

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
Belridge Elementary School District	Tammy Reynolds - Superintendent	Tammyreynolds08@yahoo.com (661) 762-7381

General Information

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

The effects felt by COVID-19 have been widespread and created impacts unlike anything we’ve ever experienced before. The March 18, 2020 mandatory school closure has shed light on various social and economic issues, including digital learning and food insecurity, as well as access to internet services in a rural community, and the absence of face-to-face instruction. Our community and families have experienced emotional, physical, health, and financial strains. There are many considerations and decision-making points we have considered in planning for the 2020/2021 school year. We will be focusing on ensuring student learning, competency development, addressing gaps in learning, conducting meaningful stakeholder engagement, maintaining transparency, and addressing the needs of unduplicated pupils while also considering our students social and emotional well-being. The stress levels experienced during this time have reminded the Belridge Stakeholder groups of the resiliency, strength, and power of ourselves and the importance of our school community.

Stakeholder Engagement

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

During our daily “Grab & Go” Breakfast and Lunch “drop off” and weekly phone calls, we have verbally advertised the regularly scheduled Zoom meetings that are available to our community of stakeholders to participate in. Parent surveys (English/Spanish) were also delivered at our daily “Grab & Go” food delivery. Based on the feedback from day to day in-person communication with our parents/students and the parent surveys, Belridge stakeholders (teachers, principal/superintendent, parents advisory committee members, classified staff, students/parents, board members, and community members) agreed the district needed to purchase Kajeet Internet hotspots to aid in internet connectivity. The district does not have any bargaining units. During these in-person meetings (while practicing safe distancing procedures and wearing masks/gloves), weekly phone calls, and ZOOM meetings, we have discussed our plans and solicited feedback for the 2020-2021 school year. All correspondence has been conducted in both English and Spanish using a school interpreter. The

superintendent responded in writing (English and Spanish) to the comments and input made by our Stakeholders during these meetings. In order to provide access to all Belridge stakeholders, the LCP (Learning Continuity Plan) will be presented at a public hearing on September 8th to allow our stakeholders an opportunity to give feedback and ask questions regarding our plan. A second board meeting has been scheduled on September 15th to approve the plan that has been agreed upon by all Belridge Stakeholders.

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

We have provided the following options for remote participation in public meetings and public hearings: Google Meets, ZOOM, facetime, and conference calls. Stakeholders (students, families, parent advisory committee, and community members) were provided information regarding the options for remote participation through word of mouth during daily “Grab & Go” in-person food delivery drop offs, phone calls, class dojo, and group texts.

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

Between March and August 2020, the Belridge Staff provided a variety of opportunities for our Stakeholder groups to provide feedback on preparing the best possible educational options for our students, while keeping safety as our top priority. During these meetings, our stakeholders provided the following feedback: 1) Parents were concerned about the distractions the students would have while learning remotely from home. After a group discussion on this issue, it was decided that our students would benefit from wearing headphones. 2) Another concern the Community members shared was the lack of cell phone service in our remote area. Based on research and experience Belridge Stakeholders agreed the district needed to purchase Kajeet Internet hotspots to aid in internet connectivity. 3) Another concern the Parent Stakeholders voiced was their lack of knowledge on how to assist their students with the technology and applications the teachers would be using during Distance Learning. After a short discussion, the teachers offered recorded “Tutorial ZOOM meetings” to teach the parents how to navigate the technology their students would be using during instructional blocks. 4) The final concern from our stakeholders was: Parents wanted this new learning environment to seem as “normal as possible” to what their students were used to.

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

Due to Stakeholder (certificated teachers, bi-lingual aides, principal/superintendent, parent advisory committee, families, classified staff, board members, and community members), the Superintendent/Principal has developed a plan which brings all staff back to campus daily, ensuring adequate connectivity and resources for teachers to hold instructional opportunities. By allowing teachers to hold class in their classrooms, it ensures easy access to their materials, develops a norm for both students and staff of a more reflective classroom environment, and allows for boundaries for our staff helping to alleviate the feeling of being at work 24/7.

Also due to stakeholder input, we will continue providing our daily “Grab & Go” Breakfast and Lunch drop off services for our families to utilize.

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.]

