

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.]

The COVID-19 pandemic has had a significant impact on our district and the community. It has altered the way we provide services and support for our students and families. These events and experiences have informed the development of the Elk Hills School District's (EHSD) Learning Continuity and Attendance Plan.

The Elk Hills School District (EHSD) shifted its programatic offerings to provide virtual distance learning and grab-n-go meal service with a focus on individual student support services based on academic and socio-emotional needs. California Department of Public Health, Kern County of Public Health and the California Department of Education guidelines have been utilized to guide the well-being of the community at large, while providing meaningful learning experiences. This includes beginning the school year in full distance learning while ensuring the school campus is physically safe for all faculty and staff working on campus. This includes school protocols for all staff requiring everyone to use face coverings, following physical distancing guidelines, deep facility cleaning, effective hygiene practices along with ensuring students have access to breakfast and lunch provided daily. SB98 requirements were reviewed and shared across stakeholder groups in order to develop procedures for addressing learning loss, distance learning and practices for in-person learning along with a home study option for when the school reopens.

Virtual training was scheduled and provided by the Kern County Superintendent of Schools in collaboration with EHSD leadership in order to prepare for the new school year transitioning from Google Classroom to Canvas as our full Learning Management System. Families were engaged through outreach initiatives in order to understand the challenges families were facing and in order to provide rapid solutions and support services. The district's superintendent/principal engaged and collaborated with the Kern County Superintendent of Schools Office which held virtual meetings to all LEA superintendents in addition to facilitating several task force committee meetings multiple times a week. Topics and direct support services for school districts ranged from technology, meal services, professional development, labor management/liability, budget development and several other topics aligned with the Governor's stay-at-home executive order. The collaboration ensured decisions were thoughtfully discussed and decisions addressed the local community needs for each unique LEA.

EHSD has developed safety and communication protocols for working with the local health department to address health exposure risks as well as surveillance testing.

Stakeholder Engagement

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

EHSD's stakeholder engagement regarding and planning for 2020-21 began in March and have continued throughout the development of this plan. Efforts have included listening sessions, surveys, solicitation of public comments, task force committees, and meetings with stakeholder groups. Additional sources of input included superintendent reports during monthly board of trustees meetings, ongoing feedback gathered by faculty/staff and public comments on the school reopening board items. The input gathered has been used by staff to inform ongoing planning and is reflected throughout this document.

Parent surveys were conducted to seek input and general feedback regarding the reopening of school. Surveys were sent via email, text and also hard copy. Telephonic surveys were conducted to support any family who lacked internet connectivity or who needed items translated in languages other than English. The survey also sought to learn the following:

- (*) Their current device/internet status
- (*) Their preference for learning model (full distance, blended, full in-person) once state and county officials deemed it safe to return
- (*) The criteria required before returning to school
- (*) Their priorities within distance learning

Parents and the community also attended several board meetings to share concerns and learn how the district was responding and planning to support families and their students during our school's closure and at various stages of the school's reopening plan.

Additionally, the superintendent also engaged by calling a sample of families across the school to learn what is working and what is not. Students were engaged via focus groups at various stages of our school closure.

Classified and certificated bargaining units including teachers and all other classified personnel engaged throughout the school's closure with scheduled time to debrief and review questions, concerns, and needs while also having an opportunity to negotiate. In general, the school established structures in order to communicate, and gather as much feedback, and respond as quickly and efficiently as feasible. For example, certificated 15-minute check-ins were built in at the beginning of the week and at the end of each week. Additionally, a weekly classified check-in was scheduled for the same purpose. All check in meetings included opportunities to gather verbal as well as written input and recommendations.

During the week of early June, a task force and a series of workgroups, led by the superintendent, were created in order to unpack local, state and federal reopening guidance in preparation for the 2020-21 school year. The distance learning, hybrid and full reopening draft plans were guided by EHSD's core values. Members were comprised of both certificated, classified representatives, as well as members of the parent teacher organization (PTO). At every point of the planning process, stakeholders were provided with updates and opportunities to provide recommendations on actions and expenditures outlined in this continuity plan in order to develop a comprehensive reopening plan.

EHSD superintendent/principal also participated in weekly meetings with Kern County Superintendent of Schools leadership; this level of engagement not only helped keep the district informed, but also provided opportunities to seek out questions and solutions to various scenarios.

All efforts to solicit stakeholder feedback supported EHSD in developing and finalizing the Learning Continuity Plan including a multi-pronged reopening plan which included (1) full distance learning (2) hybrid learning option & (3) full return according to county and state-wide health trends and safe reopening guidelines. The final accountability and attendance plan was approved in a separate board meeting after the public has had an opportunity to review and respond to the plan during a public hearing. The parent advisory committee reviewed the plan and had no comments or questions for which the superintendent/principal had to respond.

Below is a series of task force and summary of engagement opportunities:

Parents/PTO
Reopening Task Force
Learning Loss Mitigation Task Force
PBIS/Climate Task Force
Board of Trustees/Public

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

EHSD received over 85% parent responses from multiple survey results through-out the spring and summer in preparation for the new school year. The staff was determined to increase engagement and overall participation. This was accomplished by communicating this goal with families while also reaching out by phone, email and text messaging until we exceeded our goal of 80% completion. Families were provided the opportunity for remote engagement to submit feedback to their teacher and/or the main office. School board meetings were posted to include public meetings and hearing dates and times both on the district's website, local post office and outside the main office. Stakeholder feedback was received during the appropriate time on the board agenda. A support hotline was established in order to provide dedicated support regarding any challenges during the school's closure.

