

Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

Pond Union Elementary School District (PUESD), established in 1914, is one of the oldest single school K-8 school districts in Kern County and serves 164 students. PUESD employs 23 people (10 teachers) and operates with a budget of \$2.5 million.

PUESD students reflect the rich cultural diversity that is the hallmark of the central valley. The student population is 93.8 percent Hispanic or Latino; 2 percent Asian; 0.5 percent American Indian or Alaskan; and 3.1 percent White. Residents within PUESD speak more than 5 languages; 45 percent of students speak a language other than English at home. Ninety percent (93.3%) of students are Low Income.

The COVID-19 pandemic has affected the Pond Union School District and drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational landscape of students. Students, their families, and staff have all been affected by higher levels of stress and trauma. The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities.

The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction and assessments of student learning have also been disrupted. Students, families, and staff have also had to take on new roles due to school closures. Parents, guardians, and caregivers – already important partners in the education of their students – have taken on increased responsibility as co-educators with students at home during distance learning. This has been challenging for those parents, guardians, and caregivers who are able to work at home and for those who are not. Many parents, guardians, and caregivers who are not able to work from home have had to balance the competing needs of caring for their children and maintaining their employment and income. Older students have also had to take on greater responsibility for

younger siblings and/or relatives. This includes supporting the distance learning of those younger students, taking time away from their own learning.

Staff have also faced tremendous challenges. Many Pond staff are also parents, guardians, or caregivers for school-aged children and are themselves balancing professional and personal responsibilities. The new roles Pond students, families, and staff have had to take on and the balancing of competing demands have added stress and trauma to an already challenging context.

Presenting the plan to the public and Board of Education, staff have noted that significant improvement was needed in instruction and consistency prior to COVID-19. With the additional challenges that distance learning brings, the needs for coherence and consistency in instructional programs is even greater. As part of its plan, Pond has outlined 10 specific expectations that parents/guardians, students, and the community should have for distance learning implementation:

1. Consistent, direct, live instruction for every student. Access to daily direct live instruction for students, with the option of participating in recorded instruction at alternate times of the day.
2. Access and availability Teacher availability to students outside of direct, live instruction.
3. Symmetry and Cohesion in learning and delivery Google Classroom as the learning management system to allow for instruction and learning.
4. Collaboration Meaningful and structured collaboration between teachers, principals, and colleagues to improve outcomes for students based on data and student need.
5. Professional development and supports for educators Professional development for all educators on strategies needed to deliver high-quality instruction and on the District's learning management system, Google Classroom, that ensures students access to learning grounded in the essential standards.
6. Appropriate supports for students receiving Special Education Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and supports when necessary.
7. Targeted student support and intervention Supports and instruction for small groups of students who need additional instructional and/or social and emotional attention.
8. Communication and feedback Regular communication to students and parents on learning goals and student progress, including weekly teacher-student/parent/guardian communication and report of student progress consistent with the District's grading policies to maintain the home-to-school connection.
9. Assessments and accountability 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.
10. Support for English Learners Designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum.

Providing these expectations to students and families represents one of Pond's efforts to empower stakeholders to hold the district accountable for providing consistent, high-quality instruction and other services that meet the academic, social, and emotional needs of students and families. The implementation of distance learning and design of flexible modes of instruction during this pandemic have presented a unique opportunity to do things differently and create strategies that endure beyond the current crisis in order to improve student outcomes. As stakeholders have urged, and is reflected in the district's vision statement, this is a time to disrupt the status quo. Our individual and collective response to the challenges in this pandemic represent an opportunity to not only survive, but to lay strong

foundations in new areas that will allow students to thrive in 2020-21 and the years beyond. Pond Elementary, in accordance with Senate Bill 98 established the new requirement to create the Learning Continuity and Attendance Plan by September 30, 2020. Articulation with parents, teachers and other stakeholders, Pond staff discussed elements of that plan including examining how the district was addressing gaps in learning, strategies on how to involve stakeholders, addressing the needs of unduplicated pupils, students with unique needs and homelessness. With the needed change in delivery of instruction the need to provide devices for distance learning. The need to provide meals for students and strategies to address student and staff mental health and social emotional well-being.

Stakeholder Engagement

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

Pond's stakeholder engagement on distance learning and planning for 2020-21 began in June and have continued throughout the development of this plan. Efforts have included surveys, a public meeting event, gathering of public comments on the plan, and meetings with stakeholder groups. The gathered input was used by staff to inform their ongoing planning and is reflected throughout the plan. Staff started the stakeholder engagement process for distance learning and school reopening as the 2019-20 school year ended. As spring ended, the district administered a survey to families to obtain their feedback on distance learning. This survey was made available in English and Spanish, and administered online, email, in person and by mail. Parents/caregivers responded to the survey. A corresponding survey was also administered to students to seek their feedback on the distance learning experience. This represented approximately 87% of students in grades K-8. Younger students were assisted by staff. Both surveys were made available in multiple languages. During the last week of June and in early July, the Superintendent, held a series of sessions with key stakeholder groups. These sessions were held to solicit feedback on the district's draft reopening plans and initial thinking regarding distance learning for the 2020-21 school year. Each session included a brief overview of the district's vision for reopening schools, the guiding principles being used to inform planning, and the draft distance learning framework. Stakeholder groups were further engaged to solicit input on the preliminary Learning Continuity and Attendance Plan Draft. Specific sessions and meetings for the groups included:

- Students: 7.14.20
- Parent Advisory Committee: 6.30.20
- District English Learner Advisory Committee (DELAC): 7.2.20
- LCAP Parent Advisory Committee: 6.24.20

To better understand the needs of students and families and the criteria that would make them feel safe returning to in-person instruction, held meetings in early August. Though this form did not require families to make a formal decision regarding a specific instructional model, it did ask families to share:

