

# 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
Caliente Union School District	Dr. Alan Gonzalez Superintendent/Principal	<a href="mailto:agonzalez@calienteschooldistrict.org">agonzalez@calienteschooldistrict.org</a> (661) 867-2301

## General Information

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

The impact of COVID-19 has had a severe effect on the Caliente community as well as our school district. The mid March mandatory closure of schools has shed light on various social and economic issues, including access to digital learning, food insecurities, and digital learning in general for our rural community in the absence of face to face instruction. The school district worked hard to secure multiple chrome books and Wi-Fi hotspots for students in order to function as a distance learning platform. This has been a new learning journey for our students, administrators, staff, and the community as a whole. Due to our remote location and a lack of connectivity capacity from the district office, our school community continues to struggle with connectivity issues. Even with new equipment (devices and hotspots) the majority of our students are unable to access their education. Additionally, many parents/guardians were not equipped for the responsibility of providing high levels of academic support. The school district is continuing to gather stakeholder feedback and insight from students, teachers, families, parents, and school board members in order to accommodate a robust distance learning experience for teachers and students.

## Stakeholder Engagement

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

The school district has regular monthly board meetings that encourage community members, parents, and stakeholders to participate in conversations regarding COVID-19 and issues surrounding distance learning. There have been multiple attempts to reach out to stakeholders who do not have internet access. For those families who do not have internet access, the district did home visits to reach out to these families and discuss any issues/concerns/recommendations to ensure their students were being provided with an education during distance learning. Additionally, we hand-deliver regular printed newsletters and mailed letters updating all stakeholders (including those who may not have access to the internet) on plans moving forward as we address needs during the COVID19 crisis (we currently serve no English Learners or EL families). As mentioned above, the Caliente Union School District initiates regular phone contacts with families to solicit recommendations and comments regarding our plans for the 20-21 school year in addition to giving updates to our community about our ongoing plans to support learning this year. Stakeholders were invited to submit written comments regarding specific actions and

expenses for the LCP at any time including but not limited to our SSC/PTC. There were no written responses for which the superintendent needed to respond.

The school district received phone calls from parents/guardians and stakeholders including staff, other personnel and teachers that recommended solutions to compensate for any learning loss/difficulties during distance learning. Parents/guardians and stakeholders also provided input during our monthly board meetings that the board and the district took into consideration while addressing the LCP and distancing learning.

A stakeholder survey was provided to parents/guardians and board members for a better understanding of how they would like the students to return back to school for the 2020-2021 school year. The staff on campus has made it a priority to make daily phone calls to parents/guardians to address any issues/concerns with distance learning. Phone conferences with SSC/PTC to illicit suggestions, needs of families, and student learning. CUSD provided teachers the opportunity to survey students through phone calls and emails to determine their views on distance learning and any number of issues. With the survey findings the district was able to modify policies or programs in ways that honor or respond to student perspectives and concerns. We currently have no bargaining units at Caliente Union School District. The district held monthly board meetings since the start of school closures back in March, which continued as of September and provided stakeholder feedback at the beginning of each board meeting. The district spoke with stakeholders through phone calls in which stakeholders provided feedback and recommendations to accommodate for learning loss. Stakeholders also had the opportunity through board meetings and phone calls to discuss what improvements were needed to proceed with distance learning and providing a new education that resembles other surrounding districts in the 21st century.

The superintendent discussed all aspects of stakeholder engagement that was considered within the LCP at the board meeting (hearing) on September 15th with the community. The district superintendent took any comments/questions from PAC to the board meetings where stakeholders had the opportunity to discuss solutions and/or concerns with distance learning. The district held a meeting with PAC/SST/PTC on August 28, 2020 to discuss the LCP and address any comments/questions about the plan. The public hearing for the Learning Continuity and Attendance Plan is to be held on Tuesday, September 15th with a special board meeting to be held on Thursday, September 17th to adopt.

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

The school district promoted stakeholder engagement by advertising on the website and via phone calls and home visits that we were offering in-person and zoom links for participation in our PAC meetings as well as public board meetings and hearings. We advertised our public hearing and adoption board meeting 72 hours in advance on our website as well as at the Caliente post office, Twin Oaks General Store (TOGS), and Kerri's Korner (feed store). For those individuals who choose to come in-person, are mandated with the wearing of PPE. Stakeholders also maintained social distancing (6 feet apart). Furniture was placed (6 feet apart) during public meetings/hearings. Remote participation was encouraged via call in by phone to have access to the public hearing as well as the board adoption.