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

Technology: Parent surveys, focus groups and teacher feedback provided specific information regarding technology needs for each grade level. We learned how many households lacked reliable internet as well as computer devices. We learned from teachers which students were

consistently engaging online and those that were not and why. From this information we created a technology plan which included purchasing additional chromebooks to ensure each child receive a device. We also worked closely with KCSOS to purchase hotspots so we had one for each family who we determined lacked any type of internet, including reliable internet.

- 65% of parents/guardians preferred blended learning or in-person learning if state and county health officials have deemed it safe to return to school.
- 80% of parents/guardians indicated that live instruction is the most important part of distance learning.
- 30% of parents/guardians reported that their students have a computer available for distance learning.
- 40% of parents/guardians specified that they have access to internet service.

Key ideas from respondents identifying as parents, guardians, or caregivers included:

- The district should acknowledge and support working parents, who face challenges balancing work and supporting their students during distance learning.
- Respondents were divided on in-person learning, with many wanting to go back to in-person as soon as possible and not wanting to return because they feel it is too dangerous.
- Concern about the overall screen time that is expected during synchronous learning, in particular for younger students.
- Concern about the lack of meaningful social interaction and long-term impact on mental health of being away from school.

Curriculum: Surveys also highlighted what worked and did not work in terms of the online educational program. We transitioned from using google classroom to Canvas as our learning management system as a result of stakeholder input. Students struggled navigating different learning tools and websites. Parents found it challenging to track daily tasks by subject. Teachers found it challenging to track daily engagement. The feedback was clear we need a more comprehensive online learning platform that was aligned K-8 and integrates the key learning tools teachers use in their classrooms.

Social Emotional Well-Being: the majority of respondents indicated that they were concerned about their student's social, emotional well-being, that they were only somewhat/slightly or not at all satisfied with the spring distance learning experience, and that more guidance and resources for parents/families to support student learning were their top priorities for the fall.

Reopening: 65% of parents indicated to open in a hybrid A/B environment if county and state restrictions were still in place. 70% of teachers requested a hybrid opening if restrictions were in place; Parents expressed concerns about students wearing masks and expressed a strong desire to create a learning environment that reflected as much normalcy as possible. Staff expressed concern related to ensuring sufficient supplies and appropriate use of PPE through-out the school day. In particular, staff expressed concerns with adhering to safety guidelines with our youngest children in grades K-2. The feedback supported the communication and planning to ensure concern, misconceptions or lack of accurate information would be provided.

Board members expressed a desire to support each individual family as best as feasibly possible, while also ensuring the needs of each faculty member. The board expressed a desire to provide a safe learning environment for both staff and students. There was a concern expressed regarding the district's liability as a result of legal ramifications against the district in the event a positive COVID-19 case. The concern is specific to the district's liability due to lack of insurance coverage or state/federal waivers at this time. As a result, a hybrid model

was the optimum reopening plan from the board with an opportunity to pivot between phases (full distance learning or full reopening) based on local and state health trends. Additional key ideas included:

- When possible, some form of in-person instruction is important – it is important to be able to see someone and talk with them.
- There needs to be specific communication and support for students transitioning grade spans, including an orientation to the school.
- Synchronicity of instruction is a profound issue, particularly for households that have multiple students.
- All vulnerable students should have similar wraparound services and priority in-services.

Google v. Canvas Platforms (organization & structure by grade) - supported spring to summer transition and planning; alignment priorities

Technology readiness: internet, chromebook devices, etc... supported spring to summer preparation, purchases and infrastructure upgrade
the school learned how many families lack devices and internet connectivity.

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

Stakeholder input has guided and influenced EHSD's LCP with information ranging from how best to organize curriculum, the level of training needed for students, teachers and parents as well as the how best to reopen our school in accordance with state and federal health guidelines, while also meeting the needs of our stakeholder groups.

Reopening Scenarios:

Stakeholder input guided EHSD's LCP in formulating three possible reopening scenarios that would be determined by local and state health departments. School options range between full distance learning, hybrid A/B cohort model, and full reopening. These plans include full deployment of chromebooks to each enrolled student accompanied with internet connectivity device. Input from stakeholder groups also informed us on which students and families have opted for a full distance learning preference in spite of any type of on campus reopening. Home study/full distance learning options due to personal and family health concerns have guided our communication and preparation for delivery of multiple instructional models.

Learning Management System:

Plans also include a transition from google classroom to Canvas as our online learning management system. Such transition included summer and fall collaboration, training and professional development, and planning time. A student schedule was established to meet student academic needs as well as support a goal to mitigate learning loss, and provide FAPE (Free and Appropriate Education) for our all student groups. The learning loss mitigation task force continues providing input as we implement elements of our plan in order to follow a cycle of continuous improvement.

Health and Safety:

Stakeholder input and health department guidelines influenced a safe and healthy learning environment for everyone. For instance, a School Plan for Safe Reopening was established with detailed procedures covering the following areas: (1) Injury and Illness Prevention (2) Campus Access (3) Hygiene (4) Protective Equipment (5) Physical Distancing (6) Cleaning and Disinfecting (7) Employee Issues (8) Communication

(9) Food Service. Input also guided thoughtful planning through-out the course of the summer in school-wide routines and procedures depending on the reopening scenarios at any given moment. Procurement of PPE and creating an inventory with threshold limits should we need to purchase additional items as we proceed with the school year, purchasing portable hand-washing stations as well as securing sufficient cleaning and disinfectant products were guided with input and collaborative planning.