Belridge Elementary School District has committed to using distance learning as the mode of instruction until further notice, due to the Governor’s orders. While utilizing a distance learning model, one-on-one tutoring sessions are being offered to students/parents by school staff to provide our at-risk students (homeless, foster youth, English learners, students with exceptional needs, and those demonstrating high levels of learning loss) an opportunity to receive one on one and small group support in a safe format. Peer to peer small group interactions, using Google Classroom and Caribu, allow the students to interact in small groups for recess, P.E., and story time. These peer to peer interactions will further support the students social emotional wellbeing as well as academic engagement.

However, our goal is to return to **in-person learning** as soon as we are able to do so. As we prepare to move into in-person learning, we will provide guidance on the best procedures to make this a successful experience for all.

We will rearrange our students/educational procedures such as expanding the size of each classroom to allow for social distancing, and staggering meal times and recess times for all students.

To ensure that the health and safety of students and staff is the top priority, we will be providing social distancing practices during transportation to and from school, increase daily/weekly disinfecting & sanitizing of the school facility, mandate that all students and staff wear face coverings at all times (the district will provide face masks to all students who are in need), ensure sufficient supplies of hand sanitizers, soap, handwashing stations, tissues, no-touch trash cans, and paper towels. We also have a plan to minimize access to campus, and limiting nonessential visitors.

The following is a possible in-person instructional option:

All students (K- 8th graders for a total of 25 students) on campus Monday – Friday for onsite instruction.

Seat up to 2 family members to a bench, alternating rows on each side to create a zigzag pattern on the bus to allow us to transport our 17 bus riders.

A staggered breakfast/lunch schedule will be offered M- F allowing for 6 feet social distancing.

Teachers will spend the first two weeks on routines promoting familiarity to the new environment.

To monitor and support mental health and social and emotional well-being of pupils, staff, and parents during this school year is to provide a temporary part-time school counselor and temporary full-time “Engagement Specialist” to promote student, parent, and staff engagement as well as providing counseling/services to address trauma and other impacts of the COVID-19 on the school community.

Belridge Teaching staff (Teachers/Aides) will be using an assessment cycle consisting of Initial/Beginning of the year screenings, Formative Assessments, and additional assessments to set up our Instructional Language mode. Timely review and analysis of data will be used to identify students who have experienced learning loss or who have not met grade level mastery. Any deficiencies that are demonstrated will be addressed by the teacher/aide and a plan will be developed to fill those gaps. Individual learning schedules will be given to students in need which will allow those students to be grouped for weekly and biweekly skill development sessions. In addition, a variety of software programs will be used to support Math, Reading, and ELA skill development. (Khan Academy, Flipgrid, Accelerated Reader, EPIC, and IXL.)

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

Description	Total Funds	Contributing
Purchased additional PPE (Personal Protective Equipment) supplies to serve our staff and students upon returning to campus for in-person instruction.	475.91	No
Purchased additional classroom supplies to aid in distance learning for use at home (manipulatives, books, supplies, bulletin board Supplies, learning center supplies, supply boxes, folders, classroom decorations).	59,423.03	Yes
Go Math Renewal to aid in instruction during distance learning.	53.19	No
Purchased additional Chrome Books to aid in better internet connectivity for students who were losing their connection to the internet during distance learning activities.	3,794.70	Yes
Purchased Go Guardian Teacher to enable classroom teachers, bi-lingual aides, and our Engagement Specialist to gain real time views into student activity and to identify and correct off task behavior during distance learning.	225.00	Yes
Purchased Kami Teacher Plan to allow teaching staff to personalize the learning process according to the needs of all students during distance learning.	99.00	Yes

Description	Total Funds	Contributing
Purchased additional internet hardware to ensure connectivity to on-campus internet during daily instruction by the teaching staff.	1,747.45	Yes

Distance Learning Program

Continuity of Instruction

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

The changes to program offerings the LEA have made in response to school closures to address COVID-19 are as follows:

For staff communication: **(March – June 2020)** Daily check in on cell phones, Friday Staff Meetings, Face Time, Texting, Phone calls, On-site meetings practicing Social Distancing. **(August 19, 2020)** Based on family and teacher feedback, the District has developed a plan which brings all staff back to campus daily, ensuring adequate connectivity and resources for teachers to hold instructional opportunities. By allowing teachers to hold class in their classrooms, it ensures easy access to their materials, develops a norm for both students and staff of a more reflective classroom environment, and allows for boundaries for our staff helping to alleviate the feeling of being at work 24/7.