- 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

The district received 123 unduplicated parent/guardian responses, representing a 86% response rate, during the 7.27.20 to 8.10.20 survey window. The survey was made available in multiple languages. On 8.11.20, held a meeting to discuss distance learning and the district's plan. In addition to learning, the identified topics included health and safety, social and emotional learning, and state and county guidelines. Members included board members, students, and Pond staff. Several questions were received in advance and more were submitted during the course of the event. Community members attended the Zoom webinar event. Pond staff posed several of the most common stakeholder questions received and staff responded to each. To enable input by stakeholders across all groups, including those without internet access a copy was offered to enable viewing if parents didn't have internet access. A draft of the Learning Continuity and Attendance Plan was shared for comment. The draft was posted on the district's website on with an accompanying google form to submit comments. The availability of the drafts and opportunity to comment were publicized through the district's multiple electronic communications that are sent to staff, students, families, and community members. Hard copy notifications were available in English and Spanish for stakeholder review and distributed at the district's meal service pick-up sites, with flyers placed into each bag. Parents were contacted by phone or personal visit.

Additional sources of input included:

- Summaries of meetings held by administration
- Summary of student input solicited from peers by the student members
- Public comment at July and August Board meeting items focused on school reopening

The 9.8.20 public hearing provided an additional opportunity to solicit broad stakeholder engagement. The draft plan was posted on the district's website in advance for public review and comment, presented for discussion at the board meeting, and opened for public comment. In addition, Pond reached out to the student's families, teachers, and other school personnel via Call-outs, Pond website, Pond Facebook, mail and Ms. Ana contacted parents that she knows that prefer a call. The Superintendent is the principal and administrator at Pond school and there is no bargaining unit at this time. The Learning Continuity plan was adopted at this hearing. A survey was produced to solicit feedback from the community. Surveys were sent to parents, advisory groups, teachers/staff and students to gather feedback from stakeholders on the existing needs, internet capabilities, need for meals and desired support. Zoom and Google Meet were used to solicit stakeholder recommendation and to take comments at Pond school at stakeholders meetings. Stakeholder meetings were held at 4 pm and 6 pm to ensure better parent participation. Separate meetings were held with the Parent Advisory Committee and the English Learning Advisory Committee. The Superintendent responded to any comments received from the parent groups. A public hearing was held for review and comment. The agenda to the meeting was posted 72 hours prior to the public hearing. Several face to face stakeholder meetings were held at the school. Safe practices were followed with all wearing face mask and following safe social distances. Telephone calls were made to follow up with parents and other stakeholders. Pond School also utilizes a Facebook page to increase connections with stakeholders. The stakeholders are given opportunities to respond both verbally and in written form. District superintendent had no comments to respond to in writing from the parent advisory groups. All Stakeholder engagement and feedback was considered by school administration and School Board before finalizing the Learning Continuity Plan.

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

Stakeholders had options to participate remotely at public meetings and the district's public hearing. This evolved over time and in response to stakeholder input. Beginning with the 8.20.20 meeting, board meetings included the opportunity for members to provide public comments live, in addition to the method utilized since school closures - submission of comments by email prior to the meeting. Public comments submitted prior to the meeting are read aloud by staff and posted for viewing on the district website. Pond is a very small community and much of the feedback was conducted face to face (social distancing followed). As an example, meals that were given to families provided an opportunity for feedback. A time is reserved at the end of the meeting for formal public comment and the chat feature is open for public contributions throughout. In a second example, the DELAC meeting enabled attendees to contribute to the chat, pose questions, and engage in the discussion. The DELAC meeting also featured simultaneous interpretation in English and Spanish languages. Chrome books and hotspots were provided to all families that needed them so they could participate in public meetings. After receiving some feedback that some hotspots were not working as they should, additional high quality hotspots were purchased and distributed. Families were also contacted by phone. Pond utilizes BrightArrow, a phone notification system that delivers voice calls, text messages, social media posts, and push notifications. This system can be done in multiple languages.

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

Following are highlights of feedback from individual stakeholder groups. More detailed listings of stakeholder input, including the comments by the LCAP Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC) the key input provided by stakeholder groups was shared with district staff to support their planning for the fall, revisions of this plan, and longer-term continuous improvement process.

The Distance Learning survey administered to parents/caregivers and students at the end of the school year yielded results that largely aligned with the overall themes listed above.

- For parents/caregivers, the majority of respondents indicated that they were concerned about their student's social, emotional well-being, that they were only somewhat/slightly satisfied with the idea of distance learning experience, and that more guidance and resources for parents/families to support student learning were their top priorities for the fall.
- The majority of respondents also reported little to no daily direct instruction and moderate to no sense of connection to their student's school since school closures in March.

Student group members comments included the following:

- More counseling services are needed in the areas of mental health and academics, Students emphasized the fact that this need predates the pandemic but is even more urgent now.
- Students need more opportunities to share their voice that include authentic questioning, constructive feedback, and open dialogue.
- Students need specific ways to regularly and safely provide feedback to staff. This should be used to identify areas for improvement AND to highlight best practices.
- Consistency in instruction is critically important. This includes online platforms, access to support, and clear expectations.
- Students need flexibility during distance learning. Receiving assignments and due dates in advance for self-pacing and recorded lessons provide a key support to students who need flexibility.

- Learning loss needs to be addressed, especially for classes that are in course sequences like Math.
- Tiered supports for students are needed and regular mental health and social emotional check-ins should be conducted to assess needs.

