

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

The El Tejon Unified School District is a very small, rural district located in an area where students are very wide spread throughout various mountain communities. For many students, school is the only time they get much social interaction and many parents commute off the hill for work. Due to this, the closure of schools during this time is very difficult for many students and families. ETUSD does have a high percentage of low-socioeconomic students, but has been committed to making distance learning as effective and positive as possible for all students. ETUSD decided to join most of the other districts in Kern County in using the Canvas, on-line platform to continue to deliver high end assessments and instruction to ensure learning. All teachers and administration were provided with various professional development opportunities over the summer months to ensure everyone was prepared for the student's return whether in person or fully distanced. Canvas was used to complete initial assessments when the students began in order to determine accurate learning loss due to the school shut down from March to June the 2019-20 school year. This data has been used for proper placement in intervention groups that are currently being created. Canvas is also used to provide daily, live interaction between students and the teacher, as well as peers, to continue to provide the social interaction needed to stay mentally healthy.

As school was coming close to beginning, ETUSD worked hard to ensure all concerns and ideas were heard from all stakeholders. Multiple surveys were sent out to all parents and staff, as well as many meetings held with both CTA and CSEA in order to form a solid reopening plan which addressed everyone's needs. ETUSD has assigned two staff members to be fully devoted to making sure that all needs of our unduplicated pupils are being met. They are making daily phone calls and some home visits to determine individual students and family needs, then working with administration and our local Family Resource Center to come up with solutions.

Chromebooks, along with internet hotspots, have been distributed to all households in need. Multiple parent and student trainings have been provided in effectively using the Canvas platform, as well as using technology in general to ensure success for all. Small parent support groups have also been created to continue to offer needed support as we continue to move deeper into distance learning. ETUSD is also providing lunch drop offs to seven different areas on the mountain due to everyone being so spread out. The district is taking steps in creating various ways to bring additional social interaction to all age groups to help address the lack of social ability while schools are shut down due to the COVID pandemic.

Stakeholder Engagement

ETUSD has worked hard to communicate with all stakeholders since the first shutdown in March. Any time new information is released, it gets sent out in various ways to ensure everyone is getting contacted, which includes: physical mail, postings on the district website, robocalls, text messages, as well as emails are sent out to all parents. Our new robocall system also translates everything into various languages if needed. ETUSD has established a very good relationship with our local newspaper, so important information that we would like to reemphasize, or get out to all the community members, not just district parents, gets printed in The Mountain Enterprise as well. One other method of communication has been social media. Important announcements get put on each school site's Facebook page, as well as the local Frazier Mountain Bulletin Board Page.

Surveys, along with key parts of the Learning Continuity Plan was posted on the district website and information sent out in order to gain input from stakeholders, including students, in all of the ways mentioned above. Stakeholders have been encouraged to read over the document and send any written comments or questions via email to the Superintendent. There were two surveys posted on the district website to gain additional input from students, parents, and all certificated and classified staff. A robocall was put out to all students and parents encouraging them to take the survey, as well as an email put out to all staff. Input was also gathered from both the CSEA and CTA negotiating teams. All input received was then discussed by the principals and the management team when finalizing the plan. The plan was then presented to both the District Advisory Committee as well as our DLAC committee through Zoom meetings in order to obtain any additional input and/or information needed. The Superintendent did respond in writing to all comments received by all: certificated and classified staff, principals, all administration, as well as parents and students.

The plan was then presented to the public at a public hearing of the governing board: 9/9/2020

The plan was adopted by the ETUSD Governing Board: 9/14/2020

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

All public meetings and public hearings are offered via Zoom as well as in person, following public health guidelines, and agendas are posted at least 72 hours prior with the location of: El Tejon School: 4337 Lebec Road, Lebec, CA 93243: Rm 3. The Zoom link is always posted on the district website and noted on the posted agenda. This information is also sent out by robocall, text, and email in a variety of languages (as needed) to all parents and students in order to reach those who may not have adequate internet connection. It is also emailed out to all staff members including: administration, classified, and certificated.

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

Stakeholder feedback was very helpful in creating our reopening plan along with our Learning Continuity Plan. Data from our survey's showed that 73% of our population would prefer to come back to school for in person instruction using a hybrid model, and 65% of our population was willing and able to transport their own students to help keep the numbers on the busses lower.

