

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.]

Due to COVID-19 General Shafter School District changed the way we delivered services most drastically in the areas of delivering education services and delivering of meals service. Although we had planned to start serving our students on campus with an in person education experience we have not been able to at this time due to state mandates Educationally, we are now 100% distance learning. Every student has been offered a Chromebook and Hot Spot. Work books and classroom curriculum has also been given to each student. Although we have provided hotspots, Internet access continues to be a challenge. General Shafter staff received input from our families via email, phone calls and surveys to determine the level of need within our school district. One of the greatest impacts to distance learning is not all of the needs of our students are being met at the same level they would have been met in the traditional classroom. Many new concepts have not been introduced that would normally be introduced. Much of the education being delivered is review for our students. Learning loss yet to be determined as of todays date. However, we anticipate a great deal of loss. Our nutrition department has deployed to bus stops throughout our district and deliver meals in a "grab and go" setting. A major impact to this model of service is not all students are taking advantage of meals due to various reasons such as transportation, etc.

Stakeholder Engagement

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

Opportunities for public input into the development of the Learning Continuity & Attendance Plan:
In addition to Parent/Student Feedback Surveys solicited recommendation and comments to further inform and guide General Shafter's Learning Continuity plan. Stakeholders, which included parents, administration, CTA, other staff, and parent club had the opportunity to provide written comments for the plan including recommendations for actions and expenditures. The draft Learning Continuity and

Attendance Plan was made available at the District Office for review and the public was made aware their input was encourage . In addition, district Administration met with our parent group in a face to face meeting to discuss the Learning Continuity Plan and solicit feedback.

Board Meetings:

In observance of public health directives relating to the COVID-19 pandemic, the Board is conducting meetings in our multi-purpose room (253 Capacity), 10 feet of social distancing, mask are required to attend. Members of the public can attend meeting as long as they follow social distancing guideline and mask requirement's. Public comments can be submitted via email to COVIDGS@GeneralShafter.org no later than 12:00 p.m. prior to each Board of Trustees meeting. All public comments received that follow the guidelines above will be provided to all Board members and applicable staff, for review and consideration by the Board of Trustees prior to taking action on any matters listed on the agenda and are incorporated into the official record of the Board meeting. General Shafter Learning Continuity plan was provided for public input and hearing on September 8, 2020 at 5:00pm. The final approval for the plan was September 15, 2020 at 5:00pm.

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

Class DOJO messages and notifications were used to solicit feedback either through the email address, survey. Class DOJO messages were translated into Spanish to accommodate our Spanish speaking community. As the 2019-20 academic year came to a close, the District has also administered a survey to families and staff to gain feedback on the spring distance learning implementation. This survey was made available in English and Spanish to and administered via Survey Monkey.

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

The information below is tentative and reflects both scheduled/planned activities and events that occurred at the end of the 2019-20 school year.

During August, key stakeholder groups were engaged to solicit input specific to the Learning Continuity and Attendance Plan Draft and - by extension - the available components of the district's 'Distance Learning Guidance and Expectations' and the 'Return to School Plan'. Engagement of stakeholders included presentation of draft material and solicitation of specific input to inform improvements to the plan.

These engagements included:

- Canvas Staff training and Parent onboarding - April and May, (Various Dates) 2020
- District English Learner Advisory Committee (DELAC) training meeting -

Suggestions that parents would like to see:

- To have more 'how to videos' made by staff both in English and Spanish. Mrs. Johnson will make sure this is on the school's website for all parents.
- To have YouTube videos about how to use google classroom in Spanish.
- To have a Spanish meeting for parents to talk to each other, besides the teachers. Sometimes it's easier for parents to talk to each other than the teacher.
- Mental health outreach for students and even for parents.

- ‘Spelling City’ a program, some classes use, was having problems that the parents discussed and helped each other navigate through.
- The parents reported that the parents ‘before school meetings’ from some teachers were very helpful. It allowed the parents to understand exactly what to do and to help them bookmark all the sites.
- Parent Club Meeting -

The spring parent/caregiver survey revealed a significant level of dissatisfaction and concern with the spring implementation of distance learning. This was indicative of the broader stakeholder voice provided throughout various input opportunities. Key findings from the parent/caregiver Distance Learning survey included:

- 61% of respondents indicated that they agreed their student’s social, emotional well-being (feeling depressed, feeling stressed, worried about grades, missing friends, etc.).
- 35% of respondents reported that their student’s daily learning activities included only 1-2 opportunities for direct engagement with the teacher per week; 12% of respondents reported that they received no direct communication from the teacher during distance learning.
- 92% of respondents indicated they would choose physically attending school or a hybrid of Distance Learning and Physical attendance.
- Respondents rated the communication from the school and school district as excellent and satisfactory (97%) during campus closures.
- 82% of respondents indicated they would be able to transport or make arrangements for their students to be at school without using district transportation.
- 52% of respondents reported distance learning materials were ‘less challenging’ or ‘about the same’ as during in-person instruction.
- 83% of respondents reported no childcare issues during COVID-19.