School Site Council (SSC) and Students with Exceptional Needs advisory - Key ideas included:

- Students are diverse and need to continue learning in diverse ways. Multi-tiered support needs to improve, not stop, during distance learning.
- We need to address silos – students with disabilities are often considered ‘students of SpED.’ Our attitude needs to be one where each person is working with each child - NOT one where students with disabilities are seen as ‘somebody else’s problem.’
- Students are general education students first. Special Education is a service, not a ‘place that students go.’ Professional development needs to open people’s hearts and minds just as much as developing technical skills.
- We need to address the transition planning for our older students to the middle school experience to come

The LCAP Parent Advisory Committee provided input through the June and 2 August meetings. 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.
- We should be doing school-wide events such as reading books and other common activities for everyone.
- Explore options for increasing adult support during instruction to allow smaller groupings, including collaboration with afterschool staff.
- There needs to be accountability to implementing the assessments.

The District English Learner Advisory Committee (DELAC) provided input through a July and two meetings in August, one

with leadership and one full committee meeting. Key ideas included:

- The plan should be clear in stating what we can providing for English Learners.
- English Learners need additional supports and services including, but not limited to, appropriate materials, equipment, and connectivity to participate, engage, and learn, resources in the home language, additional learning time in groups, and schedules/resource allocations plans prioritizing students with the greatest needs
- Communication is a critical component – stakeholder engagement and communications to home from the district and schools need to be in the home language and responsive. Communication should include videos with live captioning, automated phone systems with

language preferences, and training for families and staff in accessing the use of interpretation and translation services.

Overall, the feedback that stakeholders provided included insights, recommendations, and questions. These addressed experiences during the spring school closures, priorities for the district's return to distance learning and in-person instruction, and input focused on pre-existing issues. These issues existed prior to the pandemic, may have been exacerbated by the pandemic, and will remain after unless they are addressed for the long-term. Listed below are the key ideas that emerged across most or all of the stakeholder groups. It is important to note that strong correlation exists between many of these items and the district's ten expectations for distance learning:

- Our current situation is an opportunity to do things differently and disrupt the status quo – to better serve all students.
- One size does not fit all – training, instruction, and communication all need to meet the individual and group needs of students, families, and staff.
- Distance learning needs to be much better in this fall. Critical aspects include live instruction, access to recorded lessons, access to teachers and staff, and communication of clear expectations on a regular basis.
- We need to focus on our most vulnerable students in our planning and implementation.
- Parents, guardians, and caregivers need much more support to effectively partner in the education of students at home. This includes clear guidance for what they should expect from distance learning, opportunities to engage in two-way dialogue regarding district planning and their own student's learning, and training, resources, and support to utilize technology and support learning at home.
- Training and accountability for staff are both critical. We need to reduce the amount of variation in program implementation and the instructional experience of students and families. Specific training for distance learning is needed.
- Relationship building, Social Emotional Learning (SEL), and mental health need to be prioritized along with physical health and safety.
- Provide support to students and families to address access and connectivity issues that impact their ability to engage in distance learning.
- Students should have the option to continue distance learning for the remainder of the year, even when some form of in-person instruction resumes. Of the stakeholder groups, parents expressed the need for technology support to enable online instruction and resources. The Parent Advisory Committee and the English Learning Advisory Committee also expressed a need for continued meals provided by the school. Special attention was given to parents of unduplicated students. Teachers expressed concern for the mathematics program and wanted a review of text and teaching materials in the area of mathematics.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The Learning Options Form administered in early August provided valuable data for the district's planning process. Highlights of this data included:

- Approximately 68% of parents/guardians preferred blended learning or in-person learning if state and county health officials have deemed it safe to return to school.
- Approximately 47% of parents/guardians indicated that live instruction is the most important part of distance learning.
- Approximately 62% of parents/guardians specified that they have access to internet service.

Pond school will bring students back five days per week. Staff will monitor students as they come in and take their temperatures as they walk on campus. Teachers will additionally take their student's temperature as they walk into class and make sure that students keep social distancing at all times. After all that, they will begin their teaching day. Pond School will have trainings on keeping safe, different teaching delivering platforms such as canvas, google meet, zoom, flipgrid and class dojo. Teachers and staff will all assist in monitoring students keeping social distancing as they walk to class and to their assigned bus. Pond will send out four buses to reduce crowding (we usually send 2 buses) Teachers will teach students main content for the minutes required (4 hours) We will put in place an intervention plan for the rest of the day (2:45pm). Pond will provide targeted intervention to students who have lost achievement as identified by our local benchmark assessments. These intervention classes will meet at least 60 minutes each day. We will have a stakeholders meeting and discuss needs and what we can do to accommodate counseling for all students who demonstrate need. Pond will provide masks, visors, motion sensor faucets, additional handwashing stations and visors for teachers. Pond will separate students in lower grades into two classrooms to reduce the risk of spreading the virus. When things get back to a normal school structure Pond will run 9 classrooms

To support the social emotional well-being of students, Pond will emphasize the role of educators in helping to mitigate the negative impact of traumatic events and stress. By prioritizing student safety and managing stress, educators can support the well-being and long-term academic success of students. Key responsibilities of educators to monitor/support mental health and address trauma include:

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

fulfill all mandated reporter duties.

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

Description	Total Funds	Contributing
Pond will provide PPE equipment including, but not limited to masks, motion sensor faucets, additional hand washing stations, for students and protective visors for teachers.	\$50,000	No
Pond's unduplicated students will be invited to participate in a supplemental after school tutoring program hosted on line by Sylvan. This will be an additional learning opportunity that will allow for a diagnostic assessment and a personalized tutoring programming. Additionally, Sylvan will measure learning loss and learning acceleration throughout.	\$50,000	Yes
English Language Learners will be offered additional instructional time after school and or on Saturdays. For Sure (ELD supplemental English Language Development Reading Program) will be utilized by certificated teachers to support student learning. Students will be grouped by their respective level for instruction.	\$15,000	Yes
Due to social distancing recommendations, we plan on operating four school busses (and four bus drivers) for this school year (traditionally, we only need to run two busses) when we are able to return to in person instruction.	\$10,000	No
Additional custodial staff will provide for additional deep cleaning of classrooms and school facilities on a daily basis.	\$15,000	No

