



Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

The Delano Union School District is committed to address the needs of all students by offering strategic intervention and enrichment opportunities to guide them to become successful scholars. The district's vision, mission, and goals were written to reflect this commitment. Through all circumstances and world events, this commitment stands strong and guides the decisions made by the district each and every day.

On March 17, 2020, the Delano Union School District transitioned all instruction to distance learning in response to the Governor's stay at home order due to the spread of COVID-19. On the final day of on-site instruction, all students were sent home with the necessary supplies and materials to continue their learning from home. All classes resumed the following day via distance learning. Not a single day was missed during the transition from on-site to distance learning. Delano Union School District responded proactively to the school closures by creating an initial three-phase "Continuity of Instruction (COI) Plan" with the needs of DUSD students and families at its core. There was an immediate need to ensure students had access to instructional materials at home and that they were able to get connected with their teacher. For the first three weeks of the closure, students were provided with paper-pencil assignments from their classroom teachers, and during this time, Chromebooks were distributed and teachers began shifting their instruction to an online format. This plan identified key team members to coordinate services ensuring that the educational, mental, and physical health needs of DUSD students were implemented and monitored. Teachers closely monitored student progress and maintained a contact log for all parent and student interactions. Academic coaches and reading interventionists conducted individual and small group tutorials to address student learning gaps and provide model lessons for teachers new to online instruction; they also assisted parents in accessing and utilizing technology. Each school site deployed a team of employees to identify any students failing to connect and the cause for the lack of online connectivity. Academic counselors monitored

student progress, created study plans, and provided mentoring support to students at risk of failing. They also referred students for tutorial services. School psychologists, social workers, and Licensed Marriage and Family Therapist continued to provide services to vulnerable student groups and provided parents with ongoing newsletters to promote wellness. Through the entire closure during the end of the 2019-20 school year and throughout the summer break, it was an urgent priority for the district to maintain clear, open, and ongoing communication with all parents and guardians. The superintendent initiated a city-wide “We Will Get Through It Together” awareness campaign emphasizing the importance of social distancing and hand washing. A district hotline was created from the onset of the closure enabling parents and community members to access district personnel at all times. This enabled families who may be struggling with access to instructional materials, or who may have physical and emotional needs to be connected with a district team member.

Throughout the summer, the district prepared for the possibility of continuing distance learning for the 2020-21 school year. The district ordered additional Chromebooks and hotspots to ensure that all students had accessibility to their classes. To date, 98% of all DUSD students have access to a device and WiFi to connect with their teachers for daily distance learning. All teachers were provided with multiple opportunities for professional development to help them plan online instruction and how to best meet the needs of their students.

Utilizing the experiences from distance learning during the initial school closures and with additional planning during the summer, DUSD has refined its Continuity of Instruction Plan to provide instruction via distance learning to all students. This plan outlines all of the efforts that the Delano Union School District is making to ensure that all students are receiving high quality learning opportunities and instruction regardless of the mode of instruction. It also outlines all of the additional supports that all students have available to mitigate learning loss and to provide tiered supports as needed, while principally directing additional supports for English learners, foster youth, and socio-economically disadvantaged students. This plan also outlines the planning and efforts to transition to in-person learning once it is deemed safe to do so.

Stakeholder Engagement

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

The Delano Union School District values the input of all stakeholder groups. To gather input, the district makes every effort to reach out to all parents by utilizing different formats to gather feedback. Acknowledging that not all families have the ability to connect virtually due to lack of Wi-Fi, the district has provided additional methods in which the parents can participate and provide stakeholder input. The district has sent out phone surveys in both English and Spanish where parents can simply respond via text message to each question. This method has produced larger amount of responses over mailing out paper/pencil surveys. The district has also met virtually with the district Parent Advisory Committee and the DELAC committee to gather input for the development of this plan. Their participation, comments, questions, and concerns have guided the creation of some of the action items and have provided guidance on how to best meet the needs of their children. In addition, the district has sought input from parents of students with unique needs such as GATE, English learners, foster youth,

exceptional needs, and socio-economically disadvantaged students to help determine additional supports to better serve their children and to help mitigate learning loss. The district has also reached out to all teachers, principals, other site and district administrators, students, bargaining units, and other school personnel for input via surveys where they are able to express their needs, concerns, and provide specific information relating to their experience with the impacts of COVID-19. The district has provided technology support to help all stakeholders connect and be active participants of all meetings. All meetings and surveys have been translated to Spanish to ensure that non-English speaking parents are able to participate and provide input. Before finalizing the Learning Continuity Plan, the district reviewed all surveys and comments during stakeholder meetings. All participants of stakeholder meetings were provided with the opportunity to submit written comments via text messages, surveys, or email. The information gathered was utilized to refine the plan and add additional layers of tiered supports for all students, and also provided additional support for staff such as professional development and access to additional supplies, materials, and online platforms to support their efforts with high quality instruction. The final plan was presented at a public hearing for review and commentary from the public on September 14, 2020 and was adopted by the School Board on September 16, 2020.

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

Due to restrictions in response to the COVID-19 pandemic, the Delano Union School District has conducted all meetings via teleconference. All stakeholder meetings were held via the Zoom platform. District staff supported parents in accessing the meetings and guiding them through the appropriate steps to connect to the meetings and be active participants. Stakeholder meetings were held in both English and Spanish to ensure that non-English speaking parents were also engaged in the process of creating this plan. The public hearing for the adoption of this plan was advertised in the local newspaper. The public hearing was held at the local governing board's public meeting via teleconference. Instructions to access the meeting were posted along with the board meeting agenda and the public was able to submit comments. District staff was available during the meeting to provide translation as needed and also to provide technical support to help stakeholders connect and participate in the public hearing process.

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

Surveys were administered to different stakeholder groups. Their input guided actions and ideas to better implement the district's Continuity of Instruction plan. Different parent groups were involved as stakeholders such as; English learners, foster, Migrant, GATE, and parents of students with exceptional needs. The parent survey allowed them to express their needs and areas of support for instruction from home. Parents were able to express their need for devices and access to connectivity from home. Through the results of this survey, the district was able to help each family that was having trouble with Wi-Fi and provided either a hotspot or in many occasions, provided vouchers to help the family pay for Wi-Fi services. Classified and certificated staff were also administered a survey. These surveys helped identify specific materials and supplies that they needed to support distance learning instruction as well as identifying the items they need to eventually return to in-person instruction. Students in grades 4-8 were also provided with a survey to help determine what types of supports they need to be successful scholars. Students were able to identify specific materials, devices, and connectivity needs through the survey. In addition, they were able to identify if they had a need for social-emotional support.

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

As a result of stakeholder input, the district was able to identify specific families who were in need of Wi-Fi services to be able to connect and participate via distance learning. The district purchased hotspots and in some cases, provided vouchers to families to be able to support Wi-

Fi connection in the home. From the surveys, the district also learned that over 800 families were requesting tutoring services to help their children with academic needs. As a response to this need, the district will hire college aged tutors to help the students with homework and overall academic support. Teaching staff has identified specific learning platforms they would like access to in order to provide supplemental instruction and support for their students. They have also identified their need for additional technology to enhance their teaching such as microphones, headphones, document cameras and additional computer monitors to be able to have a visual of their students as they teach and share their screens on Zoom. Many survey comments by all stakeholder groups reflected the need not only for the purchase of Personal Protective Equipment (PPE) but in training for the appropriate use and disposal of this equipment. The district will not only ensure that all staff has access to appropriate PPE equipment and sanitation supplies, but that they are also trained on the appropriate use and disposal of such items. The district will work arduously to create the best learning environment for all students and staff whether via distance learning or in-person learning. The district will continue to see stakeholder input and have an open communication through the transgression of the school year and the transition from distance learning to in-person instruction.