Parents requested improvement in the following areas:

- Improved curricular components personalized by teachers, video tutorials, and consistency of instructional delivery times.
- A schedule that provides a school day that replicates in person instruction.
- Instruction for students’ social-emotional wellness and development during distance learning.
- Graded assignments and assessments similar to in person instruction.
- A schedule that designates synchronous time that will be provided to students.
- Indication that they were very concerned that their child’s academic performance had fallen behind.

The CTA and staff survey revealed a significant level of dissatisfaction and concern with the spring implementation of distance learning as well. This

was indicative of the broader stakeholder voice provided throughout various input opportunities. Key findings from the staff Distance Learning survey included:

- 92% of respondents indicated they would choose physically attending school or a hybrid of Distance Learning and Physical attendance.
- Respondents rated the communication from the school and school district as excellent and satisfactory (100%) during campus closures.
- 78% of staff felt safe in coming back to work.

The Administrative Team-

- Needs for Distance Learning were identified. Lack of internet service in community is a challenge.
- Transportation services and social distancing was identified as a challenge.
- The creation of a re-opening plan during a fluid set of circumstances would be challenging.
- Specific roles were delegated to the team.

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

Safety concerns. To address staff safety concerns, the district is offering staff an opportunity to be on campus only three days per week, with their children on campus. Each staff member has a designated area and staff with children have a designated bathroom. The campus is being cleaned regularly in compliance with CDC regulations. Additionally, staff are required to wear masks, get temperature checks, etc. when on campus. To address parent safety concerns, when in-person school begins, the district will follow safe distancing protocols, masks, morning health checks, regular community education, and regular deep cleaning.

Scheduling. We addressed parents concerns regarding the lack of day care and also keeping siblings together so they can ride utilize transportation services together. This was a concern for younger siblings that rely on the older sibling for supervision. Peer connections. To address students having opportunities to connect with their peers, teachers are providing time time on virtual meetings for students to have positive interaction with each other. This will be an opportunity for students to connect with their friends. The district is also trying to create positive environments on social media to keep people connected.

Mental health. To address challenges staff will work cooperatively with teachers to be mindful and communicate needs of students. .

Literacy. To address challenges around literacy, the district will be continuing regular basic skills and common core assessments using online assessment tools. And, staff will receive regular professional development and coaching on (1) how to teach in a virtual environment, specifically using the new technology; and (2) how to measure student progress (and disaggregate for specific students); and (3) how to use this information to engage in improvement practices.

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.]

General Shafter will offer In-Person classroom instruction when we are cleared by our local health agency. Students will be socially distanced in their classrooms according to CDHP guidelines.

Week 1 - September 15, 2020

Kindergarten Students only -

Week 2 - September 22, 2020

Kindergarten & 1st Grade -

Week 3 - September 29, 2020

Kindergarten, 1st Grade & Second Grade -

2nd Quarter

Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade and 5th grade –

2nd Semester

Kindergarten through 8th grade (6th -8th subject to State guidelines) –

COHORTS:

COHORTS will remain together throughout the day during instructional time, recess, and lunch periods. Face-coverings are required by all student's 3rd grade to 8th grade. Kindergarten to 2nd Grade we STRONGLY encourage face-coverings. Each class will have face-coverings available for those who do not bring their own. If a student refuses to wear a mask, parents will be contacted to come and pick up their student.

MEALS:

COHORTS will have their lunch delivered to their classroom and will eat at their designated spot on campus continuing to social distance.

Note: Kindergarten Students will receive their lunch as they leave to go home.

TEMPERATURE CHECKS:

Students will have their temperature checked daily in their classroom. Students who are identified to have a temperature of 100.4 or greater will be removed from class and their parents will be called to pick them up. Students who become ill throughout the day will be quarantined in the ANNEX and their parents will be called to pick up their student.

CLEANING:

Cleaning will continue to take place through the day. Restrooms will be cleaned hourly, doorknobs, railings and high trafficked areas will be cleaned hourly as well. Monday's the entire campus will be deep cleaned. A minimum of 2 MOT Staff will work their shifts in the afternoon after other staff leave to deep clean rooms, etc.

TRANSPORTATION:

General Shafter will provide transportation to students on a limited basis to those students who live greater than 5 miles from the school. The busses will have limited seating and the district will have limited stops. Every person utilizing school transportation will be required to wear a face covering. Transportation services will not begin until October 13, 2020.

SCHEDULE:

In-Person and Distance Learning instruction will take place Tuesday - Friday 8:20am to 2:20pm.

Kindergarten In-Person and Distance learning instruction will take place Tuesday - Friday 8:20am to 11:30am. Extremely limited transportation MAY be available.

On Monday staff will engage with students utilizing Google classroom, email, DOJO, or ZOOM. Staff will be on duty 8:00am to 12:00pm.