Distance Learning Program

Continuity of Instruction

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

Pond has a plan using six guiding principles:

1. Commitment to grade-level content and instructional rigor
2. Focus on the depth of instruction, rather than pace
3. Prioritize content and learning
4. Maintain the inclusion of each and every learner.
5. Identify and address gaps in learning through instruction. Monitor students' progress on grade level appropriate assessments and adjust supports based on student results.
6. Focus on the commonalities that students share in this time of crisis, not just on their differences

To provide students access to the full curriculum in both distance and in-person learning, comprehensive scope and sequence documents in English Language Arts and Math have been developed for each grade level K-8 These provide teachers, administrators, and other instructional staff coherent and aligned guidance that includes:

- Overview of key grade-level learning outcomes
- Instructional content and practice considerations
- Foundational skills to be systematically and explicitly taught with ample time for practice
- Formative assessments to guide instructional modifications based on student progress monitoring
- Examples of how Social Emotional Learning (SEL) can be integrated into academic instruction
- Standards aligned to curricular resources, district common assessments, and prerequisite skills and knowledge The scope and sequence documents are intended to guide teachers in identifying prioritized standards upon which to focus lesson planning and guiding them toward resources that can best support students in attaining mastery of those standards. In addition to identifying prerequisite skills and knowledge, the scope and sequence documents identify skills to be taught in future grade levels. This allows teachers to conduct multi-grade assessments of students. As was the case before COVID-19, there will be students who have skills that far surpass their grade level and there must be tools to assess their learning needs and provide them appropriately challenging instruction.

Home-school Communication

One of Ponds key expectations for distance learning instruction is that the class/course expectations for the week are communicated to students and families by every Monday (or first day of the school week) with learning goals, content to be taught, how a student's success will be determined, and all assignments with related rubrics and due dates. This communication is intended to help parents/guardians gain deeper understanding of their student's learning process and how to effectively collaborate in their education. This has always been a need and has increased urgency now, with parents/guardians and family members taking on a much more prominent role in the daily education of their students within the distance learning context.

Priority Standards

It is important to acknowledge that ALL learning standards are important and were included in state frameworks by design. In selecting priority clusters of standards, Pond is focusing on depth of instruction, rather than pace. The prioritization of key content will enable teachers to more effectively address learning gaps through patient and in-depth instruction, daily re-engaging students with prior knowledge and allowing unfinished learning to be concluded while also introducing new content. Curricular leaders will further articulate specific

instructional priorities within the standard clusters. This articulation will provide clear guidance on what is important to teach within each grade level, where time and effort should be invested, and which areas should be taught primarily for awareness vs. deep understanding.

Synchronous and Asynchronous Instruction

High quality distance learning includes a combination of synchronous and asynchronous learning. Pond acknowledges that distance learning is challenging and does not envision students, teachers, and parents/guardians sitting in front of a screen all day long. The district's planned distance learning model is flexible and includes breaks, with a balance between synchronous and asynchronous learning and between whole class and small group support. Daily, live instruction and interaction was a key area for improvement in the spring implementation of distance learning. During this time, asynchronous learning was the primary model. The Pond community has strongly voiced their desire to see their teachers provide

students the full classroom experience, including peer-to-peer interaction, as much as possible. The requirement to provide daily, live instruction has been affirmed by Senate Bill 98. During distance learning, SCUSD will be offering consistent, daily, live instruction for every student with the option of participating in recorded instruction later. 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 whole-class, synchronous lessons, English Language Development (ELD) and additional differentiated supports will be provided synchronously. 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. Copies of physical textbooks will be distributed to all elementary school students. Additional texts will be purchased as needed to ensure that all students have the appropriate instructional materials. Pond teachers will assess their students on our locally developed Benchmark assessment as they have done the past 6 years. These assessment are done online so that they can be give in a face to face environment or online. This practice enhances the continuity of instruction. Teachers will develop lesson plan accordingly following Pond Schools Scope and Sequence pacing guides. Teachers will support those students that need assistance or challenged. Pond School is only required to instruct students for 4 hours to provide the core curriculum. Pond will use the 1 hr.

and 45 minutes everyday to work with identified students to address their learning strengths and weaknesses. Small groups of students will have continued Zoom tutoring when needed.

Note: The terms ‘synchronous learning’ and ‘asynchronous learning’ are used throughout this document. Following are Pond’s definitions of these terms:

Synchronous Learning: Synchronous learning is any type of learning that takes place in real time where a group of students is engaging in learning

simultaneously and through live instruction and interaction.

- Most resembles a real classroom
- Learners can ask questions and receive feedback simultaneously
- Allows for collaboration between students
- Teachers can provide immediate feedback, assessment, and make adjustments as needed
- Synchronous learning can occur using computer interaction through Google Classroom or video.

Asynchronous Learning: Asynchronous learning occurs separately and without real-time interaction.

- Directly aligned to live learning and instruction
- Feedback and opportunities for questions come later
- Students can absorb content at their own pace
- Provides opportunities for students to develop questions and reflections on learning
- Allows for more flexibility in scheduling
- Asynchronous learning can occur through classwork, videos, group work, or with other support from a teacher.

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 Pond begins 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 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 model. Pond’s efforts in the spring to provide all students with access to devices and connectivity have eliminated the identified gaps. 85% of our students lacked connectivity And or devices therefore we purchased computers and hotspots with those students first and then all students were considered. During the spring school closures Pond distributed Chromebooks to every student who was in need. In planning for the fall, the district has prepared enough devices to supply all those in need. This includes preparations for incoming Kindergarten students, students at other grade levels new to the district, and any continuing students who are in need. Hotspots were purchased for each home. Families that were difficult to reach were contacted my phone Cal’s and visits. Pond was able to communicate with 100% of families. The district will continue to provide both of these services which provides connectivity access. Pond will continue to assess technology access and support needs. Direct outreach efforts are ongoing and

include specific assessment of technology needs and connection of students and families to services. Pond school has chrome books and hotspots for student, parent and teacher use. Online training has occurred provided by Pond staff members. Students have also been involved in supporting learning on their devices. Pond is fortunate that these devices were in use before distance learning occurred so a base for training and use are in place.