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 Delano Union School District will prepare an environment that is safe and conducive to learning and will only open its campuses to in-person instruction when it is deemed safe to do so in accordance to the Center for Disease Control and a review of the state guidelines and the tier assignment of Kern County at the time. Upon the determination that it is safe to reopen campuses, the district will review a tiered model approach to implement in-person instruction after the 2nd trimester; however, this timeline is subject to change based upon review of current and unforeseen conditions. The program will consist of a tiered system. The first tier will target a small cohort of students (1-3 per classroom) who will be selected based on individual student needs and who are at greatest risk of experiencing learning loss. Priority will be given to unduplicated subgroups and principally directed to English learners, foster youth, McKinney-Vento, exceptional needs, and low income students. The next tier of support will consist of targeting additional students to participate in a scholar academy that will focus on providing remediation to mitigate learning loss as well as provide enrichment opportunities for GATE or advanced students. Different student subgroups will be targeted for this academy such as Migrant, Honors, and GATE. These academies will focus on providing additional supplemental services to mitigate learning loss. Honors and GATE students will receive enrichment opportunities in an effort to keep them engaged and support their different learning needs via challenging activities. The last tier of support will consist of bringing all students back to in-person instruction that will follow a model that will allow a group of students to be on site. This model will consist of students being on an ABC schedule. This schedule will allow for only 1/3 of the students to be present at any given time on a school campus. The other 2/3 of the students will receive their daily instruction via a distance learning model. The students will rotate to in-person instruction on Mondays, Wednesdays and Fridays. Tuesdays and Thursdays will consist of distance learning instruction for all students to allow for deep sanitation of

the classrooms utilized and avoid cross contamination between the groups of students. This schedule will allow all students to be on campus for on-site instruction once per week and the remaining days they will be on a distance learning model. As conditions allow, students will be transitioned to an AB model where 1/2 of students will rotate through in-person instruction and the other 1/2 will participate via distance learning. This will allow for a larger number of students to be on campus. Cohort A will attend school on Mondays and Tuesdays and Cohort B will attend on Thursdays and Fridays. Wednesdays and Saturdays will be utilized for deep sanitation of classrooms. In an effort to alleviate class sizes even further, the district is providing outdoor shade structures and furniture at every school site to allow for outdoor instruction weather permitting.

The Delano Union School District will establish a contingency plan for the return to in-person instruction that will outline all safety protocols for all students and employees. Some of these protocols include:

- *Establish clear transportation guidelines and protocols for use of PPE and social distancing within the school bus.
- *Establish different arrival and dismissal times to prevent large crowds accessing the school's entryways.
- *Each school will have a triage center where all students and staff will have their temperature checked upon arrival at the school through the use of stand alone touch free temperature kiosks.
- *The center will also serve as an isolation area where students showing symptoms will wait until the arrival of their parents.
- *All school sites and district buildings will be equipped with appropriate signage to promote social distancing.
- *Hand washing routines will be established and enforced.
- *All meals will be consumed in the classrooms to avoid large gatherings of students in a cafeteria setting. Personnel from central kitchen will deliver food to students in their classrooms and custodial staff will work with staff to provide cleaning and sanitation daily to each classroom utilized.
- *All students will be provided with individual learning kits containing all supplies and materials necessary to prevent sharing and avoid cross contamination between students.

The district will keep an open communication with all parents, staff, and community to address or establish protocols as the needs arise during in-person instruction. The tiered approach will allow the district to begin to work and establish protocols with a small cohort of students and staff and gradually increase in person offerings as the conditions permit.

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

Description	Total Funds	Contributing
In preparation for the return to in-person instruction, the district will need to provide personal protective equipment (PPE) for all students and staff. Equipment will include: face shields, gloves, face coverings, hand sanitizer, protective barriers, disposable smocks, etc. School sites will have contactless temperature kiosks and triage tents at every school site to monitor students and staff.	\$ 450,000	No

Description	Total Funds	Contributing
The district will purchase sanitizing equipment and supplies to maintain disinfected classrooms.	\$ 250,000	No
Social distancing signage will be placed throughout all school sites and the district office to ensure that all students, staff and parents maintain appropriate social distancing upon their return to campus.	\$ 30,000	No
The district will provide appropriate training for all staff to prepare for in-person instruction. Training would include: appropriate use of sanitation supplies, adhering to physical distancing of staff and students, hand washing, symptom screening including temperature checks, use of PPE, etc.	\$ 5,000	No
The district will transition to provide meals in the classrooms and will need to purchase items needed to implement the change to facilitate the delivery and serving of meals. Items to include: delivery carts, coolers, insulated bags, etc.	\$ 100,000	No
The district will purchase individual instructional supplies and manipulatives to avoid classroom sharing and cross contamination within each classroom. Items to include: math manipulatives and counters, pencils, dry erase markers, dry erase boards, sharpeners, glue sticks, notebooks, etc. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for implementation districtwide, the needs of unduplicated pupils were considered first as they are the majority proportion of our student population and would likely not have the means to provide their own supplies and materials to avoid sharing classroom supplies.	\$ 250,000	Yes
The district will provide personal clothing and health care items that McKinney-Vento and foster students may need to facilitate their physical return to campus. Special consideration will be made for students to receive this assistance while respecting their privacy, yet ensuring that they have all items they need. This action is intended to meet the needs of students in response to the COVID-19 pandemic.	\$ 5,000	Yes

Description	Total Funds	Contributing
<p>In an effort to mitigate learning loss, the district will purchase the Nearpod platform to support English learners with language acquisition and provide them with extra academic support and formative assessments in real time to monitor their progress on a daily basis. Teachers will be provided with training support to implement this supplemental tool for English learners. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for specific support for English learners and immigrant students.</p>	<p>\$ 15,000</p>	<p>Yes</p>
<p>The district will hire temporary academic support personnel to help support students when they return to in-person instruction. Academic support personnel would principally direct intervention services to unduplicated student subgroups. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for implementation districtwide, the needs of unduplicated pupils were considered first.</p>	<p>\$ 250,000</p>	<p>Yes</p>
<p>Each school site will purchase large screens, sound systems, and projectors for parent meetings to be held outdoors upon the return to in-person instruction. This will allow for active parent participation in a setting that is more conducive to adhere to social distancing. These efforts will be made to reach parents of unduplicated pupils as they have less access to meetings in a virtual format.</p>	<p>\$ 75,000</p>	<p>Yes</p>
<p>All school sites will have the opportunity to offer outdoor instruction weather permitting. The district will purchase shade structures and furniture to support outdoor instruction.</p>	<p>\$ 700,000</p>	<p>No</p>
<p>Purchase of additional technology for classroom instruction so that teachers have resources needed to provide instruction from home and in-person upon the reopening of the school sites.</p>	<p>\$ 80,000</p>	<p>No</p>
<p>Purchase of additional technology devices so that students have access to devices at home and at school. These funds are principally directed to serve unduplicated pupils as they are less likely to have the means to purchase an additional device to use at home.</p>	<p>\$ 1,600,000</p>	<p>Yes</p>

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.]

DUSD has engaged in strategic planning for the 2020-2021 school year since the initial closures in March 2020. Using a phased approach, technology, hotspots, vouchers, and curriculum have been distributed to students in each grade level, and student engagement/connectivity is monitored by site administration and the instructional programs team on a daily basis. Student engagement reports are generated each morning, and site and district teams conduct home visits to assist families with connectivity and to reinforce the importance of daily live interactions. Surveys were also administered to parents to identify training needs and to identify students needing tutorial services.

During the summer of 2020, curriculum facilitators met to create addendums to pacing guides in order to address instructional constraints as a result of distance learning. The following three programs were identified as essential to our instructional framework: Google Classroom, Screencastify, and Zoom. We provided volunteer "office hours" with DUSD academic coaches for teachers who wanted extra support in creating their Google classrooms, and additional training for all staff was provided at our July 2020 district professional development day. Principals utilize an observation tool to provide feedback to teachers regarding accessibility and clarity of materials. The district has mandated an instructional schedule for both elementary and middle school students consisting of both synchronous and asynchronous lesson delivery allowing students to receive instruction in core content and ELD each day. Instruction is based on district pacing guides that are aligned to district-adopted instructional materials. Band and music students participate in sectionals via Zoom, and supplemental music programs are utilized to focus on music theory and notation. Lesson content is recorded and modified in Screencastify for students to review at a later date, and teachers provide small group instruction at scheduled times during each school day. All students are assessed using an online platform in the areas of reading and mathematics, and appropriate intervention is identified and assigned based on these assessment results. Academic support auxiliary staff provide additional support to parents and students. Academic coaches work with strategic student groups as well as assist teachers with the delivery of instruction. Reading intervention teachers work with students in grade K-1 to engage students in targeted reading support. All of these supports will continue to be available to all students upon the return to in-person instruction. These supports will offer supplemental services and interventions to students regardless of the method of delivery of instruction.

Students who are currently lacking connectivity receive daily contact from a school official to check on the progress of work completed and to identify resources necessary to ensure the progression of learning. It is a priority for DUSD that students not only feel connected to content, but that students feel connected to their teacher and their peer group. This is a challenging time for teachers and students alike and the normalcy provided by engaging in daily live interactions with teachers and peers is an essential component of the DUSD distance learning program. It is our goal to have 100% of students able to actively participating in class on a daily basis.

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.]

Delano Union School District has procured sufficient inventory to provide all students with a chromebook for distance learning. Chromebooks were distributed to all students in July and August 2020. In order to simplify the login process for younger students, all Transitional Kindergarten, Kindergarten and First grade students were provided a touchscreen Chromebook with QR logins, while students with special needs received Ipads to support visual, auditory, and tactile learning opportunities. Additional devices are available to replace damaged or defective equipment and ensure that students remain connected during periods of distance learning. All District devices are equipped with Cloud-based internet filtering to provide for a safe internet experience. The Technology Department monitors all device activity and controls device policies and web access to sites and applications, in compliance with the Children's Internet Protection Act.

