooms Tuesdays and Thursdays. Cohort B students will be in their virtual classrooms Wednesdays and Fridays. Asynchronous learning will take place three days a week with students engaging online in their platforms with assigned work from their teachers.

Synchronous instruction would focus on;
Virtual Face to face in person instruction
Continued use of adopted curriculum - TK - 12
Elementary grades to focus on ELA and math.
Adjusted instructional minutes to meet the needs of students while complying with CDE requirements.
Support of ELD (both designated and integrated)
Intervention programs still offered
Assessments done with teacher
Students needing special services or additional support services will be provided as needed
Secondary students to meet with all 7 teachers per day of virtual instruction.

Asynchronous instruction would focus on;
All students will be assigned individual work
All students will be monitored for attendance, engagement and progress
Students will be expected to complete individual work using platform
All work will be graded
Assignments based on classroom instruction and student performance data
Students needing modified work will be provided as needed

Should there be a necessity for students to transition between hybrid in-person learning to distance learning, the original schedule will remain in place, as the cohort system was built based on hybrid learning. Once in-person instruction starts again, the district will keep zoom classrooms and zoom accounts active in the event we need to return to distance learning.

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.]

During spring and summer, 2020, Parlier Unified insured all students enrolled in the district would have a device matching the recommended device from the district technology committee.

Preschool - 2nd grade - iPads,
3rd grade - 11th grade - Chromebooks
12th graders - MacBooks

PUSD Technology department will work with all sites to ensure that all students have a device checked out to them. During spring 2020, over 3,000 devices were checked out to students. The remaining students will have devices checked out to them prior to the start of the school year.
PUSD Technology has also secured 500 hotspot devices for students indicating they are in need of connectivity. Due to the overwhelming response, PUSD was able to place hotspots with most request. The district will secure the additional amount needed in order to provide connectivity to all students in the district.

Additionally, the technology department created both an email address (helpdesk) and a direct hotline phone number for assistance needed for technology.

Students served through PUSD across the continuum of special education programs, including, but not limited to, the Fresno County Superintendent of Schools’ Special Day Classes, will be contacted by certificated staff within the first two days of instruction to ensure that devices and connectivity are available for each student. Students will be issued devices and/or hotspots as needed to ensure access to live and recorded lessons. Technical support will be provided as necessary to maximize instruction and access.

**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.]

Through synchronous learning, all school sites have created a set bell schedule for teachers to follow. All sites will adhere to the minimum instructional minutes as required by CDE for direct instruction. During synchronous learning, K-1 students will be in virtual classrooms with their teachers for 180 minutes. 2nd grade through 6th grade will be in virtual classrooms with their teachers for 240 minutes. All secondary students will be in virtual classrooms with their teachers for 245 minutes. Attendance will be taken by the teacher using our student information system. Verification of attendance through synchronous learning will be confirmed visually on camera through our virtual classrooms via Zoom. Once teachers and students log in, teachers can verify visually a student’s attendance.

Through asynchronous learning, all school sites have created accounts for teachers to assign work to students using their monitored individualized digital learning platform. TK-6 teachers will work through Freckles by Renaissance. Secondary teachers will work through Acellus. Alternative education teachers will work through Edgenuity. Teachers will assign the equivalent of a days work in order to generate a positive attendance mark for students for days of asynchronous learning. Each day, teachers will check the digital platforms to confirm a student completed assigned tasks in order to generate attendance.

Students served through the Fresno County Superintendent of Schools' Special Day Classes will participate in daily live instruction for 60 minutes per day in which synchronous instruction is provided by the students' assigned teacher along with classmates or age-appropriate peers. In addition to the synchronous instruction, students will be assigned 180 minutes of asynchronous instruction that is pre-recorded and consistent with the assigned materials and state standards. As allowed by State and local public health orders and guidance, students will be provided with in-person support to further support access to distance learning.
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.]