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.]

While current health conditions do not permit delivery of in-person instruction, the district is continuing to plan a hybrid/blended learning model so it will be prepared to bring students back once it is safe to do so. EHSD will continue to align decision-making to public health guidance at the state and county level. The information in this section is the district's current plan. It is important to note that this is based on the current public health context and will continue to be responsive to state and county guidance and the district's own monitoring of community conditions and needs.

Modes of Instruction:

1. To meet health, safety needs a full distance learning model
2. Hybrid (part in-person and part distance) - Students engaging in a hybrid/blended learning model would receive instruction twice a week in the classrooms, M/T & Th/F.
3. Full in-person

EHSD has built out these modes of instruction with the possibility of additional shifts in modes after in-person has resumed. It is possible, particularly ahead of fall/winter weather and determined by public health conditions or student need, a full return to distance learning may be necessary.

EHSD's strategy will be the continued use of Canvas/Zoom and 1:1 learning across all three modes of instruction. Our learning management system will remain constant across all three modes of instruction. This strategy would allow students a continuity of instruction in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model. Lessons occurring in the classroom will be recorded, allowing for the cohort of students engaging in distance learning to participate simultaneously with students who are attending in-person. This will also provide a record of direct instruction and explanations for the concepts and assignments presented,

allowing students who cannot participate synchronously to watch at a later time and also support students who might benefit from re-watching segments of the instruction.

EHSD is finding new ways to engage and collaborate aligned with 21st century learning skills. An in-person instructional offering would provide the learning structure, academic as well as social and emotional support and the strong elements of in-person instruction coupled with the best practices of technology integration. In-person offers a schedule maximizing small group and one-on-one instruction to help address the learning loss.

The schedule includes a variety of enrichment offerings including music, art and continued physical education in creative, safe ways that also utilize technology. Social-emotional well-being is a strong priority given the extended school's closure. EHSD recognizes the various home conditions and the stressors for both our parents and their children. We have dedicated a portion of the school day to include a check-in and check-out process with mindful moments using our Second Step curriculum. Our social worker and our PBIS committee is actively engaging in raising strong awareness and providing ongoing support for social-emotional well-being as a precursor for students to thrive academically.

All in-person instructional offering will group students in cohorts to minimize interactions with other peers from different grade levels. The hybrid (A/B) model will have students (1) attend two full days of instruction per week with a focus on math and ELA with two focused, essential standards-aligned lessons. Students at home will focus on asynchronous math and ELA extension lessons, while also engaging in other core subject areas including social studies, science and enrichment (art and music). Social emotional learning as well as morning check ins and weekly check outs occur daily. Student groups (special education, foster youth, homeless, EL) receive ongoing services throughout the week maximizing the time when students are on campus.

Student assessments will be administered weekly in order to assess skills and content mastery with extensive use of small group strategies in both homogenous and heterogeneous group settings. The student success team process in place for faculty members to make referrals for tier three students who are not meeting learning goals. The special education teacher also works closely with teachers providing recipe cards for each individual child which lists disability and targeted accommodations and strategies to meet each individual learning need. Students with IEPs minutes are offered daily whether students are in an A/B cohort and whether a student is on or off campus. These services are provided virtually.

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

Description	Total Funds	Contributing
EHSD is providing personal protective equipment/cleaning/disinfecting materials for staff, students and community members. Face coverings (masks and, where appropriate, face shields) will ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of COVID-19.	\$7,641.83	No

Description	Total Funds	Contributing
Campus Wireless/Internet Infrastructure upgrade will prepare the school for a full in-person return with continued use of 1:1 chromebook devices in each classroom. Upgrades will include updating switches, ethernet ports, power supplies, and access points.	\$12,225.00	No
Small group lunch and after-school intervention groups provided by certificated personnel for students below grade level in math and ELA.	\$15,000.00	Yes
Before and after-school academic tutoring provided by classified personnel for students below grade level due to learning loss and directed towards unduplicated student groups.	\$10,000.00	Yes
NextGen Math license fee upgraded to provide additional distance learning resources for unduplicated student groups. NextGen provides common core math resources and assessments along with customizable intervention and materials.	\$4,140.00	Yes
Literacy license fee will provide literacy small group, one-on-one customizable intervention and materials facilitated by teachers and geared toward unduplicated student groups below grade level and at risk of further learning loss.	\$10,000.00	Yes
Maintain additional certificated staff hired to keep class sizes lower. This action will enable teachers to better address student learning loss and accelerate learning, especially during the COVID-19 pandemic.	\$55,000.00	Yes

Distance Learning Program

Continuity of Instruction

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

Robust distance learning includes a combination of synchronous and asynchronous learning. EHSD's planned distance learning model is flexible and includes breaks, with a balance between synchronous and asynchronous learning and between whole group, small group and one-on-one support.

During the spring, teachers/staff did an incredible job extending their support and outreach for each student. There were many lessons learned in the spring, and after a more in-depth Canvas training the students have a structured distance learning schedule which follows their traditional, normal schedule with the a daily synchronous element. The requirement to provide daily, live instruction has been affirmed by Senate Bill 98. During distance learning, EHSD will be offering consistent, daily, live instruction for every student. The option to view recorded instruction at a later time is critical in meeting the different needs of learners, some of whom need to watch instruction over again. In addition to direct, live instruction every day for every student, a key expectation of the district's plan is teacher availability to students outside of that time. Access and availability is acknowledged as a key element enabling students to fully access the curriculum regardless of the mode of instruction. Whether at a distance or in-person, students - and family members - need consistent and reliable access to teacher support. This includes maintaining open communication channels and identified times at which support can be obtained.