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.]

Pond will assess student progress through the implementation of common benchmark assessments and through the use of consistent formative assessment during instruction.

District Common Assessments A common assessment portfolio has been developed through the use of EADMS to establish coherence and consistency in how student learning needs are assessed and, in turn, appropriate instruction or intervention is identified and provided to improve student outcomes. The district has emphasized that these assessments should be given to all students at least 3 times during the year. Their purpose is to inform teaching and learning and to monitor student progress on grade level content. Support materials for Common Core Standards are used by all teachers. These 'diagnostic screeners' allow teachers to conduct more detailed analysis of individual student progress on identified learning standards. The results can inform lesson design, unit design, and most importantly, identification of specific support needs for students. Where a student demonstrates significant gaps in a specific skill or cluster of skills, targeted support can be provided. This can include differentiation of instruction during live or synchronous instructional minutes and provision of tiered intervention support through small group or individual opportunities.

The following example outlines the key assessments for Grades K-8

- Beginning of year (August 2020): Oral Reading Record, ELA Benchmark, Math Benchmark. writing assessment (narrative)
- Middle of year (December 2020): Oral Reading Record, ELA Benchmark, Math Benchmark. writing assessment (narrative)
- Beginning of year (August 2020): Oral Reading Record, ELA Benchmark, Math Benchmark. writing assessment (narrative)

Additional diagnostics assessments are available to staff for ongoing use. These include tools for assessing student progress in phonics and high frequency word (HFW) recognition.

Pond School will insure that all students have access to devices and connectivity through surveys, call-outs, Facebook, and our website. We are a small school to where we have those students who will need devices already identified and have discussed this situation with them. Pond Elementary, has a one-to-one supply of chrome book devices and hotspots for all families and staff. Pond will deliver Asynchronous and Synchronous online instructional delivery. Student logins will be monitored and supported. There will be content that students can assess anytime and also activities that are scheduled and controlled. The teachers will monitor progress to insure students have a blend of appropriate online instruction. Teachers will use YouTube and Podcasting to interact with students and monitor progress. Pond has online assessments that are used over the past 6 years. These online assessments will assist in the monitoring and assessment of student learning. Synchronous Learning:

Synchronous learning is any type of learning that takes place in real time where a group of students is engaging in learning simultaneously and through live instruction and interaction.

- Most resembles a real classroom
- Learners can ask questions and receive feedback simultaneously
- Allows for collaboration between students
- Teachers can provide immediate feedback, assessment, and make adjustments as needed
- Synchronous learning can occur using computer interaction through Google Classroom or video.

Asynchronous Learning: Asynchronous learning occurs separately and without real-time interaction.

- Directly aligned to live learning and instruction
- Feedback and opportunities for questions come later
- Students can absorb content at their own pace
- Provides opportunities for students to develop questions and reflections on learning
- Allows for more flexibility in scheduling
- Asynchronous learning can occur through classwork, videos, group work, or with other support from a teacher.

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.]

Pond will provide professional development opportunities and resources that support staff in implementing the distance learning program. These will include, but are not limited to, opportunities and resources to implement Google Classroom, and the district common assessments.

Professional Development for All Teachers and Leaders Pond teachers are all trained in AVID instructional strategies. These strategies work well with face to face and online instruction. Teachers will continue to utilize these strategies and work in teacher teams to support learning. Online professional development will be provided on the new ELD curriculum adopted this year. Pond teachers will utilize playbooks to assist LEA in planning for teaching and learning in this new COVID-19 context: the Distance Learning Playbook and the Hybrid Learning Playbook. Each suggests nine areas of focus to guide planning: setting goals, creating schedules, communicating with families, assessing student needs, supporting social-emotional learning, building capacity, supporting English language learners, supporting students with special needs, and leveraging ancillary programs. Both offer practical, easy-to-understand resources, tools, and tips for leadership teams to consider adopting. As equity should underlie everything we do as educators, we offer equity considerations throughout. Teachers will use and discuss distant learning successes and challenges found in the Professional Learning and Relationship section of the CDE "Stronger Together: A Guidebook for Safe Reopening of California's Public Schools. This document will assist in giving ideas for models and best practices related to professional learning. These will be discussed at weekly PLC time with teachers.

Staff Roles and Responsibilities

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

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction. Following are some of the key changes to roles and responsibilities of staff, organized by area.

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 (Google classroom), attendance at live, synchronous instruction, and other forms of contact determined at the site. They will also be responsible for

maintaining a weekly record documenting a student's synchronous and/or asynchronous engagement each day. Attendance staff will be continuing all of their core functions, though specific roles within these functions are adapted to the distance learning context. They 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 of attendance staff will be contacting families regarding absences. Where an absence is illness-related, attendance staff will support contact tracing protocols as directed by the Sacramento County Health Department. 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:

- Program specialists will support teachers with the set-up and completion of virtual IEP meetings, including how to engage parents to be meaningful participants and to facilitate the 'paper requirements' of conducting an IEP in a virtual or telephonic setting.
- The Resource Specialists will support a range of distance learning-related actions supporting the assessment process, monitoring student progress, and coordinating with instructional aides.
- Instructional Aides: Instructional Aides will be more systematically used to support individual students than they were in the spring. Aides that are assigned to classrooms and aides that are assigned to individual students will assist students during distance learning and help the teacher manage instruction. This will include contracted aides as well as district staff. In accordance with the student's IEP, instructional aides will provide support in virtual breakout rooms and, as appropriate, during targeted synchronous instruction.