Freckles

This year, PUSD will be providing instruction to students utilizing an online virtual classroom. The district will utilize an online digital platform for students to log in and complete individual work and practice assignments. The training will cover how teachers assign work, monitor student attendance and other compliance issues and monitoring of student progress.
Facilitator: Renaissance/ Freckles
Audience: K-6 teachers, site administrators, support staff
Length: 3 Hours

Acellus

This year, PUSD will be providing instruction to students utilizing an online virtual classroom. The district will utilize an online digital platform for students to log in and complete individual work and practice assignments. The training will cover how teachers assign work, monitor student attendance and other compliance issues and monitoring of student progress.
Facilitator: Acellus
Audience: 7-12 teachers, site administrators, support staff
Length: 3 hours

Fastbridge

This year, PUSD will be needing to provide teachers with tools to assess students online. Training will focus on how to assess students using Fastbridge in a remote setting.
Facilitator: Fastbridge / Illuminate
Audience: TK-6 teachers, site administrators
Length: 3 hours

Ellevation TK-6

This year, PUSD will be utilizing an online student management data system to monitor growth and development of EL students. Training will provide teachers background and understanding of how the program can monitor student data, creation of individual plans and monitoring of student growth. This training will focus on the implementation specific to elementary teachers.
Facilitator: Ellevation
Audience: TK-6 teachers, site administrators, support staff
Length: 1 hour
Ellevation 7-12

This year, PUSD will be utilizing an online student management data system to monitor growth and development of EL students. Training will provide teachers background and understanding of how the program can monitor student data, creation of individual plans and monitoring of student growth. This training will be specific to secondary teachers with multiple rosters of students.
Facilitator: Ellevation
Audience: 7-12 teachers, site administrators, support staff
Length: 3 hours

EL Group (Grades TK-6)

Designated ELD Lesson Template (single day/week long)
Definition of Designated ELD – short reading from the 2010 CA ELA/ELD Framework
Short Reviews
English Language Proficiency Levels
ELD Standards
“Considerations for Inclusivity and Support Within Designated English Language Development” CISC ELA/ELD Subcommittee
Review of the resources- Synchronous and Asynchronous Learning
Using your Adopted Text materials for Designated ELD in Distance Learning
Facilitator: English Learners Group
Audience: TK-6 teachers, site administrators, support staff
Length: 3 hours

EL Group (Grades 7-12)

Definition of Integrated ELD – short reading from the 2010 CA ELA/ELD Framework
Academic Language Review
Adding Language Focus to your content Lessons
Promoting Collaborative Discussions
Promoting Comprehension and Interpretation of Complex Texts
Supporting Academic Speaking and Writing
“Considerations for Inclusivity and Support Within Designated English Language Development” CISC ELA/ELD Subcommittee
Review of the resources- Synchronous and Asynchronous Learning
Using your Adopted Text materials for Integrated ELD in Distance Learning
Facilitator: English Learners Group
Audience: 7-12 teachers, site administrators, support staff
Length: 3 hours

Zoom (Grades TK-12)
This year, through synchronous learning, students will be engaged in virtual classroom settings. The District will utilize the virtual platform, Zoom, for teachers to connect with students. All staff will be trained in the usage of the program.

Logging in
Small group breakout rooms
Virtual backgrounds
Security features
Polls
Facilitator: Zoom
Audience: All teachers and administrators
Length: 6 hours

Fresno County Distance Learning Academy (Grades TK-12)

Through distance learning, all teachers will provide instruction, activities and assessments to the students. The county office of education held an academy with a variety of workshops to meet the variety of needs teachers have to implement distance learning.

Engaging students
Providing work in virtual environment
Engaging EL students
Providing Social and Emotional support
Providing special education needs
Facilitator: Fresno County Superintendent of Schools
Audience: All teachers and administrators
Length: 2 days

Staff Roles and Responsibilities

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

Administration - District administrators are still responsible for the implementation of educational plans, support of all staff members and insuring the safety of all students and staff members. Additional roles as a result of COVID-19 include additional support for technology device support, support for online student registration and support for food services deliveries.

Certificated - All certificated staff members are still responsible for the implementation of educational plans and insuring the safety of all students. Additional roles as a result of COVID-19 include providing individualized learning plans utilizing the technology platforms (Acellus, Freckles or Edgenuity). Additionally, teachers will also need to communicate via digital tools to parents in order to set up small group instruction meetings using the Zoom platform. The district and certificated representation continue to work collaboratively in the repurposing of employees due to the changing demands of distance learning and COVID-19.
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.]

