

Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

Palm Springs Unified School District currently serves approximately 22,439 students. Of these students, 79.0% are Hispanic, 10.7% Caucasian, 4.5% African American, 2.0% Filipino, 0.8% Asian, 0.5% American Indian, 0.1% Pacific Islander and 2.5% Two or More Races. Approximately 29.0% of our students are classified as English Learners. In 2019-2020, 90.4% of the students served in the Palm Springs Unified School District were socioeconomically disadvantaged. We currently have 122 identified foster children, 0.5%, as students in our schools, who are monitored by district staff to ensure they have the greatest opportunity for success.

The COVID-19 pandemic has greatly impacted many areas of life, including the way schools educate children. As we work together daily to meet this moment, teaching and learning in a classroom at school has been replaced with teaching and learning online in meetings at home. Many of our PSUSD families continue to experience a number of challenges caused by the COVID-19 Pandemic. Those challenges included parents who have lost employment which in-turn has caused financial challenges, access to nutritional food and meals, and keeping students physically and emotionally safe. The PSUSD Learning Continuity and Attendance Plan works to address many of the challenges our families have been facing including additional support for social emotional needs and mental health, technology access, nutritious meal assistance, providing additional trainings to parents on how to support their students, and extended day instructional supports.

Stakeholder Engagement

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

PSUSD has made a concerted effort to ensure various stakeholder groups had the opportunity to review and provide input on the Learning Continuity Plan, as well as the schedules for reopening schools.

Feedback and input was collected from multiple stakeholder groups throughout May, June, and July. From May 18 through June 5, 2020 a Community Needs and Distance Learning survey was distributed to parents, community members, and certificated staff members. PSUSD partnered with Panorama Education to create the survey. Certificated staff members were sent a survey link via an email from Panorama. The Family survey was available in both English and Spanish. A flyer in both English and Spanish was sent via US mail to all families in the district which provided information regarding how to complete the survey. Additionally, copies of the flyer were also distributed at meal pick-up locations. Flyers and survey information were also posted on district social media sites, the district website, and sent via Peachjar. Technology devices and hotspot distribution has been closely monitored to ensure that all students have access to devices and internet access.

Formal presentations made at three different Board meetings, which were live streamed, allowed for community members, parents, students, and staff to provide public comments. These meetings were live streamed and boasted around 650-800 viewers for each of the meetings.

Three online Town Hall meetings were live streamed to the community via YouTube on June 25th and June 26th. Two sessions were hosted in English and one was hosted in Spanish. Each Town Hall was held in a question and answer format using an on-going live survey through the ThoughtExchange platform, where participants could enter and rate thoughts, ideas, and questions with embedded translation available. During the Virtual Town Hall meetings PSUSD Cabinet members provided an overview of the current reopening plans and then facilitated a question and answer segment.

Digital flyers notifying stakeholders of the Town Hall meetings were distributed in both English and Spanish through PSUSD's social media accounts and via the website posting. ThoughtExchange input and feedback ran concurrently to the Virtual Town Halls. The Town Hall meetings were recorded and posted on the district website and stakeholders were provided an additional week to provide input.

Additionally, small focus groups were convened to allow for a more intimate setting for questions and answers. The objective for these focus group meetings were to review the plan, allow for stakeholders to ask clarifying questions, and provide input regarding the plan. During the month of July, Educational Services staff facilitated meetings with twenty Focus Groups. The Focus Groups included the following stakeholders: Parents, Students, Teachers, Principals, School Site Non-Teaching Staff, Paraprofessionals, Nurses and Other Health-Related Personnel, Psychologists, Librarians, and Counselors. There were also opportunities during the month of June for the executive board of the teachers' association to meet with members of the Educational Services Department. Negotiations with our Teachers' Association and Teamsters took place during the month of July.

The Learning Continuity Plan was presented to the LCAP Parent Advisory Committee on August 17, 2020 and the DELAC Committee on August 18th. Both committees had the opportunity to review the plan and provide input and comments. The superintendent responded in writing to written comments received from these committees.

The Learning Continuity Plan was presented to the community at a public hearing of the governing board on September 8, 2020. The plan was adopted by the governing board at the September 22, 2020 School Board Meeting.

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

As per Executive Order N-29-20 from Governor Newsom, the Palm Springs Unified School District moved to a virtual/teleconference environment using Zoom beginning April 28, 2020. Meetings were broadcasted in English and Spanish via the district YouTube channel. Sign language interpreters were also provided upon request.

Members of the public were able to provide written comments on any agenda item or during public participation prior to 12:00 p.m. the day of the meeting. Comments were then shared with the board members prior to the board meeting. Those who submitted written comments noted whether they wanted their comments to be read aloud at the board meeting. Requests for written comments to be read aloud were honored, with a three minute limit per comment and subject to the Board's 30 minute total time limit on public comment.

All other meetings that were open to all stakeholders were held virtually. Flyers and survey information were sent home via Peachjar and posted on district social media sites and the district website. All information was translated and translators were available at all meetings.

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

4,317 Community Needs and Distance Learning surveys were submitted from PSUSD families and community members. Key themes and findings from these responses were:

- Families and community members expressed significant concerns about student learning while schools were closed and expressed a desire for more learning materials and/or support during Distance Learning.
- Families and community members were interested in the district providing multiple options for schooling to start the 2020-2021 school year.
- Families and community members expressed desires for and concerns about social distancing, cleaning protocols, and systems to meet public health guidelines as part of returning to campus.
- Families provided many positive comments regarding the district's efforts in technology and food distribution.

1,081 Community Needs and Distance Learning surveys were submitted from PSUSD certificated staff members. Key themes and findings from these responses were:

- Staff reported low confidence in their ability to provide rigorous distance instruction or their ability to support the students most in need of academic support during Distance Learning.
- Staff reported a lack of confidence in student ability to complete assigned work during Distance Learning.
- 67% of certificated staff responded that the district developed professional development related to Distance Learning was either extremely valuable or quite valuable.

1,542 family and community members participated in the Reopening Plan Town Hall and ThoughtExchange input meetings. Key themes and findings were:

- Thoughts related to Safety and Sanitation represented by far the highest proportion of themed responses. Topics in this theme include health checks for students and staff, hand sanitizer, cleaning/sanitizing protocols, social distancing of students, and face coverings/PPE.
- Distance Learning items constituted the second most significant theme. Most comments in this grouping supported starting the year with Distance Learning, and many comments noted a desire to improve Distance Learning from the Spring 2020 version of the program.
- Many participants expressed thoughts related to Scheduling. Comments included a desire to choose the preferred learning program, to have students in the same family on similar schedules for Hybrid Learning, and questions about being able to change learning programs during the year.
- Other significant themes include: Resources being available to support parents, students, and teachers; clear Planning and communication about school models and reopening; and Attendance and Accountability thoughts pertaining to both students and staff.

1,134 staff members participated in the Reopening Plan Town Hall and ThoughtExchange input meetings. Key themes and findings were:

- Thoughts related to safety and Sanitation represented by far the highest proportion of themed responses. Topics in this theme include health checks for students and staff, hand sanitizer, cleaning/sanitizing protocols, and procedural questions regarding actions/plans for when someone is sick or showing symptoms.
- The themes of Distance Learning and Social Distancing and School Logistics were of similar importance to the staff at the time of the survey. Thoughts in these areas were often similarly worded, balancing advocating for Distance Learning with questions or concerns regarding social distancing of students, class sizes during in-person sessions, and campus logistics such as lunch, recess, and student on-campus travel patterns.
- Planning and Communication was a common theme. Thoughts in this area included positive comments about collecting input, a desire for timely decisions, and a need for clear communication regarding plans and procedures to staff, students, and families.

Other significant themes include: Accountability and Attendance thoughts regarding strict guidelines and consequences for safety protocols and student work completion; thoughts regarding Face Coverings and PPE being needed for all while on campus and associated resources needs; and concerns expressed about Child Care and Sick Leave needs.

The feedback from stakeholder groups was favorable. Teacher groups shared they appreciated the opportunity to engage and provide thoughts regarding the plan, as well as the schedules. Their suggestions were largely about providing time within the virtual day, and eventually face to face, for intervention time to address learning loss. Parent groups were able to ask questions to better understand how their student(s) will access curriculum and what supports will be in place. Classified staff primarily listened and came up with unique ways they can support learning, in their current roles, such as assisting with material distribution, meal distribution, technology support, etc. Student groups which were mainly high school level, were excited for the proposed bell schedule as it allowed them to focus on a smaller number of classes and had built in intervention time. In a traditional bell schedule, secondary students accessed intervention through voluntary lunch time tutorials, or after school. They felt they would be more apt to access help if it were during “school time.” Safety concerns were expressed by all stakeholders when staff and/or students return to campuses.

