

Learning Continuity and Attendance Plan (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.]

Di Giorgio School District is a small, rural single school district which serves students in grades TK-8. The school is located near the town of Arvin, about 25 miles southeast of Bakersfield. The Di Giorgio School District serves a large agricultural area at the base of the Tehachapi Mountains. The district is nestled between the Arvin Union School District to the south, the Lamont and Vineland districts to the west, Edison to the north, and the Caliente and Tehachapi Unified districts to the east.

During the 2019-20 school year, 205 students were enrolled as of October 1, 2019; 97% of our students are Hispanic, 40% qualified for English Learner support, 12% were Redesignated Fluid English Proficient, 33% were Fluent English Proficient, 6% receive special education services, and 100% of our students were able to enjoy a free breakfast and lunch each day through our participation in the Community Eligibility Provision program. All staff members support the school's mission to provide a challenging curriculum in a safe, nurturing environment where academic, social, and personal needs are met. Staff members strive to provide each student the opportunity to develop intellectually, emotionally, physically and socially in a safe and orderly environment.

In response to the global COVID-19 pandemic and California's Stay at Home Order, the Di Giorgio Elementary School District closed school on March 18th, 2020 along with the 46 other districts in Kern County. The District, in collaboration with the Kern County Office of Education, quickly transitioned to a Distance Learning model for the remainder of the 2019-2020 school year. Our students were sent home with a grade-level distance learning packet to cover the next ten days of school. Special Education students were given packets prepared by their Special Education teacher on their respective grade levels. Beginning on March 19, 2020 the District began to deliver Grab and Go meals which included breakfast and lunch to our bus stops for families to pick up. The District sent home a parent survey in English and Spanish in April to help us meet the needs of our students and parents. The District continued to deliver meals through June 30, 2020. Chromebooks were given to our second through eighth grade students to assist them with their distance learning. All students continued to receive distance learning packets and the District also used an online learning platform, Canvas, to provide grade level instruction for the remainder of the 2019-20 school year.

The school closure was very difficult for our students and their parents. Many of our parents work during the day and had to scramble to find day care for their children. All of our students receive free breakfast and lunch but only approximately 50% of families were able to pick up the meals that were delivered.

On July 17th, 2020 Governor Newsom and the California Department of Public Health (CDPH) announced an order limiting schools to only provide Distance Learning until their county is removed from the state monitoring list for at least 14 days. The state order required that the Di Giorgio Elementary School District open the 2020-2021 school year via Distance Learning. The staff has attended various trainings to help ensure that our students are receiving a high quality of instruction delivered through a safe distance learning environment.

Stakeholder Engagement

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

Di Giorgio School begins the process of gathering Stakeholder Feedback regularly in the spring of the prior year. When school was closed in March, much of our Stakeholder Feedback had been collected as part of the LCAP development process. The Learning Continuity and Attendance Plan Survey was sent to all stakeholders including students, parents and family members, Superintendent/Principal, Di Giorgio Teachers Association, CSEA, certificated and classified staff members. The survey was delivered in both English and Spanish languages and in paper for those without internet access. Parents were asked about their needs for technology, including Chromebooks and internet connections. From the feedback obtained from our various stakeholders, the main problem that needed to be addressed was the lack of internet connectivity in many of the households within our District. As we learned about the funding and reopening guidelines during the summer, we consulted with our stakeholder groups about our reopening plans. As details of funding and reopening guidelines emerged over the summer, staff and student stakeholder groups were consulted in the development of district reopening plans. The School Site Council and the District English Learner Advisory Committee was contacted to review the draft and provide input. A Public Hearing was held on September 9, 2020 at our regular September Board of Trustees meeting to give the public a chance to ask questions or submit written comments and provide input. There were no comments to respond to from the SSC, DELAC or general public.

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

Our School Board Meetings and Public Hearings were available to the public through video conferencing technology, Zoom meetings. The information on how to access the Zoom meetings was included in the meeting agenda and posted online. All District families were provided with Chromebooks and hotspots as needed to assist them in accessing the Zoom meeting.

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

Our parents, students and staff members were all given surveys during the summer and our 5th – 8th grade students and parents also took the Learning From Home Survey provided through the California Healthy Kids Survey.

Some of the information learned from the surveys and direct contact with stakeholders:

Students are eager to return to school and have contact with their friends and teachers.