In order to provide students access to the full curriculum in both distance and in-person learning teachers developed an at-a-glance document in English Language Arts and Math K-8. At-a-glance documents provide teachers and the superintendent/principal prioritized, coherent and aligned content that includes:

- (*) Overview of grade-level content standards
- (*) Suggested pacing for essential, enduring and spiraling content
- (*) Spiraling/foundational skills to be systematically and explicitly taught with ample time for practice
- (*) Formative assessments to guide instructional modifications based on student progress monitoring at the conclusion of each quarter (three times during the school year)

All staff members work on site and provide both synchronous and asynchronous instruction daily. Distance learning is provided Monday, Tuesday, Thursday and Friday 8:30 - 2:30 PM (270 instructional minutes) vs. Wednesday 8:30 - 1:30 PM (240 minutes).

Synchronous and asynchronous learning lessons were provided daily. Teachers provide standards-based instruction while focusing on essential standards; district's school-wide math initiative based on the LEA's academic dashboard indicators. A key decision supporting cohesion in the district's teaching and learning was the identification of Canvas as the designated Learning Management System (LMS). Faculty will be able to maintain continuity of instruction through distance learning and across any transitions into or out of in-person learning.

The use of an LMS will maintain continuity of course assignments and resources so that teachers and students will be able to sustain momentum through any physical transition, and well beyond the pandemic aligning expectations to 21st century teaching and learning.

To support parents in their role during this time, EHSD developed a series of training videos providing a host of resources for families as they prepare for and begin Distance Learning.

Daily attendance and engagement is captured daily with the use of an academic case management data tracker noting engagement and learning patterns related to distance learning access and overall success. The case management tracker has been the school-wide method for tracking achievement among student groups (students with disabilities, English language learners, and other at-risk students).

EHSD's special education coordinator/teacher and staff engages with the intervention support staff and organized digital folders for each teacher with IEP summary pages noting accommodations and strategies. The special education teacher created secure virtual folders with IEP summary pages and accommodations. Accommodations were noted and continued to be made available and adapted virtually by the teachers. The community coordinator and social worker's primary responsibility includes daily monitoring of the school's case management tracker based on teacher input and student engagement trends. Several students continued to have connection issues and several tools were deployed such as switching of devices, upgrading of mobile hotspots and training for individual students and families.

Communication between parents and their teachers has never been more important. Each teacher is connected with their parents on the classtag parent portal and through Canvas where parents can review course grades and assignment submissions regularly.

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.]

As EHSD began the 2020-21 school year in a full distance-learning context and prepares for the possibility that much of the school year will be via distance learning, ensuring access to devices and connectivity for all students is imperative. The technology gaps identified via survey at the outset of school closures deepened the EHSD's understanding of inequities that existed prior to COVID-19 and will continue to require attention even after students and staff have fully returned to an in-person model. EHSD's efforts in the spring to provide all students with access to devices and connectivity have significantly reduced the identified gaps. However, the rural make up of EHSD's community create unique circumstances and significant areas of need remain, particularly in ensuring all students have sufficient and fully reliable connectivity to engage in distance learning. During the spring school closures EHSD distributed computers beginning with one per family and expanded distribution to every student who was in need. In planning for the fall, 100% of EHSD students have access to chromebook devices (1:1) and internet connectivity mobile hotspots. Parents/guardians signed a technology user agreement with includes care tips and proper usage of the chromebooks. Technology and internet usage is monitored daily via GoGuardian giving teachers access to monitor what and how students are using their technology at home. EHSD utilizes a clever application giving students and families easy access with single sign on access across multiple platforms. The district has prepared enough devices to supply all those in need.

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.]

Consistent and effective formative assessment practices during synchronous instructional minutes and live contacts will enable staff to best use these times to meet collective and individual student needs. The use of these practices during daily instruction provides teachers realtime assessments of students' understanding of a specific concept or skill. This information in turn allows a teacher to determine whether additional practice or reteaching is needed before moving forward with the lesson and/or unit. It also allows for identification of specific student needs and supports differentiation of instruction. Regular home-school communication about student progress will provide important information for parents/guardians and will support more open communication channels. With more open communication channels, students and parents/guardians will be able to more effectively provide important feedback and information. This information might include details of current obstacles preventing full engagement. It might also include identification of specific content/concepts that are presenting difficulty.

Pupil participation will be determined based on multiple measures of a student's attendance and engagement in learning. Measures will include participation in live synchronous instruction, submission of assignments to the teacher, submission of a Daily Engagement Mood Meter created by the teacher, and other forms of contact/communication with the teacher to be determined by the teacher. Teachers will document attendance/engagement for each student in the Student Information System daily.

For Distance Learning instruction, teachers will keep a weekly record documenting each student's synchronous or asynchronous engagement for each school day. This will include verification of participation as well as a record of student assignments and progress. With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total weekly amount of instruction received within the synchronous context will vary by student, though all students will be provided the minimum threshold of minutes through a combination of synchronous and asynchronous instruction.

Time Value of Work

Teachers will be responsible for assigning the time value of assignments given in their respective classes/courses.

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.]

EHSD will provide ongoing professional development opportunities and resources that support staff in implementing the distance learning program described in this plan. These will include, but are not limited to, opportunities and resources to implement standards-aligned learning plan in core subject areas, Canvas (LMS), and use of assessments. Continued professional development implementing a Multi-Tiered System of Supports (MTSS) will continue into the new school year.