Health and Safety Protocols

The roles and responsibilities outlined within this section are from Pond's plan. Staff responsibilities applicable to all include:

- Immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease.
- Collect and track illness-related information
- Immediately contact Student Support and Health Services 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 that are specific to types of staff are outlined below:

- Administrators: Designate staff 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 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 handwashing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to the office.

In addition Pond staff will be having several additional roles and responsibilities this coming year. Roles will be slightly different depending on the learning format.

During face to face instruction, staff will need to monitor students as they come in and take their temperatures as they walk on campus. Teachers will additionally take their student's temperature as they walk into class and make sure that students keep social distancing at all times. Teachers then will begin their teaching day. Teachers and staff will all assist in monitoring students keeping social distancing as they walk to class and to their assigned bus. Continuity of Instruction: Pond Elementary is confident that we will bring all of our students on to campus and have face-to-face interaction. Teacher and staff roles and responsibilities during distance learning are also modified to ensure continuity of instruction and attention to academic and social emotional needs of students. Pond will monitor students' learning with our local benchmarks and other platforms that we utilize here at Pond, for example, ALEKS, AR tests and staff will use these results to lesson plan accordingly to support all student's needs. Teachers and staff will have trainings on keeping safe, different teaching delivering platforms such as canvas, google meet, zoom, flipgrid and class dojo will also be utilized and monitored.

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.]

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 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. Designated ELD Instruction will meet or exceed the following amounts:

- Kindergarten: 40 minutes/week (80 minutes/week for newcomers)
- Grades 1-6: 60 minutes/week (120 minutes/week for newcomers)
- Grades 7-8: Designated class or 60 minutes/week (Designated class for newcomers) 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.

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. In addition Pond school will address students with unique needs in a variety of ways. First and foremost Pond will follow instruction outlined in the student's IEP. This document will guide the time students are provided with small group or individual instruction and when instruction can occur in a group setting. For those students with unique needs instruction will be designed with each student's ability level taken into consideration will be provided at their optimum instructional level. Also, support will be given via email, messages and through one-on-one via zoom or google meet. Students will be assessed weekly to determine effectiveness of the instruction. Our English Learners will receive ELD class for 30 minutes daily and they will also have their regular ELD homework to practice at home. All teachers will be trained in delivering ELD curriculum to their students and teachers will deliver this curriculum. English learners, pupils with exceptional needs, pupils in foster care and homeless students will be monitored weekly to assess growth and challenges. Adjustments will be made in their instructional delivery based on data.

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

Description	Total Funds	Contributing
Pond's unduplicated students will be invited to participate in a supplemental after school tutoring program hosted on line by Sylvan. This will be an additional learning opportunity that will allow for a diagnostic assessment and a personalized tutoring programming. Additionally, Sylvan will measure learning loss and learning acceleration throughout. (Duplicate)	\$50,000	Yes
Certificated teachers and classified reading assistants will offer virtual on line small group instruction and or individual extra help / tutoring based on learning loss needs to accelerate learning for the most at risk students based on IO assessment data (EADMS).	\$10,000	Yes
Supplemental online learning tools such as: ALEKS, Reflex, I-Ready, Accelerated Reader.	\$13,000	Yes
Purchase of Chromebooks and laptops with cameras in order to provide for access to distance learning.	\$77,000	Yes
Purchase of hotspots for internet connectivity to provide for access to distance learning.	\$43,500	Yes
Provide live on line tech supports for technology needs to ensure access to distance learning.	\$15,000	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.]

Pond will measure learning status through the regular administration of benchmark assessments over the course of the 2020-21 school year. As discussed in an earlier section of this plan, the scope and sequence documents developed for English Language Arts (ELA) and mathematics include specific guidance for administration of the district common assessments. This includes administration, prior to October 2020, midyear in December and in the end-of-year benchmark assessment from the prior year to assess each student's learning status on content and skills from the preceding grade level. These benchmarks will be used as one key means of assessing learning loss, along with the daily 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. Pond is providing a full month of time in which to administer the initial benchmark assessment to allow for effective establishment of a safe learning environment and re-engagement of students in school. It is important to reiterate that 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.

Assessment is a key to determine learning loss. Since Pond School has given local benchmark assessments three times during the year, every year, Pond has data to determine learning loss in students. Pond has a system of having a student profile for each student that reports and tracks student progress from year to year in Mathematics, Language Arts, Writing and ELD. Pond will begin the year giving these assessments and comparing results from the midyear tests last year. These assessments will identify learning loss during school closure. Since all of these assessments address Common Core Standards, parents teachers and students will be able to see what skills need support, review and/or reteaching.

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.]

English learners, low income, foster youth, pupils with special needs and homeless students all have student profiles available to compare learning strengths and weaknesses. Intervention classes are scheduled for 60 minutes each day to address these needs. IEP's are continued to address the needs of students with exceptional needs. The newly purchased ELD program will address the needs of English learners each day, low income students are part of Pond's schoolwide program and intervention classes are scheduled whether the students are face to face or online either partial or hybrid format. 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: Supports 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. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This will focus the efforts of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information. 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 the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class. 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. As noted in other sections of this plan, a range of staff are regularly monitoring students' progress, identifying specific learning (and other) needs, and ensuring that students are referred to and receiving the appropriate supports. 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

might involve collaboration with additional staff such as instructional aides or others. Expanded Learning staff may also be involved to support any and all of the named student groups as they collaborate to support synchronous and asynchronous instruction during the school day at sites where their programs are present.

- Use of Google Classroom
- 2 hours of teacher collaboration built into the weekly schedule
- Daily live instruction - minimum of 3 hours/day – 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 scope and sequence to focus on priority standards
- Pre and post-assessments aligned with the content
- Weekly communications to parents including learning goals, content to be taught, success criteria, and assignment details
- Professional learning to support the above processes and strategies for effectively managing a classroom and student relationships in the distance context.