Parents are eager to have their children to return to school when it is safe to do so.

Parents are very concerned about the learning that students are missing out on during this time away from school.

Parents want their children to have daily contact with their teachers while they are distance learning.

Staff members would like to have students back on campus as soon as it is safe to do so.

Staff members are concerned about a potential COVID-19 outbreak at school if students come back too early.

Staff members want to make sure that the District is doing everything in its power to follow the guidelines prescribed by the CDE and the CDPH for a return to school.

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

The feedback provided by the District's stakeholders was used to plan how the District could open in a distance learning mode while planning for a return to school using a hybrid model of instruction. We learned from families that there was a great need for technology support in their homes and hotspots and Chromebooks were purchased to help us fill this need. We learned from our certificated staff there was a need for professional development to help with distance learning instruction. This professional development was acquired through the Kern County Superintendent of Schools. All stakeholder groups are concerned about how we can return to school safely and the District has established safety and sanitation protocols to ensure student and staff safety when we are able to return 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.]

Di Giorgio School District opened on August 12, 2020 in a 100% distance learning environment. When we are able to safely open for in-person instruction, the District will take the following actions to help combat the spread of COVID-19:

A hybrid instructional model will be offered to parents/guardians. Parents/guardians may also choose to continue with full distance learning. The hybrid model will be a A/B schedule with two days of in-person instruction and three days of online instruction.

The State has reduced the required instructional minutes required for students in TK – 8th grades.

Transitional Kindergarten and Kindergarten – 180 minutes

1st – 3rd grades – 230 minutes

4th – 8th grades – 240 minutes

Minimum minutes will be met whether students are in full distance learning, hybrid or in-person.

The District will ensure student learning and competency development by using a standards based curriculum for all instructional models. The District will administer assessments including STAR Reading, Symphony Math, and District ELD assessments.

Teachers will embed Social Emotional Learning into their lessons.

Bus drivers will take the temperature of all students before they get on the bus

All staff members will have temperatures taken upon arrival

All students and staff will wear masks while on campus.

Social distancing will be required at all times for students and staff while on campus.

The capacity of buses will be reduced to help achieve social distancing on buses.

Meals will be served in a grab and go fashion and students will eat in their classrooms.

Hand sanitizing stations will be available throughout the campus.

Touchless faucets will be installed and students will be encouraged to bring a personal water bottle from home.

Signage will be used throughout campus to encourage behaviors that help prevent the spread of germs.

Our students who are at a greater risk of experiencing learning loss, SPED, EL students, etc, will be prioritized for a return to in-person instruction. These students will be brought back to school first in very small cohorts to help prevent the spread the COVID-19 virus.

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

Description	Total Funds	Contributing
Provide PPE to all staff and students.	\$14,000	No
Increased hours for staff to maintain proper cleaning and safety measures	\$4,000	No
Purchase cleaning equipment to help to sanitize rooms	\$ 4,000	No

Distance Learning Program

Continuity of Instruction

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

A Distance Learning Plan was created with input from various stakeholder groups to plan for a 100% Distance Learning model, a Hybrid model, and a full return to in-person instruction. This plan outlines how the minimum number of instructional minutes; 180 minutes for TK/K, 230 minutes for first through third grades, 240 minutes for fourth through eighth grades, will be met. The District has implemented a 1:1 Chromebook program for our students and has provided hotspots to all families that need an internet connection.

Daily attendance will be taken and student engagement will be assessed using our School Information System, SchoolWise. Students will have access to a full curriculum either through online sources or physical books. Teachers will use Canvas and our regular classroom curriculum to access a standards based curriculum during distance learning. Students will have live daily interaction with their teachers either through video conferencing technology, Canvas, Google Classroom, Lanschool, email, Class Dojo and phone calls.

Grading and assessments will be achieved while students are in a distance learning environment and also on their return to in-person instruction. Online learning assessments will be utilized during distance learning and students will be able to submit assignments online.

Teachers will include Social Emotional Learning in their weekly schedules to help students through a difficult learning environment.

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.]

The District has purchased and provided Chromebooks to every student. A survey was sent home to all parents/guardians to determine who did not have access to devices and connectivity. The District has also purchased hotspots to provide to any families that are not able to provide an internet connection for their children. The District continues to contact families to ensure that they are able to maintain a safe and secure internet connection for our students.