Our number one priority at General Shafter School District is the safety and well being of our Students, Staff and Community. We will strive to maintain a safe and sanitized environment while serving our families and educating our children.

Prior to re-opening we will:

Inspect all buildings, facilities, equipment, materials, etc. and determine status and needs for resuming and maintaining operations. Maintain records on what needs to be done prior to occupancy and the ongoing maintenance that is done after reopening.

Consider acquiring hand washing stations for distribution across various campus locations (e.g. playground and common areas) to provide easy access without students and staff having to wait in long lines to wash their hands and/or touchless soap dispensers for all sinks to be used for hand washing; touchless trash cans if they are not already in use; and no-contact thermometers.

Obtain the necessary cleaning supplies, hand sanitizer with at least 60% alcohol and face covering; identify new vendors for these supplies if necessary. Use cleaning products approved for use against COVID-19 on the Environmental Protection Agency (EPA)-approved list and follow product instructions and Cal/OSHA requirements

Clean facility per CDC guidelines.

Change air conditioning/heater filters. Thoroughly ventilate the facility.

Posting the CDC posters (hand washing, cover while sneezing/coughing) in classrooms and common areas.

Consider installing sneeze guards in high traffic areas, especially offices the cafeteria and the nurse's office.

Prepare an isolation area within the school or district building for use in the event a student or staff member becomes ill while at the school/district.

Inspect and clean buses

PPE will be provided to every students 3rd - 8th grade. We recommend students in TK -2nd grade wear masks, we will provide the masks if parents choose this option for their students. Cleaning will take place every hour to high traffic areas and door knobs etc. Schoolwide deep cleaning will happen every day after pupils leave. Due to the closure of drinking fountains, our school board has requested a bottle of drinking water per student each day. Students may refill their bottle at the filling station on campus.

Assessment has begun to take place through our online platform to determine learning loss for all students. Data is being compiled to allow General Shafter school district the capability to provide the best academic program each student to meet their specific needs. An increase in staff allocation has been provided to offer greater assistance to our EL, homeless and special needs pupils. Our staff will be cognoscente of social -emotional well being of our student population.

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

Description	Total Funds	Contributing
Hire additional certificated employee for in-person instruction to offer additional support to students to mitigate learning loss.	55,000	Yes
Purchase additional PPE for all students and staff	15,000	No
Purchase meal equipment to deliver lunches to rooms	1,000	No
Purchase additional supplies and or equipment for disinfecting and cleaning.	8,000	No
Purchase dividers and or other equipment to ensure distancing practices	2,000	No
Implement multiple transportation opportunity to ensure distancing practices	10,000	No
Purchase air purifiers for each room and office space.	16,000	No

Description	Total Funds	Contributing
Purchase SMART boards to create more educational spaces for additional technology support to provide instruction for our students to mitigate learning loss.	30,000	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.]

General Shafter School District Distance Learning Program with consist of the following:

1. Be adequately trained on the appropriate delivery of distance learning. Staff will be provided initial training and refresh training with programs/software not limited to Google Classroom, Google Meet, Canvas, Zoom, and LMS systems) Staff will be on-campus during normal working hours every Monday through Friday. Monday staff will be a prep day for onsite instruction and distance learning, participate in training, and meet with their professional learning community.
2. Communicate with Parents regarding distance learning guidelines and expectation of staff, students, and parents. General Shafter will provide appropriate use guidelines for the use of district issued technology.
3. Provide Access to Technology: General Shafter will provide each of our students and staff members the appropriate technology needed to have success with online instruction. Chromebooks, Laptops, and hotspots will be provided upon need. A release form will be provided, and the hotspots will be monitored for appropriate use. (If usage of a hotspot is deemed inappropriate it may be removed from the borrower. Please refer to release form for appropriate use guidelines.)
4. Expectations for Instructional Time: As we are aware, many families have more than one child and may have limited access to technology at home, resulting in the entire family sharing technological devices. The district has set for the following guidelines regarding screen time. Grades TK K– 180 minutes per day, grades 1-3- 230 Minutes per day, grades 4-8 – 240 Minutes per day. Independent reading, and independent study packets may be required. Students will have access to Core curriculum standards based instruction using district adopted textbooks that also has virtual access for students. Students will have access to Core curriculum, use of technology, and supplemental material will be the same regardless of distance learning or in-person instruction.
As more fully described below, staff are expected to fulfill their work requirements and be available during their normal contractual work hours. Certificated teachers' work duties include communication with students, parents, fellow staff, administrators and the creation, delivery, and grading of instructional lessons.
5. General Shafter staff will make contact engage daily and be available during their normal work hours 8:00am – 3:30pm. Emails received by a student or parent will be answered within 24 hours of receipt email. It is recommended that certificated staff review emails at least twice

daily during the work week. Staff will not send emails to students, parents after hours or on weekends. Staff will not be required to answer emails on weekends. If a student is struggling the classroom teacher will make contact and every attempt to provide professional assistance during their normal workday. Parents and students have a responsibility to contact teachers with questions regarding schoolwork and expectations. Open communication is vital to the success of our students.