As part of our efforts to secure connectivity for the devices provided, Delano Union School District conducted a survey to determine the needs of students and parents in the area of connectivity. All parents were surveyed in July/August 2020 as they picked up their child's instructional materials for the 2020-2021 academic year. Parents were asked the following questions:

- Do you have Wi-Fi access at home?
- Do you need assistance in accessing your child's online distance learning class?

Out of the 5,965 respondents, 76% reported that they have access to WiFi in the home. The survey responses have allowed the District to develop a plan that is tailored to meeting the specific connectivity needs of the 453 students that were identified as not having WiFi access.

The District is prepared to offer three options for those families that are in need of WiFi services. The options include:

- Provide a mobile hotspot
- Secure WiFi for the home through partnerships with service providers
- Provide a voucher for families that have WiFi services at home but are in need of financial assistance to maintain the service

The District has secured a total of 800 hotspots. Both Verizon and AT&T hotspots will be available, as the signal strength can vary by provider and geographic location. The hotspots will be provided at no charge to parents and will enable the District to provide a secure connection for students with access limited to District provided devices.

Where available, the District is working with Spectrum Cable Internet Services to install WiFi services directly in homes. The monthly service fees are billed to the District and the District is able to manage and limit access to district provided devices only. Thirty-seven homes have been identified as eligible for these services and the District has authorized the installation to begin. For students that live outside of the city limits and are unable to acquire services due to their remote location, the District has partnered with Unwired Broadband to provide services to these homes. Once again, the monthly service fees are billed directly to the District and access is limited to educational use as only district devices can connect to the services. The Technology Department Allows or blocks sites and apps, control device policies and web access, monitors activities and can provide reports on all activity at any time.

In addition to connectivity services for students that do not currently have access to WiFi at home, the District is also helping low income families maintain or upgrade their current internet service plans. With multiple children participating in distance learning in the home, the demand for bandwidth increases and families are finding it necessary to upgrade their connectivity plans. To ease this financial burden, a voucher program has been established to reimburse families for up to 50% of the cost of their internet services.

The survey also identified a need to provide additional technical support for distance learning. Of those surveyed, 1004 parents indicated a need for help in accessing the distance learning classroom. The technology team and instructional coaches have developed a guide with step by step instructions for logging into chromebooks, connecting to a WiFi network and accessing distance learning pages. The guides are available in English and Spanish. All parents who did not have access to connectivity during the 2019-20 school year, were prioritized and district personnel made outreach efforts via phone calls or home visits to provide them with assistance in connecting to WiFi or accessing a hotspot in order to have them already connected for the 2020-21 school year. A technology support department was also established to trouble shoot technical issues and help parents and students connect to Google Classroom. The Technology Help Desk Hotline is available to provide assistance in English and Spanish, via phone and email, from 8:00am to 3:30pm, five days per week. The help desk is staffed with knowledgeable school site technicians that have expertise with chromebooks and the various platforms used for distance learning.

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.]

Teachers and students currently engage in 90 minute blocks of instruction throughout each school day. There are a variety of approaches to using this time; however, each live interaction consists of direct instruction and the completion of student work. Students are also typically assigned extensions to their learning to be completed asynchronously. Each grade-level adheres to the mandatory instructional minutes for the 2020-2021 school year: Kindergarten (180 minutes), Grades 1-3 (230 minutes), Grades 4-8 (240 minutes). Similar to a holistic grading system, the district is asking for teachers to provide an aggregate time value for student work that meets the minimum instructional daily minutes for their grade level in conjunction with synchronous instructional minutes. Teachers verify the time value of student work along with synchronous instruction during their weekly engagement reports and signing the document at the end of each week. Teachers complete and sign a weekly engagement record and daily attendance sheets to account for student attendance and participation. On these sheets, they indicate a summary of assignments and the method of delivery for a given instructional period. Training has been provided on the use of these forms. In addition, site administrators visit classrooms each day and provide feedback regarding student engagement as well as the accessibility and clarity of content. Student engagement reports are generated each morning, and site and district teams conduct home visits to assist families with connectivity and to reinforce the importance of daily live interactions.

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.]

During the 2020-2021 school year, the Delano Union School District has been responsive to the needs of the teachers and staff regarding professional development, particularly in the areas of technology and distance learning. As a district, we felt it was important that teachers be most confident using technology and programs that would be necessary to enhance student learning and maintain a classroom environment conducive to meeting the needs of all learners. The district narrowed the focus of the initial professional development to include the three main platforms for delivering instruction, and has continued to provide ongoing PD and support for teachers in additional platforms as the needs arise. DUSD has also set up a Google Classroom to house all training asynchronously as well so that teachers can always go back and review previous professional development sessions or materials.

Distance Learning Professional Development Overview:

All district initial professional development by grade level and content area

- *Google Classroom

- *Zoom

- *Screencastify

- *Virtual Classrooms (optional)

New Teacher PD

- *Technology support staff and procedures

- *Digital citizenship - social media

Ongoing PD - all teachers

- *Grading - pushing grades from Google Classroom to Aeries/Illuminate

- *Virtual Office hours with Academic Coaches to support teachers with any questions or concerns regarding technology and distance learning

- *IXL - Assessment platform to determine learning loss

- *ESGI - Assessment platform both ELA and Math (primary teachers)

- *Instructional pedagogy for online learning

- *Google Classroom, Screencastify, Zoom - for intermediate and advanced users

Music Teachers

- *Quaver

Science Curriculum

- *Middle School Science Teachers - Activate - IQWST

- *Elementary Teachers - STEMtaught

Staff Roles and Responsibilities

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

For the 2020-2021 school year, Delano Union School District (“District”) has established and communicated expectations for all employees. Although the District is currently conducting instruction through distance learning, the District continuously plans for in-person instruction to occur at some point in this school year.

In regards to our classified staff, the District and the California School Employees Association (Chapter 175) (“CSEA”) have recognized their responsibility that they are to perform their assigned work aligned to their job description. In addition, both the District and CSEA signed a Memorandum of Understanding that helped expand classified job duties as follows:

- Assigned work shall consist of duties at the work site and/or duties performed via remote work. The District shall determine when and to what extent bargaining unit members perform duties at the work site and/or perform duties via remote work. The District and CSEA agree that the ratio of on-site duties to remote work duties may vary among unit members based on District needs; however, the District shall seek an equitable distribution of on-site duties and remote work duties among bargaining unit members in the same classification.
- The District and CSEA agree that bargaining unit members may be assigned duties outside of the scope of their regular duties in order to meet the public health needs of and provide essential services to the community; however, the District will not assign bargaining unit members to any duty that exceeds the essential physical functions contained in an employee's regular job description.

The aforementioned Memorandum of Understanding and the ability to assign bargaining unit members to duties outside of the scope of their regular duties has allowed the District and sites to push forward its progress of keeping District grounds and buildings clean, providing food to our students, allowing sites to utilize all classified staff to distribute materials (i.e., Chromebooks), provide instructional support via an on-line platform, and call parents/students about their instructional progress.

As for the certificated staff, the District and the Delano Union Elementary School Teachers Association (“DUESTA”) have jointly collaborated to provide a Distance Learning model that facilitate distance learning as required by the state to the extent possible, until the onset of in-person instruction or a combination of both. During the 2020-2021 academic year, certificated staff will provide daily instruction via Google Classroom, Class Dojo, and Zoom as follows:

- Elementary sites (TK-5) will adhere to an instructional week (M-Th) that consists of a morning and afternoon block of synchronous instruction.
- Middle school sites (6-8) will adhere to an instructional week (M-Th) that consists of a three block schedule of synchronous instruction that allows for students to receive instruction from their core subject teachers twice a week.
- On Fridays, both the elementary and middle school sites have built in blocks of time that allow teachers to provide students with asynchronous instruction and synchronous strategic instruction.

Non-classroom personnel such as Resource Teachers, Special Education Coach, Academic Counselors, and Reading Intervention Teachers provide academic support to both students and classroom teachers by:

- Providing professional development for teachers.
- Providing distance learning instruction and modeling.
- Assisting teachers with curriculum transitions to a digital platform.
- Support parents and guardians on how to access and navigate distance learning platforms and best practices to promote learning from home.
- Providing small group instruction for struggling students.
- Helping special education teachers in the development of materials.

