

# 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.]

As a result of the COVID-19 pandemic and under the guidance of the Humboldt County Public Health Department and the Humboldt County Office of Education, Scotia Union School District announced to families and staff on March 13 that it would be transitioning to remote instruction beginning March 16, 2020. This involved the discontinuation of students receiving in-person instruction, with all instruction delivered through a remote learning model in which students participated in activities at home, and received instruction primarily through digital means. Staff members set daily schedules to meet with individual students and small groups. Work packets were distributed and collected weekly for those grades and families who preferred hard copies over digital resources. As a small rural school, many families did not have internet connectivity or adequate devices. The school worked tirelessly to insure our families were set up with wireless connectivity and devices, including home delivery as needed.

Because students were unable to participate in in-person instruction during this time, progression of learning grade-level content across all subject areas was affected. There was no spring standardized testing to gather assessment data to demonstrate student progress or regression, but based on local measures, and the fact that remote learning did not replicate the traditional classroom learning experience, students, especially our most vulnerable, including our young, low income, and English language learners, and our homeless and foster students, and students with special needs, needed additional support. Specialized support providers were tasked with meeting the needs of these students virtually, which was often challenging. Because of the circumstances that remote learning presented families and the differing levels of support students received at home, the district determined it needed to adjust the grade reporting practices on the third trimester report card.

Parents/guardians working outside the home were tasked with juggling the demands of work and providing support for their children's instruction at home. Parents/guardians working in the home faced the challenge of helping their children with learning while also completing their own work responsibilities.

Remote learning also had an impact on students' social wellbeing, emotional wellness, and physical health. Even though school staff worked diligently to maintain student connections to school, the social isolation at home and lack of in-person interactions was hard for students and families. Also, remote learning increased the amount of screen time that students faced, which elevated stress for some students and

decreased the activity level of other students. Beyond working with their children on schooling at home, and worrying about their children's social, emotional, and physical well being, many of our families experienced additional stress due to lost income resulting from the COVID-19 pandemic.

Knowing the spring was difficult for students, families, and staff, learning loss is expected, and plans are being made to ensure all of our students, including our low income, English language learners, homeless and foster youth, and our students with special needs, receive academic and emotional support in the 2020-2021 school year, in order to mitigate learning loss and guarantee academic and emotional success and well being for our students and staff.

## Stakeholder Engagement

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

The district received feedback through family surveys, public meeting input, informal communication from parents, along with input provided by students and school staff. Surveys were presented in online format and also in paper format for those parents without internet access. Surveys were translated for those families whose primary language is not English. These opportunities for public input provided the school with information on the impact school closure had on students and families. Surveys were sent to families on June 3, July 11, and July 26. All call phone, text, and email messages were sent to families weekly through the spring. Letters were also written to families and posted at the town's post office and outside the school building. These forms of communication encouraged parents to call the school with any input or questions. The weekly work turn in/pick up allowed for another opportunity for public input, as parents and students were able to talk with staff members and the principal, all of whom took part in work dispersal and collection on these days. We also gathered stakeholder feedback at special and regular meetings of the Board of Trustees on March 16, April 9, May 14, June 17, June 18, August 6, August 13, and August 24. Finally, students were asked for input on their experiences with Distance Learning through the California Healthy Kids Distance Learning Survey, conducted in May, 2020.

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

The public was provided the opportunity to provide input prior to all public meetings through email, written correspondence, and phone calls. The public was also provided the opportunity to participate remotely in all public meetings and hearings through Zoom. A link to each meeting and hearing was included at the top of each meeting's/hearing's agenda, and was also included on a flyer that was posted on the school website as well as at the school's regular public posting locations.

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

The stakeholder feedback gathered from multiple family and staff surveys included information on concerns if the school remained in a distance learning model, connectivity issues, as well as family preference for school reopening. These surveys were conducted online, on paper, and in person. Surveys were translated for our Non English speaking families. Students also completed the "Learning From Home" survey through Wested.

On the July 12 survey, 82% of the respondents requested a return to in person learning, and of those who preferred on campus learning, 75% requested a full physical reopening with students in person five days per week, 17.6% requested a hybrid reopening with half the students attending in person on alternating days of the week, and 7.4% requested a distance learning program.

On the July 26 survey, parent's instructional model preference was addressed, as well as connectivity. Of the families requesting distance learning, 6% did not have reliable internet access, and 60% requested to borrow a device from the school. When asked about dismissal time if the school reopened for in person instruction, 68% of respondents preferred full school days with regular dismissal times, and 31% of respondents preferred a shortened day with daily 1:00 dismissal.

