

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

Identified as California's smallest school district, Panoche Elementary School District currently provides education to 7 students from kindergarten through eighth grades in a one-room school in a very rural setting. Panoche School District serves about 200 residents, all residing near a 50 mile stretch of Panoche Road, between Interstate 5 and CA Hwy. 25. The school's very rural location and lack of abundant stable employment in the area leads to a fluctuation in student population of as much as 50% throughout the course of each school year.

Of the 4 students reported on Panoche's California Dashboard, 50% are English Language Learners, 50% qualify as socioeconomically disadvantaged, 25% of students have disabilities, 0% are Foster Youth, and 0% are classified as homeless. This information was considered when developing this plan, as well as current enrollment statistics for the 2020/2021 school year as they became available.

The school district employs one staff member. This individual serves as the Teacher, Principal, and Superintendent, as well as fulfilling all other district roles. Panoche maintains a one-to-one student to computer ratio which helps provide lesson instruction, practice, benchmark assessment, and facilitates both synchronous and asynchronous distance learning activities.

Panoche's main goals in responding to the Covid-19 pandemic and resulting school closures are as follows:

- Ensure equitable access to technology for all students, with particular focus on updated student devices and internet access
- Organize and provide a Social Emotional Learning Program to support all students
- Effectively assess, identify, and remediate learning loss caused by Spring 2020 and Fall 2020 switch to remote learning
- Engage 100% of students in Distance Learning curriculum

Stakeholder Engagement

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

Feedback was solicited from 100% of board members during all public meetings. Furthermore, all board meetings were then and continue to be advertised and posted prominently to invite and include input from interested members of the community. At the initial onset of the Covid-19 outbreak in March 2020, all stakeholders were kept up to date on the rapidly developing and changing situation via telephone, text, social media, and public meetings. 100% of parents of enrolled students were formally and personally interviewed and surveyed via telephone in late July 2020. In mid August 2020, 100% of parents were again contacted via phone call to follow up and discuss further plans for the commencement of the 2020/2021 school year. Assistance in contacting non-English speaking families was provided by volunteers from San Benito County Office of Education and through the use of Google's Translate/ Conversations app. Stakeholder input from staff was recognized as well, although it is worth nothing that Panoche only employs one individual to fill all roles for the entire district.

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

Remote participation in Public Meetings and Public hearings is offered utilizing Google Meets. These video meetings may be attended remotely via internet or cell phone connection. For interested parties who do not have internet or cellular connectivity or are not comfortable with this format, a separate dial-in telephone number is also provided, so that stakeholders may participate in remote meetings via traditional phone call. All pertinent information regarding remote participation is posted in conjunction with announcements of public meetings and public hearings.

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

Panoche School Board members have consistently maintained the stance of taking all precautions necessary to protect the health of students and staff, up to and including implementing a policy of distance learning. The board has continued to show respect for the input of parents and staff, as well as sensitivity to ever changing state guidelines and local health conditions. Staff feedback remains constant and consistent with the Panoche School Board's opinions and feedback. In addition, Staff has expressed the opinion that a hybrid program would not be a feasible option at this time, due to the varied grade levels present. Panoche's lone employee teaches five grades currently, and believes that it would be very difficult to ensure that students present in-person, especially those at K-1 level, would be able to be appropriately and consistently monitored for on task/learning focus, proper social distancing, PPE use, and hygiene, while the instructor simultaneously teaches 4-5 other grade levels remotely. Parent feedback shifted noticeably during the times between which this group were contacted for feedback. Mid July input from this group reported 100% of parents opting for an in-person learning environment if it was safe and possible to do so. When parents were contacted again mid-August, 80% (4 of 5 parents) of families that would have been eligible to attend in-person if a waiver for reopening was granted indicated that they would instead prefer a distance learning format. It is to be surmised that the continued high numbers of Covid-19 cases in San Benito county, in conjunction with a confirmed case within one of the family groups, may have led to high percentage of change in opinion for this particular stakeholder group.

During the secondary parent feedback event, 83% of parents (5 out of our 6 families) responded that they had little concern or no concern regarding student learning loss as a result of a distance learning format, while 17% of parents (1 out of our 6 families) answered that they felt somewhat concerned regarding student learning loss as a result of a distance learning format.

Concerns regarding adequate internet connectivity for distance learning remained constant during communication with parents, with 80%-83% (variance due to number of enrolled students) of parents reporting this concern during both parent communication/feedback events. Other prominent concerns during one or both feedback events were Student Engagement (Average of 37% over both feedback events) and technical issues unrelated to connectivity, such as computer usage (50% of parents surveyed in August noted concerns regarding this issue and/or requested technical support and/or training).