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

Families and Community members expressed many thoughts regarding improved scheduling, expectations, and supports during Distance Learning so our district elementary, middle, and high school Distance Learning schedules clearly identify for parents the synchronous and asynchronous instructional learning opportunities for students. Schedules at all grade levels are consistent across the district allowing parents to clearly understand when students are to be actively engaged in synchronous learning with their teacher. Additional supports have been added including an online adaptive program, Imagine Learning, at the elementary and middle school level.

Based on the fact that thoughts related to Safety and Sanitation represented by far the highest proportion of themed responses from both the family and community members and the staff members who participated in the Reopening Plan Town Hall and ThoughtExchange input meetings, PSUSD has developed a clear plan for cleaning and sanitizing all district facilities and for providing personal protective equipment to staff and students once they return to campus. Clear expectations and signage are in place to support maintaining social distancing and the wearing of face coverings. When 6 feet of social distancing is not possible plexiglass shields have been installed for stakeholder safety. Additional cleaning protocols are in place, including the addition of a full-time substitute custodian at all sites. Additional hand sanitizer dispensers and portable hand washing stations have been purchased for all school sites.

The Teachers Association provided feedback on the need for additional preparation and planning time for teachers during the Distance Learning instructional model, for certificated staff to be able to choose their work location; at home or in their classrooms, and the option to bring their own children to campus with them if working from their classrooms. These were all agreed upon and included in the MOU. The classified staff working conditions were also agreed upon and outlined in the Teamsters agreement. These items include choice of work location for some job classifications.

Families reported many positive comments regarding the distribution of technology and food throughout the district. Technology will continue to be distributed and supported for all students in the district, including continuing Technology Depots throughout the district where students, parents, and staff members can go to have repairs completed on their device or possibly to exchange their devices. Food distribution sites have been expanded to give parents ready access to a week's worth of meals for their children.

Due to the fact that many staff members reported low confidence in their ability to provide rigorous distance instruction professional development opportunities for staff have been increased with some of the opportunities being offered at various skill levels, for example beginner, intermediate, and advanced, to allow all staff to receive support aligned with their technology skill level.

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.]

PSUSD's goal is to get to 100% in-person instruction in a Modified Traditional format. The target date for when this can occur is to be determined based on public health orders and guidance. The first step toward this goal will be the implementation of a Hybrid Learning model where students will attend part of the week in-person and the rest of the week remotely (Distance Learning). The phase-in process would include a schedule mirroring the Distance Learning Model which will allow for a rapid transition back to Distance Learning if it is needed. The model evolves over time to provide 5-days of access to live instruction in all courses and subjects.

At the elementary level the Hybrid Model would begin as soon as possible for transitional kindergarten and kindergarten students. TK and K classes would be divided in half with half of the class coming in the AM and half in the PM. First through third grade students would be the next grade levels to return to campus. Once again classes would be divided into two groups with one group coming on Monday and Tuesday and another group coming on Thursday and Friday. All students would be involved in Distance Learning on Wednesdays, as well as on the days that they are not on campus for instruction. Fourth and fifth grade students would be the last grade levels to return to elementary campuses.

A similar format would be in place at the middle and high school level. 6th grade students would be the first grade level to return to middle school campuses and 9th grade students would be the first to return to high school campuses. Middle and high schools would also begin in-person instruction with the Hybrid Model where half of the student population is on campus two days a week.

All PSUSD staff members will complete COVID-19 Training provided by Keenan Safe Schools. The training topics include: Coronavirus Awareness Training, COVID-19 Screening Protocols and Employee Procedures Protocol, CDC Hand Washing and Cough/Sneeze Protocols, CDE Guidelines for Making & Using Cloth Face Coverings, & Cleaning and Disinfecting the Workplace. Personal Protective Equipment (PPE) including masks, face shields, and gloves have already been delivered to sites. Additionally, certificated staff members have been allotted a \$50.00 reimbursement for the purchase of personal PPE equipment. Plexiglass installations are in place or in progress for areas of our campuses where there are challenges maintaining six feet of social distancing. Social distancing signage and stickers are being provided to all school sites.

An additional custodian will be added to all school sites to assist with the disinfecting of "high touch areas" daily and nightly. 1,000 additional hand sanitizer dispensers have been ordered and are being installed. Additionally, 100 portable hand washing stations have been purchased to be placed in high traffic areas on school campuses. The district nursing staff has developed hygiene best practices and training for students.

All employees are asked to self-screen for symptoms each day before reporting to work. Visitors to campus must make an appointment. No drop-ins will be allowed. Any non-employee coming to a District facility will be asked to self-screen upon arrival to the facility. Visitors will be

required to wear a mask and use the provided hand sanitizer once they enter the office. A system is in place to notify employees immediately to a known exposure or potential exposure. There are a variety of leave options available depending on whether employees are sick, or exposed, or having to care for a sick individual.

PSUSD's assessment and progress monitoring plan for 2020-2021 incorporates multiple levels of student learning evaluation and reporting. During the opening weeks of Distance Learning, students will complete a start of year assessment in both ELA and mathematics. These assessments were selected to provide teachers with identified areas of learning needs in both standards content and skill retention from the prior year. Primary grade students will complete a skills diagnostic assessment, providing significant results regarding performance and aligning with placement in the adaptive Imagine Learning online platform. Students in grades three and higher will complete a standards-based assessment developed by Illuminate Education aligned to the key transitional standards from the prior grade to identify academic needs and align to learning acceleration. The results of these assessments provide teachers with standard-specific actionable data, assisting in identifying areas of strength and areas of need for instructional planning and intervention planning during the opening segments of the year.

Additional interim assessments will be conducted mid-year. All grades will complete assessments in ELA and mathematics designed to measure student progress in current year standards and targets, including the use of the Smarter Balanced Interim Comprehensive Assessments (ICAs) and tests created in the SchoolCity platform via the Inspect item bank. These results will provide teachers with a significant amount of data to align instruction to group and individual student needs during the second half of the school year. Aligned mid-year assessments allow the summative CAASPP assessments to provide results regarding learning loss recovery and standards mastery in grades 3-8 and 11. Teachers will continue to strategically respond to these mid-year results, adjusting instruction to address needs and monitoring the effectiveness of intervention systems. Similarly, end of year interim testing will occur in non-CAASPP testing grades to provide another progress marker for students towards standards mastery.

PSUSD began an interim reporting system in 2019-2020 that will continue in 2020-2021. The Interim Reports allow schools and teacher teams to identify key findings from formative and interim assessments, share the outcomes of their collaborative analysis, and indicate specific plans for how instruction is being modified in response to the results to address student learning needs. The reporting document includes specific sections to document progress and plans for English Learners, Students with Disabilities, and foster and homeless students. Additional formative assessment resources, training opportunities, and performance tracking templates are supplied by Educational Services to assist teachers in monitoring progress throughout the year.

Prior to the implementation of the Hybrid Model, specific student populations will be invited back to campus for small group instruction if public health orders and guidance allows for it to occur. The targeted student populations include English learners, specifically newcomer students at the middle and high school level, students with disabilities, foster youth, and homeless students. Any students exhibiting significant learning gaps and/or learning loss will be targeted for small group in-person intervention support when allowable.

To meet the social-emotional well-being of our students the district funds counselors at all school levels and sites. Counselors collaborate with classroom teachers on the delivery of social emotional lessons and opportunities for students to effectively engage in these lessons and activities with their peers. Counselors will also provide small group and 1:1 supports.

The schedule in each grade span includes time blocks specifically designated to support learners in small groups, intervention systems, and mentoring opportunities. These time blocks are designed to provide contact points for students in need of additional support in a flexible way that can respond to formative assessment results rapidly and effectively. Specific services, such as designated ELD or special education service time, may also occur during these small group blocks, providing supports for students without removing time from the main content-delivery instructional blocks. Additional support staff including paraprofessionals and intervention teachers have a specific focus placed on monitoring the data and providing small group and 1:1 support for English Learners, low-income students, foster youth, students with disabilities, and students experiencing homelessness.

Student participation in adaptive online platforms further allows for differentiated instruction and supports students in addressing learning loss and accelerating individual student progress. Imagine Learning in ELA and math has been purchased for all elementary students and middle school students to have access to the math program. Reporting from the system shows progress in recovering learning loss and accelerating learning to meet current year standards. Teachers will use the reports to adjust student pacing in the system and to support lesson design in responding to student needs.

Students selected for the Supplemental Interventions Program will participate in a variety of personalized learning experiences including; iReady@Home online program, Social-Emotional lessons integrated through writing, virtual small group instruction by a credential teacher, and online FEV tutors. Teachers and tutors involved in the Supplemental Interventions Program have been provided additional training in social-emotional strategies. English Learners, low-income students, foster youth, students with exceptional needs, and pupils experiencing homelessness who have significant learning loss as identified by district assessments will be the first group of students targeted for the Supplemental Interventions Program. These programs, along with our ASES Think Together Program, will offer extended school day learning opportunities to these targeted groups of students and are designed to respond and adjust to student academic intervention needs in a timely manner.