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 of student progress. This will include the interim/benchmark assessments for Math and ELA administered at 3-4 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. Where practices demonstrate evidence of success, they can 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. The ELPAC is given to all English language learners. This measure will assist Pond teachers in measuring achievement and language gains. Again Pond School's local benchmark assessments is an excellent tool to determine growth or student achievement loss. Because their assessments are Common Core Standards and ELD Standards based, teachers will have a measurement of achievement and a plan to remediate.

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

Description	Total Funds	Contributing
Pond's unduplicated students will be invited to participate in a supplemental after school tutoring program hosted on line by Sylvan. This will be an additional learning opportunity that will allow for a diagnostic assessment and a personalized tutoring programming. Additionally, Sylvan will measure learning loss and learning acceleration throughout. (Duplicate)	\$50,000	Yes
English Language Learners will be offered additional instructional time after school and or on Saturdays. For Sure (ELD supplemental English Language Development Reading Program) will be utilized by certificated teachers to support student learning. Students will be grouped by their respective level for instruction. (Duplicate)	\$50,000	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.]

Pond School will work with the Child Guidance Clinic. Pond will set up a system to have the Child Guidance personnel present to staff members and students. They will also monitor/talk to our staff and students for counseling assistance. Pond has a plan to engage a counselor on campus. Pond will also have Child Guidance counselors train teachers and staff on identifying actions that might require assistance. They will also they provide strategies we can use to assist our students. These strategies will be listed in our teacher handbook and be discussed regularly at staff meetings. Teachers will receive training on emotional well being strategies during PLC time. Training content will be taken from CDE's Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools. Lastly, our teachers will teach about cyberbullying virtually.

Social and Emotional Well Being

To effectively support the social and emotional well-being of students and staff during the school year, Social Emotional Learning (SEL) lessons focused on universal themes have been developed to supplement existing SEL work and complement the academic curriculum. Themes include collaboration, confidence, gratitude, perseverance, perspective-taking, and more. Each theme includes mini-lessons for elementary grade levels and resources for connecting to families. Resources supporting universal practices across the year include guidance for implementing school wide mindfulness practices, guidance for weekly community circles, a teacher sample schedule for each month, and guidance for daily integration of SEL based upon the district's three signature practices. The three signature practices include (a) opening each class with a welcoming/inclusive activity, (b) engaging strategies or Brain Breaks throughout class, and (c) Ending each class with an optimistic closure. Expanding upon the work in the SEL lesson materials, the Social Emotional Learning team has developed two full web pages that provide support, resources, and guidance. The first, Social Emotional Learning for Distance Learning and Beyond, includes specific resources for students, family members, and educators, including resources specific to SEL as a lever for racial justice and anti-racism. The second, The Anti-Racist Classroom, provides teachers and other instructional staff guidance and resources to guide learning, reflection, connection, and engagement specific to eliminating racism in our school system. Regular emotional engagement surveys will help staff assess a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus.

Indicators monitored by staff to serve as emotional engagement metrics will include:

- Level of engagement with support staff/groups
- Participation in learning activities
- Participation in co-curricular and extra-curricular activities

The scope and sequence documents for Math and ELA also include specific strategies for Social Emotional Academic Integration within instruction. Sample Actions from the Grade 3 ELA scope and sequence are included below:

- Promote a sense of belonging by including language routines, such as choral reading and word games, so students see themselves as a part of a learning community.
- Empower students to monitor their own skills and fluency through cycles of action and reflection.
- Anchor texts throughout the curriculum should reflect and reveal accurately a multicultural world and resonance with learners.

- Encourage students to draw on their emotional and empathetic skills as they orally express their thoughts, feelings, ideas, and arguments.
- Design collaborative, small group, or partner discussions on topics for students to process and extend their learning.
- Instruction and materials are responsive to students' existing funds of knowledge as well as connecting students to a shared knowledge of the world through the study of conceptually coherent topics.
- Create space and opportunity for students to identify and explore their own interests and fascinations.

Professional Learning opportunities in development that are designed to build and expand staff capacity to implement SEL practices include:

- Return to Community Professional Learning Module: Features the district's three signature practices, self-care reminders, a focus on shared agreements/norms in the first days of school, and relationship building. The content extends the district's existing SEL work and incorporates new content from The Distance Learning Playbook.
- A module focused on building system wide coherence through monthly SEL themes
- A module focused on self-care: Breathe for Change and PureEdge Mindfulness
- Professional Learning focused on trauma-informed practices in partnership with Turn Around for Children The partnership with Turn Around for Children will provide professional learning to staff as they work to address the combined traumas of the current public health crisis and the ongoing impacts of systemic racism and violence. Additionally, the Student Support and Health Services (SSHS) department regularly offers training on topics such as suicide prevention,

Mental Health and Addressing Trauma

The district has developed guidance and resources for educators to inform their monitoring of student mental health and addressing trauma and the other impacts of COVID-19. This guidance begins with an acknowledgement that 'the mental wellness, coping resilience, and healing before, during, and after a crisis is suddenly at the forefront of both our region's and the world's collective consciousness.' Since schools have closed, children have lost the safety net provided by caring teachers, nurses, support staff, counselors, and other personnel.

The guidance emphasizes the role of educators in helping to mitigate the negative impact of traumatic events and stress. By prioritizing student safety and managing stress, educators can support the well-being and long-term academic success of students. Key responsibilities of educators to monitor/support mental health and address trauma include:

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

fulfill all mandated reporter duties.

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.]