EHSD's vision for professional learning is one in which all staff engage collectively in professional learning that enables them to effectively apply the learning in service of improved student outcomes and continuously improve their practice in services of students.

Staff Roles and Responsibilities

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

Attendance and Engagement:

Within distance learning and blended models, teachers will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, presence within the learning management system (Canvas), attendance during live synchronous instruction, and other forms of contact determine EHSD and the teacher. Teachers will also be responsible for maintaining a weekly record documenting a student's synchronous and/or asynchronous engagement each day. EHSD's attendance secretary will continue all of their core functions, though specific roles within these functions are adapted to the distance learning context. The school's secretary will follow-up with teachers who are not documenting attendance/engagement, support any new attendance coding/entry specific to distance learning, and engage in outreach/intervention to connect students and families with resources. A key new responsibility will be contacting families regarding absences. The school secretary will reach out to families for any absence. The schools community coordinator will engage families after three consecutive absences. When an absence is tagged as illness-related, EHSD will support contact tracing protocols as directed by the Kern County Public Health. This will include entry of detailed attendance data into the student information system.

Special Education

All staff supporting students with disabilities will continue performing their broad responsibilities, with modifications to reflect the distance context.

Modifications include:

- (*) Special education teacher will work with general education teachers and families in order to set-up and complete virtual IEP meetings, including meaningfully engaging families
- (*) Social workers will work collaboratively with their current site teams to schedule consultation and counseling sessions with the students, and, in some cases, their parent(s)/guardian(s) to address appropriate supports within the distance learning setting. These sessions will be conducted virtually or by telephone.
- (*) Community Coordinator will be available for consultation on behavioral strategies that can be implemented in a virtual learning model. In anticipation of a higher need for consultation for sites and families during COVID, the distribution of staff efforts across the school may be flexed to target support to the identified challenges that are identified.
- (*) Instructional Aides will be more systematically used to support individual students as academic case managers. Aides will assist students during distance learning and help the teacher manage virtual small breakout groups.

Health and Safety Protocols

The roles and responsibilities that align with EHSD's Reopening Safe School Plan was developed using recommendations from the Kern County Superintendent of Schools Office (KCSOS), Kern Public Health, California Department of Education (CDE), California Department of Public Health (CDPH) and the Centers for Disease Control (CDC).

Broad responsibilities applicable to all staff include:

- (*) Meeting social and emotional needs of students
- (*) Immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease.
- (*) Collect and track illness-related information
- (*) Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.
- (*) Immediately contact Kern Public Health staff if notified of any students, staff, or family member with a diagnosis or exposure to COVID-19.
- (*) Actively model and support all required public health measures.
- (*) Health and Safety responsibilities emerging as a result of COVID-19 that are specific to types of staff are outlined below:
- (*) Provide guidance to all staff regarding cleaning and disinfecting.
- (*) Coordinate district level response to any confirmed diagnoses or exposures to COVID-19.
- (*) Designate an EHSD COVID-19 liaison(s) to be responsible for responding to COVID-19 concerns.
- (*) Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.
- (*) Office Staff: Encourage electronic communications wherever possible. Reinforce stay at home requirements. Work with KCSOS contracted school nurse to follow protocols that lower the risk of infectious students being on campus.
- (*) Operations/Custodial Staff: Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Routine disinfecting of all high-touch areas on a daily basis. Contact operations department if a large-scale disinfecting/cleaning is required.
- (*) Food Service Staff: Implement one-way passageways through meal delivery. Ensure workspace has appropriate personal protective equipment and cleaning/disinfecting materials. Increase ventilation for closed areas.
- (*) Teachers: Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular hand washing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to the office.
- (*) Bus Drivers/Transportation Staff: Ensure adequate space for physical distancing at bus stops and school loading and unloading zones. For active screening, the driver or aide must screen each rider for symptoms prior to boarding the bus. Mark or block seats that must be left vacant to ensure physical distancing. Ensure good ventilation and open/partially open windows. Thoroughly clean and disinfect buses daily and after transporting any individual who is exhibiting symptoms of COVID-19.
- (*) Teachers engage with families on an ongoing basis, including events that may be different under distance learning circumstances, such as open house held in a virtual manner.
- (*) Engage in ongoing distance learning professional development/training

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.]

It is important to reiterate as often as possible that effective instructional strategies designed for students with disabilities, English Learners, and other students with unique needs will benefit all students. Additionally, it is important that all of our pupils are seen as students first, and not solely defined by their disability, fluency, or other status.

English Learners

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. For Integrated ELD, English Learners will receive regular instruction during core coursework. These short, more frequent lessons are provided to support English Learners with the language of the core lesson. Teachers will receive professional development on ELD instruction within the Professional Development on Universal Design for Learning (UDL).

Students with Disabilities

To fully include students with disabilities and ensure that the needs of all students are addressed in all instructional models, the following will occur:

- Individualized Education Program (IEP) Addenda: IEP Addenda on file for students outline the services to be provided during distance learning. These will remain in effect until school resumes in a face-to-face model. Per new legislation district IEPs will, moving forward, address both a proposed IEP program in the event of full in-person learning and a plan outlining the student's program in the event of future physical school closure in excess of ten school days.
- Modification of IEP Goals: Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals and objectives in a student's IEP are based on the individual needs of the student, not the model of the instruction to be provided.
- Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE): IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments will be utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This would apply to instances or periods of quarantine or self-isolation as well. Students who indicated a need during the school year were provided a computer to assist in accessing instruction. As needed, students will be provided additional consultation from staff or additional accessibility tools to actively engage in distance learning.