For students who are eligible for special education, if instruction or services, or both, cannot be provided to the student either at the school or in person for more than 10 school days due to emergency conditions caused as provided by law, the IEP will be implemented by the alternative means of distance learning. State and local public health orders and guidance will be taken into account in determining how the IEP will be implemented via distance learning during the emergency conditions. "Distance learning" means instruction in which the student and instructor are in different locations, and may include, but is not limited to, interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology (video/audio), and/or the use of print materials and assignments with oral or written feedback. It is the intent of PUSD to continue to implement each student’s IEP despite needing different means or methodologies to implement it during distance learning. Total IEP and instructional minutes per day may be reduced due to the reduced required instructional minutes as described in SB98. By way of specific example of how this will work, students served through the Fresno County Superintendent of Schools’ Special Day Classrooms will be provided with a continuity of instruction by daily live instruction, daily pre-recorded lessons, and weekly consultations with families. In addition to the specialized academic instruction, students will receive instruction consistent with the services on their Individualized Education Program (IEP) as described in a Distance Learning Plan and/or emergency conditions section of the IEP. Related Service providers will provide services as outlined in IEP through a distance learning model or in-person instruction. The curricula used will be consistent with the core curriculum that students receive during in-class instruction or with the alternative curriculum outlined in the students’ IEP. Our partnership with the Fresno County Superintendent of Schools’ staff will ensure that we are addressing any concerns with attendance or disengagement during distance learning and transition back into the school environment when safe to do so.

English Learners will continue to receive designated and integrated instruction through distance learning. Teachers will receive professional development and participate in coaching sessions on working with ELD strategies in remote learning environments. Additionally, students will still be brought in for ELPAC assessments, adhering to COVID 19 safety protocols. Each site will have purchased for them safety equipment in order to facilitate the ELPAC assessment. Once small groups are allowed to return to campus, site teams will create small groups that can return to campus for in person instruction. The distance learning schedule has built in time for teachers to engage students in small groups.