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

Concerns noted during the gathering of stakeholder feedback centered around the distance learning format. The most prominent concerns noted during the gathering of stakeholder input were internet connectivity, student engagement, and technical issues unrelated to connectivity. One family also expressed concern regarding student learning loss due to the distance learning format. These concerns noted by stakeholders influenced the Learning Continuity and Attendance Plan in a variety of ways. A summary of actions in response to these concerns are noted below.

Internet Connectivity: All students were issued a Chromebook at the beginning of the 20-21 school year. During the 2nd week of school, 100% of Panoche School families were offered a T-Mobile hotspot with a data plan paid for by the district to ensure that each student has sufficient internet connectivity abilities for both synchronous and asynchronous learning during distance learning. Six of the seven registered Panoche families accepted a hotspot. The 7th family declined, stating that their internet connectivity was sufficient for distance learning needs.

Student Engagement: Several strategies to engage students in 100% of their assigned synchronous and asynchronous learning opportunities have been put into place. These strategies include the following:

- 1) Specific Daily and Weekly Schedules both printed and live on Google Classroom with all live meetings as well as asynchronous activities listed and assigned for specific hours/minutes of the school day.
- 2) Live meetings with the instructor up to four times daily, with two additional 20-25 minute “open office” sessions scheduled daily for additional “drop-in” support as needed. Attendance at these additional sessions are mandatory for any students with missing or incomplete assignments.
- 3) Goal of 100% of parents signed up for guardian Google Classroom accounts (currently 71% as of the writing of this document, 5/7 families)
- 4) Documentation updated daily re: parent contact and student engagement attempts, i.e. calls, text, email, Google Hangouts, etc.

Technical Issues Unrelated to Connectivity: 50% of families interviewed in August expressed concern over their own understanding of the technical aspects of distance learning and how this may affect their ability to support their children. To help assuage these concerns, every parent was scheduled for an individual 1 hour “tech skills” conference at the commencement of the school year. Parents and their students were given lessons on the Google Suite of applications, with particular emphasis on Google Meets and Google Classroom. Families were

also given tutorials on basic tech troubleshooting (i.e. loss of connection, microphone access, etc.) To further support technical needs, the instructor creates and posts videos on Google Classroom with tutorials on various technical skills that may be new to both students and parents. Examples of these include how to take a photo of a student's work and upload to Google Classroom and how to access our STAR360 assessment program. Furthermore, the instructor offers technical help conference appointments for in-person assistance whenever requested.

Learning Loss due to Distance Learning: One family interviewed indicated that they were somewhat concerned over the possibility of learning loss due to a distance learning format. This family is new to Panoche school and was thus unaware of the school's small enrollment. Staff explained to the parent that her child is the only currently enrolled student in their grade level and demonstrated the 4x daily live 1-1 interactions their student would have with the instructor. Staff also demonstrated the STAR360 assessment program and explained how the instructor creates SMART goals with students, as well as the manner in which she plans and differentiates work based on student performance and learning styles. After this conference, the parent expressed a high level of satisfaction that their student's learning needs would be met via a distance learning format.

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.]

The Panoche School Board has approved a Covid-19 Safe Reopening Plan that outlines plans for classroom-based instruction when it is deemed safe to return. A student pick up/drop off plan has been established to ensure social distancing and proper health precautions as students enter and leave campus. Panoche school has three sinks available in the classroom that will be available for use at all times for students and staff, as well as hand sanitizing stations in the front and back of the classroom to encourage hygienic practices. Signage and education regarding proper and appropriate Personal Protective Equipment use is also prepared for when the students return, with Personal Protective Equipment on hand for students who do not arrive with their own. Students will each have their own work area spaced six feet apart, and any shared items (i.e. piano, microscopes) will be cleaned and disinfected between uses. The playground area will be closed until further notice. Individual play equipment (balls, sidewalk chalk, etc.) will be distributed to each child to avoid prolonged contact. Staff has completed Covid-19 disinfection training through Keenan and Associates, and Panoche's contracted cleaning staff will also complete this training when they report to work. Additionally, a new cleaning service has been contracted to clean and sanitize the school daily, as opposed to the once a week cleaning schedule in place before the pandemic. This new once daily versus the old once weekly schedule

causes a 400% increase in the cost of janitorial services encumbered by the school. The majority of Covid-19 related funds will be used to support the cost of daily versus weekly sanitation and cleaning of the school facility.