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

Specific stakeholder groups expressed their opinions regarding the Learning Continuity and Attendance Plan during a board meeting back in August with a variety of stakeholders in the audience (teachers, other school staff, parents, families, administration, and students) providing verbal feedback. Due to unstable connectivity of our school, phone and email options were made available for remote participation if comments were made or questions asked.

The majority of the responses and comments provided by families and staff were in regard to ensuring that we offer full-inclusion of students on campus Monday through Thursday and remote or distance learning on Fridays for the 2020-2021 school year. Stakeholders were provided three options as follows: option 1 was - full distancing learning (no students on campus), option 2 - block schedules (K, 3<sup>rd</sup>, 6<sup>th</sup> Mondays, 1<sup>st</sup>, 4<sup>th</sup>, 7<sup>th</sup> Tuesdays, 2<sup>nd</sup>, 5<sup>th</sup>, 8<sup>th</sup> Wednesdays, SPED students Thursdays, Distance Learning Fridays), option 3 – full-inclusion of students Monday-Thursday and distance learning on Fridays.

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

All stakeholder input was discussed and considered in regards to options for the 2020-2021 school year by the superintendent as he met with stakeholders, the parent advisory committee and the school board. Unfortunately, due to public health guidelines and a surge of COVID cases in Kern County, we were forced to open the school year via distance learning. However, recommendations were considered in developing the in person instruction instructional section of this plan.

## 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 school district has made it a priority to bring back all students to offer classroom-based instruction as soon as the local and state public health officials allow for in-person instruction. Our small school district is prepared for all students to return back to school while offering students and staff PPE protection and social distancing. Once back at school, students and teachers have new Chromebooks, but a concern is the access to reliable internet connectivity. Our systems are outdated to the point that our devices will not be usable at this time. We are in need of upgrading our systems in order to take advantage of digital learning while in-person instruction is being delivered. The education Caliente students will receive needs to replicate what other school districts are offering in the 21<sup>st</sup> century of education.

During in person instruction, Caliente Union School District will host three classrooms. There are currently 3 teachers in the district, which teach grades from K-2nd grade, 3-5th grade, and 6-8th grade. Each teacher will provide instruction for each grade level cohort. For example, there will be three different grades on campus, which will resemble a cohort. Each grade/cohort will be in three separate classrooms and will follow Kern's Public Health guidelines to ensure a safe return to school. These guidelines are posted on CUSDs website and on Kern County Public Health's website too. When the district's internet access/connectivity has been upgraded, it will allow for more independent student

work on chromebooks, easier access to curriculum, and resources to adapt to 21st century learning. We plan to offer extra learning opportunities once we are back to in person instruction in the form of after school and Saturday school. Based on student learning loss and our current observations, we notice that especially our low income students are especially struggling with basic reading and math skills. We plan to invite our low income students first to extra learning opportunities and then allow other students the opportunity based on established learning loss metrics. Additionally, teachers will be able to receive ongoing (online) professional development through Zoom.

The social emotional well being of our students is of utmost concern. We are in the process of establishing our Multi Tiered System of Support (MTSS) and we will continue to do classroom mini lessons on social skills. Additionally, when we have sufficient technology, we will provide additional coaching to our teachers so that our students can benefit from positive behavioral expectations and other mental health supports.

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

Description	Total Funds	Contributing
Purchase additional PPE equipment and supplies for all students and staff.	\$10,000	N
Additional custodial hours for deep cleaning and sanitation of all aspects of school facilities.	\$7,500	N
Supplemental learning in person or online opportunities to mitigate learning loss based on assessments - certificated teacher extra duty, materials, and professional development specific to supplemental in person learning opportunities. Compensation for travel included.	\$25,000	Y

**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.]

As of March 13, 2020, CUSD made the transition to Canvas to provide distance learning for all students. CUSD has purchased 53 Canvas licenses to utilize the learning management system to provide distance learning to students at the start of the 2020-2021 school year on July 20, 2020 and through the first quarter (September 18, 2020). The decision to begin the school year with a distance learning mode is aligned with the Governor’s guidelines for the safe reopening of schools as Kern County continues to remain on California’s County Monitoring List.