If students/parents do not respond to the teacher by way of technology, the teacher will inform the principal and communication will be attempted. When a teacher is making a phone call their phone setting will be set to private caller or the use of a number blocking feature on their cell phone. We recommend that staff do not provide their personal numbers to parents and students. Class Dojo messages, videos, Zoom, class website, and emails, etc. are all forms of communication and methods of instruction from the school staff. Teachers will turn in their weekly lesson plans on Friday and their communication logs to the principal.

7. Staff will be on-campus during normal working hours on Monday's 8:00am – 3:30pm to prep for onsite instruction and distance learning, participate in training, grading, and meet with their professional learning community.

8. Special Education: What are the expectations for staff who provide services to students with disabilities? Has the following guidance provided by the California Department of Education been reviewed? <https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp>

- Special Education teachers should work collaboratively with core content teachers via a virtual platform to adapt lessons to meet the needs of students in a digital learning environment and help ensure that lessons and activities are appropriate, in consideration of the student's IEP. Special Education teachers should document contacts provided to students with disabilities.
- Resource Specialists (RSP) teachers should provide daily support for providing students' access to grade level curriculum, considering current IEP goals. RSP teachers should document contacts provided to students with disabilities.
- Speech and Language Pathologists (SLP) should hold virtual, small group or individualized sessions to continue to provide services and document service minutes provided. These lessons may be conducted via email, telephone, or other virtual tools, as appropriate.
- Psychologists should continue to manage assessment timelines for assigned students, complete existing reports and begin work on upcoming initial and triennial reports, to the extent feasible. Psychologists should be available to assist students remotely with mental health support, as necessary and appropriate, particularly for students adversely affected by COVID-19, or if a student has behavioral support needs or educationally related mental health services included in the student's IEP.

9. Instructional Aides will be available to assist administration, classroom teachers and nutritional staff in a variety of ways which include but not limited to: Family contact via phone calls etc. yard duty, office duty, support with instruction.

10. Grading will be the standard grading pre -COVID-19. Grades will be entered every Friday for parents and students to maintain record progress of their student.

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 General Shafter School District begins the 2020-21 school year in a full distance learning environment and prepares for the possibility that much of the school year could be via distance learning, ensuring access to devices and connectivity for all students is imperative. Based on data collected from parent surveys, our district was able to determine a technology need for 68% of our students. We use this information to determine how many Chromebook and wifi devices etc. to provide for our students. The technology gaps identified at the outset of school closures deepened the District'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 instructional model. General Shafter School District's efforts to provide all students with

access to devices and connectivity in the spring have significantly reduced the identified gaps. However, needs remain, particularly in ensuring that all students have access to sufficient connectivity to engage in distance learning. During the spring school closures, General Shafter School District distributed Chromebook devices to 100% of our student population. In planning for the fall, the district has prepared sufficient devices for all students. In addition, General Shafter designed a device pickup schedule for all student. Parents picked up Chromebook and wif-fi devices on these days. Any families who did not come to the school for pickup was notified and provided another pickup time. Hotspots were provided to all families who notified the district of their need for internet connectivity. During the distance learning implementation, As General Shafter School District will continue to assess technology access and support needs. The Alternative Program Administrator will continue to connect students and families to support services. This includes specific technology support following home visits conducted for students who are hard to reach.

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.]

Measuring Attendance During Distance Learning

General Shafter School District Instructional Services department provided each teacher, student, and family a daily schedule that includes instructional time blocks for each instructional day. Teachers will assign student lessons and activities using Google Classroom, Zoom etc., the district learning management system.

Throughout each instructional day, students and teachers will be engaged in synchronous lessons and activities as well as asynchronous activities. Teachers will monitor and document student engagement and progress on each activity and will provide feedback to students based on both formative and summative assessment. Grades, progress reports, and report cards will follow the District Board policy guidelines on grading. General Shafter School District have common expectations for reporting and certifying the time value of pupil work and will coordinate their

reporting forms during professional learning communities to ensure equity and consistency of instruction. To track students whether they are engaged or unengaged as well as engagement and participation in distance learning, teachers will document participation in each lesson and activity assigned for each

instructional day using the a district provided documentation form that will be signed by the principal. Each lesson and activity is assigned a time value. In the district provided form, teachers will assign a time value for each activity and document each student's participation and engagement daily. This allows for student engagement analysis at the district, grade, and classroom levels.

Flexibility with Student Assignments

General Shafter School District Instructional Services Department along with teacher curriculum teams created standards-based content modules and activities in Google Classroom for each grade level and content area for all district teachers. The modules and activities provide teachers with choices

that allow for flexibility in how students show mastery toward grade level standards. Teachers have access to sample lessons across curricular areas to use or modify when planning for instruction. Progress will be measured using informal feedback, common formative assessments, and interim assessments. Instructional Services will continue to provide teachers with professional development regarding the provision

of instruction in a distance learning environment, and when we transition to a choice model or back to in-class instruction.