Panoche’s small enrollment of less than 10 students provides for many unique and beneficial learning opportunities for students. To assist staff in identification of students who may have experienced learning loss during distance learning closures, Panoche employs the use of the STAR360 assessment program for Language Arts and Math. Each grade level at Panoche only has 1-3 students enrolled, which allows for targeted 1-1 instruction for each student. The instructor assists students in developing SMART goals based off STAR360 results and in-class learning experiences, allowing for a targeted learning approach to help to support students that may be struggling academically. Panoche’s small enrollment also allows for differentiation based on each student’s individual needs and learning styles. Panoche is also in the process of introducing a new social-emotional support program, Sanford Harmony. This program covers a myriad of topics, including Diversity & Inclusion, Empathy & Critical Thinking, Communication, Problem Solving, and Peer Relationships.

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

Description	Total Funds	Contributing
Additional paid training (2 hours) for cleaning staff to become educated in Covid-19 disinfection procedures.	\$50.00	No
Additional janitorial labor hours and supplies for cleaning and disinfection of school building and play area once daily rather than once weekly, as previously scheduled pre-Covid.	\$5,050	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.]

Panoche students are each kept to a grade-specific daily distance learning schedule dictating the “what and when” for all school related activities, Monday, Tuesday, Thursday, and Friday from 8am-3pm and Wednesday from 8am-12pm.. Each student group is scheduled to

meet with their instructor live over Google Meets 3-4 times daily for 25-30 minutes per session. These live sessions offer direct instruction in ELA, Math, Science, Social Studies, and Arts/Humanities. When students are not live with an instructor, they are tasked with using a variety of school approved programs as assigned/scheduled to enhance learning. Students' main program for daily use is Google Classroom, where instructor-created assignments, videos, and interactive tasks are completed to compliment in-person learning. Students access other valuable learning programs throughout the week dependent on their learning needs, schedule, and grade level. These programs currently include Footsteps2Brilliance, Epic!, IXL, Khan Academy, Freckle ELA/Math and STMath. It is also worth noting that each student's math book is also digital and interactive, allowing students to access traditional math textbook content as well as interactive videos, assignments, and additional support. Staff at Panoche have striven to create a daily/weekly distance learning schedule for students as similar as possible to what they would experience in the actual classroom setting in hopes of facilitating instructional continuity when it is deemed safe for pupils to return to an in-person learning environment.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

During Spring 2020 switch to remote learning, all enrolled students were each allowed to take their school issued Chromebook home with them to enable participation in distance learning activities. All students enrolled during Spring 2020 had internet access and connectivity, although poor quality in many cases. To help bridge this gap, parents and students met with the instructor individually at various times during the closure to submit work and pick up additional supplies.

Panoche School staff spoke with all parents in July and August of 2020 to determine individual needs for student devices and connectivity. Based on this feedback, the district purchased T-Mobile hotspots and data plans for each family that reported a need for connectivity. Additional Chromebooks were not needed at this time. At the commencement of the 2020-21 school year, each student was issued a Chromebook and a T-Mobile hotspot with a data plan paid for by the district. Staff need for technology/connectivity was not an issue, as Panoche's sole staff member lives on campus, providing adequate connectivity. Additionally, a staff computer system was purchased during the 2019/2020 school year, so further hardware purchases were not required.

Each family was given an individual appointment for distance learning and technology orientation in the days leading up to the start of the 2020/2021 school year. Conferences were properly socially distanced and appropriate PPE use and health guidelines were followed. These sessions lasted approximately one hour each. Information provided included an overview of the distance learning schedule for each student, lessons on using Google Classroom for both students and parents, and information regarding other school-sponsored computer programs. For parents with limited or no English, the Google Translate Conversation app was utilized, as well as support from the San Benito County Office of Education. As further technology needs arise, families are welcomed and encouraged to contact the school to set an appointment for additional in-person technological support. Several parents have already taken advantage of this offering on multiple occasions.

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.]