CUSD and the rural community is located in a remote location and due to the remoteness of the area distance learning has negatively impacted our digital learning efforts in relation to students having access to a full curriculum. Further, instructional resources are not reliable

for all students due to the same issues/concerns. A majority of our families/students do not have internet access and the district provided these families/students with a flash drive so they had some access to direct instruction, curriculum, and resources to help with distance learning. The school campus has limited wi-fi access for families/students because of poor technology access/connectivity, which does not allow our remote stakeholders the ability to serve the students and staff. Staff who live in the community reported to campus everyday because their homes are remote and do not have access to internet and/or wi-fi services.

To support students, parents/guardians, and teachers in the distance learning model, CUSD will continue the use of phone calls, emails, and live streamed zoom meetings to support the needs of the students/parents/guardians. CUSD will also provide PLC/Professional development training on Fridays.

## 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.]

Upon school closures in March 2020, students who needed digital devices and/or Internet connectivity were provided with the necessary items in order to access curriculum and participate in online learning. CUSD was in regular contact with the parents/guardians of students who failed to check out devices upon school closures. Staff members made phone calls, sent letters home, and made home visits in an effort to communicate with parents/guardians and to inform them of the technology supports available through the school so their student could continue his/her education. Extra emphasis was made to successfully reach families of students with unique needs to ensure they had access to devices and connectivity at home. Unfortunately, most of our families live in areas where students were unable to utilize Chromebooks and hot spots due to technology and connectivity and remote location issues. These students were provided with a traditional curriculum to complete in order for them to stay current with their peers. Based on where some students reside, they may have limitations in Internet connectivity. Due to a lack of up to date technology and connectivity, the school site and district office remain very limited at this time in terms of using technology to improve teaching and learning. Even though up to date technology is currently a barrier, CUSD recognizes the importance of providing robust professional development, support, and technology tools to allow teachers to successfully implement a high-quality distance learning environment. CUSD offers free but limited Wi-Fi access for all students, community members, and stakeholders. Individuals can access the Wi-Fi hotspot on the school campus from 7am – 7pm, 7 days a week. For those students who do not have internet access or Wi-Fi capabilities then CUSD has provided a flash drive that includes classroom based instruction that students can view on their chrome books. CUSD will continue to seek out grants and other opportunities to purchase internet capacity for staff, students, and our families.

## 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.]

CUSD recognizes the importance of student engagement in their learning whether they are in the classroom or in a virtual setting. To ensure student engagement, attendance will be taken based on their daily interactions in the online environment and/or in-person when transitioning to a hybrid or in-person learning model. The days a student is receiving their instruction in a distance learning environment, their attendance

is based on daily interactions or time value of work (established by certificated teacher recommendation and collaboration to ensure alignment of rigor and time value) completed for that day as determined through participation in online activities, completion of regular assignments, and contacts between employees of the LEA, including those other than teachers, and pupils, parents or guardians. While daily participation is used to track attendance and ensure engagement by all students in learning activities, students should participate in scheduled daily live interactions to engage with their teacher and peers. Physical attendance is required on the days in which a student is receiving in-person instruction. Parents of students who have not demonstrated engagement/attendance will receive a phone call informing them of their student's lack of engagement/attendance and providing school site contact information to excuse the absence and/or assistance if needed.

## **Distance Learning Professional Development**

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

CUSD recognizes the importance of providing professional development, support, and technology tools to allow teachers to successfully implement high-quality distance learning. CUSD has purchased chrome books for the teaching staff to help facilitate a seamless transition to distance learning. A barrier is technology and connectivity to support and access for devices and teaching and learning. The school district is currently training a staff member to provide technological support to students, teachers, the administrator, and staff members during distance learning. Every Friday from 1:30pm – 3:00pm teachers will be utilizing this time to attend professional development that will be provided by various vendors and resources including the Kern County Superintendent of Schools, the school administrator, and/or the lead teacher for the district. A staff member will be on site every day during the school year to provide technological support.

## **Staff Roles and Responsibilities**

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

As CUSD will begin the 2020-2021 school year in a distance learning environment, staff roles and responsibilities will adapt to the learning environment as they support student well-being, academic development, and foster student learning remotely without being able to meet with students face-to-face. In many cases, staff will continue to perform their duties to assist students and families and/or address students' academic and social-emotional needs remotely by telephone and/or through district approved online platforms including google hangout/meet, canvas, and zoom; however, some staff roles may be modified to address the needs of the school.