Consistency on General Shafter School Site

General Shafter personnel will contact the parent or guardian of each student who is deemed absent. Classified staff will offer support when contact cannot be made. If students miss 60% of the instructional week and/or are not engaged in any activities for an instructional day on a consistent basis, site administration will make contact; such as providing resources and supporting family engagement with social services and physical well-being services. Daily attendance is documented in our Student Information System (SCHOOLWISE). Individual work completion activity as well as participation is documented in Google Classroom for the teacher. All communication regarding pupil participation and engagement will be translated into Spanish. The District will also provide translation services for other languages as needed.

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.]

General Shafter staff were adequately trained on the appropriate delivery of distance learning. Staff will be provided initial training and refresh training with programs/software not limited to Google Classroom, Google Meet, Canvas, Zoom, and LMS systems. Staff will be on-campus during normal working hours every Monday through Friday. Monday staff will be a prep day for onsite instruction and distance learning, participate in training, and meet with their professional learning community. Staff attended online training and workshops provided by KCSOS. Paper resources have been purchased to provide insight into the Distance Learning world.

Staff Roles and Responsibilities

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

General Shafter staff will make class contact daily and be available during their normal work hours 8:00am – 3:30pm. Emails received by a student or parent will be answered within 24 hours of receipt email. It is recommended that certificated staff review emails at least twice daily during the work week. Staff will not send emails to students, parents after hours or on weekends. Staff will not be required to answer emails on weekends. If a student is struggling the classroom teacher will make contact and every attempt to provide professional assistance during their normal workday. Parents and students have a responsibility to contact teachers with questions regarding schoolwork and expectations. Open communication is vital to the success of our students.

Modifications made to staff roles and responsibilities to meet the academic and social-emotional needs of students while also ensuring the health and safety of staff and students in the TCSD Distance Learning program as a result of COVID-19 include the following:

- Establish structures and protocols for checking in with the teachers and staff responsible for executing distance learning.
- Access all virtual classrooms through the LMS and periodically check in with those classrooms during their scheduled distance learning time.
- Establish a mechanism for tracking student engagement and interaction while also accounting for student attendance.
- Ensure that updates and expectations about the school's distance learning program are communicated to students and families including tips for student success and directions for accessing online platforms.

- Ensure that a Special Education Distance Learning plan is developed for all students with IEPs in the school by their special education teacher and/or other school-based staff with knowledge of the student, and that each child's plan is shared and discussed with their family.
- Communicate to parents, students, and staff regularly throughout the implementation of the Distance Learning model in the District.

The teacher roles and responsibilities reflect the changes to an employee's original role or responsibility when it is not feasible in a remote learning environment in the TCSD Distance Learning program implementation as a result of COVID-19 include the following:

- Utilize the district adopted Learning Management System for the purpose of monitoring instruction and assignment completion. Access to all LMS accounts are made available to site and special education administration, as applicable.
- Establish expectations for defined synchronous and asynchronous learning time for students that include expectations for live learning.
- Establish Instructional schedule expectations that support distance learning alignment to Grade level/content standards through grade level and content area collaboration.
- Develop a plan to utilize non-certificated staff in the virtual classroom environment as appropriate for individual and small group support.
- Monitor student daily engagement in distance learning and document the daily participation of every student for each school day during which distance learning is provided.
- Utilize the District's attendance system for tracking student attendance during Distance Learning.
- Communicate regularly with parents and students to ensure daily live interaction with all students.

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.]

Special Education: What are the expectations for staff who provide services to students with disabilities? Has the following guidance provided by the California Department of Education been reviewed? <https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp>

Special Education teachers should work collaboratively with core content teachers via a virtual platform to adapt lessons to meet the needs of students in a digital learning environment and help ensure that lessons and activities are appropriate, in consideration of the student's IEP. Special Education teachers should document contacts provided to students with disabilities.

Resource Specialists (RSP) teachers should provide daily support for providing students' access to grade level curriculum, considering current IEP goals. RSP teachers should document contacts provided to students with disabilities.

Speech and Language Pathologists (SLP) should hold virtual, small group or individualized sessions to continue to provide services and document service minutes provided. These lessons may be conducted via email, telephone, or other virtual tools, as appropriate.

Psychologists should continue to manage assessment timelines for assigned students, complete existing reports and begin work on upcoming initial and triennial reports, to the extent feasible. Psychologists should be available to assist students remotely with mental health support, as necessary and appropriate, particularly for students adversely affected by COVID-19, or if a student has behavioral support needs or educationally related mental health services included in the student's IEP.

Instructional Aides will be available to assist administration, classroom teachers and nutritional staff in a variety of ways which include but not limited to: Family contact via phone calls etc. yard duty, office duty, support with instruction.