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.]

Di Giorgio District will use our School Information System to take daily attendance and track weekly engagement. Teachers will submit weekly lesson plans which show the daily amounts of time spent on asynchronous and synchronous learning. Teachers will run Zoom reports and Canvas reports to help track instructional minutes. All English learners (ELs) will be provided with daily designated ELD for a minimum of 30 minutes via live synchronous interactions with the classroom teacher via Canvas/Google Classroom/Zoom, etc., in addition to daily Integrated ELD within content areas/classes. In order to ensure the minimum instructional minutes, the time value of student work, both synchronous and asynchronous, provided will be determined and certified to by the regular classroom teacher. The time value of work is the instructional time it would take the student to complete the work during in-person instruction.

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.]

Staff participated throughout the summer in various professional development opportunities provided through the Kern County Superintendent of Schools (KCSOS). The professional development opportunities included trainings on using Canvas, Zoom and Google classroom. The District will continue to seek out professional development opportunities for our staff during the school year. Training provided by KCSOS along with training provided by some of our supplementary online student programs; Symphony Math, Lexia Reading, will be utilized. The District has purchased a license from Zoom and will provide training for teachers as needed.

Staff Roles and Responsibilities

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

Teacher responsibilities have greatly changed to help ensure that students are receiving a quality education similar to what they would be receiving with in-person instruction. Teachers have had to adapt their in-person lessons to online learning lessons. Teachers have to track participation of students during online lessons, collect and grade assignments submitted online, and create online assessments. Classified staff have new responsibilities. Staff members are delivering meals for students to our bus stops five days a week. Classified staff have learned how to use new sanitizing equipment and have needed to be flexible with their normal school day work hours. Paraprofessional have learned to work with students using Zoom meetings and are also being used to contact parents of students having trouble connecting with teachers online. All staff members have learned to follow District safety guidelines while on campus.

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.]

The Di Giorgio Elementary School District will continue to provide assistance to pupils with unique needs. The District's teachers will continue to provide integrated and designated ELD time to EL students. English Learners will continue to be given the ELPAC assessment and the District will reclassify as fully English proficient those students who qualify. The District's EL Coordinator and ELD paraprofessional will conduct small group instruction for all EL students. Teachers will incorporate ELD strategies by aligning standards to ELA, Math and other core subjects. District office staff continue to look for any foster and homeless students and provide any necessary assistance to access needed services.

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

Description	Total Funds	Contributing
Technology needed for Distance Learning (Chromebooks, hotspots, earphones, mice	\$75,000	Yes
Technology resources to support Distance Learning (Zoom, Canvas, Misc. Licensing)	\$3,000	Yes
Professional Development for Teachers to improve Distance Learning	\$15,000	Yes
Special Education support staff, programs and resources	\$18,000	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

The Di Giorgio Elementary School District will address pupil learning loss that has occurred due to COVID-19 in multiple ways. Students will take the STAR Reading placement test and Symphony Math online assessment at the beginning of the school year and teachers will compare these results with the same test taken in the third quarter of the 2019-20 school year. The District’s ELD Coordinator will administer the ELPAC as early as possible during the school year. Other online assessments, Lexia Reading, Renaissance Learning, ThinkCentral, will also be utilized. Teachers will use these scores and scores from previous years to compare and contrast the outcomes. Teachers will determine which students are in need of intervention and set up intervention groups. EL students will be given assessments such as STAR Reading and Symphony math at the beginning of the school year and throughout the school year help the District ascertain the extent of any learning loss.

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.]

Teachers have designated times at the end of the day to work with those students who teachers have determined to have suffered the greatest learning loss due to COVID-19. Teachers will use assessments from 2019-20 and 2020-21 to identify these students. Teachers will work with these students in small groups during the regular school day and paraprofessionals will also work individually with students with the greatest need. Online programs such as Lexia, Symphony Math, and Gizmos will be used to address learning loss for all student groups (special education, foster youth, English Learners, Low income and McKinney-Vento).

The District's EL Coordinator will work individually and in small groups with EL students through Zoom meetings to accelerate learning progress for EL students. The EL Coordinator will monitor students' English Language acquisition and conduct ELD testing and state testing.