As defined in SB98, section 34, distance learning provided by CUSD staff will include daily live interaction with students and adaptive lessons for pupils with unique needs including students receiving special education services. All instructions, assignments, and learning materials will be posted in Canvas and through paper packets as desired by the students/families.

### 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 LEA across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

In a distance learning and hybrid environment, CUSD has ensured that time has been built into the schedule for regular academic support for students, in particular when students are participating in distance learning. In an in-person learning environment, in addition to the intervention and support provided within the regular classroom setting, the school site will provide tutoring to students in a variety of subjects.

English Learners (ELs), Foster Youth (FY), homeless youth, and Socioeconomically Disadvantaged students as well as students with exceptional needs will be monitored academically (progress grades, grade checks, teacher outreach, etc.) Furthermore, when and if we enroll any English Learners in our distance learning environment, Immersive Reader has been embedded into Canvas to allow students to access content in their primary language.

The CUSD Special Education teacher ensures that the health and safety needs of special education students are considered during this time. The unique requirements of students with disabilities requires communication with parents and guardians regarding specific student needs. As students participate in the distance learning plan, the SPED teacher will review the options and strategies most appropriate for the student to address progress on goals and needed support. All students with IEPs are provided the option of at-home devices as an offer of FAPE, including assistive technology devices and/or services as dictated by a student’s individual needs.

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

Description	Total Funds	Contributing
Purchase of devices (Chromebooks, headphones, microphones) for student use at home for access to distance learning.	\$11,000	Y
Purchase of hotspots and internet service contracts for connectivity at home to access distance learning.	\$10,000	Y
Purchase and install updated equipment for transforming connectivity to school site including: replace and upgrade / replace faulty or missing low voltage wiring throughout, increase number of access points to expand wireless connectivity into all classrooms as well as other professional development / student learning areas of the school site, install or replace and install out of date classroom equipment to facilitate professional development and or distance, hybrid and or in person learning. Includes professional services.	\$45,000	N
Teachers, paraprofessionals, and the administrator will be provided with professional development regarding online curriculum, diagnostic tools, Canvas, Google Classroom and how to host online meetings and courses during distance learning.	\$7,000	Y
The district is seeking to hire a school social worker for .75 remainder of the school year. School social worker will meet with students to provide and support social and emotional learning. Includes travel expenses.	\$20,000	Y

Extra duty for certificated teachers to provide evening and Saturday morning parent professional development on technology, curriculum, learning, learning loss and any other topics our parents are asking for in order to meet the needs of our parents to support their student's education.	\$5,000	Y
---	---------	---

## 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.]

**ELA:** Teachers will be responsible for assessing students in the beginning of the year (July), middle of the year (January), and end of the year (May) using the CAASPP website and testing students in reading and math assessments using the IABs. The assessment tool accounts for the grade level of students and target goals can be adjusted depending on growth or decline. If there is a decline in academic achievement then they will be placed in an intervention group. These students will be monitored weekly on a IAB subtest to understand how they are progressing. The IABs are unique for the reason that a student can test multiple times and these tests resemble the end of the year state testing. This information will be used to re-teach students. When needed, small groups will be formed within the classroom (using breakout rooms and paraprofessionals) to address specific learning needs.

**Math:** Teachers will be responsible for assessing students in the beginning of the year (July), middle of the year (January), and end of the year (May) using the CAASPP website and testing students in reading and math assessments using the IABs. The assessment tool accounts for the grade level of students and target goals can be adjusted depending on growth or decline. If there is a decline in academic achievement then they will be placed in an intervention group. These students will be monitored weekly on a IAB subtest to understand how they are progressing. The IABs are unique for the reason that a student can test multiple times and these tests resemble the end of the year state testing. This information will be used to re-teach students. When needed, small groups will be formed within the classroom (using breakout rooms and paraprofessionals) to address specific learning needs.

**ELD:** As English Language Learners enroll at CUSD, they will be assessed using the ELPAC as necessary. English Learners with 1 or 2 scores on the ELPAC will have opportunities for extra one-on-one or small group instruction with the assigned teacher. English Learners will also be assessed with IABs to receive current academic standing. Paraprofessionals will examine student work and listen to student conversations to understand what vocabulary students are struggling with and inform the teacher of any trends that are surfacing to be addressed in whole-class or small-group instruction.