The data from both the parents and the staff showed that everyone's largest concerns were the younger kids being able to actually follow all safety protocols, as well as staff really taking all the safety measures seriously. Some parents didn't want their child to have to wear a mask all day long, while others were terrified if anyone took their mask off. Many parents of our unduplicated pupils showed concern about not being able to drive far to pick up lunches. Input from both DAC and ELAC showed that parents were very concerned that many children were falling behind without being in person for instruction, and had reservations because they did not feel the district did a great job at keeping the education going March through June of the 2020 school year.

The staff's concerns included the difficulty in learning a brand new platform so close to the start of school, making sure that all employees take the safety precautions seriously and follow all rules. They were also very concerned about the idea of keeping masks and social distancing effective for the very young students.

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

In response to the parent survey information the district developed three different scenarios in order to meet everyone's needs: Option 1: hybrid model where students would receive in-person instruction two days a week and do distance learning the other two days a week in order to keep social distancing. Options 2: Full distance learning using the Canvas platform. Option 3: Independent Study using on-line classes. All CDC safety protocols would be followed in Option 1. We also purchased really cute, easy hats with long clear shields for the younger kids to wear to accommodate the parents who did not want their young child wearing a mask all day long. We also decided to provide numerous stops throughout the mountain communities using three separate lunch routes in order to ensure all students had the opportunity to receive a lunch.

To address the concern that parents had in regard to the distance learning program from March 2020-June 2020 did not properly educate their child we teamed with Kern County Superintendent of Schools to properly train our teachers in using the Canvas On-line Educational Platform to ensure proper, rigorous assessments, instruction, and intervention would be taking place during the 2020-21 school year.

In response to the staff's concerns, ETUSD provided ample opportunities for training and professional development for all teachers and special education aides in Canvas, as well as paid them to come back a day early for a full day, paid, training and time to collaborate. ETUSD also made the decision to have all staff, classified and certificated, come back onto campus at the start of school in order to have the necessary time to prepare together for ensuring all staff and students will be following proper safety procedures.

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.]

Due to Kern County being placed on the State’s monitoring list of COVID 19 cases, ETUSD opened up the 2020-21 school year with full distance learning on August 12. However, when safety and health permits, parents will be given the option for their children to have the opportunity to come back to school and receive in person instruction from their teacher twice a week. Students will be split into two groups in order to continue social distancing while in the classroom. Group A will attend on Monday and Wednesday’s, while Group B will attend on Tuesday and Thursday’s. This will allow desks to be spaced further apart from each other. Siblings at all three school sites will be considered when creating both groups to try and have all households attending school on the same days regardless of their grade level. On the days that each student does not attend school on campus, they will have interaction and lessons through their regular teacher using the Canvas Distance Learning Platform. All students will have live interaction and lessons with their teacher on Friday’s via the Canvas Distance Learning Platform together as one group. Students have already been given initial assessments as we opened up the 2020-21 school year with distance learning in order to place them in appropriate intervention groups. However, when students are allowed to return to campus, assessments will be given again in order to continue proper intervention.

ETUSD will address learning loss in a variety of ways. Once students are assessed using the Illuminate assessment tool, specific intervention groups will be formed within each grade level. Instruction within these groups will be targeted on core standards and skills to progress each student quickly using small group and one on one instruction. Students within these intervention groups will be assessed every two weeks to determine growth. All students will be assessed monthly in order to move students in or out of the intervention groups based on need. In order to address the social/emotional needs of all students, each campus will have a designated counselor to work individually with students and parents who are referred for support. We will also continue to use support staff to reach out to the families of struggling students in order to help find solutions or resources needed during this pandemic through the Family Resource Center.

Upon return to the classroom, these measures will be taken to ensure the safety of all students and staff:

Transportation: All students who ride the bus will be required to wear a mask while on the bus. They will be spread out as much as possible. All buses will be disinfected on a daily basis both in the morning and afternoons after dropping off kids.

Cleaning throughout campus: All common areas of each school site will be disinfected on a daily basis with a deep cleaning fogger per CDC guidelines.

PPE for students and staff: All students will be provided with a special face shield that will stay at school. TK, Kinder, and 1st grade will be given a hat with a clear long brim so they won't be fidgeting with their masks all day and it will stay on easily. 2nd through 12th grade will be given a face shield, which will also stay at school. Extra face masks will be kept on all busses and in all areas of school: office, classrooms, cafeteria, etc.