Distance learning has been a difficult transition for both parents and students. In order to meet their social and emotional needs, Academic Counselors, Health Services School Nurses, School Social Workers, School Psychologists, and the Marriage and Family Therapist are actively working to provide support as follows:

- Holding meetings with parents and/or students either in person, on the phone, or virtually.
- Providing mental health and wellness to students.
- Working with groups of students to develop goals.
- Supporting teachers.
- Making home visits.
- Screen students for referrals.
- Working with Foster and McKinney Vento students on their social and emotional needs.
- Providing professional development to teachers on subjects that help address behaviors and social emotional learning.
- Providing support for the District's special education population.

Site administrators (Principal, Vice Principal, and Learning Coordinator) have the responsibility to coordinate both their classified and certificated staff in the instructional progress (i.e., monitoring attendance and on-line instruction) of teachers and students as well as communicate site expectations.

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.]

English Learners:

The Delano Union School District continues to support students, teachers, support staff, and leadership during this remote learning environment and school closure. Distance learning opportunities for English learners (EL) are a high priority in our district. Through multiple layers of support, we are addressing the academic achievement gap and the unique needs of our English Learners.

Our first step in addressing the needs of English learners begins with determining students' needs for remote learning. We will be implementing high levels of communication beginning with increased efforts to connect with 100 percent of our students by providing hotspots for each student and family, or access to vouchers for purchase of internet connectivity. Helping in the process of obtaining an internet connection platform is a critical priority.

All EL students will be assessed at the beginning of our school year via online IXL Real-Time Diagnostic Assessments, teacher formative assessments, and other district assessments to determine proficiency level, learning level, and learning loss. Formative assessments will continue on a regular basis to ensure students are learning by providing opportunities to apply developing skills and knowledge.

A third layer of support is to adequately prepare and connect with parents. Our partnership with families and caretakers is a vital part of our distance learning goals. Parents will be connected with school site personnel on the first day of instruction to ensure we meet them; ensure they have the technology tools and materials they need. We are also providing training for parents on our distance learning tools and how to connect to these platforms. Each site will provide multiple opportunities to learn. Each site is more attune to the most urgent needs of their families and will communicate with them with district support. The district will also reinforce these parent training sessions with district sponsored training and parent input. We are continuing with our parent engagement groups that provide feedback on our programs and services. In addition, the district continues to utilize our district hotline where parents can connect at any time with a staff member who can assist with any question.

Another layer of support is our philosophy of All-Hands-On-Deck. Meaning we will have all trained and available staff to help support EL students. This includes instructional aides, after school tutors, coaches, and site resource teachers. Students will have opportunities to have a second or third dose of instruction to ensure they are not falling behind. The district is also hiring college age tutors to work with students after school hours. Daily attendance and contact logs will be documented to ensure that students are present and connected with the teacher. All teachers have been given training on how to use specific distance learning platforms and how to provide documentation for evidence of attendance and engagement. Staff on site will be contacting students and parents with a special focus on our most vulnerable students to ensure they are connected daily and are continuing to be part of the learning community.

DUSD is implementing Designated and Integrated English language development for every student who is an EL. We are following the California Roadmap Policy and guidelines and are continuing to provide professional learning opportunities to help teachers focus on the needs of students in every content area. During Designated ELD, teachers will provide instruction according to their proficiency level. Additionally, we will continue to implement the WestED language development routines that lead teachers, reading teachers, and coaches were trained in last year. These teams will continue to support classroom teachers with professional development opportunities and coaching support for full implementation.

Listed are a few of the California Roadmap Principles (#2) we will include in daily instruction.

Teachers:

- *Use ELD standards to build into and from content instruction

- *Use Intellectually challenging and rich language texts

- *Use a variety of questioning - including open-ended, high level, critical thinking questions.

- *Model, teach, and promote the use of academic and complex language to encourage students to elaborate using more precise and sophisticated vocabulary.

- *Provide a variety of ways for students to contribute to the classroom learning: Thinking Maps or other graphic organizers, learning logs, technology posts, etc.
- *Give opportunities to communicate information, ideas, and concepts necessary to add to, and contribute to the perspective of others
- *Ensure all students are actively engaged in producing language with scaffolding as needed
- *Students are exposed to and engage in rich and academic complex language tasks throughout the day in all content areas.
- *Give students frequent formative assessment and feedback to address learning needs

Finally, we understand the importance of having mental health support for all students. We have MFTs assigned to each site, social workers and psychologists that can work with EL students and parents to help them feel connected, engaged and part of a community that cares. We are providing a community of inclusion and awareness of actions for our different cultures and ethnicities. DUSD continues to be cognizant of the assets our students bring; we know this is critical to the idea of equity. Our district embraces the concept of our students as Emergent Bilinguals who have much to contribute to our community (Educating Emergent Bilinguals: Policies, programs, and Practices for English Learners by Ofelia Garcia and JoAnne Kleifgen). We will continue to be at the forefront of helping our Emergent Bilinguals to fully and meaningfully participate in attaining high levels of English proficiency.

Pupils with Exceptional Needs:

The Delano Union School District is providing instruction and services in a multitude of ways to serve our Pupils with Exceptional Needs during Distance Learning as a result of the emergency school closure. As a district, we continue to keep Free Appropriate Public Education (FAPE) at the forefront and have embraced three key principles to support our students' continuous high-quality learning opportunities to the extent feasible through Distance Learning. We are committed to engaging our students through connectivity, flexibility, and responsiveness as our key actions to help our most vulnerable receive equal educational opportunities that range from academics to social emotional learning to taking into account their individualized needs and circumstances.

Through the collaborative team efforts of our LEA, we have surveyed our district families to identify technology and connectivity needs for our pupils with exceptional needs. Survey results in addition to direct parent communication have allowed us to identify and provide Chromebooks, iPads, individual assistive technology, hot spots, and internet vouchers to our identified students. We are supporting parents and family caretakers with training on the devices and digital platforms their children will use during daily synchronous and asynchronous instruction following the CDE guidelines and expectations as part of the 2020 Budget Act, including Senate Bill (SB) 98. Educators are also making personal connections with families by phone, email, and text messaging to get feedback on what is working, not working, and any further needs. We have included flexible and extended after school hours in effort to ensure teachers and support staff can better connect and serve our working families during evening hours as well.

Our LEA's distance learning plan includes ensuring that we have daily positive attendance as part of our connectivity efforts to ensure that high levels of continuous learning are happening daily and not leaving our pupils with exceptional needs behind creating a risk for greater gaps or learning loss. Attendance incentives and interventions are made daily by site and/or district teams as soon as each learning day begins. Efforts are made to get our students connected and participating in instruction without too much delay. We provide different layers of support to assist with student positive attendance from involving parents and families in understanding and following attendance expectations, contacting parents as soon as the student is not connected.

To further secure meaningful educational opportunities for our pupils with exceptional needs during Distance Learning, our LEA has included alternate and flexible delivery methods for our special education population aside from e-learning/distance learning. For our special education students, their individualized education programs (IEPs) are provided and implemented during emergency school closure as a result to COVID-19. Distance Learning Plans (DLPs) have been developed for each of our special education students to address the new learning environment as a result of emergency school closure in collaborative efforts between parents and all service providers involved. In the DLP, service provider teams have worked alongside parents and have agreed on the goals, services, learning platforms, and accommodations and supports that will be addressed during the school closure while considering their needs and circumstances. The DLPs are being revisited at least biweekly with parents to ensure we are responding to changes that may need to occur. All service providers will document and track services during school closure to determine learning progress and/or regression and have documentation in the event that compensatory education will be deemed necessary or requested. IEP teams are holding IEPs as appropriate with current data via teleconference or virtual. All of our parents have been provided with a Prior Written Notice (PWN) detailing the executive order and Distance Learning guidelines as per California Department of Public Health (CDPH).

Our DUSD pupils with exceptional needs have an array of services and supports as part of their IEPs. While we have considered the specific circumstances that may affect how a particular service is provided to our vulnerable group of students, our special education and general education teachers are committed to providing everything possible. Listed are services being provided:

*Speech pathologists have HIPPA licences to provide virtual speech therapy utilizing zoom and breakout sessions. Communication aides support in small groups or 1:1 capacity. IEP goals and objectives are addressed and worked on while receiving accommodations and modifications that support them during Distance Learning.

*Mild moderate special education students continue to be supported in general education classrooms through the inclusion/co-teaching model. They access instruction through Google Classroom, Zoom, Screencastify, and other digital platforms and supplemental programs. Aides and tutors provide an extra layer of support in small groups or 1:1 through zoom and breakout sessions. IEP goals and objectives are addressed and worked on while receiving accommodations and modifications that support them during Distance Learning.