Provided to Parents/Students: Grab & Go Chrome Books, I-Pads, Curriculum (Text Books/Packets), Manipulatives, School Supplies, Head phones, Student Calendars, Student Schedules, Kajeet Hotspots, and Technology Contracts.

For Students with IEP's: IEP Meetings via ZOOM/Google Meets, Counseling services available, ZOOM Meetings, and Google Meets meetings. Student work has been e-mailed/Mailed/Delivered, Conference Calls, Phone Calls, FaceTime Calls, Class DoJo, Texting, and Home Visits practicing Social Distancing and Safety Procedures.

Long Distance Learning Tools/Opportunities for all students in Math, Language Arts, Science, Social Studies, Fine Arts, and Physical Education: Staff You Tube Story Time, Staff Learning/Teaching Videos, Social Distance Tutoring, Google Classroom, Class Dojo, Flipgrid, Zoom Meetings, Read-a-louds using Renaissance, Screencastify, ESGI (Education Software for Guiding Instruction), Kami Teacher Plan, Kahn Academy video tutorials and interactive exercises, Google Meets, Seesaw Platform, STAR Reading/Math, Epic Book collection site to be used for Accelerated Reader Books, IXL Website, a variety of teaching/learning/interactive apps, and State Adopted Textbooks/Packets.

Daily Attendance/Engagement is recorded daily (Schoolwise & CDE Attendance/Engagement Template)

A school counselor is also available for students, staff, and parents, via FaceTime, ZOOM, Google Meets, and phone.

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.]

We surveyed our families to determine both equipment and internet access needs. The surveys indicated additional chrome books, headphones, and Kajeet Smartspots (T Mobile, Verizon, and AT&T) were needed before our Distance Learning platform could be successful for all students.

After reviewing the surveys and purchasing the additional equipment, we provided each student with a chrome book, I-pad, Kajeet Smartspot for internet access, and headphones. The teaching staff will be delivering Distance Learning instruction on-site and will have Technology support available through Kern County Superintendent of Schools while on campus.

We have verified that 100% of our students have reliable access to devices and connectivity in order to access their education.

In order to ensure internet safety for our students, the teaching staff will use Sentinel Dashboard to provide content filters while students are using the technology. In addition, we will use “Go Guardian Teacher” to monitor student work and have time restrictions on the Hotspots to ensure the devices are only being used for completing class assignments and during the instructional day.

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.]

Initial assessments will be completed by mid-September. Formative Assessments including Chapter/Unit Tests from State Adopted Curriculum, Performance Assessments, AR Quizzes, and STAR Math & Reading will be given during each quarter. The testing rounds will be immediately followed by team assessing the data and using it to implement intervention protocols along with family input.

Pupil attendance will be verified as it has been, based on assignment completion and documented in Schoolwise, our student information system. In order to ensure student engagement, annual daily instructional minutes, Synchronous/Asynchronous Instruction time, and Instructional/Assignment Delivery Method we will be using a combination of our current Schoolwise program along with the CDE Combined Daily Participation and Weekly engagement Template.

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.]

A wide variety of professional development opportunities have been offered to our staff (teachers, aides, principals, and classified staff) allowing them to choose the ones that best suit their needs. These included: Kindergarten Digital Learning Boot Camp, “Go Guardian Teacher,” Tech Skills for Teachers, Thinking Creatively About Social Emotional Learning, Creating Virtual Escape Rooms to Demonstrate Understanding, Hands on Science on a budget, Podcasting School for Teachers, Sound Pedagogical Practices for Technology Integration, How to Teach an Online Math Lesson Using Virtual Manipulatives, Google Slides, Kahoot, Boom Cards, Flipgrid, Sceencastify, IXL, Schoolwise Attendance/Engagement Reporting, and How to Use Data in Decision Making for the Classroom. We also have our Temporary Full Time Counselor attend a Friday on-site PD session every month to present a mini lesson on dealing with stress, taking care of ourselves, students, parents, community, etc... during this COVID pandemic.