English Learners: Teachers will incorporate designated and integrated English Language Development in their synchronous whole-group and small-group sessions. Using technology, teachers will be intentional about (1) breakout rooms for small-group conversations, sometimes with aides supporting, to interpret, collaborate, and communicate; (2) applying language in academic tasks; and (3) using visual cues and tools to explicitly describe language and be purposeful. Further, 95% curriculum and Read Naturally will be utilized to improve the foundational aspects of listening, speaking, writing, and reading. Instructional aides will be utilized for small group activities and one-on-one virtual call support. Lastly, teachers will work to (1) provide activities that parents can facilitate at home that enrich the language experience (even in home language); (2) use technology (i.e. talking points, google translate, Canvas) to translate tasks; (3) translating materials and providing meetings in Spanish or native language; (4) encourage parents to join academic activities; and (5) communicate directly with staff that are working with food distribution to relay a message.

Exceptional needs: The supplemental services listed above will also support students with exceptional needs. However, each IEP will guide decisions on support for students. Students needing speech support will receive services through an existing online vendor -- one that teachers and students are already experienced with using. Students with developmental disabilities will have virtual classroom support from a special educator and/or aide. Students who are medically fragile will be prioritized for in-person learning and special considerations will be made if students have trouble social distancing or wearing masks. If a student is unable to engage with online learning in a meaningful way, the IEP team will work (including parents) to devise a plan that best meets the student's needs. These will likely include regular one-on-one sessions with the special educator and parent or student. The district will seek out training from the local SELPA and county office to improve online learning for students with exceptional needs.

Foster care and homelessness: The district does not currently have foster care or homeless students. However, if students come into the system, the district will ensure that the social worker is case managing immediately. The social worker will maintain consistent contact with parent or guardian and teacher, serving as the primary liaison between the school and home environment

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

Description	Total Funds	Contributing
Purchase additional Chromebook to ensure every student has a device.	30,000	Yes
Purchase Hotspots for families that need additional WIFI services	10,000	Yes
Provide Transportation to students implementing social distancing. Cost increased due to capacity reduction on bus.	10,000	No
Additional substitute employees for in-person instruction to offer additional support to students to mitigate learning loss.	20,000	Yes

Description	Total Funds	Contributing

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.]

General Shafter School District will utilize local assessments, the District anticipates obtaining an accurate assessment of each student's current skill level, which can be compared to the last assessment administered before the interruption of the 2019-2020 school year. These assessments determine where a student is on the learning progression aligned to the California Common Core State Standards. During periods of distance learning, local assessments will be administered remotely to small groups of students using Zoom that will allow the test monitor to see students while they are testing. Focus skills will be clearly identified in the assessment reports, enabling us to prioritize instruction and interventions to close identified learning gaps in reading and mathematics. Monitoring students' progress on grade level appropriate assessments and adjusting supports based on student results will be critical. New students identifying as English Learners will be assessed using the ELPAC. English Learners with 1 or 2 scores on the ELPAC will have opportunities for extra one-on-one or small group instruction with the assigned teacher. English Learners will also be assessed with the Acadience/DIBELS and Illuminate tools for groupings. Aides will examine student work and listen to student conversations to understand what vocabulary students are struggling with and inform the teacher of any trends that are surfacing to be addressed in whole-class or small-group instruction. Students and families should expect assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure. The accelerated curriculum maps developed for English Language Arts (ELA) and mathematics include specific guidance for teaching priority standards over the course of the 2020-21 school year. Assessing learning loss, along with daily formative assessments conducted by teachers during synchronous (live) instruction and asynchronous (independent) activities will guide instructional intervention and support. Over the course of the year, regular interim 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. It is important to reiterate that formative assessment of students' learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs. General Shafter School District's focus will begin with creating learning environments that feel both physically and psychologically safe for students (and adults). All staff will strive to re-engage students in school, emphasizing the importance of the school community and the joy of learning.

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.]

Through the utilization of Local assessments General Shafter School District will obtain data to determine if English learners need skills practice or language practice. Teachers will use Star renaissance, Next Gen. Math and IXL, both LA and MATH, which will help students overcome vocabulary and background knowledge gaps that may be evident among low income students. Assessment reports will facilitate the timely transfer of data for all students including, special ed, EL, foster youth or homeless students who transfer from school to school or across district lines as their foster placements or living arrangements change. The District will be using Google Classroom.

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous (live) instructional time. At Tier 1, all students will receive standards-aligned instruction focused on priority standards. 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 supports will be provided primarily through synchronous (live), small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Both whole class and small group sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to students and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

Programs that will be implemented in a full distance model include:

Use of Google Classroom as the Learning Management System (LMS)

Teacher collaboration built into the weekly schedule

Daily live instruction via zoom.