*Moderate severe special education students continue to participate both in general education and within their special day classroom through digital programs such as Rethink, Unique, AbleNet, and Teach My Toddler. Teachers also build supplemental materials such as learning packets, learning bins, and Ready to Learn Kits to coincide with goals practice at home. Daily preferred parent communication options are made available to parents such as Class Dojo, Zoom, email, text, and phone to ensure support is given throughout each day as necessary. IEP goals and objectives are addressed and worked on while receiving accommodations and modifications that support them during Distance Learning.

*The Adaptive Physical Education teacher (AP) continues to service students utilizing zoom and break out sessions, phone calls, text, and email. The AP works closely with families as students' IEP goals and objectives addressing physical and motor skills and patterns are targeted. The AP further consults with parents on how they can work on goals from home. Necessary equipment to practice goals at home are provided. The AP also consults with and provides guidance to students' general education teachers. Weekly check-ins are done with parents, students, and their general education teachers.

*Services such as Deaf and Hard of Hearing, Visual Impairment, Occupational Therapy, and Mental Health services continue being provided by the Kern County Superintendent of Schools via consultation with students, parents, and teachers.

*Social Emotional Learning is provided through support services from our district social workers, psychologists, and our marriage and family therapist. They address behavioral and emotional needs, engagement, and support attendance. They engage in daily connectedness, offering services and resources, and incorporate family inclusion efforts to support our most vulnerable to stay the course of learning, maintain a positive attitude, and stay motivated during these difficult and unprecedented times as a result of the global pandemic.

DUSD stays committed to providing services related to our special education students' IEPs to the greatest extent possible. Our LEA's distance learning program and plan for our pupils with exceptional needs will undoubtedly remain flexible to the changes that may need to happen during the emergency school closure. We will respond, stay connected, and offer flexible opportunities while maintaining equitable and reinforcing learning.

Foster and Homeless Youth:

The Delano Union School District will continue to support ALL students, families, teachers, and staff during distance learning and beyond while we plan for a face-to-face learning environment. Distance learning opportunities for our foster youth and homeless youth are a high priority in our district. We are addressing the academics struggles, and the social emotional needs unique to our foster youth and homeless youth through multiple layers of support.

Steps in addressing the needs of foster youth and homeless youth to remove barriers:

*Ensure we are adhering to All foster/homeless youth rights:

*Immediate enrollment or continued placement of their school of origin

*Provide transportation (if necessary)

*District foster youth/homeless Liaison is notified

*Contact County social worker to help gather any necessary information the resource parent was not able to provide

*The school site is notified of the student's placement

*Parents are referred to Community Connections for additional family support (i.e., uniforms, food, hygiene kits, backpacks, housing resources, etc.)

*A SAT (Student Assistant Team) meeting is scheduled as soon as possible to ensure all student needs are met for a successful school year and family support is provided

*Mental health supports are made available to student and families by our district or through our community partners (as needed)

*Students academic needs are determined and supports are put in place to ensure an easy transition to school.

*Students are referred to our virtual after school program and any other community resources that would help them get engaged with their community or school.

*Students are followed up with by the district Liaison as well as the mental health team member, and school administration to ensure students are succeeding.

Actions Related to Distance Learning Program - Foster Youth and Homeless Youth:

For all student's high levels of communication is initiated in an effort to connect with 100 percent of our students by providing Chromebooks to each student and hotspots (as needed). Families are offered internet vouchers to assist with connectivity.

Partnerships with families and caretakers are vital to distance learning. Therefore, parents will be connected to school site personnel on the first day of instruction to ensure they have the technology, tools and materials they need to connect to their classes.

Training is provided for parents on how to use our distance learning tools and platforms. Each site will provide multiple opportunities to learn. There are ongoing district-sponsored opportunities for parents to get additional support to help their child succeed. Our foster youth and homeless youth always have access to instructional aides, after school tutors, academic coaches, and site resource teachers in addition to social workers or school psychologists.

Daily attendance and contact logs are kept to document student's attendance and engagement. All teachers have been given training on how to use specific distance learning platforms and how to provide documentation for evidence of attendance and engagement. Staff on site will be contacting students and parents with a special focus on our most vulnerable students to ensure they are connected daily and are continuing to be part of the learning community. If they are failing to connect, phone calls, home visits, etc. will begin to help resolve any issues or address barriers.

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

Description	Total Funds	Contributing
The district purchased chromebooks, hotspots, and vouchers for Wi-Fi to provide connectivity to all students to support their distance learning. The purchase of devices was made in an effort to assist unduplicated students with accessibility to both devices and WiFi however, all students will be provided with the devices and hotspots.	\$1,900,000	Yes
Technology was purchased for teachers and auxiliary staff to support distance learning instruction. Technology included laptops, chromebooks, cell phones, printers, and hotspots.	\$ 200,000	No
All students received learning kits equipped with supplies and materials to support their learning. Supplies include: dry erase markers, pencils, notebooks, sharpeners, etc. Although all students received the learning kits, they were purchased to assist unduplicated pupils as they are less likely to be able to provide their own supplies needed for instruction.	\$ 50,000	Yes

Description	Total Funds	Contributing
<p>All students in grades 3-8 received physical education kits to enhance physical activities at home during distance learning instruction. The kits include: jump ropes, scarves, bean bags, foam balls, and a mesh bag to hold all equipment. The equipment is designed to help students build physical skills and staying active while learning from home. All students received the physical education kits, but they were purchased to assist unduplicated students as they are less likely to have access to the equipment or to be able to purchase it.</p>	<p>\$ 98,000</p>	<p>Yes</p>
<p>McKinney-Vento students received lap desks so that they can have a designated mobile work space.</p>	<p>\$ 2,000</p>	<p>Yes</p>
<p>The district purchased research based online platforms to supplement instruction. Platforms include: IXL, Stemtaught, Nearpod, ESGI, Activate Learning, Rethink, Zoom, and Screencastify. All of these platforms are supplemental to instruction and teachers have been provided with appropriate staff development to navigate these programs. Special consideration is made for unduplicated pupils to provide them with additional resources to improve their learning and provide them with additional layers of support.</p>	<p>\$ 975,000</p>	<p>Yes</p>
<p>The district's mental health team participated in social-emotional professional development to better serve staff and students and support their social-emotional needs. Special efforts are made to meet the Social Emotional Learning needs of unduplicated students.</p>	<p>\$ 5,000</p>	<p>Yes</p>
<p>The district provided professional development opportunities to all teachers and staff to enhance virtual instruction. Trainings included Zoom, Screencastify, and Google classroom among others.</p>	<p>\$ 10,000</p>	<p>Yes</p>
<p>Support for English Language Development instruction is provided through the district's ELD department. Training modules were provided to all staff to help design lessons for ELD instruction. The training modules include strategies for integrated and designated instruction, and special strategies for language acquisition for newcomers.</p>	<p>\$ 1,000</p>	<p>Yes</p>

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.]

The Delano Union School District will assess all students on a weekly basis to measure learning loss and provide timely interventions and supplemental instruction. All TK and Kinder students will be assessed utilizing the Education Software for Guiding Instruction (ESGI) to record student progress and determine if a student needs additional support with their learning. In addition to ESGI, the students will be assessed every trimester using the Emergent Literacy Battery assessment. This assessment will provide additional and more detailed information on how each student is learning their concepts of print and will provide very specific information for teachers in areas where the student would benefit from additional tutorials or small group intervention. For grades 1-8, the district will utilize IXL to measure learning loss. All students will be given a diagnostic exam consisting of 125 questions that will create a baseline for each individual student. The diagnostic exam will be followed by weekly quizzes consisting of 10-15 questions each. These quizzes will update the student levels and will provide teachers with timely information of their learning status. Having frequent exams will allow for teachers to provide timely interventions in the areas of mathematics and ELA.

All newcomer English learners will be administered the initial ELPAC assessment to determine their language levels. All English learners will be administered the summative ELPAC assessment in the Spring. In order to measure language growth with more frequency and not wait a full academic year to determine language growth via the ELPAC assessments, the district will administer the OPTEL observation tool once per month. This will help the classroom teachers determine if the students are making adequate growth in their language acquisition.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The district has placed high importance on mitigating learning loss of students. In addition to frequent assessments, the district has created a master schedule for all school sites that has an embedded time for tutorials via small group instruction by their classroom teacher as well as the ability to assign extra support through auxiliary staff. The master schedule allows for 1:1 or small group instruction from 3:00-3:30 where the students can receive assistance from their classroom teachers. Fridays are also designed to provide synchronous strategic support groups by the classroom teacher for students in need. These embedded times into the master schedule allow for timely interventions.