Students in foster care or experiencing homelessness have been identified by the student services department. The child welfare and attendance team will engage these students via phone and safe home visits to ensure students have connectivity to online classes. Any students needing assistance will be provided as such with assistance from the CWA office and the student services offices.
<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online curriculum (asynchronous learning) will be provided to all students in Parlier Unified. The following identified programs will support asynchronous learning; TK-6 - Freckles 7-12 - Acellus Alternative site - Edgenuity Duplicated action from in person instruction.</td>
<td>Duplicated action</td>
<td>No</td>
</tr>
<tr>
<td>Professional Development Days 8 days</td>
<td>320,000</td>
<td>No</td>
</tr>
<tr>
<td>Distance learning devices - implementation of one to one devices, addition of preschool. Preschool -2nd grade - Apple iPads Technology - increase of technology aides to assist with onsite and distance learning needs of both students and staff Duplicated action from in person instruction.</td>
<td>Duplicated action</td>
<td>No</td>
</tr>
<tr>
<td>Distance learning devices - implementation of one to one devices. Finish replacement of broken devices, replacement of upper elementary grades from iPad to Chromebook. 3rd grade - 11th grade - Chromebooks Technology - increase of technology aides to assist with onsite and distance learning needs of both students and staff Duplicated action from in person instruction.</td>
<td>Duplicated action</td>
<td>No</td>
</tr>
<tr>
<td>Jr. High school adoption of online science curriculum. Current adopted curriculum does not offer any online resources for students.</td>
<td>Duplicated action</td>
<td>No</td>
</tr>
<tr>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
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<tr>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Duplicated action from in person instruction.</td>
<td></td>
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<tr>
<td>Headphones for students - during synchronous learning, students would need additional support in order to listen to videos or participate in small group discussions through use of technology. Duplicated action from in person instruction.</td>
<td>Duplicated action</td>
<td>No</td>
</tr>
<tr>
<td>Teacher devices. Outdated computers are not able to handle the management of the online platforms. Replacement of all devices will allow for repurposing of older devices for other district uses.</td>
<td>270,000</td>
<td>No</td>
</tr>
<tr>
<td>License for video platform - virtual classroom.</td>
<td>15,000</td>
<td>No</td>
</tr>
<tr>
<td>Online library resource. Due to closure of all school buildings, including school libraries, resource for students to access online library.</td>
<td>36,670</td>
<td>No</td>
</tr>
<tr>
<td>Jr. High school adoption of online math support. Due to distance learning, support program for jr. high school math intervention.</td>
<td>36,025</td>
<td>No</td>
</tr>
<tr>
<td>Online music instruction support programs. Music programs (both instrumental and vocal) will utilize an online portal program that will support performing arts programs through providing sheet music, support resources for practice and feedback to students during non-instructional practice times.</td>
<td>15,000</td>
<td>No</td>
</tr>
<tr>
<td>Online reading assessment program. K-8 teachers have been trained in a single reading assessment adopted by the district. However due to COVID 19, teachers must now adapt.</td>
<td>3,000</td>
<td>No</td>
</tr>
<tr>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
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<tr>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>this assessment to online instruction and assessment. Program will allow for teachers to continue to utilize a common assessment district wide for reading assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary AVID online. Secondary students have had access to AVID through in person instruction. Due to COVID 19, AVID online will now be offered and implemented in order to continue AVID access for our secondary students.</td>
<td>12,000</td>
<td>No</td>
</tr>
<tr>
<td>Safe Classroom Environment: All classrooms will be supplied with disinfectant wipes, hand sanitizers, and no-touch trashcans to support healthy hygiene behaviors. Additionally, each classroom will have extra face masks if a student should forget our loses their face mask. All teachers will be provided with sanitization training aligned with the California Department of Public Health guidelines and school district board policy. All classrooms and school campuses will be provided with safety signage with social distancing reminders. Duplicated action from in person instruction.</td>
<td>Duplicated action</td>
<td>No</td>
</tr>
<tr>
<td>Personal Protective Equipment: All staff members will be supplied with face masks, face shields, gloves, and hand sanitizer. Health staff members will be provided with protective clothing (hazmat suits) in the event of working with students or staff who are symptomatic. All students will be supplied with face masks, gloves (in classroom) and hand sanitizer (in classroom). Duplicated action from in person instruction.</td>
<td>Duplicated action</td>
<td>No</td>
</tr>
<tr>
<td>Virtual Tutoring: To best support our English learner, homeless, foster youth, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, the LEA will provide additional one on-one or small group academic support. This support will be provided via telephone or an online platform to provide additional aid to students to assist with distance learning through additional live interaction with an adult. First priority of services will be based on local metrics and tired systems of support and directed toward students who are in these student groups to meet their needs in response to the pandemic and support closure of the achievement gaps; particularly in ELA, Math and English language acquisition.</td>
<td>200,000</td>
<td>No</td>
</tr>
<tr>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
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<tr>
<td>-------------</td>
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<tr>
<td>This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.</td>
<td></td>
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</tr>
<tr>
<td>Due to the increase of streaming, demand for bandwidth has increased. Technology department is recommending an upgrade to the district's servers in order to handle the increase of traffic. The new server will increase the District's storage and computer power while increasing speed to internal hosted resources. Cost includes cost of hardware, licenses for support, and various other items to connect new servers to the existing network. Old servers would be repurposed and used at the school sites for internal backup storage. Duplicated action from in person instruction.</td>
<td>Duplicated action</td>
<td>No</td>
</tr>
<tr>
<td>Due to the increase of internet traffic, demand for security has increased. With over 500 hotspots now accessing our district internet, the current firewall and security measures are being pushed. An updated firewall will increase the level of security for the District's network. Cost would include licenses and hardware Duplicated action from in person instruction.</td>
<td>Duplicated action</td>
<td>No</td>
</tr>
</tbody>
</table>

**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.

"Distance learning" means instruction in which the student and instructor are in different locations, and may include, but is not limited to, interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology (video/audio), and/or the use of print materials and assignments with oral or written feedback. Parlier Unified will introduce an online cohort based instructional program to address student's academic needs. Students will be split into A and B cohorts, based on alphabetical alignment of last name. In order to provide continued direct instruction, students would be placed in a cohort based scheduled, with students
participating in virtual teacher direct instruction two days a week (synchronous instruction) and then completing work in a monitored individualized digital learning platform (asynchronous) three days a week. Cohort A students will be in their virtual classrooms Tuesdays and Thursdays. Cohort B students will be in their virtual classrooms Wednesdays and Fridays. Asynchronous learning will take place three days a week with students engaging online in their platforms with assigned work from their teachers.