All staff members will wear a face shield/mask on a daily basis to ensure safety, but also can allow young students to see their faces for pronunciation words properly, as well as socially interact.

All student's temperatures will be taken upon entering their first period classes. If a child has a fever, or any other symptoms, they will be sent to the office.

All staff members will self-evaluate before coming to work and sign a statement that they have no symptoms of COVID 19.

Each campus will have an isolation room where any student or staff member will go who is diagnosed with a fever or starts showing any symptoms of COVID 19. Proper steps will be followed if this were to happen.

All desks will have a clear, protective desk barrier to ensure additional safety for all.

School offices will have clear, Plexiglas protectors installed to ensure safety of office staff as well as all visitors who enter the office.

Hand sanitizer will be stationed at each door within the school as well as proper soap for washing hands in classrooms that have sinks.

Signs will be posted around each campus reminding students and staff to social distance, and wash hands frequently.

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

Description	Total Funds	Contributing
Items to ensure proper cleaning and disinfecting of the classrooms: Hand Sanitizer for each classroom and heavily traveled area, Classroom foggers to use in each classroom each day, other sanitation products to use in all areas of the school.	\$12,000	N
Items to ensure safety of students and staff: Face Shields, Face Masks, Desk Barriers, Plexiglas Barriers	\$30,000	N
Thermometers to check for COVID symptoms on a daily basis.	\$1,000	N
Additional tables for students to eat outside when allowed back on campus to help meet health guidelines.	\$20,000	N
Health Aides to be stationed on each bus to ensure proper safety protocols are being followed.	\$42,000	N
Additional time for all aides in order to meet the maximum number of 16 people per Cohort for our high risk unduplicated pupils.	\$6,000	Y
Additional hours for our part time special education teacher in order to meet the maximum number of 16 people per cohort for our special education students.	\$11,500	N

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.]

ETUSD is using the on-line platform Canvas to ensure high quality instruction and intervention continues through distance learning. All students are still provided with multiple live instruction opportunities daily, as well as individual intervention, via Zoom meetings. Students then complete all classwork, assessments, quizzes, etc. through the Canvas platform. This platform makes it easy for students, parents, and teachers to work together through distance learning. All students were provided with necessary curriculum and materials to work on all classwork from home. Using the Canvas platform will ensure a smooth transition once students begin coming back into the classroom for in-person instruction because the teacher will be using Canvas with both the students who are in the classroom as well as the students who are working from home, so everyone will continue on the same page.

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.]

ETUSD purchased additional chrome books to ensure every child had access to necessary devices as well as hotspots to ensure connectivity. A survey was sent out by physical mail as well as placed on the district website for parents to alert the district that they are in need of either a chrome book or hotspot. As school began, phone calls were also made to all homes of students who were not checking in to figure out if they needed devices or internet as well. Although hotspots are available for all students who need them, there are certain canyons in our area that do not get internet access no matter what. For these few students, a hard book copy of the work has been provided within our independent study program. Our local library will be opening up soon, which will allow these students a place to go in order to obtain internet on a daily basis. By the second week of school, all students had the devices needed to participate in distance learning, as well as hard copies of the work for those without internet. New laptops were also purchased for teachers to ensure smooth Zoom meetings were taking place. The chrome books that all teachers had previously were too old to handle Zoom meetings without interruption.

ETUSD has created a support group for parents and students who meet once a week to help each other and answer questions about using Canvas. An on-line ticket system has also been created in order to give support and answer questions quickly for families.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

All grade levels are having daily, live interaction with all students: whole group, small group, and individual, to more accurately assess progress. Each teacher has their own schedule. Students are also completing and uploading assignments through the Canvas platform as they would within the regular classroom. Time slots are available in the afternoons, as well as Friday's, for additional live interaction for tutoring and questions. ETUSD will measure participation and time value of pupil work based upon the same formula as a regular work week. The same amount of school work and instruction is being given, the platform is just different. Teachers are taking daily attendance based upon three things: participation in live interaction, completed assignments, and activity in Canvas. All regular assessment will be given through the Illuminate data analysis system in order for teachers to continue to assess pupil progress in all standards in order to drive our intervention teams.

Teachers will be using a weekly chart to monitor live contact, work completed, and synchronous instructional minutes in order to assign proper attendance for the day within the Illuminate student data system. Reports from Canvas will be used to support daily attendance as well.