All after school ASES staff have been assigned to offer tutorials on Mondays and Fridays to small cohorts of students with similar deficits in learning. In addition to the tutorials by the classroom teachers and the ASES staff, the district is hiring Academic Support Providers who will also offer small cohort tutorials. This extra tier of tutorial support will take place during the evening hours to provide students with homework support or extra practice with specific skills where the teacher has determined there are deficits based on the weekly assessments. While all students will be eligible to receive these extra supports, the extra help by auxiliary staff will be principally directed to support English Learners, Foster Youth, students with exceptional needs, and students experiencing homelessness.

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.]

All teachers have time built into their master schedule for data review. From 1-2:00 pm, the teachers have time to analyze weekly data to determine if their implemented strategies are working or if a student needs additional supports. The IXL and ESGI platforms will provide live diagnostic updates for all students. This will allow for constant monitoring of student growth in ELA, ELD and Mathematics. In addition, the OPTEL observational tool will help teachers determine if appropriate growth is occurring with English learners. This weekly data review will allow for classroom teachers to monitor if the supports being provided to students are effective or if different supplemental programs need to be offered. It will also allow monitoring to happen at the district level and the district can deploy intervention teams to assist with those students who are struggling most. While the district will make every effort to mitigate learning loss of all students, unduplicated subgroups will receive extra layers of support not only to help them with academics, but also as part of their social emotional learning.

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

Description	Total Funds	Contributing
The district hired temporary academic support personnel to provide intervention services for all students in need. Tutoring services were principally directed to unduplicated subgroups.	\$250,000	No
A stipend is provided to employees to communicate with parents after hours in an effort to mitigate student learning loss and actively engage parents in their child's learning. Most parents in our district are farm laborers and are considered essential workers who are unavailable during the day for communication. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for implementation districtwide, the needs of unduplicated pupils were considered first as they are the majority proportion of our student population and would likely not be able to communicate during the regular school day. Translation services are provided to non-English speaking parents to ensure that they are active participants of their child's learning.	\$550,000	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.]

The Delano Union School District's has formed a Mental Health Team consisting of a Director of Special Education, Director of Health Services, Director of Student Support Services, a Licensed Marriage and Family Therapist, school psychologists, nurses, and social workers. The team developed a three tiered plan to address mental and social and emotional well being as it relates to students, staff and families. The tiered system was put into place immediately following school closures in March 2020. The system continues to be refined to provide appropriate supports.

DUSD's Mental Health Team (MHT) Plan to Address Student, Staff and Family Needs for 2020-21 School Year:

TIER I

Student supports:

- *Develop a daily check-in system to support students and gather data on those who need additional supports
- *Trauma-informed/invested PDs to create trauma-sensitive classrooms/school climate
- *MHT will consult with teachers and school staff about student mental health needs
- *Assist teachers in incorporating Social Emotional Learning (SEL) into the classroom daily or weekly
- *POWER Expanded Learning Staff - implementing daily SEL through the EduCare Foundation program "Making the Best of Me," as well as through the use of other SEL resources.
- *Work with PE Department to ensure SEL is being address during PE time as well as other areas
- *Promote mental health services available via MHT team
- *Address any distance learning/technology needs
- *Educational materials on COVID

Staff supports:

- *Inform staff of counseling supports available through Employment Assistance Program (EAP) included in their health benefits
- *Discuss stigma of Mental Health or seeking services
- *Create professional development for staff regarding typical childhood reactions to possible stress, trauma, and grief due to COVID-19/shelter in place orders
- *Create professional development for staff on how to establish a trauma-sensitive classroom
- *Get feedback from staff to decide how often professional developments are needed and any other mental health topics needed

Other relevant and potential PD topics:

- *Depression/SI
- *Anxiety (generalized and separation)
- *School avoidance/refusal
- *Secondary/Vicarious trauma
- *Recognizing signs of abuse/mandated reporting
- *Burnout/Compassion Fatigue & Self-Care
- *Incorporating mindfulness practices in the classroom
- *Informational materials
- *Have psychoeducational materials available at all schools to staff, parents, and families on grief and loss and ways to cope with stress
- *Continue weekly newsletter
- *Mental Health Resources for K-12 Educators during COVID-19
- *Self-Care and Thriving for Educators during a Public Health Crisis
- *Staff support groups

Family supports:

- *Promote Counselor's Corner to parents, which is a website link on our district page that has been vetted and organized by the MHT to give easy access to resources to support their children and families.
- *Create/provide psychoeducational material for parents addressing their fears and/or concerns. Share strategies and/or resources with parents on how to talk to their children about managing stress, worries, fears, changes, and other needs.
- *Provide virtual parent support groups
- *Consult with admin/school staff to identify families in need

TIER II/III:

Student supports:

- *Provide individual counseling to students who exhibit mental health needs (fears, loss, anxiety, depression, SI, etc.)
- *Refer students to community mental health agencies if needed
- *Share suicide prevention hotline phone number and/or warm line
- *Consult with teachers and/or admin as students return to identify high-needs/crisis students and classroom interventions for individual students as needed
- *Provide skills-based groups on managing difficult emotions, worries, fears, etc.
- *Visit classrooms to observe student behaviors
- *Identify students who have lost close family members or friends due to COVID or other reasons
- *Review universal assessment/screening tools to assess for signs of abuse, neglect, or depression/SI

Staff supports:

- *Refer to EAP (as discussed above)
- *Individualized consultation/psychoeducation on behaviors mental health symptoms
- *Provide information on how to create safe spaces in classrooms, classroom and individualized interventions for students, and promoting positive coping skills

*Co-teach appropriate coping skills and ways to manage stress

Family supports:

*Identify families who will need ongoing support, resources, and community referrals

*Work with the Director of Health Services and Community Connections Center, McKinney-Vento & Foster Youth

*Identify school refusal/avoidance in students and support families in identifying ways to promote attendance

*Provide parent training/support on managing MH symptoms and supporting the use of positive coping skills

*Virtual support groups

*Virtual informational meetings for parents/caregivers/families

*Provide information about the Family Resource Center: Delano Community Connections Center (CCC). The center has a food pantry, has funding for utility assistance (electricity & gas).

Race & Diversity Issues in the Classroom

*Attitude/Bias Checks

*Educational materials

*Self-paced PDs/webinars

Teaching Tolerance: articles, classroom lessons, discussions, professional development

Tier I: UNIVERSAL SUPPORTS: WHOLE SCHOOL SAFETY AND PREVENTION PLANNING

Our Tier I whole school safety and prevention approach is to promote wellness on a daily basis. At the beginning of each day, teachers will provide students with a quick daily check-in to see how they are feeling using a quick 30 second SEL assessment. That data is then collected to see if there is an immediate need to serve a student or to see trends that will need to be addressed to the whole class or on an individual basis. SEL is peppered throughout the day through PE, POWER, and teacher connections as well as targeted intervention time set aside at the end of the week to meet specific group or individual needs. Additionally, our district students and families have benefited from the many family engagement events organized and delivered virtually by our POWER staff. These events include: Family Paint Night, Loteria, virtual live cooking classes, and a cosmetology class for some of our older students.

A concerted effort is made to ensure students are connected remotely and engaged in their classrooms while promoting the importance of good daily attendance. If students are not attending classes, a team of people have been assigned to follow up, investigate the problem, and to help address the need. Calls are made at various times of the day, home visits are conducted, and the use of various kinds of technology is used to connect with students and families (i.e., class dojo, emails, and other platforms.) Any staff member could potentially make a home visit including site administrators, attendance clerks, nurses, social workers, psychologists, POWER staff members, etc. The goal is to connect with the students and families to address issues.

Teachers are continually being given a trauma lens to look through and provided with ongoing training as it relates to our most vulnerable students (i.e., foster, homeless, socioeconomically disadvantaged, etc.) Professional development time is being used to help support teachers in the classroom with best practices in SEL as well as best practices in student engagement.

POWER staff were trained in a 2-day SEL workshop administered by the EduCare Foundation. Staff received a copy of the “Making the Best of Me” text provided by EduCare. The text provides activities to address various SEL competencies. POWER staff receive yearly training in the SPARK PE after-school program. This program uses movement, games, and activities to teach core competencies in SEL.

The board approved suicide prevention policy is being expanded to include some new roles in the districts such as school social workers, and academic counselors. We have provided local and national suicide prevention numbers on our websites and in our newsletters to teachers and families. We have parent resources that are available on our website to help address potential issues due to the pandemic as well as other fun engaging activities to support family wellness at home.

COMMUNITY AND FAMILY ENGAGEMENT SUPPORTS:

We have a very strong partnership with our local agencies through our Community Connections Center. Community Connections provides resources to address basic needs such as coordinated food distributions, information on energy programs, housing resources, employment resources, Medi-Cal, information families in crisis, and many other resources.

UNIVERSAL SUPPORTS: STAFF WELLNESS:

Being trauma informed and trauma invested is a priority. As a result, ongoing training is being provided to teachers in these areas as well as self-care training to support the well being of staff. Weekly staff check-ins are in the process of being conducted to ensure we are being attuned to the mental well being of our staff.