Teachers will check for understanding using a variety of methods and strategies. The information derived from formative assessment structures will drive subsequent instruction, appropriate scaffolding, and targeted interventions that will be utilized in response to results. Analysis of assessments, which occurs during regularly scheduled grade level and subject area professional learning community (PLC) meetings, will further facilitate the adjustment of instruction to best meet student needs and mitigate learning loss. Teacher collaboration time is built into the regular instructional schedule, allowing for shared adjustments in strategy implementation on a regular basis.

Additional supports for students group as outlined in the Supports for Pupils with Unique Needs section which begins on p.14 will be modified to support students in the In-person Model.

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

Description	Total Funds	Contributing
Personal Protective Equipment purchased including disposable gloves, face masks, and respirators.	\$18,859	No

Description	Total Funds	Contributing
Plexi-glass shields for student desks, school office areas, and District Administrative Center.	\$95,816	No
Personal hygiene materials including hand sanitizer, hand soap, and portable hand washing stations.	\$145,625	No
Custodian extra duty pay to expedite and ensure effective cleaning and sanitizing.	\$54,941	No
School campus cleaning equipment including pressure wash kit systems and disinfecting systems.	\$153,094	No
Extra duty stipends for classified and certificated staff involved in Focus Group meetings to provide input regarding start of the school year planning.	\$13,648	No

Distance Learning Program

Continuity of Instruction

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

Elementary, Middle, and High School Distance Learning Schedules were all designed to meet the following criteria; daily live interaction with teachers for all students, 2-3 hours of synchronous learning daily, synchronous and asynchronous learning time combine to meet or exceed the minimum instructional minutes for each grade, opportunities to support students with intervention and services in small groups, and designed to be fluid for a transition to Hybrid Learning.

At the elementary school level the Distance Learning schedule allows for one hour of synchronous ELA and one hour of synchronous Math instruction, both with Integrated ELD, to occur in the morning. Science and social studies content will be embedded within the ELA

instructional block. Students will also have 30 minutes of physical education or music instruction on a daily basis. The afternoon schedule allows for asynchronous work time for students, synchronous small group support or 1:1 support, synchronous guided reading groups, social emotional learning with the school counselor, and special education supports including resource room and speech. All elementary school students have been provided with workbooks and a school supply bag to support them in distance learning.

The middle school distance learning schedule allows for three 55 minutes periods of synchronous instruction in the morning on a daily basis. Synchronous instruction begins at 8:45. The middle school schedule also allows for three 55 minutes periods where the teacher is able to facilitate mentoring sessions, small group targeted work, and Designated ELD aligned to the periods that students are not receiving synchronous instruction in. Synchronous instruction periods and small group support periods alternate on a daily basis with all periods involved in 30 minutes of synchronous instruction on Wednesdays.

The high school distance learning schedule is organized to allow students to be involved in three 55 minute classes daily in the morning. Students will take the same three classes daily for an entire quarter, covering the entirety of a semester of content in one quarter. Courses will change at the quarter to provide the other three first semester courses during the second quarter. The pattern will repeat for the second semester (Q3, Q4) if the district were to maintain a Distance Learning model. The high school schedule also allows for two 55 minute periods where teachers can facilitate mentoring sessions, small group targeted work, and Designated ELD.

Content Development Teams for each grade level and subject area developed lessons that were available for teachers to use for the first 8 days of school. These 8 days of lessons also provided teachers with a clear outline regarding how to develop effective online learning lessons. After the first 8 days of school, teachers, grade level teams, and subject area teams will be creating their own lessons using our Board approved curriculums. The majority of our Board approved curriculums have robust online learning resources for teachers and students to access (e.g. StudySync ELA, Wonders ELA, Carnegie Math, and Amplify Science).

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.]

Over the last few years, PSUSD has operated with a 1:1 Chromebook program in grades 3-12 and has consistently moved towards a 1:1 device ratio in TK through grade 2 using a combination of tablets and Chromebooks. During the Spring of 2020, adjustments were made in device access and distribution to provide all students with a Chromebook. iPads and other assistive technology were provided to students with disabilities in cases where the technology was more appropriate to support the student's needs. Regional technology distribution depots were established during the school closure period in the spring of 2020, continuing throughout the summer and into the opening phase of the 2020-2021 academic year.

Internet access is a vital component to the success of distance learning. As with the district's 1:1 Chromebook efforts, hotspots have been made available at sites over the last few years for students without home internet. During the school closure period, additional hotspots were purchased and have been distributed with devices for families without home internet. The district is monitoring usage rates on the hotspots and plans to adjust the associated access plans as needed to cover the academic needs of students using the devices. Certain rural geographic areas of the district struggle to maintain a quality cellular signal, limiting hotspot effectiveness for some families. The district is

working with families and local agencies to address these signal coverage gaps to assist these families with access to the internet from home.

As part of providing access and addressing technology support needs, the district has established multiple communication channels to ensure that all students have an operating and updated device and internet connectivity. The technology depots provide support services, including the ability to exchange damaged or malfunctioning devices for operational devices. Email addresses have been established by grade span for helpdesk virtual support, and support via phone continues to be available as needed. Social media is used to promote the technology distribution locations and support mechanisms, as well as auto-dialer phone calls, flyers, local news coverage, and direct outreach via community liaisons. Student usage data is being tracked for both monitoring access rates and determining which families may need to be contacted for support due to low interaction rates with their devices or hotspots.

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.]

Classroom teachers will be responsible for monitoring and recording student participation and engagement. Teachers will measure participation from midnight until 11:59 p.m. the following day. Students will be monitored for daily participation in synchronous and asynchronous instruction. Participation can include completion of assignments, assessments, contacts between employees and pupils or parents/guardians.

Teachers are able to complete the check in module in the district Synergy Education Platform either during synchronous instructional time, or before 3:00 p.m. on the day following. For example, if students log into synchronous instruction on a Monday or completes asynchronous instructional opportunities by 11:50 Monday night a teacher would identify them as being present. Teachers will be required to follow up with students who are not participating in synchronous or asynchronous instruction. A report of students who have not participated in instructional opportunities will be sent to office staff daily to be tracked in the Attendance module.

Any student who has not participated in synchronous or asynchronous instruction is deemed absent. Any student who is absent for three days or 60% of instruction will receive a follow up call from school site personnel. If students continue to be absent, the tiered response plan will be followed.

In order to ensure the minimum instructional minutes, the time value of student work, both synchronous and asynchronous, provided will be determined and certified by the assigned classroom teacher. The time value of work is the instructional time it would take the student to complete the work during in-person instruction.

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.]

At the start of the school year certificated staff members participated in Phase III of our Distance Learning Professional Development. Phase I and II occurred in the Spring of 2020, after the COVID-19 Pandemic had led to the implementation of Distance Learning. Phase I professional development included communication strategies using Synergy and Google Meet, Interactive Lessons using Google Slides, and Flipgrid Screencasting. Phase II professional development was focused on communication strategies and creating interactive and engaging lessons. Phase III of our Distance Learning Professional Development included three training modules including: effective onboarding processes for students and parents including ideas to support Google Classroom SeeSaw, Zoom, ParentVue, and StudentVue, implementing effective engagement strategies utilizing PearDeck, NearPod, and Screencasting, and Google Website Development. Additionally, all certificated staff participated in a training session focused on effective Distance Learning English Language Development strategies.

Optional technology related professional development sessions were available prior to the start of the school year and will continue to be available throughout the school year while Distance Learning is occurring. Optional professional development opportunities currently scheduled include sessions focused on; becoming a dynamic Zoom facilitator, cooperative learning online strategies, using FlipGrid, and Advanced NearPod sessions.

The first two weeks of school classified staff members who will be supporting students in online instruction participated in Classified Professional Development sessions that included; Google overview, supporting learning using Zoom, Google Classroom and SeeSaw, and Communication Tools and Strategies.

Our elementary schools will continue professional development that supports teachers in delivering effective English language arts and Math instruction. All professional development will be delivered remotely and focused on transforming in-person instruction to a virtual format during distance learning. The essential elements of these trainings will be enhanced and modified and the consultants will model how to engage students in rigorous and relevant instruction within the virtual platform. The Schoolhouse Project will continue to provide professional development on lesson design, the gradual release model of delivery, creating assessments aligned to SBAC rigor, and facilitate grade level planning alongside instructional coaches. The math professional development provided by High Impact Math will continue to focus on the implementation of number sense routines, mathematical discourse through Teacher Talk moves, building procedural fluency through conceptual understanding, and planning and implementing a 3-part lesson structure.

Our middle and high schools will continue their professional development focused on developing effective Professional Learning Communities. The middle schools will be continuing to receive support from the Orenda consultants and the high schools will continue to receive support from the Solutions Tree consultants. As a part of this work, both the middle and high schools will have an enhanced focus on identifying learning loss and learning gaps for students and the development of strategies to effectively address the loss or gaps.