Homeless Youth (EHSD currently does not have any homeless youth, however will be prepared to engage and support any student considered homeless).

Distance Learning supports specific to Homeless Youth will include:

- Coordination & communication with shelters and homeless agencies to engage students and expand awareness homeless services.
- Contact with parents/students to assess needs including access to devices and connectivity. Provide technology as needed.
- Communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services
- Coordination with parents/students & schools as necessary for optional delivery of assignment materials and school supplies.
- Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc.
- Referral of parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.
- Coordination with county LEA Homeless Liaisons to provide continuity of educational services as students transfer Foster Youth

Distance Learning supports specific to Foster Youth will include:

- Case management to support all eligible foster youth
- Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail.
- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to both district and community agencies for additional support/resources as needed.
- Online tutoring services will be offered to eligible foster youth.
- Collaboration with Student Hearing and Placement and Special Education offices so that any new youth entering the district are placed in the appropriate school in a timely manner.

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

Description	Total Funds	Contributing
EHSD will purchase additional 1:1 chromebooks plus license fees. Additional chromebooks will be geared for unduplicated student groups and will ensuring access to distance EHSD's learning platform from the home environment.	\$28,466.35	Yes
EHSD will secure reliable internet connectivity devices for students in order to connect with their teachers and access online learning platform from home environment.	\$5,840.00	Yes
EHSD will transition from exclusively using Google Classroom to using Canvas as its primary learning management system for unduplicated students to have equitable access to a robust online learning and communication system.	\$1,015.00	Yes

Description	Total Funds	Contributing
EHSD will purchase zoom account host licenses for each teacher in order to connect and facilitate online learning for students. Zoom licenses provide access to small group breakouts and other monitoring features in order for teachers and school staff to regularly engage and monitor unduplicated student groups.	\$1,800.00	Yes
EHSD will purchase license to administer assessment to NWEA/MAP to gauge and monitor learning loss for unduplicated student groups.	\$5,850.00	Yes
EHSD will enter into an agreement with Kern County Superintendent Schools providing coaching days, professional development, learning management support for the 20-21 SY in literacy and mathematics focused on addressing learning loss mitigation for unduplicated student groups.	\$20,000.00	Yes
EHSD is providing student supplies for distance learning at home for unduplicated student groups - materials include white boards, dry erase markers, paper, construction paper, and art supplies.	\$2,499.09	Yes
EHSD has secured substitutes and has provided teachers with release time and training opportunities between March 2020 - August 2020 in order to prepare for distance learning. Additionally, EHSD extended the school year by a month to support a targeted group of students at risk of continued learning loss.	\$28,247.75	Yes
EHSD has purchased laptops for teachers needing an upgrade in order to have the technology required to facilitate a robust learning experience for each student.	\$5,001.72	No
EHSD has purchased extra meals/milk/lunch bags/food storage and has secured meal delivery for all students during the pandemic and school closure.	\$6,494.00	No

Description	Total Funds	Contributing
EHSD has purchased teacher supplies for each teacher in order for them to facilitate a robust distance learning program (document cameras, white boards, dry erase markers).	\$5,031.32	Yes
EHSD has purchased Mystery Science K-5 licenses in order to provide a DL science program for each K-5 student.	\$499	No
EHSD has purchased Amplify Science 6-8 licenses in order to provide a DL science program for each 6-8 student.	\$0	No
EHSD has purchased GoGuardian licenses for each teacher in order to monitor targeted groups of student during distance synchronous and asynchronous learning.	\$2,848	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.]

First step in identifying gaps and areas of need is measuring these gaps through assessments. EHSD will utilize 2018-19 SBAC data as well as 2019-20 benchmark data. On an ongoing basis, EHSD will measure learning status through the regular administration of benchmark assessments over the course of the 2020-21 school year (CAASPP interim block assessment). At-a-glance documents developed for English Language Arts (ELA) and mathematics include specific guidance for administration of the interim assessments three times throughout the school year. These benchmarks will be used as one key means of assessing learning loss, along with the weekly formative assessment conducted by teachers during live instruction and asynchronous activities. Over the course of the year, regular benchmark assessments in both ELA and math will allow teachers and schools to continue monitoring student learning status, including the rate at which students are making up for any learning loss. The formative data (qualitative and quantitative) being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs. New students identifying as EL will be identified with ELPAC. EL are regularly monitored for appropriate instructional placement and success

academically. When students are identified as a level 1 or 2, they will be paired based on instructional need (small group instruction, one-on-one, etc.).

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 primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. The strategies at each tier of instruction are:

Tier 1: All students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area.

Tier 2: Support will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. Teachers will engage in ongoing assessment of learning loss and each student's learning needs. This will enable them to schedule small group or individual sessions to provide additional support.

Tier 3: Students who require support that is even more intensive will be provided 1 on 1 instruction through individual sessions.

Small group efforts and individual sessions on key prerequisite skills will be prioritized. While the implementation of synchronous, small group and individual sessions will enable staff to deliver targeted supports to all students, these sessions will be of particular importance in addressing learning loss for English Learners, low-income students, foster youth, students with exceptional needs, and homeless youth. For students who have demonstrated learning loss, and in particular those who are most at risk for past and ongoing learning loss during school closures, these supports would include targeted small group and individual synchronous instruction. For students with disabilities, this will involve collaboration with additional staff such as instructional aides and other general education teachers. For foster youth and homeless youth, this might involve collaboration with Homeless Youth Services liaison and community coordinator to coordinate services for the student and family, including other tutoring that has been made available.