Panoche's daily and weekly distance learning schedules have been meticulously designed to ensure that each grade level and each student receives an appropriate amount of synchronous and asynchronous learning and work time, in accordance with state distance learning time guidelines. Students have been grouped by grade and by learning needs, with the largest group consisting of four students and the

remaining groups consisting of only one student each. Students are required to meet with their teacher 3-4 times daily for 25-30 minutes each meeting for synchronous instruction, totaling 595 live minutes weekly for K-1 students and 525 live minutes weekly for grades 5, 6, and 7. These times vary depending on the day of the week, with the lowest daily live minutes at 70 (minimum day schedule) and the highest live minutes on any given day at 115. There are two additional optional live sessions of 20 and 25 minutes each scheduled daily (excluding Wednesday-minimum day) that are open for any student to attend without appointment should they require additional support. The instructor can also utilize these additional live minutes to schedule intervention time as needed. Participation in synchronous learning sessions is measured using informal observation by the instructor, which is done very accurately due to the very small group sizes. (When there are only 1-4 children online, it is fairly easy to quickly identify a student who may be logged in and “present”, but not engaging.)

Assessment of pupil progress varies based on grade level and student learning styles. Both formal and informal assessments are employed. Examples of informal assessments include, but are not limited to, student read-alouds for fluency, oral comprehension questions and discussion, guided practice, teacher created interactive quizzes (using Google Forms to facilitate), and Kahoot. Examples of formal assessments include, but are not limited to, publisher created tests and quizzes (using Google Forms and Savaas EasyReader to facilitate), journal responses and essays, STAR360 reading and math assessments, and various long term projects, such as novel study. Many of these assessments can be and are administered live to monitor student progress, level of engagement, and integrity. The traditional formal assessments CAASPP and ELPAC are also employed.

Asynchronous work is scheduled in 5-7 separate 20-30 minute increments each day for each student according their daily and weekly calendars. If a student is using a learning program (such as ST Math or Footsteps2Brilliance) during an asynchronous session, they are required to use the program for the duration of time scheduled. Usage of these and other similar programs is tracked by the instructor to ensure adequate time value is being met. Other asynchronous assignments, such as independent math problems, research projects, and writing activities, are designed by the instructor based on firsthand knowledge of each of the students’ abilities, so that the time value of this type of asynchronous work is as accurate as possible.

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.]

Professional Development (PD) has always posed a challenge for staff at Panoche School, due to the time constraints and limitations that result from the entire district being staffed by a single individual. Most PD is available during the weekday, while Panoche’s Staff member is actively teaching. However, with the onset of social distancing due to the Coronavirus pandemic, many traditionally scheduled professional development offerings are now being hosted online, allowing for greater flexibility in attendance, including recordings of the events to be viewed after the event’s conclusion. Panoche staff has attended a variety of online professional development sessions in the 20/21 school year thus far, including participation in San Benito County Office of Education’s (SBCOE) Distance Learning Collaborative series. Panoche’s staff member has also listed becoming Google Education Level 1 certified as a professional goal for the current school year. The training for this certification can be completed online and will be supported by SBCOE. Furthermore, SBCOE technical support provides Panoche staff with assistance regarding technology and distance learning logistical support.

Staff Roles and Responsibilities

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

Panoche Elementary School District employs a staff of one. This individual is responsible for teaching all grades K-8, as well as completing all the duties of principal and superintendent, including the creation of this report. While Panoche's superwoman employee has taken on several new roles and responsibilities as a result of Covid-19, there have been no changes made to contracts or future staffing plans. An example of these new roles include: computer and internet technical support representative for families, health technician (for school entry health checks, proper PPE use, and adherence to health guidelines) and Covid-19 cleaning/disinfection specialist.

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.]

At this time, Panoche has no enrolled students with special education needs, nor does Panoche have any enrolled pupils currently in foster care or identified as experiencing homelessness. Should students with these unique needs enroll at a later date, the district will act in an appropriate and timely manner according to all published guidelines. Additionally, staff will meet with any and all stakeholders if necessary to offer additional support during distance learning based on each student's particular situation and needs.

Currently, 43% of pupils enrolled at Panoche are classified as English learners with a primary language of Spanish. Systems of support for these pupils include, but are not limited to, the following:

- Instructions for asynchronous lessons written in both English and Spanish, utilizing Google Translate.
- Instructor-created videos (asynchronous) and live use (synchronous) of visuals to support learning and attainment of new technical/computer skills
- Leveled English text and ELA instruction focused on unique needs and abilities of each learner, with supplemental materials to support EL instruction being provided using Teachers Pay Teachers
- ELA and Math lessons with English Learner support, including option for math textbook in Spanish upon request
- Language based activities completed in small group rather than asynchronously, where applicable
- Instructor participation in professional development in Spanish language acquisition (set as a professional goal for 19/20 school year)
- Additional online meeting time scheduled Monday, Tuesday, Thursday, and Friday for support and intervention. These additional support sessions will continue throughout the year rather distance or in person learning model is active.
- Option for parents and student to schedule in person, socially distanced, 1-1 conference time providing additional support for technology and/or educational pursuits during distance or in person learning.
- Subscription to Moby Max program to assist in identifying learning loss and support of EL development

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

Description	Total Funds	Contributing
T-Mobile hotspots were purchased for each family that requested a device, with contracted data rates being paid for by the LEA.	\$1,380	Yes
Teachers Pay Teachers-budget for supplemental materials to support EL students	\$50	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.]