Cycles will begin with teachers delivering instruction on synchronous days. Direct instruction can include lecture, class conversations, modeling or other methods of direct instruction. Students can engage their teachers in conversations and ask clarifying questions regarding instruction and concepts. Once instruction is completed, students will then engage with their digital learning platform and begin their asynchronous work. Teachers have been provided time to check the digital platforms in order to provide feedback to the student and ensure student work is being completed. If work is incorrect, or teachers have additional instruction for students, the teacher can provide it to the students the next day or engage the student in scheduled "small group instruction".

Assessments to measure student growth will include; Fastbridge reading assessment (TK-8), STAR reading assessment (TK-6), district benchmarks (TK-8), interim block assessment (7-12), performance tasks (4-11), ELPAC (EL TK-12) and CAASPP (3-11). A district assessment matrix has been created in order for all sites and teachers to provide assessments in a timely and unified manner. Site administrators will then use data platforms (Ellevation, Illuminate, Educlimber) in order to provide data charts for staff assess and analyze data. District and site administrators will review data through district lead data dives, then allowing site leaders to take data back to their sites to review through PLC meetings, department meetings or one on one teacher meetings.

Based on data within Freckles, Acellus and Edgenuity, teachers will have daily data feedback to measure student growth. Based on district assessments, teachers will have weekly or quarterly feedback to measure student growth. Data based conversations will allow teachers to plan for instruction based on student needs.

Specifically with ELD students, the LEA will provide assessments for all identified EL students through the ELPAC. All EL students will also participate in district assessments and have their data housed in Ellevation. Based on the cycle of ELD improvement, the district office will meet with site administrators monthly to review EL data. The review will focus on the following: students ready for reclassification, monitoring of RFEP students, growth analysis of students showing levels 1, 2 or 3. Also, data chats will focus on the raw data scores to measure which areas students are in need of specific support in. These chats will then be shared with teachers via grade level meetings, PLCs or department meetings. Each month, the district will check in on specific students to measure their growth and ensure students are not falling backwards based on benchmarks, IABs, reading assessments or academic marks.
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.]

Parlier Unified School District will monitor student academic progress through the use of online curriculum assessment reports, online instructional feedback, student work performance monitoring, and formative data. The information will be utilized to address specific student needs through small group sessions with students with similar need. Teachers will provide Designated ELD which will provide English Learner data to help provide targeted language instruction. English Learners will be provided with opportunities to utilize their oral and written language skills. Teachers will continue to use EL strategies in their content lessons (Integrated ELD) in order to provide English Learners with access to content material in a comprehensible approach and delivery.

Intervention supports will be provided to all students 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 who are below grade level and meet the criteria as measured by universal screening measures. Administrators will ensure on-going progress monitoring and appropriate services are provided.

For pupils with exceptional needs, special education case managers will consult with all service providers for their pupils and develop Distance Learning Plans (DLPs) that contain the pupil’s IEP goals and address the mode and method of service delivery. The DLPs will also contain a schedule of service delivery as well as the method and schedule for consultation with the pupil’s parent/guardian. IEP services for students in Parlier Unified will be provided through live, remote instruction and supplemental online resources as appropriate to IEP goals. The district will also work with case managers of students who may be placed in special education programs outside of Parlier Unified to ensure that DLPs are being developed for all students.

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.]

Cycles will begin with teachers delivering instruction on synchronous days. Direct instruction can include lecture, class conversations, modeling or other methods of direct instruction. Students can engage their teachers in conversations and ask clarifying questions regarding instruction and concepts. Once instruction is completed, students will then engage with their digital learning platform and begin their asynchronous work. Teachers have been provided time to check the digital platforms in order to provide feedback to the student and ensure student work is being completed. If work is incorrect, or teachers have additional instruction for students, the teacher can provide it to the students the next day or engage the student in scheduled "small group instruction". Daily schedules have been developed to provide support to students through ELA, math and ELD for elementary. Secondary schedules have been developed for students to meet with all teachers in all subject content courses.