If Pond School is able to provide face to face, stakeholders will have meetings to discuss with parents who will opt-out of sending their student to school. Those parents who decide to keep their student home will be informed that their student will be required to log on for their different classes. This is important as it is how they will be counted for ADA purposes. Pond School will also give an opportunity to those students who are staying home to take a packet home and return it weekly for grading. For those students who fall behind, three or more unexcused absences or falling behind in work with teacher fearing additional learning loss, we will contact them and inform them of the missing time and or work and the consequences to learning. We will do everything possible to work as partners to engage their student in the learning process. Pond will provide a plan to write an individual contract to engage students on a full or part time basis. Another strategy would be to, go on home visits, practicing safe practices like masks and social distancing to inform parents of the importance of attending, going online and completing work. Distance learning platforms will address student absenteeism by first taking attendance and monitoring frequent student absenteeism. Phone calls will be made to parents. Like in the face to face model, contracts between students teacher and parents will be generated reinforce commitments to attendance and participation.

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. This will be true regardless of what school looks like as students and staff return this fall. Pond does not only want students to be present or “logged in,” we want them to be engaged: interacting, thinking and connecting.’

The COVID-19 pandemic has presented numerous challenges to the effective monitoring of attendance and engagement. student engagement will be defined as having three components:

Behavioral engagement (Physical Actions) The physical actions a student uses to interact with the learning material such as attending, writing, reading, studying, or watching.

Cognitive Engagement (Cognitive Processing) Reflects the extent to which a student is thinking about the learning activity, or attending and focusing on the task.

Emotional Engagement (Motivation and Emotional Response) Reflects a student’s involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus.

Monitoring Engagement The three components of engagement will be monitored and assessed through regular engagement surveys, completion of weekly exit tickets, frequency of use of various online tools, participation in online discussions, percentage of assignments completed, number of days logged in, and participation in expanded learning, co-curricular and extracurricular activities. The district is committed to using multiple measures to determine whether students are engaged at the level needed to maximize their academic, social, and emotional progress. This is also being viewed as a collective responsibility. In the spring, engagement was viewed primarily as a student responsibility. Moving forward, teachers, administrators, and staff across the district have shared responsibility in ensuring the engagement of all students.

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.
- Attendance Staff: Monitor attendance/engagement, work with teachers and families, and provide tiered interventions when necessary.
- Administrators: Ensure that attendance/engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary.

Outreach

The office staff at Pond school 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 reduced the list of ‘unreachable’ students. Students that are disconnected or unengaged from school are less likely to show up on the first day and are more likely to be absent or unengaged in the fall. 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. Staff’s outreach efforts are continuing through the summer (and will persist) with the goal to reestablish and maintain the vital connection to each and every student. Summer efforts included home visits to households and resulted in all students being reached. As school reopened, first day of school communications were sent out in home languages via two-way text and hard copies were mailed to all addresses without a verified phone number on record.

Tiered Reengagement Tiered re-engagement strategies for unengaged students are organized within a Multi-Tiered System of Supports (MTSS) framework:

Tier 1: Students attending school regularly (%TBD)

- Positive relationships, engaging school climate, clear and consistent communication between school and families

Tier 2: Students who attend/engage moderately (%TBD)

- Phone calls home, informational postcards, training with technology
- Provide device for distance learning (as needed)

Tier 3: Students who attend 40% of the time or less

- Referral to school support team
- Action Plan created with student and family
- School Attendance Review Team (SART) meeting

Tier 4: Unreachable students: No contact or engagement

- Home visits
- Referral to outside agencies

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.]

Pond School will continue to provide all students breakfast and lunch. For in person instruction, students will have breakfast and lunch in their classrooms. Pond has a contract for our meals with the Delano Elementary Food Services. These meals will be provided contact free. All food service providers will wear masks and gloves. Hand washing will occur often during food preparation and distribution. Students who opt-out of on campus classes will still receive both meals.

In the case of distance learning parents will make arrangements with the office for continued pick-up or delivery. Pond will deliver meals to our normal delivery spots. Pond School will also continue utilize suggestions in the School Services section of the CDE document Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools.

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

Section	Description	Total Funds	Contributing
	Meetings will be held during PLC times to monitor progress. Student work will be reviewed to identify trends in learning. Adjustments will be made to the learning program when needed.		
	Unduplicated students will receive parent phone calls and surveys will be done monthly to gain feedback from stakeholders on student progress and student social emotional wellbeing.	\$500	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
37.19%	\$441,000

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The Pond Union School District serves a community made up of 93.3% unduplicated students. Based on many months of parent feedback, assessment data, and staff observations about the needs and circumstances of our students as a result of the COVID-19 pandemic, we find that:

- students lack access to technology and connectivity in order to access participation in their education when distance or hybrid learning is necessary
- students lack access to social and emotional well-being and supports/services
- intensive academic acceleration and instructional support opportunities are required for students to mitigate learning loss

The Pond Union School District as dedicated the following action items in the Learning Continuity and Attendance Plan based on these identified needs.

- opportunities for supplemental online tutoring
- English Language Learners will be provided extra learning opportunities for academic engagement
- access to supplemental online supports in the form of learning applications such as: Accelerated Reader, Reflex, and I Ready to support learning acceleration
- Providing devices, connectivity and supports to ensure access to our students' education

The actions developed by the district are specifically tailored to provide additional intensive and differentiated services for unduplicated.

[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, we will increase or improve services for low income, English learner, and Foster Youth students of PUSD by providing access to connectivity and devices, ensuring our English learners have access to additional instructional learning time, and providing families of our unduplicated pupils access to mental health and social emotional supports. Additionally, we will provide supplemental opportunities for online tutoring, offer additional learning programs and online applications, and provide devices and connectivity for students to access their education. We believe these actions and services will help us to mitigate additional learning loss by our students in comparison to all students during the COVID crisis.

In addition to the action items included in this plan, the Pond Union School District will meet the increased or improved services requirement for unduplicated pupils through other ways, including:

- Ongoing professional development and monitoring to ensure effective PLCs
- Increased focus on staff collaboration in order to monitor student progress