Staff Roles and Responsibilities

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

The roles of our staff are ever changing during this pandemic. Our MOT/Bus driver now starts his day at 6:30 a.m. He picks up our daily “Grab & Go” Breakfasts & Lunches and distributes them every morning to our students by 7:45 a.m. He makes sure students are up, dressed, and will be ready to log-on for Distance Learning beginning at 8:20 a.m. Our teaching staff is now working evenings providing informative ZOOM meetings to our community and parents as well as being available for “tutoring sessions” with our students. Our Administrative team are making weekly “community visits” to assist with delivering curriculum, assisting with internet needs, and delivering a smile and wave to our students, parents, and community members while practicing safe distancing procedures and wearing masks/gloves) All staff members are constantly watching webinars and participating in on-line training to provide a high quality education for 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.]

In addition to the high-quality distance learning tools/opportunities provided above, school staff are translating all information disseminated to students into the parent’s primary language. The staff (teachers, aides, principal) is also providing parent educational sessions in Spanish to enable parents to assist their children with their daily schoolwork.

Each teacher will also receive information indicating their students’ who fall into any of the following categories: Foster, Homeless, English Language Learners, and Pupils with Exceptional Needs. Teachers will then schedule one-on-one and/or small ZOOM/Google Meets group sessions with these students to provide academic support which will build foundational skills and address severe learning loss.

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

Description	Total Funds	Contributing
Purchased additional Connectivity Kajeets (Verizon, AT&T, Teen Mobile) after receiving feedback from parent surveys/meetings stating the need for improved internet connectivity in our student’s homes.	11,000.00	Yes
Seasaw renewal to allow students to use creative tools to take pictures, draw, and record videos to capture learning in a portfolio while allowing teachers to deeply understand student thinking and progress during distance learning.	240.00	Yes
Screencastify renewal allows teaching staff to make learning more personal in their blended and flipped classrooms by recording full and/or bite-sized lessons, assignment solutions and explanations, and for allowing for verbal student feedback.	58.00	Yes
Kindergarten Digital Learning Bootcamp Webinar was used as an additional professional development tool for our Kindergarten teaching staff.	20.00	Yes
Purchased additional individual Ear Bud Headphones for students to use at home during distance learning lessons/activities to help alleviate noises that could become distracting. (Helps students to remain focused.) Also purchased Ear Buds for teachers to enable the capability of attending/directing more than one class meeting simultaneously.	632.95	Yes
Purchased Attendance for Distance Learning to fulfill audit requirements for Distance Learning attendance accounting.	400.00	No

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.]

All K-8 students will be given Formal Initial Assessments by mid-September. These assessments will be followed with districtwide benchmark and formal assessments at the end of each quarter for English Language Arts, Math, and for English Language Development (for our EL students). Analysis from these assessments will be used to implement the strategies to support students.

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.]

Once assessment data have been analyzed, staff will develop a list of all at-risk students including those who are English Learner, Low Income, Foster Youth, as well as those with exceptional needs and those who are experiencing homelessness who will need intervention to address the deficiency. Teachers will work with individual families to develop Independent Learning Plans to address these deficiencies based on their status and unique needs.

Specific intervention strategies include: small-group online instruction for math and reading and one-on-one Zoom/Google Meets tutoring sessions. Intervention specific frequency will start with 2x weekly for students two or more grade levels below grade level and once weekly for students one grade level below. As the year progresses, the frequency will be adjusted as needed.

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.]

As described earlier, we will be using intermittent or as needed formal assessments (Initial, Benchmarks, Chapter/Unit Tests, and additional formal assessments) to ensure strategies are productive and the students are making progress. We will use our baseline data from the beginning of the year and compare that with progress throughout the year. Improvement will be measured in this way for all students based on their unique needs.

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

Description	Total Funds	Contributing
Purchased ESGI (Education Software for Guiding Instruction)- Assesses letters, sounds, sight words, and math concepts while providing a baseline and monitoring growth for both distance and in person learning.	225.00	Y

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.]

Based on research and experience Belridge Stakeholders believe an effective way to monitor and support mental health and social and emotional well-being of pupils, staff, and parents during this school year is to provide a temporary part-time school counselor and temporary full-time “Engagement Specialist” to promote student, parent, and staff engagement as well as providing counseling/services to address trauma and other impacts of the COVID-19 on the school community.