Targeted, structured support for small groups and/or individual students

Specific supports for students with IEPs and for English Learners

Interim assessments aligned with content and core instruction

Regular communications to parents including progress reports, content to be taught, and assignment details

Professional learning to support the above processes and strategies for effectively managing a classroom and student relationships in the distance learning environment

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 our services or supports provided to address learning loss will be measured by Star's benchmarking and progress-monitoring data, initial assessment data from the Next Gen Math student grouping tool, Renaissance, as well as local assessments. Student

growth will be compared from the first assessment of the new school year to each subsequent assessment, yielding a Student Growth Percentile for individual students, an entire class, or the whole grade level. Basic literacy and math skills: The district will rely on longitudinal data from Acadience/DIBELS assessments to understand the extent of pupil learning loss. More specifically, the district will return to beginning of year data from prior years to understand how significant the gap is between those years and the new baseline year (2020). The same will be done for middle/end-of-year assessment scores. With this information, the leadership team will establish target goals for the district AND students in grades 3-8. If assessments demonstrate students are not progressing from their baseline, the district's leadership team will convene to re-examine plans and troubleshoot any high-leverage problems of practice. Additionally, PLC teams will consistently examine this data and make adjustments to instruction accordingly. Common core literacy and math skills: The district will adopt the same process listed above to understand common core literacy and math skills; however, staff will utilize the Illuminate tool to understand student progress.

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

Description	Total Funds	Contributing
Increased Implementation of our attendance initiative to increase student attendance, focus on increasing attendance for low income, foster youth, and English Learners.	2,000	Yes
Implement DIBELS assessment to measure the acquisition of literacy skills to those students who have experience learning loss. A special focus on low income, foster youth and English Learner pupils.	15,000	Yes
Purchase additional Chromebook to ensure every student has a device.	30,000	Yes
Provide Transportation to students implementing social distancing. Cost increased due to capacity reduction on bus. Budgeted under in person instruction .	10,000	No
PPE, Sanitation devices, Personnel for cleaning and disinfecting.	70,000	No
Increase Instructional Aide services to provide classroom support and help for student experiencing learning loss. Low income, foster youth and English learner pupils are a focus area.	35,000	Yes

Description	Total Funds	Contributing
Purchase Hotspots for families that need additional WIFI services	10,000	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.]

To effectively support the social and emotional well-being of students and staff during the school year, throughout the year lessons will be developed to supplement instruction and complement the academic curriculum. Themes include self-awareness, self- management, social awareness, relationship skills, responsible decision making, and more. The District will continue to utilize the following on a as needed basis and contract out for School Psychologists, Behavior Intervention Assistants, and Social Workers to meet the individual needs of both students and staff. Teacher referrals will be carefully monitored and students receiving services will continue with those opportunities. With an awareness of significant stressors due to changes in school and family dynamics. Schedules will be developed to work with students and families to develop groups with social skills needs and individual support. Group and individual sessions can occur weekly using video-based conferencing tools and phone conversations. To address positive mental health for all students, Social Workers will provide age-appropriate online learning opportunities for groups of students who are in need of structured opportunities for relational learning. Once we return to traditional instruction, General Shafter School District will continue to support students and families through the transition process. Ongoing training will also be provided for staff to support students who have experienced trauma as well as staff members who need additional support.

Mentoring program: Each student Kindergarten - 8th grade will be assigned to a staff mentor. Every employee of the district will be matched to 3-5 students. Mentors will be trained on effective mentoring strategies and the importance of each student feeling cared for and connected to school. Staff will be directed to contact their student mentees once per week. The SSS team will develop scripts, questions, and conversation starters for appropriate, professional conversations with students. Classified and Certificated staff will work together to develop ideas on how to contact the students such as through phone calls, facetime, cards etc. Staff will also be instructed to speak to each parent prior to beginning regular contact with students. Student contact progress will be monitored by Parent Liaison and School Community Coordinator and during biweekly staff meetings. This was critical in maintaining positive mental health and school connections in Spring 2020, so we are looking to revamp and improve this process for this school year.

Staff mental health supports: Staff needing mental health supports will be advised to contact the human resources department. Human resources can let staff know how to access services through their insurance providers and help describe associated costs (if any). Also, the

administration will devote regular time in staff meetings to simply check in to see how team members are doing. This will come in the form of conversation prompts or small group activities. Human resources will work on building a list of substitutes that might help support team members during a time of crisis.

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.]

Pupil engagement and outreach: Teachers will track daily/weekly attendance and minutes using a weekly engagement record spreadsheet. A mark on minutes for synchronous connection (whole-class, small-group, and one-on-one / phone call) will indicate the student was present for the day. A time value will be assigned to each assignment prior to giving to students. Once an assignment is submitted, the teacher will assign the time value to that student on the same weekly engagement record. The record spreadsheet will tabulate the weekly number of minutes, ensuring grades TK-3 receive 3.5 hours daily minimum and grades 4-8 receive 4 hours daily minimum. The weekly totals will be color coded into blue, green, yellow, and red based on the total number of minutes for the week. The parent liaison and community school coordinator will be responsible for monitoring the spreadsheets and intervening with any yellow or red students. Additionally, teachers will be required to make at least two phone call attempts home when students are not participating in whole-group synchronous instruction. After the two calls, teachers document their efforts and send the information to the parent liaison and school community coordinator. If necessary, those staff do home video calls, phone calls, or home visits to address any challenges the parents might be having. Staff will refer a case to the counselor if unable to address the attendance challenge. The counselor will determine if the services should go to the: (1) counselor; (2) AmeriCorps mentor; (3) school social worker; or (4) Medi-Cal behavioral health provider. The parent liaison, school community coordinator, counselor and social worker are all bilingual employees and can communicate with English and Spanish speaking parents. In addition, the district hires a district translator and several instructional assistants who are available to assist teachers with non English speaking parents.