Stakeholder feedback gathered at meetings as well as informally during phone calls, emails, and discussions with parents and students during weekly distance learning work pick up and turn in included concerns of student and staff social, emotional, and physical well being, academic achievement and learning loss, and the need to provide our families with nutritious meals during this time of uncertainty.

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

The plan was influenced by stakeholder input gathered at stakeholder meetings on April 9 and August 6, public hearings on June 17 and August 13, and stakeholder surveys completed on May 4, June 2, July 12, July 26, as well as informal input gathered from phones calls, emails, and conversations held with students and parents at the weekly work turn in/pick up in the spring.

Staff and families shared the importance of families having the option to choose in person or distance learning.

Other concerns can be categorized into social emotional well being, academic achievement and learning loss, and meeting the needs of our low income students, students with special needs, English language learners, and homeless and foster youth.

Social Emotional Well Being:

the need for counseling, concerns about fear and anxiety, the importance of social interaction while distance learning, the need to insure the distance learners remain connected to their in person peers, the need to insure the distance learners build connections with their teachers and other school support staff.

Academic Achievement and Learning Loss:

staff concerns around new students coming to the district and the classes becoming too large. The Site Specific School Reopening Plan includes small, stable classroom cohorts. (Additional students enrolling in the school beyond original projections would make class sizes too large to be able to allow for small, stable cohorts),

parents needing school support to help their child at home, addressing and assessing learning loss - especially in our primary grade students and our students with special needs, the importance of professional development for staff, and training on learning platforms for both parents and students, concern with keeping kids engaged online, the importance of time for visual and performing arts, the need to support our advanced students.

Meeting The Needs of Our Low Income Students, Students With Special Needs, English Language Learners, and Homeless and Foster Youth:

providing social-emotional learning opportunities, providing regular, frequent, one-on-one check-ins with staff members, providing support with food, shelter, and care, the importance of students having access to devices and reliable internet connectivity, the importance of strengthening parent/teacher and student/teacher communication, the importance of home visits to those students who are not engaged regularly, and the importance of providing translation services.

## 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 district is providing families with options for returning to school for the 2020-2021 school year. Parents can choose in person instruction in small, stable cohorts, or they can choose the distance learning option, with instruction to students through a comprehensive remote learning plan that requires student active engagement through synchronous and asynchronous learning every day. Based on the feedback that was received from multiple stakeholder groups, including students and families, remote learning for the 2020-21 school year will focus on instruction and engagement. Beyond the assignment of work and digital tools, instruction will be focused on learning and engagement aligned to content standards. Students participating in on campus instruction will be in class from 8:30-1:00, five days per week, for all grades TK-8. Students will be offered lunch at 1:00 to take home with them.

Two weeks prior to the start of school, the District hired an additional classroom teacher in order to decrease class sizes and the teacher to student ratio in the primary grades. These students need intensive reading and math instruction due to the loss of learning of basic skills in the spring. Adding an additional classroom teacher will help accelerate the learning of our students. In addition, smaller class sizes allow for more physical distancing within the classroom, in alignment with the school's reopening plan.

Students will be monitored through assessment and feedback. Opportunities for social-emotional learning, and peer connections will be provided daily. Students will interact daily with their teacher and peers in an effort to support academic progress and social-emotional wellness and connection. Students will receive daily instruction, and will be assigned and expected to complete work each day.

Teachers will follow the District assessment schedule that includes formative, benchmark and summative assessments to determine progress towards standards with both in person and distance learning. Assessments include locally designed benchmarks, Dibels grades K-5, Core Growth for grades K-2, CAASPP interim assessments for grades 3-8, and curriculum based summative assessments.

Safety is of utmost importance for students and staff. The staff worked extensively on a School Site Specific Protection Plan prior to the first day of school. This plan is based on guidance from the County Department of Public Health, as well as the County Office of Education. The following safety equipment will be provided to all staff: disposable and cloth face masks for staff and students, face shields for staff members, gloves for staff members, touchless thermometers, sinks in each classroom, hand sanitizer dispensers in each classroom, separate assigned restrooms for each classroom cohort, separate outdoor learning areas for each classroom cohort, plexiglass dividers in

each classroom where three-six feet of distancing is not maintained, in the main office, and between teacher work areas and students, food grade sanitizing wipes and sanitizing spray for use in all classrooms, offices, and the cafeteria, an upgraded air circulating system as part of the recently upgraded HVAC system, and visual markers and signage. The plan also includes daily regular scheduled time for hand washing or hand sanitizing, "including sanitizing in and sanitizing out" when students enter or exit the classroom. While the students are outside of the classroom for scheduled breaks or outdoor learning time, the classroom surfaces are cleaned and sanitized. Frequently touched surfaces are cleaned and sanitized on a regular schedule throughout the day.