Programs implemented in a full distance learning model, hybrid, and full return model that will continue addressing pupil learning loss into the 20-21 SY.

- Use of Canvas as the Learning Management System (LMS)
- 1.5 hours of structured teacher collaboration built into the weekly schedule
- Daily live instruction for core subject areas and targeted, structured support for small groups and/or individual students
- Specific supports for students with IEPs and for English Learners
- Use of the ELA and Math at-a-glance documents to focus on priority standards for the SY.
- Benchmark assessments aligned with the content
- Use of lesson plans that engage students in inquiry-based learning focusing on cognitive engagement

- A collaboration with Kern County Superintendent of Schools to provide ongoing professional development and hands-on instructional support

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments over the course of the 2020-21 SY. This will include the interim/benchmark assessments for math and ELA administered at 3 points over the course of the 2020-21 school year. Based upon the results of assessments for students (individual and overall), teachers and school sites will be able to assess the impact of the small group and individual supports being provided. Promising practices will be replicated and scaled to positively impact a broader range of students. Where evidence of success is lacking, staff can engage in continuous improvement efforts to adjust their approach toward addressing learning loss.

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

Description	Total Funds	Contributing
Before and after-school academic tutoring provided by classified personnel for students below grade level due to learning loss and directed towards unduplicated student groups (duplicate)	\$10,000.00	Yes
EHSD will purchase license to administer assessment to NWEA/MAP to gauge and monitor learning loss for unduplicated student groups (duplicate).	\$5,850.00	Yes
Small group lunch and after-school intervention groups provided by certificated personnel for students below grade level in math and ELA (duplicate).	\$15,000.00	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.]

Family is an EHSD core value. We believe trust and relationships in a family-like atmosphere will lead to meaningful learning experiences. In order to effectively support the social and emotional well-being of students and staff during the school year, Social Emotional Learning (SEL) work will explore themes including belonging, collaboration, confidence, gratitude, perseverance, perspective-taking, and more.

Each theme includes mini-lessons K-8 using our SecondStep curriculum. The district's social worker works closely with our PBIS/ELKS Way Committee organizing resources that support universal practices across the year include guidance for implementing school wide mindfulness practices, guidance for weekly community circles, a teacher sample schedule for 'checking-in' and 'checking-out' daily and at the end of each week. EHSD's signature practices during the morning SEL block includes (a) opening each class with a welcoming/inclusive activity, (b) completion of a daily mood meter (c) engaging strategies or mental breaks throughout class, and (d) ending each class with an optimistic closure.

EHSD, in partnership with their social worker, plans to develop guidance and resources for educators to inform their monitoring of student mental health and addressing trauma and the other impacts of COVID-19. Since schools have closed, children have lost the safety net provided by caring teachers, nurses, support staff, and other personnel.

Professional development will focus on key responsibilities of all faculty/staff include to monitor/support mental health and address trauma include:

1. Creating safe environments and conditions: Being available, compassionate, and connecting with students on a regular basis.
2. Providing routines and structure: Creating weekly rituals and routines that help students self-regulate.
3. Provide social and emotional support to students and caregivers: Be a support system and facilitate connections.
4. Prioritize health and well-being: Promote healthy sleeping, eating, and exercise habits and consider the total workload placed on students.
5. Identify children and families who need additional support: Connect families and students to resources based on assessed needs and fulfill all mandated reporter duties.

EHSD also recognizes bullying is still a very relevant concern during the time of school closures. Prior to EHSD's closure, bullying and chronic absenteeism was an area of focus and remains so during distance learning. EHSD plans to launch a school-wide mentorship program (staff/students) as well as a peer mentorship program using students' leadership to positively impact their younger peers. EHSD will also engage in Suicide Prevention awareness. The goal is to recognize signs of trauma and distress early and intervene before a student becomes emotionally distressed to the point of thoughts of suicide.

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.]

EHSD engages with families using existing tools and social media platforms where we inform, engage and support parents in reach and support their children during our school's closure. Attendance and engagement in school are prerequisites for academic success. A meaningful connection to friends, caring adults, engaging subject matter and activities in class is at the core of what our students need to learn and thrive in any environment. EHSD does not only want students to be marked "present" but wants all students to be actively engaged where they are thinking and connecting with their peers and teachers daily. EHSD's Attendance and Engagement Plan takes into consideration all of the recommendations and guidance from federal, state and county Public Health and KCSOS offices as well as the requirements outlined in Senate Bill 98.

EHSD has created a plan to monitor student attendance and engagement and provide support to students, families and school sites when needed.

The COVID-19 pandemic has presented numerous challenges to the effective monitoring of attendance and engagement. During the spring school closures EHSD identified new best practices and new ways to utilize established monitoring systems such as our academic/behavior case manager.

A key change has been creating a common message and understanding of student engagement and monitoring methods. EHSD will monitor the following:

1. Behavior - Looking for behaviors that demonstrate student engagement in the learning process - attending, speaking, submitting tasks, reading, writing, meeting deadlines, following set student schedule, etc..
2. Cognitive Engagement (Cognitive Processing) - Looking for behaviors where students are actively thinking about assigned tasks, about their own learning or progress toward a focused result (assignment, test, task, project, etc.)
3. Emotional Engagement (Motivation and Emotional Response) - are students invested and enthusiastic for their class and school in general; are students connected with others in their class and their teacher.