Staff Roles and Responsibilities

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

In an effort to respond to the needs of the district, Teachers on Special Assignment (TOSAs) have shifted focus to searching, planning, and creating SEL lessons and activities. There has been a concerted effort in ensuring the SEL resources and lessons, that are grade span specific, can easily be integrated into grade level/content level materials. Additionally, TOSAs have incorporated mental health awareness into resources that are shared with teachers. As part of identifying and addressing learning loss, TOSAs have been working on various formative assessments for teachers to incorporate into their synchronous and asynchronous learning. Lastly, using the assessment data, the TOSAs provide targeted support for lesson development to address learning loss/deficit areas.

The Counselors on Special Assignment (COSAs) will work with site newcomers, long-term English learner students, foster students and reclassified students on the monitoring lists to improve student academic achievement and social emotional well-being during Distance Learning by reviewing and analyzing student academic records, transcripts and behavioral history with the goal of accelerating progress towards attaining English proficiency and closing academic gaps. Due to the physical closure of schools and students joining school via Distance Learning, COSAs are meeting with students over the phone, Zoom, email, text messages, Google Meet, Google Classroom, and Facetime if needed. Office hours for the COSAs have been extended to support students both before and after school session times in case students need the additional support in the AM or PM. Additionally COSAs will collaborate virtually with site leaders and other counselors to create measurable and attainable goals for student learning through virtual meetings and conference facilitation with students from the student groups listed above. COSAs will assist in the implementation of the Distance Learning Master Schedule to support in the accelerated movement of English proficiency amongst our newcomer and long term English learner students as well as to support the daily scheduling and balancing of classes assigned to these student groups.

The English Learner Program liaisons will work with English learner students, staff, teachers, parents and community members to provide support virtually for all English learner students during Distance Learning. Virtual support hours have been created and liaison schedules adjusted to allow support and coverage from 8:00 a.m. - 7:00 p.m. each day. Communication with families and parents will take place daily to ensure that an ongoing partnership between home and school is formed even though schools are not physically open for students. Support will be provided virtually to address and respond to inquiries regarding both academic and social supports, referrals, or direction.

In addition to school nurses performing their regular duties virtually, the nurses will also help set up a safe work environment and provide support to site staff regarding COVID-19 changes/updates. They will serve as an onsite resource to parents, students and staff members regarding COVID-19 protocols, immunization requirements, safety protocols and health procedures/medications. They will provide training for staff and students on good hygiene related to preventing COVID-19. They will set up an isolation /health room space appropriate for both regular school business and health issues in regard to COVID-19 when we enter the hybrid model. LVN's will perform all their regular duties virtually. The only addition will be setting up and maintaining an isolation room/health office space for students who may become ill when we enter a hybrid model.

During the distance learning phase of instruction paraeducators, including classroom, special education, CTE, and bilingual paraeducators, have been assigned to classrooms at their respective sites to assist with supporting student engagement during synchronous instruction and providing small group and 1:1 support. Supervision aide roles have been adjusted to either support classroom teachers or to support the

office with phone calls, attendance monitoring, and meal distribution on the designated meal distribution dates. Elementary physical education and music teachers will also spend part of their work day supporting student engagement in synchronous instruction and providing small group and 1:1 support.

Some schedule modifications have occurred where it is not feasible for the employee to work remotely. Modifications include staggered start times for employees to minimize the number of employees on property at the same time.

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.]

Serving English learner students during Distance Learning includes identifying and prioritizing student needs by providing and ensuring active learning supports that reflect and ensure the expectations of daily Comprehensive ELD, via the CA ELD Standards and Integrated and Designated instruction. Educators across Palm Springs Unified School District will provide daily opportunities for students to interact with peers by reading, writing and talking about content, texts and/or engaging in purposeful lesson interactions both orally and in writing; offering and supporting opinions; and adapting language choices to various contexts. Strategies in Distance Learning will include think/write/pair/share, cooperative learning, problem solving, group investigations, peer revisions and group presentations.

Identifying and prioritizing EL student needs for Distance Learning will also include awareness of basic needs, student stressors/barriers, social and emotional needs and academic settings. We will work to identify if there is a household member available to supervise and support learning and determine the household member's availability to support student learning. The department will also schedule online learning tool practice sessions in small groups to ensure a smooth transition to distance learning for families struggling with technology and online access. There will be specific staff designated to support and monitor newcomer student education and socio-emotional well-being, which includes regular check-ins with students and efforts to connect families with needed services. English Learner support hours have been extended to support students and families from 8:00 a.m. -7:00 p.m. each day. The English Learner Programs Department will provide resources and family/parent training on operating online tools and systems throughout the Distance Learning process. Additionally, there is one Counselor on Special Assignment (COSA) available at each high school to support long-term English Learners, Newcomer students, reclassified students in the 4 year monitoring window and foster students to improve student academic achievement and social emotional well-being during Distance Learning by reviewing and analyzing student academic records, transcripts and behavioral history with the goal of accelerating progress towards attaining English proficiency and closing academic gaps.

English learners must continue to receive Integrated and Designated ELD as part of their educational curriculum regardless of the instructional setting. There can be flexibility in determining where, when, and what students receive in order to continue to make progress toward English language proficiency and meeting grade level academic achievement. Integrated ELD must be incorporated into all lessons and based on state-adopted ELD standards which are used in tandem with the state-adopted academic content standards. Designated ELD sessions will be provided in small groups virtually through breakout rooms or small group segments during the day. Designated ELD instruction will be focused instruction on the state-adopted ELD standards to assist English learners in developing critical English language

skills necessary for academic content learning in English. During this time students will engage in guided practice using academic language in both group and individual/small group sessions supported by appropriate wait time and/or differentiated sentence frames to support academic discourse.

During Distance Learning, many accommodations will be effectively provided online to support English Learners. These may include extensions of time for assignments, videos with captioning or embedded interpreting, accessible or translated reading materials, other language services provided through video conferencing, an online translation dictionary, or other technological solutions. Where meaningful access to remote instruction is not possible, hard copy packets, teacher check-ins, or tutorials, or other methods will be implemented. All English Learner students must receive appropriate language services and supports to the greatest extent possible during this time.

A Distance Learning IEP Alignment Plan describes how the District will implement specialized services and supports in a student's Individualized Education Plan (IEP) during the distance learning instructional model. Case managers will engage parents in an individualized discussion about effective distance learning instruction and related services that align to their child's IEP.

Once approved by the Riverside County Department of Health, the district will proceed with scheduled in-person assessments for initial and triennial evaluations. The following procedure will be used: assessment rooms will be identified at each site. Each room will contain the necessary assessment materials and cleaning supplies to keep the environment as safe as possible for the student and the assessor; no more than one assessor and student will be allowed in an assessment room at a time; all protocols and testing equipment will not leave the assessment room; after each assessor completes his/her assessment with a student, the assessor will clean all surfaces and testing equipment; custodians will clean the assessment rooms at the end of each day.

All identified PSUSD students in grades 3-5 use a Chromebook and students in grades PreK-2 use an iPad to access their teacher's virtual classroom. Many platforms that are being used, such as Google Hangouts, Microsoft Teams, Seesaw and Zoom, have built in universal tools, i.e., magnification, closed captioning, and keyboard navigation. IEP teams, with the support from the Technology Teachers on Special Assignment, make sure everyone is familiar with the accessibility features those platforms support. Students who use assistive technology (AT) also have the ability to utilize their AT device and their own AT software to support accessibility to their teacher's virtual classroom.

Teachers who instruct students who have an IEP or section 504 plan spent the first few days of school teaching the platform's layout including the features and ways to navigate the site, such as how to screen share, share documents, use the chat feature, raise a hand, and find the mute button. Special Education teachers are explicit in their instruction, letting students practice, and repeat many times for fluency.

Many students, teachers, and parents are using online tools for the first time. The transition from home life to school life in the student's home can be jarring. Mental health therapists and counselors are helping prepare students for online learning which can ease anxiety about the unknown. To help with anxiety, the PSUSD Mental Health staff are supporting students with disabilities who may need a detailed schedule that requires specific task analysis. Transitions can be especially difficult for students with disabilities, teachers are being trained to take time to implement mindfulness and consider social and emotional needs before diving into a lecture or instruction.

Due to the nature of video conferencing it may be challenging to gauge how much students with disabilities are actually learning during synchronous sessions and how engaged they are. Paraprofessional staff will work collaboratively with the teacher and participate in the online platform the teacher uses. For example a paraprofessional might be assigned to take notes during the synchronous session. This strategy puts a responsibility on a paraprofessional to provide notes to all classmates after a synchronous session. That way, other students can focus on actually engaging with the activity or lecture knowing that they will be able to supplement their notes with the ones from an 'official' note taker.