Assessments to measure student growth will include; Fastbridge reading assessment (TK-8), STAR reading assessment (TK-6), district benchmarks (TK-8), interim block assessment (7-12), performance tasks (4-11), ELPAC (EL TK-12) and CAASPP (3-11). A district
assessment matrix has been created in order for all sites and teachers to provide assessments in a timely and unified manner. Site administrators will then use data platforms (Ellevation, Illuminate, Educlimber) in order to provide data charts for staff assess and analyze data. District and site administrators will review data through district lead data dives, then allowing site leaders to take data back to their sites to review through PLC meetings, department meetings or one on one teacher meetings.

Based on data within Freckles, Acellus and Edgenuity, teachers will have daily data feedback to measure student growth. Based on district assessments, teachers will have weekly or quarterly feedback to measure student growth. Data based conversations will allow teachers to plan for instruction based on student needs. Based on comparable data from 2019/2020, sites will be able to measure learning gains and losses over the course of a year. Intervention time has been built in at all levels (TK-12) for teachers to provide smaller group intervention and instruction. Through the A / B cohort schedule, classes are already at half capacity to allow teachers to provide targeted instruction. Intervention time will allow for even smaller group instruction and specific targeted instruction based on immediate data feedback.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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</thead>
<tbody>
<tr>
<td>Supplemental Instruction grades 2-8: To best support our unduplicated students who may be at most risk of learning loss due to the COVID-19 pandemic, the district will provide additional virtual supplemental instruction. The supplemental instruction will be provided by an approved vendor partner and will be monitored to ensure students are accessing services.</td>
<td>150,000</td>
<td>No</td>
</tr>
</tbody>
</table>

### 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.]

As schools reopen, students and staff may experience stress and anxiety because of the COVID-19 Pandemic. Parlier Unified will utilize its counseling teams to support students with trauma informed care, and check in with all participating families and staff members, on a regular and ongoing basis. Parlier Unified will adjust the comprehensive counseling/guidance program and delivery model to address universal, targeted and intensive needs. School Psychologists, School Social Workers, School Counselors, and other outside providers will be able to provide intentional proactive and responsive services. The Parlier Unified Support Services department will update the crisis response models in order to appropriately respond to individual student needs, as well as grief/loss in the community.
*Virtual tour of each school will be available with new signs and arrows painted on the sidewalk for direction of traffic, etc. for students to familiarize themselves with campus prior to return.
* Classroom teachers will prepare a video or slideshow of their classroom, themselves wearing a mask, and classroom rules to help students prepare to enter the classroom.
* The school will develop interventions for high-needs/high-risk students to allow them to successfully re-enter school when it reopen
* Staff development will be provided on Social Emotional Learning
* Create Virtual Calming Rooms
* SEL virtual classrooms
* Crisis support in person
* Trauma informed practice training by FCSS for all staff
* Wellness Wednesdays to provide support to staff
* Work closely with All For Youth and make referrals to them for students needing more intensive support
* Emotional wellness survey, created in partnership with WestEd, will be administered to students starting early October to help staff gauge where they are at emotionally and how we can support them
* Staff will continue to utilize the following social emotional curriculums: Second Step, Ripple Effect, RASSI Screener and the CBT Toolbox

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**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.]

Parlier Unified School District has developed a comprehensive attendance, engagement, and outreach plan to support TK-12 students during the 2020/21 school year. This plan is adaptable to all COVID-19 school learning conditions, starting with full-time distance learning and possibly transitioning to hybrid or in-class settings as permitted.