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.]

General Shafter School District Nutrition:

In-person: When students are participating in in-person instruction, students will receive a free breakfast and lunch daily. School will add additional breakfast and lunch periods to accommodate for social distancing. When weather conditions permit, students will eat outdoors. When eating indoors, dividers will be used to separate each student.

Distance learning: When participating in distance learning, the district will provide four (3) meal locations. Meals will be prepared in the district's cafeteria and transported in coolers to each location. A minimum of two staff members will be assigned to each meal location. Grab-and-go meals will be distributed from 9:30 a.m. to 11:00 a.m. Monday through Thursday. On Thursday, children will receive meals for Thursday and Friday, with clear instructions on how to properly store and prepare the meals.

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	No
N/A		N/A	No
N/A		N/A	No
N/A		N/A	No

Section	Description	Total Funds	Contributing
N/A		N/A	No
N/A		N/A	No

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
22.98%	338,535

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.]

Unduplicated pupils: Based upon parent and staff feedback along with data collected from multiple sources, the following have been identifies as needs: 1. lack of access to high -speed Wi-Fi services. 2. Due to agriculture related careers having a higher exposure to COVID-19 3. Multiple family members in the home sharing wifi bandwidth 4. Parents and guardians needing a better understanding of how to use technology.

There are several actions that are contributing to the increased/improved requirement that are being implemented throughout our district. These actions in turn are divided into those that already exist within the previous Local Control and Accountability Plan (LCAP) and those that are unique to the school closure/distance learning context.

Two actions related to device and connectivity access are being applied across the entire district, but are primarily intended to provide access for low-income students who may not have full access at home. The District increased the our Chromebook inventory and distributed Chromebooks to all students and will continue to distribute devices to incoming, new students at grades TK-8, and any continuing students who still need a device. Improved Targeted outreach is occurring through our instructional aides to make contact with 'unreachable students' and determine technology needs. An increase of Wi-Fi hotspots have been purchased by the district. On a case-by-case basis, Wi-Fi hotspots are also being provided to those students who do not have access to internet services.

Several actions from the existing LCAP that are both (a) being implemented district-wide and (b) increasing or improving services for unduplicated students or being maintained in the 2020-21 school year.

These actions include:

Increased Teacher Collaboration Time

An increase in Teacher Collaboration time is intended for staff to engage in collaborative review of data, student work, and planning instruction that best meets the need of students who continue to demonstrate inequitable outcomes in our schools and district. This includes English learners, foster youth, homeless youth, students with disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction. As discussed in this plan, focus areas for the year will include Designated and Integrated ELD, Multi-Tiered Systems of Support, and formatively assessing student needs so that targeted small group instruction can be used most effectively. All of these focus areas are specifically aimed at (1) addressing learning loss and (2) accelerating growth for students demonstrating the most need.

These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in school, college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically, and continue to experience, disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Foster youth and homeless youth in particular experience higher rates of discipline and lower attendance. English learners and low-income students are also more likely to be impacted by negative school culture and climate.

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

How services contribute to meeting the percentage calculated as compared to the services for all students: Services will be tailored to unduplicated students in a number of ways: (1) the counselor and parent liaison will prioritize services for unduplicated students by having a

marker on the internal referral form and tracking data separately; (2) an ELD aide will be matched specifically with English learners; (3) the online assessment tools and learning management system will have options for translation, text-to-speech, larger text, etc.; (4) regular check-ins at food distribution sites to see how low-income students are doing; (5) regular parent engagement events for this specific subgroup; (7) regular professional development around supporting English Learners and low-income students both academically and socio-emotionally; (8) regular coaching on how to use improvement principles to disaggregate data and measure success for these subgroups.

How actions are expected to result in required proportional increase/improvement in services for unduplicated pupils:

- Quality (improve): The technology tools being adopted have options for Spanish translation, text-to-speech and larger print. This will help parents and students better access the academic materials. The counselor, parent liaison, administrators, and teachers will receive regular professional learning and ongoing coaching to understand how to best teach these subgroups of students and how to infuse improvement practices by examining disaggregated data.
- Quantity (increase): This subgroup of students will be prioritized for mental health and socio-emotional service with an internal

referral process. An ELD aide will be used to specifically target instructional support for a set of English learners. Transportation access for this subgroup will be provided for afterschool programs. And, regular parent engagement practices will happen via zoom meetings in Spanish and regular teacher/parent communications.