Paraprofessionals are being trained to record student engagement data as well as specific behavioral data that might be a barrier to a student's learning. One-to-one paraprofessionals are working alongside their assigned student via a Chromebook or laptop.

Our designated foster liaison is in constant contact with the foster families to make sure the students have the technology to be able to log into the distance learning lessons. In addition, our counselors are checking in with the foster students at their sites to see if they and their families need additional support during this time. Within PSUSD, there is one group home in which most of our foster students enrolled in elementary school live. PSUSD is providing additional wifi access, computers, and desks at the group home so that the home could set up a school classroom setting.

Our district community liaisons began making phone calls to students and families experiencing homelessness the week before school officially began. Liaisons contact these students and families to ensure that they have all the technology they need to be able to log into Distance Learning and that the technology is working properly. When school started, we had 331 homeless students living in cars, parks, hotels, shelters. The district community liaisons continue to reach out to them to ensure equitable access to instruction, as well as to determine additional supports or services that they may be in need of. The district is currently in the midst of completing a needs assessment to determine if our homeless population is in need of a central location to be able to access the distance learning lessons. Should there be a need, we will work with our community resources and gain approval from Riverside County Public Health to provide a central location for them to access distance learning lessons. In addition, our community liaisons delivered school supplies and other materials to our homeless families. The liaisons provide community resources as well, including information regarding food distribution sites and access to mental health supports.

Both our foster youth population and our students experiencing homelessness will participate in Edge coaching. Edge coaching is a cognitive coaching model. The coaches will meet with students virtually once a week for 30 minutes to work on their executive functioning skills. The students work with their coaches to set their goals and the coaches help support them in finding ways for them to achieve their goals. School counselors, prevention specialists, and community liaisons were trained in the Edge Coaching Model and will act as coaches for the students.

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

Description	Total Funds	Contributing
Hot spots were purchased to allow wifi access for all students to ensure equitable access to programs and instruction. Limited access is a known issue for some PSUSD families, specifically our low income, foster, and homeless students.	\$456,520	Yes

Description	Total Funds	Contributing
<p>Cell phone stipends for classified staff. Cell phone stipends are provided to the classified staff members to enable them to provide more individualized support to English Learners, Foster Youth, and Homeless students as would occur in a traditional school setting.</p>	\$6,819	Yes
<p>Laptop computers and insurance for district Human Resources and Fiscal Department staff to allow them to more effectively work from home.</p>	\$37,712	No
<p>Student iPads, Chromebooks, and related accessories for student use at home. Equitable access to technology continues to be a need of our Low Income, Foster Youth, and English Learners.</p>	\$500,348	Yes
<p>iPads, laptops and related accessories for teachers, classified staff, speech pathologists, and psychology staff. The purchase of this technology provided additional technology to teachers and certificated staff to be able to more effectively target the needs of our Low Income students, Foster Youth, and English Learners.</p>	\$4,090,362	Yes
<p>Math manipulatives and materials, including math racks, to support student conceptual understanding while involved in Distance Learning. The math strategies being implemented that incorporate the math manipulatives are primarily focused on supporting our Low Income students, Foster Youth, and English Learners in developing conceptual understanding of math concepts.</p>	\$18,714	Yes
<p>Staff Distance Learning Professional Development expenditures including stipends for certificated staff, Kid-Grit consultants, and Goalbook consultants. All professional development was primarily focused on ensuring that teachers and staff had the skills and strategies needed to effectively target the needs of our Low Income students, Foster Youth, and English Learners.</p>	\$234,714	Yes

Description	Total Funds	Contributing
Various software programs were purchased to support the learning needs of our Low Income students, Foster Youth, and English Learners. Software programs include; Learning A-Z, Imagine Learning, and NearPod.	\$2,437,947	Yes
The PSUSD Reprographics Department created Distance Learning Packets for students to use at home during spring 2020 Distance Learning. Packets were distributed to ensure all students had access to the learning materials they needed, specifically ensuring that district Low Income students, Foster Youth, and English Learners were equipped with the necessary materials.	\$72,185	Yes
Student supply bags were created and distributed. Supply bags were distributed to ensure all students, with a focus on English Learners, Foster Youth, and Low Income students, had the necessary materials to actively engage in instruction.	\$72,550	Yes

Pupil Learning Loss

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

PSUSD’s assessment and progress monitoring plan for 2020-2021 incorporates multiple levels of student learning evaluation and reporting. During the opening weeks of Distance Learning, students will complete a start of year assessment in both ELA and mathematics. These assessments were selected to provide teachers with identified areas of learning needs in both standards content and skill retention from the prior year. Primary grade students will complete a skills diagnostic assessment, providing significant results regarding performance and aligning with placement in the adaptive Imagine Learning online platform. Students in grades three and higher will complete a standards-based assessment developed by Illuminate Education aligned to the key transitional standards from the prior grade to identify academic needs and align to learning acceleration.

Teachers on Special Assignment (TOSAs) will be assisting elementary schools in supporting the formative assessment process to incorporate into their synchronous and asynchronous learning. TOSAs will provide targeted support for lesson development to address

learning loss/deficit areas focusing on effective strategies to address English Learners, foster youth, students with disabilities, and students experiencing homelessness.

All middle schools are continuing their professional development work with Orenda consultants focused on establishing effective Professional Learning Communities. As a part of that work grade level and subject area teams in ELA and Math develop formative assessments aligned to identified essential standards. The formative assessments are administered every 5-6 weeks and the results are then analyzed to determine individual student and student group progress. Overall results are reviewed, as well as student group results for English Learners, low-income pupils, foster youth, pupils with exceptional needs and students experiencing homelessness.

All high schools are continuing to receive support and professional development from Solution Tree consultants. Areas of focus will continue to be on the PLC structure, effective use of data, and instructional planning. As part of the data evaluation and planning cycle, ELA and Math PLCs, at each site, will create formative assessments aligned to identified essential standards and will determine administration timelines. The formative assessment results will be analyzed and used to determine student/student group progress and inform lesson development and instructional strategies. Additionally, another focus for the PLCs will be on intentional planning to support student groups such as English Learners, low-income pupils, foster youth, pupils with exceptional needs and students experiencing homelessness.

The Imagine Learning Language and Literacy program includes measures and reporting on all 4 domains used for English Learner reclassification. These results will be analyzed at the elementary school level to determine areas in need of additional support. The Imagine Language and Literacy program provides a placement test and then a beginning, middle, and end of year benchmark assessment. The placement test serves two primary purposes which are to place students appropriately within the Imagine Language and Literacy curriculum and then to provide a baseline against which Benchmark Test results can be compared. At each of the benchmark reporting points, students are assessed and results are given specific to each student's skill level in the areas of literacy and oral vocabulary. The purpose of the benchmark assessments are to customize an individual pathway of learning for each student. As students work through their individual learning path, those that do not complete skill sequences with an 80% or higher, will be grouped in action area reports for small group support with lessons specifically designed to address the learning loss in those determined areas. The benchmark results will be analyzed at the elementary school level to support English learner reclassification and also to provide primary language support to bridge gaps that may exist with newcomer students. Additional data from interim and formative assessments at the elementary, middle, and high school level will be disaggregated by EL performance levels for use in grouping for Designated ELD and in providing individual support based on student needs for learning English.

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.]

The Distance Learning schedule in each grade span includes time blocks specifically designated to support learners in small groups, intervention systems, and mentoring opportunities. These time blocks are designed to provide contact points for students in need of additional support in a flexible way that can respond to formative assessment results rapidly and effectively. Specific services, such as

designated ELD or special education service time, may also occur during these small group blocks, providing supports for students without removing time from the main content-delivery synchronous instructional blocks. Additional support staff including paraprofessionals, elementary physical education and music teachers, and intervention teachers are available and have a specific focus placed on monitoring the data and providing small group and 1:1 support for English Learners, low-income students, foster youth, students with disabilities, and students experiencing homelessness.

Student participation in adaptive online platforms further allows for differentiated instruction and supports students in addressing learning loss and accelerating individual student progress. Imagine Learning in ELA and math has been purchased for all elementary students and middle school students to have access to the math program.

Students selected for the Supplemental Interventions Program will participate in a variety of personalized learning experiences including; iReady@Home online program, Social-Emotional lessons integrated through writing, virtual small group instruction by a credential teacher, and online FEV tutors. Teachers and tutors involved in the Supplemental Interventions Program have been provided additional training in social-emotional strategies. English Learners, low-income students, foster youth, students with exceptional needs, and pupils experiencing homelessness who have significant learning loss as identified by district assessments will be the first group of students targeted for the Supplemental Interventions Program. All PSUSD Supplemental Interventions are geared towards cultivating relationships with students who are struggling in their academic endeavors. The variety of programs, instructional strategies, and delivery methods utilized have allowed us to meet the needs of our English Language Learners, Foster Care and Homeless Students, Students with Disabilities and Low-Income Students in a variety of manners:

English Language Learners: All intervention teachers have received specialized training designed to help students apply their developing language skills to rich academic content. Hard to master language skills are taught through the integration of visuals, scaffolding and sentence starters in both English and Mathematics.