Professional Development: Webinar- Thinking Creatively About Social Emotional Learning-Practical Strategies You Can Start Tomorrow

Once a month we have our part time Counselor attend one of our Friday Staff Meetings (ZOOM/phone/FaceTime) to present a mini lesson on dealing with stress, taking care of ourselves during the pandemic, and caring for students, parents, staff, and community members.

We believe a team approach is crucial to student development, therefore parents will be engaged weekly to evaluate successes and challenges.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.

The Principal/Superintendent sent out a letter in English and Spanish providing guidance on the best procedures to make the 2020-2021 school year successful and to thank them for their resilience and quick manner in which they moved into the idea of distance learning. The staff also held a ZOOM meeting to discuss plans and expectations with all families and students. One-on-one contacts with families to answer questions and provide further details were made after the letter went out and the ZOOM meeting was held. For students who need to reengage (after three unexcused absences) we will consider their daily food delivery a home visit and determining why students are not engaging or participating. An advantage we have is that we deliver meals daily (see below in the School Nutrition Section of the LCP) to all students and we strongly feel that the personal relationships that have been established will allow for maximum opportunities for pupil and family engagement and outreach.

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.]

Our MOT/Bus driver now starts his day at 6:30 a.m. He picks up our daily “Grab & Go” Breakfasts & Lunches and distributes them every morning to our students by 7:45 a.m. He makes sure students are up, dressed, and will be ready to log-on for Distance Learning beginning at 8:20 a.m.

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

Section	Description	Total Funds	Contributing
N/A	N/A	N/A	[Y/N]
N/A	N/A	N/A	[Y/N]

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
32.60%	88,459

Required Descriptions

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

Based on survey data, initial assessment data, virtual gatherings, and through regular home visits the following needs have been identified for the Belridge’s unduplicated pupils, as a result of the COVID-19 pandemic:

- intensive academic instruction and instructional supports are needed to mitigate learning loss
- the acquisition and distribution of reliable technology, connectivity, and software/programs/licenses is needed in order for students to access curriculum and instruction and to fully participate in appropriate learning activities and social emotional engagement opportunities

Belridge School has dedicated action items in the Learning Continuity and Attendance Plan based on the above identified conditions and circumstances. In order to support the potential learning loss of unduplicated pupils, we are providing reliable access to distance learning via devices and connectivity to ensure access to teaching and learning. Additionally, we are ensuring that the needs of unduplicated students are met via various online educational platforms and supplemental learning programs. In order to address the social and emotional well-being of unduplicated pupils, our part time school counselor will collaborate with families to provide group and individual counseling as well as assists to address attendance barriers as needed. To further support the social and emotional well-being of unduplicated pupils, the program utilizes specialized curriculum to address areas of social and emotional need via our engagement specialist. Additionally, we will

continue our implementation of Positive Behavioral Interventions and Supports (PBIS) and staff will continue to build relationships with students.

Student enrollment at Belridge is over 81% unduplicated. In order to ensure equity for all students, the program provides services and dedicates action items on an LEA-wide basis. This practice allows the program to best meet the academic and social and emotional needs of the school's students.

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

Action items in Belridge's Learning Continuity and Attendance Plan increase or improve services for foster youth, English learners, and low-income students by:

- supporting the academic needs of unduplicated pupils who are below grade level in reading and math in order to close the achievement gap. The use of supplemental on-line curriculum supports the learning loss needs of unduplicated pupils by building foundational skills and closing the achievement gap.
- utilizing staff to build relationships and ensure a positive school climate which addresses the social emotional and academic needs of unduplicated pupils
- ensuring instructional staff have updated and functioning technology to assist in the education of unduplicated pupils and ensuring unduplicated pupils have working technology in order to access curriculum and participate in student learning
- providing English learners with additional online resources and supports to increase their language proficiency.

In addition to the action items included in this plan, Belridge will meet the increased or improved services requirement for unduplicated pupils through other ways including maintaining an engagement specialist. This important position (new to us last year) will continue to focus on providing a positive school culture and climate (online as well) for unduplicated students as well as all students. Additionally, this position will continue to provide information to parents/guardians of unduplicated pupils and encourage parental involvement both distance and via in-person instruction as we transition back to the in-person model.