Upon commencement of the 2020/2021 school year, the LEA will immediately begin to assess returning pupils using the district adopted STAR360 Reading and Math assessment system to identify any learning loss resulting from the 2019-2020 Covid-19 closures. Based on these results, each student in grades 1-8 will conference with the instructor to create personal learning plans to address learning strengths and weaknesses, as well as to receive instructor support in creating SMART goals. These goals will be revisited each trimester, when STAR360 assessments will be re-administered to track any learning loss that could occur due to continued closures. Kindergarten students who are new to learning this year will be formally assessed throughout the year using the STAR360 early literacy assessment and publisher created math assessments. Any learning loss, whether attributed to Covid-19 closures or other sources, will be addressed by the instructor, with personal learning plans being created by the instructor for each student. English language development will continue to be assessed using the initial and summative ELPAC assessment. Additionally, a subscription to the Moby Max program has been purchased to assist in identifying learning loss with specific focus on and support of EL development. The results of all assessments will be discussed with parent/guardians at conferences at the close of each trimester.

Learning loss in the area of science will be addressed using publisher created assessment and gaps will be bridged using the "Mystery Science" program, which facilitates differentiated learning and offers instruction that encompasses several grade levels simultaneously. In addition, science instruction will be integrated into language arts instruction using newly adopted curriculum materials published by National Geographic Learning/Cengage Learning. History/Social Science learning loss will be identified using publisher created assessment and addressed by integrating History/Social Science reading materials into English Language Arts instruction focusing on informational text.

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.]

Strategies to address learning loss include, but are not limited to:

- Individual student conferences for grades 1-8 to facilitate the understanding of assessment results, creation of personal learning plans, and the creation of SMART goals
- Curriculum mapping for each grade level, and each student if necessary, in order to accelerate learning progress
- Multi- domain learning opportunities, i.e. units of study that encompass multiple subject areas simultaneously, with special focus on ELA, ELD, and mathematics
- Parent conferences to keep all guardians well-informed of current learning strengths, weaknesses, and goals
- United Way provided supplies for low income students, such as backpacks, paper, writing and art supplies, math tools, and literature

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The LEA plans to measure the effectiveness of the services and supports provided using the results of the STAR360 assessments in Early Literacy, Reading, and Mathematics. Additional tools to measure the effectiveness of services and supports provided include student performance on informal assessments, student output/work samples, student and parent feedback, Moby Max assessments, ELPAC testing data, and CAASPP testing data.

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

Description	Total Funds	Contributing
STAR360	835.50	Yes
Moby Max Subscription	\$99	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.]

Mental Health and Social and Emotional Well-Being resources are being provided to Panoche students during the 2020/2021 school year via the online Sanford Harmony program. This program provides web-based grade appropriate support and instruction in the areas of Diversity and Inclusion, Empathy and Critical Thinking, Communication, Problem Solving, and Peer Relationships. This program also offers a professional development component titled “Developing SEL Capacity Pathway”, which provides 45 free modules designed to help educators explore how to build healthy relationships in supportive learning environments. Additional mental health and social/emotional support is being provided in partnership with San Benito County Office of Education.

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.]