Foster Care and Homeless Youth: Research suggests that our Foster Care and Homeless students, particularly thrive when the learning comes alive. By providing students with much needed school materials, hygiene kits, and needed specialty supplies to complete assignments, students are able to fully participate in programs such as: Math on the Go, Smarts & Arts, ELA/Math Virtual Small groups, and Write Brain activities.

Students with Disabilities: Supplemental Interventions is inclusive of all students. Students with disabilities participate in learning experiences that support their academic needs. Strategies and accommodations are put into place to ensure that all students are successful.

Low-Income: Programs are designed to expose students to higher level thinking skills. The small group/class sizes encourage students to work collaboratively with their peers. By predicting and addressing the barriers that our students face, we are working diligently to reduce the number of students who feel overwhelmed, discouraged, and/or disengaged.

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.]

Interim assessments will be conducted mid-year. All grades will complete assessments in ELA and mathematics designed to measure student progress in current year standards and targets, including the use of the Smarter Balanced Interim Comprehensive Assessments (ICAs) and tests created in the SchoolCity platform via the Inspect item bank. These results will provide teachers with a significant amount of

data to evaluate current strategies being implemented and to align instruction to group and individual student needs during the second half of the school year. Aligned mid-year assessments allow the summative CAASPP assessments to provide results regarding learning loss recovery and standards mastery in grades 3-8 and 11. Similarly, end of year interim testing will occur in non-CAASPP testing grades to provide another progress marker for students towards standards mastery.

PSUSD began an interim reporting system in 2019-2020 that will continue in 2020-2021. The Interim Reports allow schools and teacher teams to identify key findings from formative and interim assessment, share the outcomes of their collaborative analysis, and indicate specific plans for how instruction is being modified in response to the results to address student learning needs. The reporting document includes specific sections to document progress and plans for English Learners, Students with Disabilities, and foster and homeless students.

Students involved in the Supplemental Interventions Program will participate in IReady assessments 4 times throughout the year to monitor progress and program effectiveness.

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

Description	Total Funds	Contributing
<p>Virtual Elementary and Secondary Summer Schools. The elementary summer school included adaptive online learning platforms, as well as small group virtual sessions led by certificated staff members. Middle School summer school consisted of an adaptive online learning platform for math.</p> <p>The high school summer school was focused on credit recovery to ensure students are meeting A-G requirements. The student groups first targeted for summer participation included Low Income students, Foster and Homeless Youth, English Learners, and students with exceptional needs.</p>	\$552,894	Yes
<p>Software programs previously noted will also be supporting student learning loss throughout the 2020-21 school year, primarily directed at Low Income students, Foster Youth, and English Learners. Expenditures have previously been noted.</p>	0	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.]

Palm Springs Unified School District will implement a Multi-Tiered System of Supports to ensure that we are successfully supporting students and staff mental health and social and emotional well-being.

Tier 1 Support for Students: During the first eight days of school, teachers were provided SEL lessons to build community within their classrooms. Palm Springs USD provides counselors at all levels (elementary, middle, and high). The counselors are responsible for providing Tier 1 lessons for all classrooms, via Zoom or some other digital platform. We have adopted a suicide prevention policy which requires that suicide prevention professional development be provided for all staff and a suicide prevention curriculum is provided at grades 5, 7, and 10. In addition, we provide bullying prevention lessons in grades K-5 and substance abuse lessons at grades 4, 6, and 9. This year, those will all be done virtually.

An attendance campaign, You Count, Don't Miss Out, launched on August 5, 2020. The focus is on daily engagement. Resources for mental and physical health for families are posted on our District's website landing page under PSUSD/CV COVID-19 Resource list.

Professional development was provided to certificated staff members before school started focused on teachers Building Community in a Distance Learning setting. A Google Doc Resource Folder will be kept updated for teachers to have Social Emotional Learning resources. Our parenting classes, provided through the Family Engagement Center and our Mental Health department, will continue virtually. Our Intervention Coordinator is providing support and training in implementing restorative circles virtually.

Students will be monitored in Tier 1 and moved to Tier 2 for additional support if they are not demonstrating engagement via the weekly engagement record, not completing work regularly, or misbehaving during synchronous lesson time. The school administrators are able to pull the weekly engagement record at the end of each week. In addition, the Coordinator of Student Services is pulling the engagement records by school and will work with schools that are struggling with engagement. Just as we do when we are in person, teachers can refer students to counselors if they are seeing the need.

Tier 2/3 Support for Students: Any student who needs further support will be referred to their school counselor, as necessary. Counselors will provide both individual and group counseling via telehealth or other virtual means. Our secondary sites also have prevention specialists who work with students in small groups or individually if they need it. These individuals provide a substance abuse intervention for students who are first time offenders. If students continue to engage in substance abuse, they work with a mental health therapist. In addition, we have a substance abuse counselor from the County at our highest needs high school and will be providing additional substance abuse prevention curriculum at two middle schools. Palm Springs USD has its own mental health department funded by Medi-Cal and LCAP. Students/families can be referred or self-refer to be assessed for Tier 3 support in terms of therapy. Therapy is provided both via telehealth and in person. In addition, we have been awarded a grant which will provide a full-time therapist at seven of our most vulnerable secondary sites. These therapists are directly involved in working with students who have previously experienced trauma and now must deal with the trauma of COVID-19.

Tier 1 Support for Staff: All staff must complete an online training on how to deal with stress and anxiety. At our regular leadership team meetings, both with classified leaders and at our principal meetings, we have been discussing how supervisors and leaders must be more cognizant than ever about employees who might be dealing with stress and anxiety. As when we are in person, leaders are expected to have meetings with employees who are exhibiting signs of stress. All leaders have been trained in the interactive process by Human Resources. Leaders are expected to engage in this process if employees are being affected emotionally or physically by stress and anxiety.

Tier 2/3 Support for Staff: The Benefits Department in cooperation with Human Resources are notified when employees express stress, secondary trauma, compassion fatigue or any related mental health issue related to COVID-19 in order to reach out and provide resources as soon as possible. Employees with medical benefits have unlimited access to mental health through their medical plan. Employees without medical benefits have the Anthem Blue Cross Employee Assistance Program (EAP) which provides five free visits per issue per year, this includes assistance for people living in the employees household. This service is communicated to staff directly via email and mail and is posted on the District website under Benefits annually and on a bimonthly basis since March of 2020. The Benefits Department also sends out information on free webinars and discussions on mental health and coping during COVID-19.

Staff can also seek services through Care Solace, our online mental health referral process.

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.]

Palm Springs Unified School District will implement a Multi-Tiered System of Supports to ensure that we are successfully reengaging pupils who have been absent from distance learning opportunities.

Tier 1 protocols will begin the week of August 17, 2020. If a student has 1-2 unverified absences or one week of attendance below 60% school site staff will speak with the student 1:1 or in a peer group. School staff will also phone the parents/guardians. Conversations with the students and parents are to be friendly in nature and focused on relationship building. Sample scripts that teachers and school staff can use when contacting the families have been provided by the district Student Services Department. Translators will be provided when appropriate. A letter of concern will also be sent by the district Student Services Department. The letter will be translated when appropriate.

Tier 2 protocols will begin the week of August 24, 2020. If a student has 4-6 unverified absences or two weeks of attendance below 60% the school site staff will speak with the student 1:1. School staff will also phone the parents/guardians. Tier 2 phone calls will focus on relationship building with the family, attendance reinforcement, and to brainstorm with parents how to improve attendance. Sample scripts

are again provided. Translators will be provided when appropriate. The Student Services Department will send a truancy notification letter. The letter will be translated when appropriate. Site Administrators, as well as school attendance teams will also become involved in contacting parents/guardians. Middle and high schools will refer the student to the site Prevention Specialists for a home visit and elementary schools will refer the student to the district community liaison team for a home visit. Efforts will be made to ensure the home visits are able to be conducted in the parents/guardians first language.

Tier 3 protocols will begin the week of September 8, 2020. If a student has 7 or more unverified absences or three weeks of attendance below 60% school staff will again speak with the student 1:1 and phone home to speak with the parent/guardian. The focus of these phone calls again will be on relationship building with the family, attendance reinforcement, and to brainstorm with parents how to improve attendance. Sample scripts again are provided by the district. Translators will be provided when appropriate. The Student Services department will send home a second truancy notification. The letter will be translated when appropriate. School Attendance Review Team Meetings will be held virtually with school administrators and the teacher present. Translators will be provided when appropriate. Middle and high schools will again refer the student to the site Prevention Specialists for a home visit and elementary schools will again refer the student to the district community liaison team for a home visit. Efforts will be made to ensure the home visits are able to be conducted in the parents/guardians first language. A referral will be made to the School Attendance Review Board (SARB). After the SARB process has been completed District Attorney involvement will be considered.