The Mental Health Team (MHT) is working with teachers to come into their virtual classrooms to observe interactions and provide feedback on how to implement best practices in the classroom in the area of student conduct, well-being and teacher support. Teachers have access to members of our MHT to share concerns and ask for help in supporting students. The MHT is also preparing virtual meeting rooms to give staff opportunities to discuss concerns and offer support to other staff. During those meetings, self-care and stress management is a big part of the discussion.

CLASSROOM STRATEGIES

Our district promotes safety and consistency in the classroom by focusing on MTSS (Multi-Tiered Systems of Support) practices. We have established our expectations for student interactions in the virtual classroom and expectations and daily protocols of engagement. In order for students to feel comfortable and welcome this new way of learning, building positive relationships has to be a priority to shaping the culture of the classroom. Mindfulness is another element that is a part of the school day

Student:

- *Focus on MTSS practices
- *Building Relationships
- *Shaping the culture of the classroom
- *Mindfulness
- *Daily SEL Check-ins
- *Weekly SEL focus at Middle schools during Friday intervention times
- *SEL Curriculum at elementary schools and middle schools
- *School-wide initiative to address barriers to attendance

*Daily parent engagement to promote good attendance

*Bi-weekly Parent Newsletter to reduce the stigma of mental health and to promote wellness for students and families

*A MHT member is assigned to each school site

There is a Crisis Team available to respond at any time at every school site that includes a school psychologist, school nurse, and a social worker/MFT. Our academic counselors are also available to provide additional support as needed.

Tier 2/ 3: EARLY AND TARGETED INTERVENTION FOR STUDENTS AND STAFF

Our district has purchased a program through Rethink that provides a Tier II SEL program for the MHT and teachers to better understand the mental health of staff and students. The program provides 40 videos in the following areas:

*Awareness of self and others

*Self Management

*Social Awareness

*Self-Care

*Social Skills

*Mental Health

*SEL and Equity

*Trauma

The training series equips the teachers with the tools to address the mental health needs of the students. The program also includes a lesson library to teach students skill in all the areas listed above. Rethink lessons are geared to preschool through 12th grade at the Tier III level. Each lesson comes with a video and activity that the student completes in each of the appropriate areas at the student's grade level.

We also have Ripple Effects, which is a Tier II/III intervention that is a SEL program that can be used synchronously or asynchronously to help students address subjects that may come up as it relates to their behavior or interest. Our school social workers, school psychologists, and MFT have used this program with students in elementary and middle schools and have found it to be effective. The program also addresses the new mandates of cultural competency to give students context in understanding diversity and social justice. There is also an App for the program that can be downloaded on student phones that will provide another layer of support remotely.

Additionally, we have Second Step, a Tier I SEL curriculum at our elementary school sites at one of our middle school sites. We are considering the use of Second Step at all of our middle schools for continuity. We also have the CASEL Competencies: Self-Awareness, Self-Management; Social Awareness; Relationship Skills; and Responsible Decision-Making embedded in our physical education curriculum weekly for our 3rd - 8th grade students.

We have provided HIPAA compliant licenses through Zoom Health for each member of the MHT to ensure confidentiality for the students when meeting with them remotely. The district's MHT is able to provide teletherapy to staff and students on an ongoing basis as the need arises.

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.]

DUSD is making all efforts to mitigate learning loss for all students during the COVID-19 pandemic. As instruction will begin in a distance learning model for the first half of the school year, the district has put in a daily monitoring mechanism to ensure connectivity and participation of all students. All DUSD students are monitored daily by their classroom teacher. When a student does not connect to the class, the teacher reports the name of the student and the first layer of reengagement begins. Each school site has a team that deploys various efforts to reengage a student upon the first report of absence by the teacher. The school site makes initial contact with the student and family to evaluate the reason for the absence. If students do not return to instruction and lack of connectivity or devices have been ruled out, then the school site will deploy a home visit team to hone in on the reasons for lack of participation. The team will consist of site administration and the mental health team. The student will be provided with support to ensure that there are no outlying reasons for lack of engagement in their instruction. If the lack of engagement persists, then the district will deploy a district-level reengagement team. This team will add an additional layer of support to encourage the students to connect and take part of daily learning opportunities. The district team consists of directors, school resource officers, assistant superintendents and the superintendent. Students may receive several home visits throughout the school day to encourage them to log into their online learning platform and participate in the day's lessons. A Spanish speaking staff member always participates in the home visits to ensure that they are able to communicate with parents who are non-English speakers. Additionally, all communication with parents; phone calls, text messages, robo calls, etc. are made in both English and Spanish to allow for non English speaking parents to be active participants in the engagement process of their child's learning efforts.

Part of the district's reengagement plan is to ensure that parents are actively involved in their child's academic program. The district established a hotline upon the first day of school closures in March 2020. Through this hotline, parents are able to connect with district staff at any time. The hotline continues to provide support as the new school year begins. Now each school site has their own hotline as well as the technology department. Parents and students are able to connect with a technology technician at any time for support with their device or connectivity issues. They will have someone help them troubleshoot any issues and have the students return to their online instruction as quickly as possible to prevent learning loss. All hotlines have Spanish speaking personnel available to help those parents who do not speak English.

The district team continues to be available for parent support. The district will be providing training for parents in the area of technology so that the parents are able to assist their children with distance learning and how to navigate the platforms being used by their child's teachers.

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 Delano Union School District Food Services Program operates under the Community Eligibility Provision (CEP). The Community Eligibility Provision is a non-pricing meal service option for schools in low income areas. CEP allows the highest poverty school districts to serve breakfast and lunch a no cost to all enrolled children without collecting household applications.

During periods of Distance Learning, the District is providing off site meal service to all enrolled students. Meals are distributed via drive thru and walk-up service in a non-congregate setting, while maintaining social distancing practices, consistent with the requirements of the California Department of Education and the U.S. Department of Agriculture. The distribution sites are spread out across the District and in communities with the greatest need. “Grab and Go” meals are distributed on Mondays and Wednesdays at the following nine locations:

- Albany Park
- Almond Tree Middle School
- Cecil Avenue Math & Science Academy
- Del Vista Math & Science Academy
- Harvest Elementary School
- Nueva Vista Language Academy
- Nutrition Services
- Princeton Street School
- Pioneer School

In order to further limit student exposure to COVID-19, the District has taken full advantage of the federal flexibility waiver that allows parents to pick up meals without students being present. Twice per week, families pick up grab and go meals, in addition to bulk food items that provide a supply of nutritious meals for the entire week. Two lunches and two breakfasts are provided on Mondays and three breakfasts and three lunches are provided on Wednesdays. On August 17, 2020 the food distribution expanded to include supper and snacks through participation in the Child and Adult Care Food Program. The District is eligible to offer supper and snacks through September 30, 2020.

Outreach has been conducted in English and Spanish through parent phone calls, social media, flyers and online resources to ensure that families are aware of the availability of free breakfast, lunch, supper and snacks. The meal distribution times are coordinated around the distance learning instructional schedule so that students are not missing instructional time in order to pick up meals. Evening distributions have also been added to accommodate working parents that are unable to pick up meals during the day. Parents may also request special meals for students with allergies or restricted diets, as stipulated by their medical provider.

When schools reopen for in-person instruction, the District will modify food service operations to provide breakfast and lunch in the classroom. Student meals will be individually plated, proportioned, prewrapped, and delivered to the classroom during the scheduled meal periods. Classroom designees will assist with obtaining the meal count at the point of service using classroom rosters.

During periods of blended learning (both in-person and distance learning), the District will provide on-site meal service in the classroom for students on campus and “grab and go” meal distributions to students participating in distance learning.

The Director of Food Services has been designated as the COVID-19 Coordinator for Food Service Operations. Consistent with the recommendations of CDE’s Stronger Together: A Guidebook for the Safe Reopening of California’s Public Schools, the District has implemented the following:

- Reorganization of work stations for proper physical distancing during meal preparation in the Central Kitchen
- Shift meal preparation to school sites to further minimize the number of people preparing food in one location
- Post signs on how to stop the spread of COVID-19
- Train staff on the proper use of face coverings, physical distancing, and other health and safety protocols
- Provide face masks, shields, gloves and other supplies to all food service operations staff
- Update standard operating procedures for sanitation of school kitchens, cafeterias, food warehouses and the central production kitchen

It is the intent of Delano Union School District to continue to provide nutritious meals while keeping students and staff safe.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Professional Development for teachers - 4 hours. All teachers will be offered the opportunity to participate in a training to address the Social and Emotional Learning needs of their students.	\$ 67,000	Yes

Section	Description	Total Funds	Contributing
Distance Learning Program (Distance Learning Professional Development)	Professional Development for Teachers - 16 hours. All teachers will be offered the opportunity to participate in professional development of supplemental platforms to provide additional supports to all students, but principally directed to unduplicated subgroups.	\$ 266,000	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	English Learner trainings - Nearpod professional development for the use of the platform for English Learners. In addition, the ELD director and coaches will be providing professional development opportunities for all staff on lesson design and language acquisition strategies for English learners.	\$15,000	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
31.04%	\$12,440,663

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 district will purchase of individual instructional supplies and manipulatives to avoid classroom sharing and cross contamination within each classroom. Items to include: math manipulatives and counters, pencils, dry erase markers, dry erase boards, sharpeners, glue sticks,

notebooks, etc. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for implementation districtwide, the needs of unduplicated pupils were considered first as they are the majority proportion of our student population and would likely not have the means to provide their own supplies and materials to avoid sharing classroom supplies.