## 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.]

**Key instructional strategies:** The district has identified specific problems of practice in ELA and Math. The district has identified three key teaching and learning strategies: Close Reading (3-8<sup>th</sup>), Reciprocal teaching (K-5<sup>th</sup>), and Read, Draw, Write with sentence frames (K-8<sup>th</sup>).



These strategies will be closely tracked and studied throughout the year by leveraging the use of key indicators and regular improvement cycles. This will be a focus during professional development, PLCs, and staff meetings. These strategies will address critical thinking skills in ELA including: how to analyze and interpret text, identify key concepts and ideas, and summarize and/or present the author's perspective. In math, these strategies address the following: how to read/listen to math problems and solve with a conceptual understanding and how to communicate mathematical thinking with visual representations and writing or verbal expression.

**Small group:** There will be structured time for reading and math intervention in which students are separated into different skill level groups and given a curriculum that matches their current level. Small group instruction will be important to give students the opportunity to ask questions in a smaller setting. Furthermore, students will have opportunities for small breakout groups with ELD aides, paraprofessionals, and other students. This will allow more students the opportunity to practice language and collaborate on their learning. Students identified as having exceptional needs and English Learners will be given priority for small group interactions.

**Intensive supplemental support:** As students are enrolled and identified as English Learners and with exceptional needs, they will be given priority and offered enrollment in supplemental programs including Saturday School and afterschool (homework club). Some teachers and paraprofessionals will receive additional hours and compensation to support students with classwork or homework via zoom (or support parents with assignments).

**Universal Design for Learning (UDL) principles:** A few key principles will be utilized when designing curriculum: (1) students will have multiple ways to account for learning; (2) information will be translated to Spanish and text-to-speech (or large print) can be utilized; (3) when requested, paper/pencil teaching will be incorporated. Students will have the opportunity to respond to tasks using recorded video, text, or photos of assignments. This allows for flexibility when approaching the learning standards. For example, a student with an IEP for speech services might prefer typing their response rather than sharing a video recording. Translations, text-to-speech, immersive reader, and large print are options embedded in Canvas. Parents and students will be taught how to access these tools by staff/teachers, and they will directly benefit students identified as English Learners or having exceptional needs.

**Disaggregated data:** The administrator and teachers will regularly disaggregate data for students with exceptional needs. This will result in small individual plans for each of the students based on their need(s). For example, the district team may realize that a student responds better to ELA after having taken their daily medication. To better inform planning and reflecting on teaching and learning, the district will explore online diagnostics such as I-Ready and or Lexia in order to provide another layer of information to be considered when monitoring learning loss. This would prompt the teacher to push the synchronous schedule forward for ELA instruction or create a designated time with the special education teacher, specifically for ELA instruction. Moreover, when data is analyzed, students will have their ELPAC provided in conjunction with other relevant data. This will help educators understand which students to target for explicit language instruction and whether or not there are correlations with performance on other formative and summative assessments.

**Low-income, foster youth, pupils experiencing homelessness:** A majority of the students in the district are identified as low-income. Nevertheless, the district plans to hire a SARB liaison to do a weekly check-in with each student/family as we continue to distribute food, homework packets, and chrome books (if necessary). The weekly check-in will focus on whether or not the student is experiencing any academic challenges or issues related to truancy. This information will be relayed to the teacher and administrator on record, so they are aware. The district does not currently have students experiencing homelessness or the foster care system. Moreover, if they do, the school district is planning to hire a school social worker that will be the main point of contact and liaison between the teacher and the home environment. The administrator and teacher(s) will closely monitor these cases to ensure the student is getting the academic support 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.]

**Basic literacy and math skills:** The district will rely on longitudinal data and CAASPP assessments to understand the extent of pupil learning loss. More specifically, the district will return to the beginning of the year data from 2019, 2018, and 2017 to understand how significant the gap is between those years and the new baseline year (2020). Moreover, the same will occur for middle/end-of-year assessment scores. Given this information will allow the administrator and the teachers to establish target goals for the district and students in 3-8<sup>th</sup> grade. If assessments demonstrate students are not progressing from their baseline, the district administrator will convene to re-examine plans and troubleshoot any high-leverage problems of practice. Nonetheless, professional development and PLC days will be dedicated to examine this data and make adjustments to instruction accordingly.