Students go through a health screening each morning at the entrance to campus. After passing through the health screening, students walk directly to their classroom and enter through the exterior. After the first week of school, parents are discouraged from walking their children on to campus. Parents and other visitors are not allowed in classrooms or the school building, except in the front office.

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

Description	Total Funds	Contributing
Staff professional development on safely and effectively providing for learning loss and accelerating learning for all students, especially low income, EL, foster, and homeless students	15000	No
Individualized school supplies for low income, EL, foster, homeless students	1500	Yes
Technology - Laptops, Promethean ActivPanels, to enable access to instruction and curriculum	47000	No
Additional Classroom Teacher to decrease class sizes in the primary grades	48000	No
Protective Equipment and Safety Supplies (plexiglass, thermometers, signage, masks, hand sanitizer, fencing, classroom fans)	20000	No
Sanitizing- supplies, additional custodial time	9000	No
Additional Paraprofessional Time to provide academic support and accelerated learning for our low income, EL, foster, and homeless students	6100	Yes

Description	Total Funds	Contributing
Intervention Teacher to provide intensive academic support to mitigate learning loss our our low income, EL, foster, and homeless students	4500	Yes
Additional Counseling Time to provide social emotional support for our low income, EL, foster, and homeless students	10500	Yes

## Distance Learning Program

### Continuity of Instruction

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

The District is beginning the school year by offering families the choice of in person or distance learning. In both learning modes, all students will receive synchronous and asynchronous instruction and content in all subject areas five days per week. Synchronous learning is whole class, where direct instruction, discussions, and supervised work time occur, as well as small group or one on one meetings where differentiation and extension occur. Asynchronous learning is independent work time on assignments and projects that are assigned to all students, both in person and at home. Teachers have developed standards-based activities that encompass a progression of learning across all content areas. Teachers continue to meet to design standards based curriculum and instruction to support both distance and in person learning. Content is aligned to grade level standards. All textbooks are state adopted, and are sent home with all distance learners. All instruction for distance learners will be provided at the level of quality and intellectual challenge as in-person instruction. This will be achieved through daily synchronous instruction and additional individual and small group support as needed. The required daily live interaction shall be designed by the teacher to meet the needs of students. Prior to the start of the school year, teachers will post class expectations and schedules, as well as information on accessing Zoom, Google Meet, Google Classroom, all other digital platforms used by the teacher, as well as teacher contact information. The administrator will also be provided access to all virtual classes and learning plans. With our distance learners, academic content, classwork, independent work, assignments, projects, synchronous instruction, asynchronous instruction, and live interaction shall all be combined to meet the required daily minimum minutes for each grade level.

The District will continue to provide special education services, English Language Development services, reading and math intervention sessions, and counseling supports virtually to our distance learning students.

A part time intervention teacher has been hired to assist those students who are in need of more intensive academic interventions. The intervention teacher will work with distance learners through online platforms, as well as one on one on campus, if the family chooses this manner of instruction.

A classroom teacher has been hired in order to provide smaller class sizes for greater student/teacher interaction and engagement, leading to more opportunities for students to receive support, and more interaction between individual students and the classroom teacher.

English language learners will receive support during class time. Distance learners will receive EL support one on one or in small groups. This support will be provided virtually, or one on one in person, if the family so chooses.

The Resource Specialist Teacher and Speech Teacher will continue to serve all students with Individualized Education Plans, whether in person or virtually. Students who are participating in distance learning will have the option of receiving extra support and services virtually or by meeting in person one on one with the support staff member.

The counselor's work hours have been increased to allow for more time for the needs of our distance learners. The counselor will schedule regular and on-going check-ins for distance learning students needing additional social-emotional support.

The music teacher will provide classroom music instruction to each class once per week for in person as well as distance learners, and virtual instrumental band instruction for our distance learners. Currently, local Public Health guidelines do not allow in person instrumental music instruction.

Should the need arise for the school to move to full distance learning, the teachers are currently preparing units of instruction so that there will be a continuity of learning should the District move to complete distance learning. If a transition to full distance learning is necessary, teachers will be provided with time to plan instruction so no instructional day is lost for students. This will not be a difficult transition, as the teaching staff is currently operating in a distance learning format while also teaching our in person learners.

If a staff member, administrator, student, or household member associated with a stable student cohort tests positive for COVID-19, the District will comply with local health department guidance. During this period of quarantine, students will receive distance learning. The teacher, if medically able to do so, shall continue to provide instruction to the cohort during distance learning.