District office staff continue to look for any foster and homeless students and once identified those students will be assessed for any learning loss and provided the necessary supports to accelerate learning progress.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The District will use pre-testing and post-testing scores obtained through District benchmarks and online assessments measure the effectiveness of Pupil Learning Loss Strategies. Teachers will monitor and assess student work to help determine effectiveness of implemented strategies. The EL coordinator will continue to monitor EL students' progress in collaboration with the regular education teacher to determine the effectiveness of implemented strategies.

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

Description	Total Funds	Contributing
Professional Development and training for teachers to be able to implement Learning Loss strategies	\$13,000	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 District considers the mental health and social and emotional well-being of our students to be very important especially during these trying times. The district will utilize a three tier approach to mental health services and interventions.

Tier I- Universal Interventions

- Incorporating PBIS into all students' curriculum and schedules
- Mental health and social and emotional wellness training for teachers and staff

Tier II- Targeted Interventions

- Connecting families to community supports
- Short term individual counseling with students and or families

Tier III- Intensive Interventions

- Individual counseling
- Risk and Safety Assessments
- Home visits

Professional development and support to help staff deal with stress, anxiety and trauma will be provided by the Employee Assistance Program (EAP) through SISC.

Pupil and Family Engagement and Outreach

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

The District recognizes the importance that students regularly participate in their academic program. To accomplish this priority, teachers will regularly communicate with students and their parents with any concerns they may have over student engagement. Progress reports will be sent home regularly to keep parents informed about their children's academic status. Teachers will message students each morning that are not engaged using Canvas, Google Classroom or Class Dojo. Teachers will notify the office each morning about any students who are not engaged. Office staff will make contact with the parents to notify parents of disengagement and determine why the student is disengaged. Bilingual staff will be used to contact parents who speak a language other than English. If a student is disengaged for three consecutive day, the administrator will contact parents to establish a plan to help keep the student engaged and meet compulsory education requirements.

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.]

100% of Di Giorgio Elementary School District students qualify for free breakfast and lunch. When school closed in March, the District began delivering grab and go meals to our families at our regular bus stops. The District continued this process when school began on August 12,

2020. Parents may also come to school to receive meals. District staff facilitate daily meal distributions. Social distancing practices are in place as well as the use of gloves, masks, social distancing in addition to daily morning temperature checks.

Once In-Person Instruction resumes, daily meal distribution will continue to be a “grab-and-go” format. Breakfast will be served in the classroom and lunch will be served in the auditorium to maintain Social Distancing. If a Hybrid Instructional model is implemented (both Distance Learning and In-Person Instruction), both “bus stops / walk-up” and “grab-and-go” meal distribution strategies will be implemented simultaneously.

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

Section	Description	Total Funds	Contributing
School Nutrition	Increasing nutrition services (daily delivery of meals to bus stops) so that low-socioeconomic families that are not able to transport themselves to pick up lunches continue to receive daily meals.	\$5,000	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
%41.95	\$627,246

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.]

Approximately 200 Chromebooks and 50 Wi-Fi hotspots have been provided to all students district-wide. These families would not be able to purchase these devices on their own which would prevent our students from accessing online content needed with distance learning. The Di Giorgio Elementary School District enrolls approximately 200 students; about 99% of enrolled students are either low-income, English Learners, and/or Foster Youth and are living in a predominately low-income community. The District’s main focus is to reduce barriers to a quality education for all of our students. Survey data showed that a majority of our low-income families did not have access to technology, therefore the district is providing technology necessary for distance learning. In order to best meet the academic needs of unduplicated pupils, identified

by the district via the California School Dashboard and local assessments, the district is providing the necessary platforms and software needed for distance learning as well as providing teachers with professional development needed to provide effective distance learning. The district is providing these services so that 100% of low income, English learners, and Foster Youth have access to a quality distance learning education. The District believes these actions will prove effective in achieving student equity and increase student learning and outcomes.

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

The Di Giorgio Elementary School District is increasing and improving services for unduplicated pupils by providing technology necessary for distance learning, licenses for learning platforms and software necessary for distance learning, supplemental instructional materials and programs, providing additional instructional support staff, providing standards based professional development, and offering parent engagement activities. The Di Giorgio School District is increasing nutrition services (daily delivery of meals to bus stops) so that low-socioeconomic families that are not able to transport themselves to pick up lunches continue to receive daily meals.