The district will provide personal clothing and health care items that McKinney-Vento and foster students may need to facilitate their physical return to campus. Special consideration will be made for students to receive this assistance while respecting their privacy, yet ensuring that they have all items they need. This action is intended to meet the needs of students in response to the COVID-19 pandemic.

In an effort to mitigate learning loss, the district will purchase the Nearpod platform to support English learners with language acquisition and provide them with extra academic support and formative assessments in real time to monitor their progress on a daily basis. Teachers will be provided with training support to implement this supplemental tool for English learners. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for specific support for English learners and immigrant students.

The district will hire of temporary academic support personnel to help support students when they return to in-person instruction. Academic support personnel would principally direct intervention services to unduplicated student subgroups. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for implementation districtwide, the needs of unduplicated pupils were considered first.

Each school site will purchase large screens, sound systems, and projectors for parent meetings to be held outdoors upon the return to in-person instruction. This will allow for active parent participation in a setting that is more conducive to adhere to social distancing. Special consideration will be made to recruit parents of unduplicated students and all meetings will be translated to allow for full participation of non-English speakers.

The district purchased chromebooks, hotspots, and vouchers for Wi-Fi to provide connectivity to all students to support their distance learning. The purchase of devices was made in an effort to assist unduplicated students with accessibility to both devices and WiFi however, all students will be provided with the devices and hotspots.

All students received learning kits equipped with supplies and materials to support their learning. Supplies include: dry erase markers, pencils, notebooks, sharpeners, etc. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for implementation districtwide, the needs of unduplicated pupils were considered first as they are the majority proportion of our student population and would likely not have the means to provide their own supplies and materials for completion of assigned work.

All students in grades 3-8 received physical education kits to enhance physical activities at home during distance learning instruction. The kits include: jump ropes, scarves, bean bags, foam balls, and a mesh bag to hold all equipment. The equipment is designed to help students build physical skills and staying active while learning from home. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for implementation districtwide, the needs of unduplicated pupils were considered first as they are the majority proportion of our student population and would likely not have the means to provide their own physical education equipment and fully participate in the lessons provided by the physical education teachers.

McKinney-Vento students received lap desks so that they can have a designated mobile work space. This action is intended to meet the needs of McKinney-Vento students in response to the COVID-19 pandemic.

A stipend is provided to employees to communicate with parents after hours in an effort to mitigate student learning loss and actively engage parents in their child's learning. Most parents in our district are farm laborers and are considered essential workers who are

unavailable during the day for communication. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for implementation districtwide, the needs of unduplicated pupils were considered first as they are the majority proportion of our student population and would likely not be able to communicate during the regular school day. Translation services are provided to non-English speaking parents to ensure that they are active participants of their child's learning.

The district purchased research based online platforms to supplement instruction. Platforms include: IXL, Stemtaught, Nearpod, ESGI, Activate Learning, Rethink, Zoom, and Screencastify. All of these platforms are supplemental to instruction and teachers have been provided with appropriate staff development to navigate these programs. Special consideration is made for unduplicated pupils to provide them with additional resources to improve their learning and provide them with additional layers of support.

The district's mental health team participated in social-emotional professional development to better serve staff and students and support their social-emotional needs. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for implementation districtwide, the needs of unduplicated pupils were considered first. The district's mental health team is giving priority in the outreach of unduplicated pupils to ensure that their mental health and social emotional well being needs are met.

The district provided professional development opportunities to all teachers and staff to enhance virtual instruction. Trainings included Zoom, Screencastify, Nearpod, and Google classroom among others. Teachers will be provided with extra support tools to assist unduplicated pupils and help meet their academic needs. All trainings are archived with available handouts for teachers to access at any time.

Support for English Language Development instruction is provided through the district's ELD department. Training modules were provided to all staff to help design lessons for ELD instruction. The training modules include strategies for integrated and designated instruction, and special strategies for language acquisition for newcomers. The needs of English learners were primarily considered through this action, although all students will receive the services.

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

The Delano Union School District has implemented actions in this plan that specifically target unduplicated pupils. The district will utilize funds to provide services to all students with more intensive and targeted research based intervention during school, after school, and during targeted academies which will be principally directed to serve English learners, foster youth, and low-income students. Recognizing that these groups of students will need additional layers of support during distance learning instruction, the district has created a plan that will provide students with all necessary supports including social-emotional and academic monitoring. The district has a tiered intervention approach that will provide multiple levels of support as needed by each student, with specific emphasis for these supports going to the unduplicated subgroups.

As the district plans for the return to in-person learning, it is preparing to mitigate any learning lost during the distance learning period. The district will closely monitor all students and provide interventions as needed for each student. With the addition of a data specialist, the district is able to better monitor each individual student and the effectiveness of all initiatives for these targeted subgroups. Students will be monitored on a weekly basis. This information will allow the district to deploy specific intervention teams to assist each child. All coaching staff in the district will be provided with training and research based instructional techniques to help the classroom teachers to provide high

quality instruction daily. They will also train all tutors, instructional aides, and any support staff that is now part of the academic support tiered intervention team. This will allow for high quality intervention.

All English learners, including Long Term English Learners and immigrant students, will be closely monitored by the ELD director. The achievement of all English learners will also be monitored by site principals via weekly data analysis and regular zoom visits to their classrooms. The ELD coaches will assist the classroom teachers with lesson design and curriculum planning to provide best instructional practices during integrated and designated ELD lessons. The ELD staff will be available during specified office hours to provide support for all teachers and staff that may need extra help with English learners. All site resource teachers will monitor English learners and their academic progress and will provide special support for immigrant students by supporting their instruction and conducting breakout sessions during their distance learning classes for additional language support. All ELD instruction will continue to implement the ELD standards and the English Learner Roadmap principles as part of the daily instruction of English learners. If needed, English learners will be individually recommended for additional tutoring and intervention with the district support staff. All efforts will be made to involve parents as part of this intervention so that they are actively involved in their child's learning.

The district has a mental health support team that has been actively assisting all students in the district while closely monitoring and principally directing services to unduplicated student groups. The mental health team consists of the director of student support services, the director of health services, a marriage and family licensed therapist, social workers, nurses, and school psychologists. This team has been communicating with families since the initial transition to distance learning. The team has made weekly home visits to assist families and has provided support to ensure that students are connecting daily to their online instruction. They have also provided social-emotional support as many families are struggling in dealing with day to day functions during a global pandemic. The team will continue to support families as the transition to in-person instruction happens. They will ensure that all students, especially the unduplicated subgroups have access to all they need to successfully return to a normal school setting. In addition to their social-emotional needs, the district is ensuring that all students' physical well-being is also monitored. The district's nursing staff communicates with parents and students and makes home visits as needed to support overall good health. The Delano Union School District Vision Center will continue to serve all students with vision needs, but priority for services will be principally directed to unduplicated pupils, including providing them with transportation to and from the Vision Center.

Providing support with online connectivity has been a top priority for the district. With nearly 90% of our students coming from low income households, the district immediately provided support with access to devices and hotspots or vouchers for Wi-Fi connection for our families. The district has also provided all students with learning kits containing all necessary materials to support their learning from home. The students received all school supplies, textbooks, and even equipment for physical education instruction. Students with exceptional needs also received customized learning kits to specifically address skills within their IEPs along with their specialized physical education equipment to participate in activities with their classroom teacher or with the adaptive physical education teacher.

All actions contained in this plan are designed to provide an environment of continuous learning opportunities for all students and funds are principally directed and priority for funding is directed to provide services to unduplicated pupils. The tiered system of supports developed by the district will ensure that all students have their academic and social-emotional needs met, and in addition, students who are English learners, foster youth, exceptional needs, and/or low income will receive additional layers of supplemental support to provide them with appropriate and timely interventions for in-person or distance learning instruction.