## **Access to Devices and Connectivity**

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

The District shall ensure equitable access to education for all students and shall confirm and/or make provisions so that all students have adequate access to connectivity and technological devices to participate in the educational program and complete assigned work. We will ensure that all students have access to devices and wifi. The district sanitized and updated all devices this summer to ensure equipment was ready for distribution prior to the first day of instruction. Devices were disbursed to students the week of August 25, prior to the first day of school. Students who did not have wifi access in the spring were given a Hotspot. Virtual Back to School Night presentations were held prior to the first day of school in order to train parents and students on their devices and the online platforms teachers would be using. This allowed parents and students to try out their wifi connection and devices prior to the first day of instruction. All students will be offered a device appropriated for their grade level. Kindergarten and first grade students will be offered iPads, while second through eighth grade students will be offered Chromebooks. Families that choose not to use a school device will need to explicitly state that their child has a

device. Teachers will be provided laptops, webcams, and earbuds to ensure connectivity and support for students through distance learning. Classroom will be outfitted with Promethean ActivPanels to facilitate collaboration between distance learners and in person learners. The technology specialist from the county office of education met with the resource specialist teacher, classroom teachers, and the administrator to discuss appropriate technology including devices and apps, for special education students.

## **Pupil Participation and Progress**

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Daily attendance will be recorded in our Student Information System. In person learners will be marked absent or present, and distance learners will be marked engaged or unengaged. Distance learners who are marked unengaged on any day will be contacted by the classroom teacher after 1:00 to determine why the student did not take part in the synchronous learning for that day. If a distance learner is unengaged for three days, or 60% of any week, the Principal or her designee will contact the family to determine what barriers are preventing the student from participating in the distance learning program.

All grades' instructional minutes align to the requirements of SB98. With a combination of synchronous and asynchronous learning, students in transitional kindergarten and kindergarten will participate in 180 minutes per day, First-third grade students will participate in 230 minutes per day, and 4-8 grade students will participate in 240 minutes per day. Individual teachers will log synchronous minutes per day, as well as time value assigned to asynchronous learning per day. Teachers will assign time values to all student work assigned based on the amount of time a student will need to work on an assignment or project through completion. The time values assigned will be logged and submitted weekly with the weekly attendance log.

Teachers will grade assignments in a timely manner and provide feedback to the students.

There will be multiple opportunities for student assessment throughout the school year. Students grades TK-5 will be assessed six times per year using the Dibels reading assessment program. Students grades TK-2 will be assessed three times per year using the Core Growth assessment system. Students grades 3-8 will be assessed three times per year using the CAASPP interim assessment system. All students will be assessed using locally developed formative, benchmark and summative assessments in both language arts and math.

Parents/guardians will be formally notified of their student's progress at each midterm and at the conclusion of each trimester, as well as informally at regular intervals for in person learners, and at weekly intervals for distance learners.

## **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.]

Additional staff development days were added to the schedule prior to the first day of school. Teachers met throughout the summer on July 16, 17, and 20, and August 10, 25, and 28 to provide input on the School Site Specific Protection Plan and the District's distance learning and in- person learning guidance. Teachers also met to plan for meeting the needs of our distance learners. Topics covered included: furthering collaboration and consistency across grade level spans, planning for building classroom community and connection, developing a

plan for deepening student engagement, developing plans for providing feedback remotely, and collaborating to provide opportunities to support student and staff self-care and stress reduction. All teachers participated in a training by the county office of education educational resource center librarian prior to the first day of school. This training covered topics and resources for teachers preparing for distance learning, including digital materials availability and push out to students. Additional optional distance learning professional development was offered through the Humboldt County Office of Education, of which four of nine classroom teachers participated. Ongoing professional development will take place weekly on Friday afternoons, including topics relating to supporting social/emotional wellness, Google Meet and Google Classroom Questions and Answers, The Genius Scan App, Using ActivePanels to better deliver synchronous instruction, Keeping distance learners engaged, and any other topics teachers and staff members suggest or recommend based on student or teacher need.

## **Staff Roles and Responsibilities**

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

All staff roles and responsibilities have adapted to better meet the needs of our students and community.

All teachers' roles and responsibilities are different with distance learners synchronously participating in instruction and class activities with their in person peers. In order to conduct class in this format, teachers will need to prepare for and conduct daily live interactions with distance learning students by video conference (Google Meet or Zoom) as well as prepare asynchronous learning activities for students to complete for the remainder of their daily instructional minutes. If a student is unable to access Google Meet or Zoom on a particular day, the teacher is responsible for contacting them by telephone.

Teachers will need to keep attendance and accountability/engagement records for distance learners. Daily, teachers will need to document engagement of distance learning students, including the method of engagement, and assign time values to each synchronous and asynchronous activity.