The Parlier Child Welfare and Attendance Department has expanded its attendance team to carry out the plan. The additional support staff are classified personnel who are unable to carry out their jobs during current conditions and have been approved and repurposed to support attendance and reengagement efforts. These staff include campus control monitors and teaching assistants. The attendance team is bilingual (English, Spanish), bi-cultural, and has established relationships with many families in the district. Additionally, the district has organized a point person for each school to support teachers, families, and students to troubleshoot the use of technology to ensure
connectivity and engagement, and the attendance team will also collaborate with the Food Service Department and the School-Based Health Center to provide comprehensive family supports and community referrals to address health and well-being issues that can be barriers to school attendance and engagement. Per education code section 43504, Parlier Unified will provide outreach to all pupils, their parents and guardians in both English and Spanish when pupils are not meeting compulsory education requirements or if the student is at risk of learning loss due to attendance.

The specifics of the Parlier plan include the following:

Using AERIES, elementary teachers will take roll daily and secondary teachers will take roll in each class daily. Attendance will be taken for asynchronous and synchronous classes, and engagement in virtual learning will be monitored. Engagement will be defined as logging in, participating in asynchronous and synchronous learning activities, and turning in assignments. The codes will reflect attendance, unexcused absence, excused absence, 60% or more absence per week, and missing. Teachers will also add explanatory notes to AERIES to document attendance and engagement issues so that barriers can be addressed. Each week, the district will produce a weekly re-engagement report to flag students missing 3 days/week, 60% per week for interventions. The attendance team will create a current and accurate contact list (i.e., address, phone, mobile, email) for each student's family for ongoing communication.

For students missing 1 or 2 days per week, the attendance team and/or teachers will call families to report the absence; offer technology, health, and well-being assistance; and help to remove attendance barriers. If they can’t be reached, supportive letters, emails and/or text messages will follow. All communication will be conducted in a family’s home language.

For students missing 3 or more days per week, the attendance team will accelerate outreach and support using a multi-tiered re-engagement planning process. First is a call to develop the plan with the student and family, followed by supportive letters, emails and/or text messages if they were unavailable. All communication will be conducted in a family’s home language.

The plan will customize tier 1, 2, and 3 supports offered and monitored by the district to address the specific circumstance of each student. Each reengagement plan will have a dedicated Child Welfare and Attendance staff to support the student and family and to ensure that the plan is implemented.

For tier 4 students who demonstrate persistent chronic absenteeism or are missing school altogether and unreachable, or are at risk for of dropping out, the Child Welfare and Attendance director will oversee the development and implementation of their tiered reengagement plan. First is a call to develop the plan with the student and family, followed by supportive letters, emails and/or text messages if they were unavailable. All communication will be conducted in a family’s home language.

SART/SARB will not be used punitively under COVID-19 conditions. These processes will be instead used as tier 3 wraparound supports with community partners, as needed.

For any student missing school and whose family does not respond to district outreach efforts, the director of the Child Welfare and Attendance Department will conduct a home visit, abiding by all CDC health and safety procedures. These visits will not be used punitively under COVID-19 conditions. Instead, they will be used as another way to facilitate developing a tiered re-engagement plan with students and families. Home visits will be conducted in a family’s home language.

The Child Welfare and Attendance Director will convene weekly online attendance team meetings to review all students who have been flagged for absences and/or are on tiered reengagement plans to ensure consistent district support, to troubleshoot challenging cases, and to monitor student progress.
Parlier has a four tiered re-engagement process. Tier 1 is universal across the district and includes preventative services and supports for all students regardless of their attendance histories. Tier 2 interventions are for students demonstrating moderate levels of engagement; that is, they are not attending school every day, all periods. Tier 3 interventions are for students demonstrating low engagement and they receive case managed multi-tiered re-engagement supports overseen by a district plan. Tier 4 students are those who are not engaged in school at all and have not responded to district communication and offers of assistance. These interventions overlap, and all tier 2 students also get tier 1 supports, and tier 3 and 4 students also get tier 1 and 2 supports.

Examples of key interventions at each tier include:

**Tier 1:**
Daily monitoring of attendance data.
Regular communication in home languages about health and school-based health care, the importance of attendance and engagement, and distance learning using letters, emails, calls, texts, FaceBook Live, and YouTube
Updated and verified student contact information.
Verified that families have connectivity, devices, and technical assistance for distance learning, including parent education to support their children’s schooling.
Delivered orientation for transition grades, including for kindergarten, junior high and high school students and families.
Developed a "peach jar" hub of information on the district’s website to centralize all relevant information.
Conducted virtual Back-to-School events.