Since September is Attendance Awareness month, the Coordinator of Student Services has launched a campaign and competition between schools to encourage student engagement.

Starting in July, our Family Engagement Coordinator launched a series of online training and webinars for parents, such as Distance Learning 101, to support parents in this new online environment. The coordinator has also continued her regular parenting classes online and is providing a weekly Virtual Family Fun night activity each Friday. We are continuing to offer ESL for parents virtually as well. All information sent to parents is sent in both English and Spanish. Translation is available at all parent meetings.

The District encourages our teachers and principals to reach out directly to the parents. Back-to-School Nights and Parent Conferences are continuing virtually. Principals are continuing their regular parent engagement activities like Coffee Chats and reaching out via Class Dojo or Blackboard.

Schools are continuing activities like virtual spirit weeks with their students and staff. Our student leadership classes continue to plan activities for students and schools are providing virtual club opportunities for students to participate in.

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.]

DISTANCE LEARNING MODEL

When schools resumed on August 5th with Distance Learning, PSUSD Nutrition Services continued to serve a weeks' worth of meals each Wednesday. PSUSD has expanded meal service to nineteen locations, including all elementary schools, 1 middle school, and 2 high schools. This will increase meal access to families with limited to no transportation. The district will open additional sites as needed and labor allows until students return to in-person instruction.

School meals are offered curbside via drive-up or walk-up service. Parents and guardians arriving by car are asked to remain in their car. All staff keep a minimum of 6 feet of distance while asking the driver the number of students needing meals. Parents are then asked to open their trunk or roll down a backseat window for district staff to then place meals inside, working to ensure no physical contact. The driver then proceeds to the service station where employees place pre-bagged meals into the trunk or passenger/back seat window. The driver then exits the service area.

Parents arriving on foot are directed to a walk-up station. They are kept 6 feet from the serving table where the employees record the number of students needing meals. The meals are placed on the table and the employee steps back 6 feet, allowing the parent to retrieve the meals. Once the parent has left, the employee sanitizes the table before the next group is served.

PSUSD has established new relationships with local Coachella Valley farmers who have been supplying the district with a fresh produce box that is being distributed to the families each week. Some of the items have been grapes, eggplant, squash, green and red peppers and beef steak tomatoes. In doing this, the district is not only feeding our students, but our procurement of produce from local farmers helps keep them in business through the harvest.

HYBRID LEARNING MODEL

When students return to in-person instruction beginning with the Hybrid Learning Model, PSUSD will offer a boxed grab & go breakfast to all students in one of the following ways that works best for each site: as they arrive on campus; delivered to classroom (labor permitting); picked up by staff/teacher/students and taken to classroom; or during a scheduled breakfast period.

Lunch will be offered to all students on campus (Mon-Tue and Thurs-Fri). Serving lines will be retrofitted with Plexiglas barriers and students will be served meals and handed a complete meal. Decals will be placed on the floor for social distancing. Decals will be placed on tables noting where students can sit. Teachers can, if they choose, allow students back to class to eat or pick a shaded place outside to sit and eat.

If practical meals for the remainder of the week will be provided to students as they leave campus on Tuesday and Friday. A weeks' worth of meals will be provided to distance learners for pick-up on Wednesdays at their home school.

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

Section	Description	Total Funds	Contributing
School Nutrition	Busing to support meal distribution in March, April, May, and the first week of June after the physical closure of schools. Signage was also created to support meal pick-up procedures. Security staff was paid extra duty to support meal distribution sites. Food distribution centers were implemented across the district to provide meal access targeted for low income, foster, and homeless students.	\$1,806,352	No

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
35.99%	\$62,876,735

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.]

Palm Springs Unified School District has several planned actions and services to target the needs of our unduplicated students in a district wide or school wide manner. Actions and services implemented in a district wide or school wide manner are determined to be the most effective or efficient implementation model through research, data analysis, or stakeholder input. Many of the expenditures described are available broadly, but the actions and services provided are principally directed towards meeting the needs of the 90.3% of the district

population who are identified as unduplicated students of low income students, English Learners, and foster youth. While all students may receive some of the services, they are principally directed at increasing or improving services and effective in improving outcomes for unduplicated students. The services and programs supporting English learners, Low Income, and Foster Youth include:

Limited wifi access is a known issue for some PSUSD families, specifically our low income, foster and homeless students. During regular school year operations hotspots are issued to families in need of access. There has been a notable increase in the need for hotspots in order to access wifi in their home due to the COVID-19 pandemic. Reduced income and temporary loss of employment has led to more families requesting hotspot support. Additional hotspots are needed for families with multiple students accessing online instruction simultaneously. Increased hotspot access will allow for access to distance learning as well as instructional resources necessary for high quality instruction. The technology department will monitor usage rates via log-in, time spent on specific websites, and other active use pattern data. This action is provided on a district wide basis and supports the Distance Learning Program.

Community liaisons, English Learner liaisons and site based paraeducators are providing additional support to district English Learners, Foster Youth, and Homeless students. Cell phone stipends are provided to the classified staff members to enable them to provide more individualized support to these students as would occur in a traditional school setting. EL, Foster, and Low-Income student group data will be aggregated for all interim tests and monitoring reports, such as attendance and chronic reports, to monitor strategy effectiveness. This action is provided on a district wide basis and addresses pupil learning loss and pupil and family engagement and outreach.

Equitable access to technology continues to be a need for our Low Income, Foster Youth, and English Learners. The district has recognized this need in the past and has provided 1:1 devices for students in grades 3-12. Additional devices were purchased to provide 1:1 access to students in grades TK -2. Devices were also purchased to replace damaged or outdated hardware. iPads were purchased for Students with Disabilities in cases where the device was deemed more appropriate to access academic content due to individual student needs. Technology staff operates Technology Depots where students and families can bring their technology for repair, replacement, and assistance. In order to provide a high quality distance learning program additional and updated technology hardware purchases were needed for certificated staff, classified staff, speech pathologists and psychology staff. Upon evaluation of the spring 2020 Distance Learning program, it was determined that additional and upgraded resources were necessary to improve the quality of instruction, specifically to support the learning needs of English Learners, Foster Youth, and Low Income students. The technology department will monitor usage rates via log-in, time spent on specific websites, and other active use pattern data. This action is provided on a district wide basis and supports the Distance Learning Program.

For the last 3 years the district elementary schools have been involved in ongoing professional development aligned to supporting student conceptual understanding in math. Various protocols and strategies have been implemented to effectively address the needs of Low Income, Foster, and English Learner students. Many of the structures and routines require various manipulatives. In order to support these practices in the Distance Learning model various manipulatives were purchased to provide home access for these learning structures and routines. Stakeholder feedback from staff members and parents will be monitored to determine the effectiveness of this action. This action is provided on a school wide basis and addresses Pupil Learning Loss.

Professional development for all certificated staff and classified staff working with students was provided prior to the start of the 2020-21 school year. The professional development provided included distance learning technology strategies, distance learning engagement

strategies, and community building in a distance learning environment. Distance learning strategy adjustments were needed to continue to ensure active engagement of and interactive learning for Low Income, Foster, and English Learner students. Feedback systems are in place to determine the effectiveness of professional development opportunities. Administrator, teacher, and staff feedback is gathered. District interim data is monitored by sites and the Educational Services Department. These actions are provided on a district wide basis and address Pupil Learning Loss and the Distance Learning Program.

In order to provide distance learning opportunities supporting multiple modalities, the district purchased licenses from various software providers to support best first instruction and intervention needs. Programs were selected that provided adaptive learning opportunities tailored to individual student needs. Due to the program's adaptive nature and reporting capabilities, teachers can assign specific tasks targeted to individual needs. Primary focus of program use is to rapidly close performance gaps for Low Income, Foster, and English Learner students. Student work samples and program provided data is analyzed to determine the effectiveness of the program interventions. These actions are provided on a school wide basis and address Pupil Learning Loss.

Student distance learning work packets were distributed during spring 2020 Distance Learning. The PSUSD Reprographics Department created packets to be distributed to ensure equitable access to learning materials for district Low Income students, Foster Youth, and English Learners. As we quickly transitioned to the Distance Learning model in the spring many of our unduplicated student families did not have immediate access to technology or internet services. Stakeholder feedback from staff members and parents was monitored to determine the effectiveness of this action. This action was provided on a school wide basis and supported the Distance Learning Program.

To ensure equitable access to learning materials for our Low Income, Foster, and English Learner students supply bags were distributed at school sites prior to the start of the 2020-2021 academic year. Student supply bags included traditional classroom materials (e.g. pencils, paper, individual whiteboards) for home use during distance learning. Feedback from staff members, parents, and students will be monitored to determine the effectiveness of this action. This action is provided on a school wide basis and supports the Distance Learning Program.