When a student is absent from either synchronous or asynchronous distance learning instruction, several steps are taken to ensure re-engagement of students. If an older student (grades 5-8) is more than 10 minutes late for their live session with the instructor, a message is sent by the teacher/principal to the student via Google Hangouts. This has proven to be very successful thus far in immediately re-engaging older students who may have simply lost track of time. For younger students who are more than 10 minutes late to their live session, parents/guardians are contacted via telephone, text, or email. The choice of these mediums is based on parent preference. If a student in any grade level does not attend one or more live sessions in a day, Panoche’s principal contacts the student’s parent/guardian by 5pm on the same day the absence has occurred via telephone, text, or email. The choice of these mediums is based on parent preference. If a student is present for synchronous instruction but is not completing asynchronous work, parents/guardians are notified and the student is scheduled for a private Google Meets session with the instructor to discuss assignments with the student and to provide support in addressing any barriers to asynchronous work completion. If a student does not participate in any synchronous or asynchronous learning, parents/guardians are contacted as soon as possible, but no later than 5pm on the date the absence occurred. To increase parent involvement, parents are encouraged to provide their email addresses to be listed as guardians in Google Classroom. This system sends information regarding announcements and assignments (both upcoming and past due) directly to parents’ email inbox. Currently, 5 of 7 families have registered for this system, with a goal of 100% of families registered by October 1st, 2020. A detailed log is kept by Panoche Staff documenting all interaction with parents and students regarding pupil and family engagement and outreach.

Language accommodations for families whose first language is not English are provided in several ways. 100% of EL Students enrolled at Panoche have a background in the Spanish language. Therefore, only Spanish accommodations are made at this time. All school postings are translated into Spanish, as well as student daily/weekly schedules and instructions on asynchronous assignments wherever possible.

Videos are created to demonstrate new programs and assignments, which are accessible to both parents and students. During in-person conferencing for student/parent technical education, all slide presentations and accompanying literature was translated to Spanish. Additionally, Spanish speaking parents of younger students were given the option of changing the language on the student's Chromebook, so that parents could more easily support their young children as they begin to learn to use the computer. Spanish speaking families are able to ask questions and discuss their child's education with the teacher/principal in a conversational manner via Google Translate's conversation app. Support for more complex translation needs is provided in partnership with SBCOE. Furthermore, a network of Spanish only and bilingual parents/guardians is being established among families and encouraged by Panoche staff to help to further facilitate communication between school and home, and to foster a supportive environment for all Panoche School families.

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.]

Due to Panoche's rural location and small enrollment, Panoche Elementary did not provide a meal program prior to or during school closures. Such a program was not requested by any students/families. However, the LEA continues to collaborate with several other districts and schools in the county to be sure that Panoche students and families have access to meal programs in the event that such services are necessary. All information regarding meal program availability through other San Benito County districts and individual schools continues to be provided to families as it becomes available. If there is a need for nutritional support, students and families are currently directed to visit San Benito High School, which provides free breakfast and lunch meals Monday-Friday to anyone 18 years old or younger, regardless of whether they are a San Benito High School student.

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
1.43%	\$2,364

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.]

Panoche's very small enrollment numbers allow for a close personal relationship between school staff and family members. This relationship, along with district forms completed by 100% of Panoche Family members, allows for accurate and detailed identification regarding students eligible for classification under Foster Youth, English Learner, and Low-Income categories. During the preparation of this document, 33% of students enrolled are classified as English Learners, and 67% of students are classified as Low Income. Because these students represent a large portion of our student body, all actions considered and described in this report took these learners into consideration specifically.

Action: T-Mobile Hotspots-this action was provided to the entire school based off the survey results in July and August 2020 indicating that Low-Income families were struggling to afford internet access allowing for appropriate speeds to facilitate distance learning..

Action: Moby Max License-Moby Max offers a supplemental program of differentiated learning to help identify and close skill gaps in grades K-8. This program was specifically chosen to provide ELA support to Panoche's English Learners.

Action: STAR360-this program identifies skill gaps/learning loss that may occur due to distance learning. This will provide up to date and accurate information in supporting English Learners and Low Income students, as well as providing assessment information for the remainder of our student body.

Action: Teachers Pay Teachers Supplemental Funds-These funds will be used to purchase supplemental materials to support English Learners and help to bridge gaps in learning as identified by STAR360 and Moby Max.

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

Action: T-Mobile hotspots and data plan-This hardware and the accompanying data plan supports low income students by providing them with reliable internet connectivity at speeds sufficient for distance learning activities.

Action: Moby Max License-This program was specifically chosen to provide ELA support to Panoche's English Learners, identifying learning loss to inform instructional decisions.

Action: STAR360-this program identifies skill gaps/learning loss that may occur due to distance learning. This will provide up to date and accurate information in supporting English Learners and Low Income student and will inform instructional decisions.

Action: Teachers Pay Teachers Supplemental Funds-These funds will be used to purchase supplemental materials to support English Learners and help to bridge gaps in learning as identified by STAR360 and Moby Max.

These actions increase or improve services for the abovementioned groups by 1.43%, totaling the increased apportionment amount of \$2,364.