**Common core literacy and math skills:** The district will adopt the same process listed above to understand common core literacy and math skills; however, teachers will utilize the CAASPP IABs to understand student progress.

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

Description	Total Funds	Contributing
Purchase a supplemental curriculum based measurement system to ensure unduplicated students are making progress / growth toward their goals in order to mitigate learning loss in ELA and math.	\$2,500	Y
Train teachers and assistants in the use of the new curriculum based measurement system.	\$1,000	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.]

**Connecting with others:** Each student in every grade has a homeroom teacher they can talk to and discuss issues/concerns with mental health, social, and emotional well-being. Each teacher is aware that the administrator at the district also has his PPS credential in School Counseling if students did not feel comfortable communicating with their homeroom teacher. Teachers will be provided with professional development regarding resources and effective mentoring strategies and the importance of each student feeling cared for and connected to the school. Teachers will build rapport with students to build trust and allow for appropriate conversations surrounding their mental health, social, and emotional well-being. The administrator will develop scripts, questions, and conversation starters for appropriate, professional conversations with students. Classified and Certificated staff will work together to develop ideas on how to contact the students such as through phone calls, zoom meetings, email, etc. Staff will also be instructed to speak to each parent prior to beginning regular contact with students. Student contact progress will be monitored and discussed during our weekly staff meetings. This was crucial in the spring of 2020 when school closures occurred due to the COVID-19 pandemic.

**Students support services team:** The students support services team will consist of the school administrator who holds his PPS credential in school counseling, school social worker, and Medi-Cal mental health provider (College Community Services). A student can be referred to any of these individuals on campus. The referral goes directly to the school administrator and will follow a district-adopted process map to see where the case ultimately gets managed. Students will also be monitored by any of these individuals if they fall into yellow or red criteria for student attendance. One-on-one or small group mental health services are provided via telephone, zoom meetings, or email (if necessary). Parents could be referred to support services. If a student has a family member in the hospital due to COVID-19, their case is automatically brought to the SSS team, regardless of whether or not they were referred by staff members or meet other attendance criteria.

**PBIS team:** The PBIS team, which is headed by a staff member, comprises multiple stakeholders across the school campus. This year, the team will seek to add more individuals to the team and prioritize key areas for assessments. Some key areas of focus/concern will be parent engagement and teaching classroom behavior expectations. With the parent engagement piece, the team will look at innovative ways to connect with parents and disseminate information about prosocial schools in a remote and school environment. This could consist of brochures (translation to Spanish for ELs), social media posts, and zoom meetings. With teaching classroom behavior expectations, the team will introduce a new behavior section to the behavior model. This should help teachers to gain consistency about online expectations.

**Morning meeting:** Each day teachers will take some time to have a morning meeting with students. In this meeting, teachers can address one or more of the following: (1) check the wellness of each student; (2) review prosocial behavior expectations; and/or (3) teach/reflect on an SEL skill. This meeting could resemble a short google survey to see how students and families are managing shelter-in-place orders. The school administrator and school social worker will train staff on best practices.

**Staff mental health supports:** Staff needing mental health support will be advised to contact the Kern County Superintendent of Schools (KCSOS) human resources department. Human resources can let staff know how to access services through their insurance providers and help describe associated costs (if any). Further, the district administrator will devote time during staff meetings to simply check in to see how staff members are doing. This will come in the form of conversation prompts or individual discussions. Human resources will work on building a list of substitutes that may help support staff members during a time of crisis.

## Pupil and Family Engagement and Outreach

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

**Pupil engagement and outreach:** Teachers will track daily/weekly attendance and minutes using a weekly engagement record spreadsheet. A mark on minutes for synchronous connection (whole-class, small-group, and one-on-one/phone call) will indicate the student was present for the day. A time value will be assigned to each assignment prior to giving to students. Once an assignment is submitted, the teacher will assign the time value to that student on the same weekly engagement record. The record spreadsheet will tabulate the weekly number of minutes, ensuring grades K-3<sup>rd</sup> receive 3.5 hours daily minimum and grades 4-8<sup>th</sup> receive 4 hours daily minimum. The weekly totals will be color coded into blue, green, yellow, and red based on the total number of minutes for the week. The school social worker will be responsible for monitoring the spreadsheets and intervening with any yellow or red students. Furthermore, teachers will be required to

make a phone call attempt home when students are not participating in whole-group synchronous instruction. (What is your threshold for when you will require teachers to re engage students? Three unexcused days or 60% of a week that triggers a phone contact to parent/guardian as a check in to find out what is preventing engagement. After a phone call has been made the teacher(s) will document their efforts and send the information to the school social worker. If necessary, other staff will make home video calls, phone calls, or home visits to address any challenges the parents might be facing. Staff will refer a case back to the school social worker if unable to address the attendance challenge.