Efforts were made to limit or reduce student learning loss, specifically for our Low Income, Foster, and English Learner students, during the summer of 2020. Virtual Summer School opportunities were expanded from traditional offerings to include more students and to target individual student needs. Elementary summer school offerings included adaptive online learning platforms, as well as small group virtual sessions led by certificated staff members. Middle School summer school consisted of an adaptive online learning platform for math. High School Summer School was focused on providing students an opportunity to make-up failed coursework and recover reasonable credits. Opportunities for students included: remediating or validating a "D" or "F" grade in an 'a-g' required course; opportunities for students to recover lost credit working toward graduation requirements; opportunities for students to take certain courses (e.g., PE) in an effort to allow for room in their schedule to take a rigorous academic course in the Fall (e.g., CTE, AVID, IB, etc.); incoming freshmen had the opportunity to participate in Imagine Math preparing them for Integrated Math I. Pre and Post assessments were administered at the elementary and middle school level and credits earned were tracked at the high school level. This action was provided on a district wide basis and addressed Pupil Learning Loss.

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

Professional development opportunities for our staff continue to focus on how best to engage and support our unduplicated students in meeting academic standards and enriching their school experiences, including distance learning and in-person learning formats. ELA, Math, Science, Social Studies, and Special Education Teachers on Special Assignment (TOSA's) will remain focused on supporting instruction to best meet the needs of our Low Income, Foster, and English Learner students. During the Distance Learning Model, TOSAs have an increased focus on supporting the social emotional needs of students as part of opening the 2020-21 year. Additionally, TOSAs have an increased focus on formative assessment development and identifying pupil learning loss. TOSAs will support teachers in developing high quality lessons to address learning loss and accelerate learning for current year standards. District interim data is monitored by sites and the Educational Services Department as part of directing the actions of TOSA's in working with teachers to provide quality instruction to students, as well as to determine the effectiveness of professional development opportunities. Professional development for PLCs at the middle and high school level and effective math and literacy strategies at the elementary level will continue in virtual format to support both distance and in-person instruction. These actions are provided on a district wide basis.

Smaller class sizes at the secondary level allows teachers to more effectively differentiate and support struggling students, with an emphasis on ELs, FY, and LI. This becomes more critical in distance learning as teachers need an enhanced focus on understanding the individual needs of students to support them both in synchronous and asynchronous instructional opportunities. This action is provided on a district wide basis.

The Career and Technical Education (CTE) pathways and Work-Based learning focuses on recruiting and retaining English Learners, Low Income students, and Foster Youth into programs. PSUSD CTE and Work-Based learning programs provide opportunities for experiential learning by combining academic and vocational instruction creating higher levels of engagement, attendance, and retention. For many programs, students are scheduled in small cohorts creating a school within a school feel, allowing for intentional support and guidance. During Distance Learning, small group meetings with CTE pathway and academy students occur during designated, asynchronous time to address soft skills through Freshman Connect, Career and Job Readiness, Mentor Program, and Senior Internships. Career Guidance Specialists will continue to support career exploration and preparation for our unduplicated student populations. This action is provided on a school wide basis.

The Counselors on Special Assignment (COSAs) will work with site newcomers, long-term English learner students, foster students and reclassified students on the monitoring lists to improve student academic achievement and social emotional well-being during Distance Learning by reviewing and analyzing student academic records, transcripts and behavioral history with the goal of accelerating progress towards attaining English proficiency and closing academic gaps. Additionally COSAs will collaborate virtually with site leaders and other counselors to create measurable and attainable goals for student learning through virtual meetings and conference facilitation with students from the student groups listed above. COSAs will assist in the implementation of the Distance Learning Master Schedule to support in the accelerated movement of English proficiency amongst our newcomer and long term English learner students as well as to support the daily scheduling and balancing of classes assigned to these student groups. The English Learner Program liaisons will work with English learner students, staff, teachers, parents and community members to provide support virtually for all English learner students during Distance Learning. Communication with families and parents will take place daily to ensure that an ongoing partnership between home and school is

formed even though schools are not physically open for students. Support will be provided virtually to address and respond to inquiries regarding both academic and social supports, referrals, or direction. This action is provided on a district wide basis.

The arts education program will continue to provide art access and enrichment opportunities across the district, principally directed towards, and effective in, increasing or improving services for district Low Income students, Foster Youth, and English Learners. The majority of the consultants who provide the art and enrichment opportunities are developing methods to provide those opportunities to students virtually, including the McCallum Theatre 5th grade Aesthetic Art Programs providing Teaching Artists via Google Classroom and The Living Desert recording virtual field trips related to the book Juma. Schedules and lists are monitored to ensure all sites have access to arts exposure activities, with higher rates of exposure at sites with higher percentages of unduplicated students. This action is provided on a district wide basis.

Counselors are provided additional time to audit 'a-g' completion rate, collaborate on best practices, with a particular focus around support for Low Income students, Foster Youth, and English Learners. AP class and exam registration will also be supported. There is a performance gap for English Learners, Low Income and Foster Youth when analyzing 'a-g' completion rates, therefore a concerted effort to establish district-wide processes has been created. These actions are provided on a school wide basis.

The district parent coordinator has implemented online systems to successfully engage parents in various programs, committees, groups, and events principally directed at families of district Low Income students, Foster Youth, and English Learners. The full-time Parent Engagement TOSA is focused on providing additional parent and family training courses to assist parents with strategies to support their children with Distance Learning. This action is provided on a district wide basis.

Community Liaisons and Prevention Specialists are principally directed towards increasing and supporting school connectivity and decreasing absenteeism and chronic absenteeism rates for our Low Income students, Foster Youth, and English Learners. Community Liaisons and Prevention Specialists will be providing virtual support during Distance Learning through phone calls and Zoom meetings. Based on historical data, chronic absenteeism rates are high across the district and an identified need for our unduplicated student groups. PSUSD Student Services has been implementing community outreach efforts focused on the importance of student attendance in all instructional formats. This action is provided on a district wide basis.

Low Income students, Foster Youth, and English Learners in our schools principally benefit from the additional counseling and mental health services offered to support social-emotional development to better allow them access to classroom instruction throughout the day. Counseling support will be provided virtually during Distance Learning. All schools in our district are now provided with counseling staff. Mental Health support is available district wide both virtually and in person. Secondary behavior specialists support student engagement and academic success, with a specific focus on addressing the needs of our unduplicated students. This action is provided on a district wide basis.

Increased safety measures support a healthy learning environment to support academic success for English Learners, low income students, and foster youth. Security officers support a healthy learning environment to enhance academic success. A supervising nurse is in place to direct and support district nursing staff and to provide support during extended school year and school day opportunities. The supervising

nurse has worked to ensure correct health procedures and monitoring is in place during the COVID-19 Pandemic. This action is provided on a district wide basis.

Supports for students' social awareness and interpersonal skill development, including elementary, middle, and high school assistant principals, the Positive Behavior and Interventions (PBIS) program, the Game On! structured recess program at elementary schools, Dean of Students at priority middle and high schools, and additional supervision aides, support Low Income students, Foster Youth, and English Learners in developing positive self-images which correlates to improved academic perseverance and achievement. Many of these positions and programs have been modified during Distance Learning and are focused on supporting Low Income students, Foster Youth, and English Learners in maintaining active engagement in synchronous instruction and providing small group interventions. This action is provided on a school wide basis.

Reflective coaches, whose primary responsibility is supporting newly hired teachers, focus on providing new teachers with the skills and strategies to effectively target the needs of our Low Income, Foster and English Learner students. The reflective coaches are supporting teachers virtually during Distance Learning working to ensure they have the skills and strategies to effectively address students needs. Human Resource staff, including the Director of Certificated Human Resources, are focused on ensuring equitable access to highly qualified teachers and classified staff, specifically focused on equitable access to effective teachers, at sites with higher percentages of unduplicated students. Support staff personnel, including special education teachers, psychologists, and behavior specialists, receive stipends to allow them time to collaborate with and support general education teachers in identifying and implementing effective Tier 2 strategies, including academic, behavioral, and social, that most effectively target the needs of identified unduplicated students. This action is provided on a district wide basis.

Additional elementary physical education teachers allow our Low Income students, Foster Youth, and English Learners to receive focused and targeted health and fitness instruction from a certified physical education teacher for 100 minutes each week and allow general education teachers additional collaboration time to identify instructional strategies to most effectively target the educational needs of our unduplicated students. During Distance Learning physical education teachers are assisting with online instruction and working with targeted small groups in areas where learning loss has been identified. The Alternative Education Virtual School provides an alternative school placement to find success for elementary, middle, and high school students. During the COVID-19 Pandemic the Alternative School Virtual School provides a fully virtual schooling option to our unduplicated students. This action is provided on a district wide basis.