Whether in-person or online, teacher variations of distance learning include: direct instruction face-to-face via online tools, demonstrating learning activities through the use of technology, engaging students in multiple subject areas through applications on district provided devices, managing student behavior while working through distance learning, and providing, with the support of the school counselor, social emotional services to support anxiety and disengagement from the learning process

The District has hired one part time intervention teacher to provide intervention support for students in order to mitigate learning loss occurring during school closures. The Resource Specialist Teacher has also added students who need intervention to her daily schedule, in order to provide additional support and mitigate learning loss. Classroom teachers are also working with individual and small groups of students after school hours who are in need of additional support due to learning loss. And finally, the After School Education and Safety Program is providing homework help and academic support to those students in attendance who are struggling with grade level standards. Additionally, the District has assigned a paraprofessional to each classroom, grades TK-8, to provide academic support. The role of these employees is to mitigate learning loss and focus on accelerating learning.

Classified employees are providing services outside of their regular job descriptions. Examples of classified employees' duties due to distance learning and in order to provide learning loss mitigation include: providing academic support and intervention to students struggling with the distance learning format, helping to prepare and distribute meals through our Child Nutrition Program to ensure students have

access to healthy food, sanitizing work areas between use to minimize the spread of germs, providing additional supervision to insure students wear face coverings appropriately and maintain social distance guidelines.

The administrator and transportation staff have delivered devices, instructional materials, and meals to student homes when families were not able to come and collect it.

The administrator and office staff disperse and collect weekly work packets, and disperse weekly meal boxes to distance learners. This also includes contacting families who did not pick up work or meals and making arrangements for doing so. The administrator and office staff are also responsible for monitoring student online engagement and connecting with families to resolve issues preventing student participation. This includes daily troubleshooting with distance learners who are having difficulty accessing the class meetings and online synchronous learning sessions.

All employees are provided the opportunity to work even if their position is unnecessary in the moment. The District Administrator's roles and responsibilities have shifted to monitoring and managing an entirely new system for delivering distance learning, and full-time in-person instruction. The administrator has created the School Site Specific Reopening Plan to keep students and staff safe while they are on campus. The administrator has trained all staff on this plan, and has outlined the plan for the community of stakeholders.

## **Supports for Pupils with Unique Needs**

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

English Language Learners will receive integrated ELD daily within their classroom. The classroom teacher, as well as the classroom paraprofessional, will provide this instruction and support. English Language Learners will also receive targeted support from the ELL Coordinator, a credentialed teacher. Student progress toward English Language Development will be monitored by formative assessments, and the ELPAC will be administered per State mandate. The ELL coordinator will collaborate regularly with the general education teachers and paraprofessionals.

Intervention supports will be provided to all students with unique needs, including English Learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness who are below grade level and meet the criteria as measured by universal screening measures. All staff took part in Homeless/McKinney Vento training through the District's online training source, Keenan.

The administrator will ensure on-going progress monitoring that will drive the rendering of appropriate services for all students with exceptional needs.

Special education teachers will consult with all service providers who work with each student on their caseload, and will develop Distance Learning Plans that contain the pupil's IEP goals and address the mode and method of service delivery. These Distance Learning Plans will also contain a schedule of service delivery as well as the method and schedule for consultation with the pupil's parent/guardian. IEP services for students with special needs will be provided in person for those students participating in in person learning and for those students whose

parents choose to have their students on campus to receive these services in person, and through remote instruction for those students participating in distance learning. All services will correlate to each student's IEP goals.

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

Description	Total Funds	Contributing
Translation Services for EL families regarding modes of learning options, requirements, technology troubleshooting, regular check ins	500	Yes
Staff professional development on safely and effectively providing for learning loss and accelerating learning for all students, especially low income, EL, foster, and homeless students	see actions for in person instruction	No
Technology - laptops, Promethean ActivBoards to enable access to instruction and curriculum	see actions for in person instruction	No
Additional classroom teacher to decrease class sizes in primary grades	see actions for in person instruction	No
Additional paraprofessional time to provide academic support and accelerated learning for our low income, EL, foster, and homeless students	see actions for in person instruction	Yes
Intervention teacher to provide intensive academic support to mitigate learning loss our our low income, EL, foster, and homeless students	see actions for in person instruction	Yes
Additional counseling time to provide social emotional support for our low income, EL, foster, and homeless students	see actions for in person instruction	Yes
Chromebooks, Chrome Licensing, Charging Carts, wifi access for our low income, EL, foster, and homeless students to access curriculum and instruction	23000	Yes

Description	Total Funds	Contributing
Individualized school supplies for low income, EL, foster, homeless distance learners	1000	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.]

K-8 formative assessments will be developed by certificated teachers to monitor student learning, check for understanding, provide individual feedback, differentiate instruction, and collect data over time. Students grades TK-6 will be assessed six times per year using the Dibels reading assessment program. Students grades TK-2 will be assessed three times per year using the Core Growth assessment system. Students grades 3-8 will be assessed three times per year using the CAASPP interim assessment system. Additionally, all 3rd-8th grade students will be administered the CAASP in accordance with state testing. All students will also be assessed using locally developed formative, benchmark and summative assessments in both language arts and math.