## 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.]

The district currently has partnered with the Kern High School District (KHSD) to provide grab-and-go meals for all students. This allows the distribution of free meals to all district students.

**In-person:** When students are participating in in-person instruction, students will receive a free breakfast, lunch, snack, and supper daily. School will add additional breakfast and lunch periods to accommodate for social distancing. When weather conditions permit, students will eat outdoors. When eating indoors, students will be sitting (6 feet apart) and at staggered times to allow for small groups.

**Distance learning:** When participating in distance learning, the district will provide five (5) meal locations. Meals will be prepared in the district’s cafeteria and transported in coolers to each location. A minimum of two staff members will be assigned to each meal location. Grab-and-go meals will be distributed from 10:30 a.m. to 1:00 p.m. on Mondays and Wednesdays. Students will receive meals on Mondays for Monday and Tuesday then receive meals on Wednesday for Wednesday, Thursday, and Friday. Families will also be provided with clear instructions on how to properly store and prepare the meals.

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
15.31%	\$74,442

## 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.]

Consistent with parent, staff, and stakeholder feedback along with data collected from multiple sources, consistent trends have surfaced for unduplicated students: (1) little to no access to high-speed Wi-Fi services; (2) issues with transportation and/or vehicle problems that do not allow for families to meet at designated bus stops; (3) less opportunity to isolate with synchronous learning sessions because of limited area in the home; (4) training for parents to understand how to use technology is needed.

In order to best meet the needs, the district is respectively proposing the following: (1) free high-speed Wi-Fi access that the district would compensate for; (2) SARB liaison and school social worker serving as liaison for physical and mental health services due to COVID-19 illness; (3) flash drives to receive direct instruction for students without Wi-Fi accessibility and/or internet services; (4) provide a block schedule for students to safely return to campus to receive direct instruction. (5) Chromebooks for use at home and at school as students return to in person learning.

Apart from the areas listed above, COVID-19 is impacting the entire school community in similar ways. Moreover, the majority of services written into this plan will benefit all students. The district will continue to disaggregate data to understand the extent to which unduplicated pupils are improving and compare to the entire school community. If the district finds disproportionate growth/improvement, the district will problem solve during all staff meetings and PLC meetings to understand how to improve services.

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

Actions within this plan are specifically tailored to first considering unduplicated students' needs in a variety of ways, the district is proposing the following actions:

- (1) Supplemental learning in person or online opportunities to mitigate learning loss based on assessments - certificated teachers extra duty, materials, and professional development specific to supplemental in person opportunities
- (2) the purchase of devices such as Chromebooks for student use at home

- (3) and the purchase of hotspots and internet service contracts for connectivity at home to access distance learning
- (4) provide teachers and paraprofessionals with professional development regarding how to support students with online curriculum, diagnostic tools, Canvas, Google Classroom and how to host meetings and courses on line during distance learning
- (5) acquisition of a school social worker to meet with students to provide and support social emotional learning
- (6) providing extra learning opportunities for students to meet the needs of our parents to support their student's educational needs
- (7) purchase of supplemental curriculum based measurement (CBM) system to insure students are making growth
- (8) as well as professional development so that teachers and assistants can use the CBM system.

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

**Additional Quality (improvements):** The technology tools (Canvas) being adopted have options to meet the needs for all unduplicated pupils such as, text-to-speech, larger print, translation, and immersive reader. This will help parents and students better access the academic materials. The district administrator, school social worker, and teachers will receive regular professional learning and ongoing coaching to understand how to best teach these subgroups of students and how to infuse improvement practices by examining disaggregated data.

**Additional Quantity (increases):** Our unduplicated students will be prioritized for mental health and socio-emotional service with an internal referral process. A paraprofessional will be used specifically to target instructional support for low-income students. Transportation access for this subgroup will be provided for afterschool (homework club). Regular parent engagement practices will happen via zoom meetings and regular teacher/parent communications.