EHSD will monitor the three key engagement behaviors through engagement surveys, daily engagement records, classroom observations, completion of tasks, and class assessments.

EHSD is committed to using multiple measures to determine whether students are engaged at the level needed to maximize their academic, social, and emotional progress.

The core expectations for each stakeholder group for attendance/engagement are:

- (*) Students and families: Attend/engage daily with their teacher and report absences for ANY school day to the school.
- (*) Teachers: Document attendance/engagement every school day for each scheduled class period, regardless of the instructional model.
- (*) Office Staff: Monitor attendance/engagement, work with teachers and families, and provide tiered interventions when necessary.

(*) Principal/Superintendent: Ensure that attendance/engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary with the support EHSD engagement efforts for the 20-21 SY.

Throughout the spring, all faculty/staff, in partnership with our community coordinator and school climate transformation efforts, made efforts to contact every student and family that was not attending or engaged. This contact included connecting students and families to resources (nutrition services, technology, etc.) and supporting reengagement with the learning process. These efforts have rapidly increased the number of students moving from unengaged to engaged. Students disconnected or unengaged from school are less likely to achieve overall academic success. Students who experience trauma are significantly more likely to be chronically absent from school. The pandemic has been the cause of additional trauma. Students who do not feel a sense of belonging and connectedness are more likely to be absent or unengaged. School closures have contributed to social isolation, which in turn has increased lack of connectedness and belonging. EHSD's outreach efforts are continuing into the fall (and will persist) with the goal to reestablish and maintain the vital connection to each and every student. One key strategy is launching this school year is a district-wide mentorship program ensuring 100% of students are linked with a faculty/staff mentor.

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.]

Elk Hills School District's nutrition services continues key procedures developed during the spring school closure and used throughout the summer to ensure safe and effective meal distribution. These procedures include drive-thru, curbside pick-up grab-and-go breakfast and lunch for all school children. Additionally, transportation support staff deliver grab-and-go meals at designated bus stops. EHSD prepares breakfast and lunch meals for each day Monday through Friday between 11 - 12:30 PM.

All staff use at least 6 feet of social distancing for staff and families as well as use appropriate personal protective equipment (PPE), clear signage to reinforce social distancing practices, masks and good hygiene. With summer meal flexibility and the associated waivers extended into the 20-21 school year under the National School Lunch Program and School Breakfast Program regulations including the service of meals to EHSD enrolled students only and meal eligibility requirements at non-Community Eligibility Provision (CEP) schools EHSD is able to provide meals for all children ages 0-18 free of charge and regardless of eligibility or enrollment in school.

When EHSD moves to a hybrid learning program, the Nutrition Services department will provide breakfast and lunch for students who attend in person, adhering to all social distancing requirements. Students will pick up meals in the cafeteria. Meal Services will offer multiple days of meals for curbside pick-up on the days students participate in distance learning.

In planning the return of students and staff to the school site, Nutrition Services is putting plans into place to maximize safety within the COVID context. One measure is the implementation of cashless payments for all students and staff. This will include options for paying by check, or cash.

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

Section	Description	Total Funds	Contributing
N/A	N/A	N/A	

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
35.02%	\$515,193

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.]

Based on stakeholder feedback, survey data, staff observations, and assessment results the following conditions and circumstances have been identified for the Elk Hills School District regarding unduplicated student groups:

- students tend to lack devices and connectivity to be able to access distance learning
- training for teachers is needed for accessing online platforms such as Canvas and Zoom
- students need extra / additional instructional time for mitigating learning loss
- students need access to social emotional and mental health resources
- parents and families need technology help/support to help their students access their learning for distance learning

Equity is a core value guiding decisions and actions for all student groups. EHSD believes the pandemic has created an opportunity to improve overall services and strategies leveling the playing field for our most vulnerable student groups (special education, EL, low-income and foster youth). Planning a robust distance learning plan meant taking a careful look at our most vulnerable groups of students and creating equitable conditions. Specifically, the actions in this plan are aimed at closing the digital and resource divide among our most vulnerable student groups. These actions have ensure all unduplicated students across EHSD have access to the technology, instructional tools/resources and well-rounded individualized support. More specifically unduplicated students will benefit from the following school-wide actions:

- intensive academic instruction and instructional support to mitigate potential learning loss
- reliable technology and connectivity in order to access curriculum and participate in learning (1:1)
- access to social and emotional well-being supports and services
- school connectedness due to instability in students' home lives
- online resources such as Zoom and Canvas
- additional supplies for distance learning at home
- professional development and coaching for teachers including english language arts and math

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

In summary as an effort to meet the needs of our unduplicated students during the COVID-19 pandemic the district is implementing actions and services described in this plan that have previously been provided and will continue to be provided as increased or improved services for unduplicated students include:

- Curriculum Support and Professional Development with Kern County Superintendent of Schools directing strategies and support to unduplicated student groups
- Teacher Planning and collaboration time building a cohesive and aligned instructional model
- Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning (SEL)

- Computers and Additional Technology to Support Distance Learning: This action was implemented to ensure all students have a dedicated device with which to access distance learning. While all students are eligible to access a device, the action was principally directed towards students who did not already have a device and would not be able to obtain a device on their own. Similarly, the provision of additional technology, including hotspots on an as-needed basis, is being principally directed toward families and students who are not able to obtain this without support.