Students performing below grade level will receive Tier 1 instruction and interventions with the classroom teachers and tier 2 instruction with the intervention teacher to provide additional small group instruction. English Language Learners will be assessed according to state guidelines. English Language Learners will be assessed using local measures as well as the ELPAC.

All parents/guardians will be formally notified of their student’s progress at each midterm and at the conclusion of each trimester, as well as informally at regular intervals for in person learners, and at weekly intervals for distance learners. Parents/guardians of distance learners will be contacted weekly by classroom teachers and support providers to keep them informed of their child’s progress, and to enable regular contact between teachers and the parents/guardians.

The District will utilize diagnostic assessments which meet the California Department of Education mandate for schools to provide diagnostic assessments that “can identify where students are in their learning within key content areas when they return to school so teachers can teach them most effectively.”

## 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 district will provide professional development and support for teachers and staff before and during the 2020-21 school year to address learning loss and accelerate learning progress in a distance learning model to improve Tier I instruction. Four of nine teachers are participating in ongoing professional development facilitated by our county office of education, utilizing the The Distance Learning Playbook. These teachers will facilitate school level professional development sessions based on the Playbook in regards to increasing student engagement, building consistency in delivery of instruction, building consistency in content and platforms, and developing feedback strategies to ensure student progress and continued engagement.

The administrator and certificated staff will ensure student progress for all students and including ELL, low-income, pupils with exceptional needs, foster youth, and those students experiencing homelessness. All students, including those with special needs, will have regular progress monitoring. Progress monitoring will take place every 8-10 weeks, and additional supports will be provided as necessary. For those students with IEPs, this reporting will be through the IEP process. The administrator and teachers will analyze progress monitoring data to insure students are progressing, receiving appropriate supports, and that the teachers are making adjustments as necessary. The Student Success Team will meet at regular intervals to analyze the progress of students targeted for additional support, as well as our EL, low-income, foster and homeless youth, and those students with exceptional needs. The Student Success Team will use progress monitoring data as well as teacher and parent input.

Strategies for English Language Learners will include designated supports provided by the English Language Learner Coordinator, teachers, and classified paraprofessionals.

The administrator will ensure a partnership with families to determine specific supports for their students. The administrator will also work with staff on appropriate and necessary student supports and specific strategies. Strategies will be focused on communication and collaboration, addressing student needs, and equitable access to learning opportunities and support services. Staff will use a universal screening process and identify students in these categories and ensure follow up and monitoring for these students.

## Effectiveness of Implemented Pupil Learning Loss Strategies

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

The Student Success Team will be utilized to review results of curriculum implementation, instructional strategies efficacy, and assessment data trends. This group is made up of representatives from all grade levels, as well as the resource specialist teacher and English Language Development Coordinator. The Student Success Team will meet at each midterm and at the conclusion of each trimester, for a total of six times this year. Classroom teachers, the intervention teacher, the special education teachers, and the administrator will review data to determine if the learning loss strategies in Tier 1, Tier 2 and Tier 3 are showing student improvement on benchmark assessments, surveys, and student engagement. Data will be shared with the teaching staff in order for classroom teachers, support teachers, and the resource program teachers, to make adjustments and provide additional supports. Stakeholder input will be integrated into adjustments and provided supports. The methods of learning loss will be measured by universal screening tools.

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

Description	Total Funds	Contributing
Staff professional development on safely and effectively providing for learning loss and accelerating learning for all students, especially low income, EL, foster, and homeless students	see actions for in person instruction	No
Intervention Teacher to provide intensive academic support to mitigate learning loss our our low income, EL, foster, and homeless students	see actions for in person instruction	Yes
Additional paraprofessional time to provide academic support and accelerated learning for our low income, EL, foster, and homeless students	see actions for in person instruction	Yes
Additional classroom teacher to decrease class sizes in primary grades	see actions for in person instruction	No

## 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.]

The school district has one on site elementary school counselor, and other counselors who come on campus from outside agencies. The school added an additional day to the counselor’s weekly work schedule this year, after consideration of stakeholder feedback regarding the need for additional social and emotional support for our students, staff, and families during this time. The school counselor has met with staff members, and the school has offered the school counselor’s services to the staff during the school year to provide support for their personal well-being related to the impacts of COVID-19. In the scope of her professional duties, the school counselor will schedule regular and on-going check-ins for distance learning and in person students needing additional support in social-emotional learning, and supporting student access to distance learning opportunities.