**Tier 2:**
Daily outreach to families via calls and emails for each student absent from school.
Send the initial letter documenting student absences.
Conduct virtual and socially distanced in-person home visits to assess barriers and offer assistance.
Refer families to the school attendance clerks, counselors, social workers, psychologists, nurses, school-based health center, or Child Welfare and Attendance team.
Convene weekly Child Welfare and Attendance team meetings to review and monitor all students who have been flagged for absences.

**Tier 3 and Tier 4:**
Develop a customized, case managed multi-tiered re-engagement plan for each tier 3 student to address their specific barriers, including dropout recovery.
Send follow-up letters documenting ongoing student absences and the lack of family responses to outreach.
Intensify multiple outreach efforts to families, especially to tier 4 students.
Collaborate with other community partners such as law enforcement, nonprofit agencies, faith-based organizations, and the school-based health center.
Refer students to SARB/SART for non-punitive intensive support services.
Parlier is committed to ensuring that every student attends school every day and engages in distance learning for all asynchronous and synchronous learning activities. We believe our plan puts in place a clear process for supporting the success of all students and families. We also acknowledge that due to the pandemic school and family conditions are fluid and we may need to add additional steps to our plan and will respond immediately and nimbly to ensure that our supports are effective.

### 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.]

Parlier Unified School District participates in the Community Eligibility Provision program that allows all students to receive free meals. The District provides Grab n Go meals that include breakfast and lunch and are accessible to all students at each school site daily. All Grab n Go meals meet the nutritional guidelines and qualify for reimbursement under the most current meal pattern requirements required by the Federal Breakfast and Lunch Program. In addition to serving the meals at each school site, the District utilizes the transportation department to deliver meals to students in the country and areas that do not have easily accessible means to pick up lunches at a school site.

In the district hybrid model, when students are on campus, the four K-6 elementary school sites will eat lunch in the classrooms. The junior high school will provide four different lunch periods in order to offer two lunch periods per grade level to allow for social distancing. The high school campus will provide two lunch periods and set social distancing standards in both the cafeteria and outdoor eating areas.

### Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>[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]</td>
<td>[A description of what the action is; may include a description of how the action contributes to increasing or improving services]</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>41.60%</td>
<td>$11,996,553</td>
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</tbody>
</table>

### Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

There were no actions in the Learning Continuity Plan marked as contributing to increased or improved services, however, Parlier Unified will continue to implement other increased or improved services that are reflected in the prompt below and in the most current LCAP.

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

The “contributing” actions/services are principally directed toward our English learners, low income and foster students (also known as unduplicated students) and designed to help Parlier Unified School District balance the COVID-19 pandemic related educational needs of
identified students. These actions/services were developed using input from stakeholders, including educators, parents, students and community members to be effective in meeting the pandemic-related needs of unduplicated students. These actions/services are designed to increase or improve services and are principally directed toward unduplicated students. The percentage to increase or improve services has been calculated at 41.60% using the dollar amount of $11,996,553. By directing all the supplemental and concentration funding toward actions principally directed toward our unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided for all students. Therefore, our district has demonstrated that it has met the minimum proportionality percentage by expending $11,996,553 on actions and/or services principally directed towards the unduplicated student population. These actions are found both in this plan and in other plans.

In addition to the actions/services described in this plan as “contributing”, the following narrative describes other actions/services that contribute towards meeting the increased or improved services requirement:

Intervention/Enrichment, supplemental instructional materials and supplies, professional development for staff, English Learner supplemental support courses, Long-Term English Learner supplemental support courses, technology devices and infrastructure to support academic achievement, educational field trips, visual and performing arts courses and activities, extended day sports programs, increased and improved career technical education opportunities and pathways, early intervention support structures for students, additional supervision staff for school sites, and implementation of Multi-Tiered Systems of Support (MTSS), Positive Behavior Intervention and Supports (PBIS), Time to Teach systems, Restorative Practices for keeping students engaged in school and promoting a positive school climate, increased parental and student access to school engagement activities and increased opportunity and access to communication tools facilitating communication between LEA, students, parents, and community.