She will meet with in person learners as well as distance learners on a regular basis.  
The school counselor utilizes multiple modalities and materials, including those that support the “Zones of Regulation” and “Awakening Wisdom” programs.  
The school counselor will provide teachers with training on meeting the social-emotional needs of students, and will provide classes with monthly social-emotional lessons and support.  
The counselor will also provide staff with needed emotional support and resources.  
The school counselor offers individual and small group counseling support for various issues such as, but not limited to, grief, family transitions, anxiety, social/friendship, and executive functioning.  
In addition, the school counselor will be providing emotional support for parents of distance learners through virtual meetings and check-ins.

## 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.]

The District has developed written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than three school days or 60% of the instructional days in a school week. The administrator will oversee the outreach to pupils for reengagement strategies. Student engagement status is tracked in the school information system. Reengagement strategies will be implemented after the first day a student is marked unengaged in the school information system. On day one, the teacher will contact the student to try to re-engage the student. For students who remain unengaged for a second day, the school counselor will contact the student’s parent/guardian and the student, and discuss any barriers to engagement, and strategies for reengagement. If a student is unengaged a third day in a week, the administrator will contact the student’s parent/guardian and discuss reengagement options. After a student has been through the reengagement process, (s)he will be monitored in the following weeks, and will be contacted by the school counselor and administrator for regular follow up. Outreach will be provided to all pupils and their guardians in their language of preference. The district will provide telephonic translation as needed. The district will use data from the Home Language Survey to ensure the language of preference is used.

Teachers will regularly communicate with parents and guardians of distance learning students regarding their student’s academic progress consistent with established practices and procedures for traditional in-person learning. This will include weekly communication with parents/guardians of distance learners, as well as formal notification of progress at each mid term and at the conclusion of each trimester. Throughout Spring, 2020, staff members kept track of student interactions and engagement, and documented strategies that were used successfully to increase students engagement and participation in distance learning. Staff members also noted follow up actions that would

be needed in the fall, such as academic interventions and counseling support. The staff was given this information, and is beginning the 2020-2021 school year with specific strategies and plans to keep these students engaged in distance learning.

## School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

All school meals follow meal pattern guidelines. The school applied for Community Eligibility Provision for lunches beginning with the 2020-2021 school year, as well as the CACFP Supper Program as part of our After School (ASES) Program. The school already provided universal free breakfast for all through Provision II. Because of these programs, the school is able to provide free, nutritious meals to all students, regardless of income. Families participating in distance learning have the option of daily or weekly meal pick up or delivery. Most students participating in distance learning opted for weekly meal service, and are provided with a week's worth of food to prepare meals at home. These meal boxes are available for pick up or delivery each Friday, along with distance learning work packets for the upcoming week. Those distance learners who opted for daily meals have the option of picking up their meals daily from the school cafeteria, or having them delivered. Families of distance learners were notified of their meal options through the school's all call system, as well as in a letter mailed to each family. The school has attained all necessary waivers to provide meal service in these different formats.

Physical distancing shall be maintained between students, between staff and students, and between all staff during lunch service. Students pick up their breakfast with their classroom cohort, and eat in their classroom or outside with their cohort. Students pick up their lunch and/or supper with their classroom cohort in grab and go fashion, and take their meals to ASES or home to eat, helping to reduce student interaction. The cafeteria is used to disburse the meals, but is not used for consumption of the meals.

School meals are served in sealed disposal containers, with all safety protocols in place for preparation, packaging, and service.

The school hired additional employees in the cafeteria to help with the increased work load necessary to safely provide daily meals to in person and distance learners, as well as weekly meals to our distance learners.

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

Section	Description	Total Funds	Contributing
School Nutrition	Additional cafeteria time to provide nutritious meals to our low income, EL, foster, and homeless students, who are experiencing food uncertainty	5000	Yes

## 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
21.46%	291,234

### 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.]

The actions developed by the District are specifically designed to provide more intensive and differentiated services for our low income, foster and homeless youth, and our English learners. When evaluating school wide programs, the District first considers the needs of these groups. The needs of our low income, foster and homeless youth, and our English learners are prioritized when determining areas where additional support is needed. By using ongoing evaluation of our programs, we are able to make adjustments as necessary to ensure these students receive increased and improved services. In the spring, the District was able to determine the immediate need for these students to be successful in a distance learning format included: devices, connectivity, nutritious meals, and academic and social emotional support.

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

Services increased and improved for all of our students, and in particular our foster and homeless youth, English learners, and low income students include:

- Hire 1 additional teacher to reduce class size for general education classes in grades TK-3 for the 2020-2021 school year

This action is designed to provide in-person instruction and address concerns of student connectedness and acceleration of learning. By adding an additional classroom, the class sizes are able to be decreased. The classroom teacher will provide direct instruction and shared and guided practice synchronously to in person and distance learners. In person and distance learners will also be given work to complete independently. In the afternoon, teachers will provide intervention supports for distance and in person learners one on one or in small groups. Teachers will be able to spend time with more students due to decreased class sizes. Teachers will also be able to build strong student connectedness with individual students in their smaller classes.

- Hire intervention teacher

This new action for the 2020-2021 school year allows for students who do not qualify for special education services, but are struggling academically or socially due to learning loss, to receive intensive academic services. The Intervention Teacher provides site level leadership to the staff in the implementation of the California state standards, curriculum, and targeted intervention programs, including English Language Development, English/Language Arts, and math. This Increases the number of adults available to support our students who are low income, English learners, or foster or homeless youth. Assistance is provided through diagnostic testing, individualized student support, staff development, training of support staff, and direct instruction with small groups and individual students. This support will help to lessen learning loss, and will also help to accelerate learning. The intervention teacher will work with students grades 1-5 who, after initial assessment, are determined to be in need of additional support.

- Increase classroom paraprofessional time

For the 2020-2021 school year, all classes, grades TK-8, are assigned a paraprofessional to work in the classroom with students. These paraprofessionals focus their efforts on our low income, English learner, and homeless and foster youth. Paraprofessionals insure our students have access to digital as well as print resources. These paraprofessionals also provide social-emotional support to all of our students, but focus primarily on our low income, EL, foster, and homeless students.

- Provide training for school staff to plan for implementation of synchronous learning and a safe return to in person instruction for those families who request it.

This action supports the needs of our low income, English learners, and homeless and foster youth, who need additional support in the distance learning format. Trainings ensure teachers are made aware of barriers our students may face when accessing online resources and

class lessons and meetings, and are given strategies to help these students engage with their classmates and teacher effectively and without fear or frustration.

Training helps to make sure our entire staff understands the unique needs of the students and families they serve, including our low income, English learners, and homeless and foster youth.

- Provide stipends to teachers and staff members for taking part in professional learning opportunities outside their workday to improve skills necessary for distance learning and synchronous instruction. This will increase the capacity of staff to address the specific needs of our unduplicated students. Professional development using the standards will be conducted as part of our core English Language Arts, Math, and English Language Development curriculum.
- Replace obsolete laptops and interactive white boards to have the tools necessary to provide effective distance learning for our students. The replacement of teacher laptops supports the teachers in delivering a robust distance learning program and will increase student learning outcomes, especially for unduplicated students and students with disabilities. A laptop and interactive board are a critical teaching tool in providing a robust distance learning program. Not all parents are available to communicate with teachers during regular school hours. Our parents, especially those of our low income, students, can not take time off of work to meet or talk with teachers. Because of this, our teachers need to be able to contact students and parents during off hours. A laptop makes this easier for a teacher to meet with students and families at home when it is most convenient for the family.
- Provide Digital Devices and Wifi Connectivity

Providing quality, grade-level appropriate devices, and hotspots to provide connectivity, are the most effective use of funds to increase student access to the curriculum, lessons, and therefore the learning of our low income, EL, foster and homeless students, and students with special needs. This ensures every student has a digital device to deepen their learning experience inside and outside of the classroom. Providing devices and connectivity also provides access to and equity for programs and resources throughout the school and for all student groups, including our unduplicated count students who are participating in distance learning.

- Provide additional counseling time

Providing more time for our school counselor allows her the ability to address the social-emotional needs of our low income, EL, foster, homeless, and special needs students. This service allows for students that need support in social/emotional well-being to improve their academic performance. The counselor can set up learning plans for Foster Youth, help remove obstacles to learning for low socio-economic students, and do academic goal setting for English Learners. This increases the number of adults available to support all unduplicated count students. An effective counseling program is important to the school climate and a crucial element in improving student achievement. The counselor is an essential as part of the school's distance learning program, helping to enhance student connectedness.

- Provide time for school secretary to monitor student attendance and engagement and implement strategies to improve both. Resources will be focused on decreasing chronic absenteeism and increasing student attendance and engagement within our distance learning environment, for our low income, EL, foster and homeless students. The school secretary works daily with unduplicated distance learners and their parents to troubleshoot technology issues, guide them through logging on to meetings, providing them with meeting information and times. The school secretary also devotes time daily during the 2020-2021 school year to unduplicated distance learners regarding missing work, work not picked up, meals not picked up, and non participation in distance learning.

- Provide additional employees in the cafeteria for the 2020-2021

Nutritious meals from our cafeteria has been a stable item our low income, foster and homeless youth, and English learners, can count on. Families rely on the school for nutritious meals for their students. In order to provide nutritious meals safely and in a timely manner to both our in person and distance learners, the cafeteria needs additional support for the 2020-2021 school year.