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.]

All staff was provided with multiple professional development trainings in Canvas before the school year began. They are also being provided with ongoing trainings and support as they move further along with using the Canvas platform. All staff is also being provided trainings in any other aspect of technology that may be needed. They have access to multiple representatives from Kern County Superintendent of Schools for help as well as a 24 hour chat help line to help answer small questions as they come up. A help ticket system has been set up through our own IT in order to provide support to all staff members as it comes up. All teachers are being provided with an up to date laptop computer in order to have live interactions with their students run smoothly. Specific on-line programs are also being provided to help students continue such projects as science labs, art projects, etc.

Staff Roles and Responsibilities

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

Since yard duty staff can't work remotely, and there are no students on campus to supervise, they were placed in task forces to begin making phone calls and interacting with our unduplicated pupils to help ensure success for them academically. They offer support either by phone, or Zoom meetings depending on the situation. Contact is made with these groups multiple times per week.

The high school counselor as well as the high school campus supervisor are being used solely to work with students on their social/emotional needs district wide. They are reaching out to all families who feel they, or their child, is struggling emotionally. They are offering support groups and additional social interaction opportunities for those who need it to continue to succeed in this distance learning environment.

All bus drivers are being used to drive the vans to deliver lunches to all the communities throughout the mountain area.

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.]

Additional support for all of our pupils with unique needs is being offered in a multitude of ways. Our special education team is working hard to ensure all modifications and accommodations are continuing to be met through distance learning to the best of our ability. All special education aides are continuing to work with individual students remotely to provide needed help and support in addition to the special education teachers. Consistent contact is being made with all special education parents by both the teachers as well as the Special Education Coordinator to make sure students are receiving what is needed for their success. A contract was created with a speech pathologist to provide teletherapy during this time.

Task force teams have been created for each of our unduplicated groups to provide additional needed support to ensure success: EL's, homeless, and foster students. Contact via Zoom and phone calls are made multiple times a week to provide this needed support: tutoring, help from the Family Resource Center, technology help, etc.

Additional time has been set up for all EL students using our high school EL teacher to provide additional support on top of the EL instruction they are getting from their regular education teachers through Canvas.

Both parent and student support groups have been set up to offer ongoing help with both educational needs as well as social/emotional.

Ticket system has been set up through our local IT team to offer immediate support for all parents and students as an issue arises.

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

Description	Total Funds	Contributing
Chrome books to ensure proper distance learning tools for all unduplicated pupils.	\$27,000	Y
Hotspots to ensure proper distance learning tools for all unduplicated pupils.	\$26,000	Y
Contract for the Canvas program for teachers to provide appropriate instruction and intervention during distance learning.	\$9,000	N
Purchase of on-line programs to ensure high quality instruction and intervention during distance learning for all unduplicated pupils: Moby Max, Next Gen Math, Edmentumm. Labster, PLATO	\$33,500	Y
Curriculum, including on-line, for science and history to provide appropriate, standards based instruction based on common core during distance learning.	\$200,000	N

Description	Total Funds	Contributing
Laptops for staff to enable them to interact fluently with all students from multiple locations.	\$56,000	N
Increased internet ability and infrastructure at all school sites to ensure adequate ability for all staff and students to have smooth internet access during full and hybrid distance learning.	\$20,000	N
One full time and one part time teacher to provide full distance learning as students are allowed to come back onto campus.	\$75,000	N
Professional Development for teachers in Canvas to ensure high rigorous instruction and needed intervention to all unduplicated pupils.	\$35,000	Y

Pupil Learning Loss

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

ETUSD will address pupil learning loss in ELA, math, and ELD by providing all students with a rigorous, high-quality education and targeted supplemental instruction. To that extent, the district has ensured all pupils have access to connectivity and devices to participate in instruction, turn in assignments and complete assessments. Teachers developed and uploaded into Canvas course curriculum of the level of quality and intellectual challenge equivalent to in-person instruction.

All teachers are administering formative assessments to gauge standards of mastery and identify learning loss. Teachers have included time and space in their pacing to address any gaps and reteach any standards that the class majority needs before moving onto content for the current year. Additionally, teachers are hosting breakout groups to address areas of need in small groups as required. Throughout the year, teachers will spiral the content in order to continue to go back and reteach and re-expose students to challenging content. As the year continues, teachers will continue to assess and adjust pacing guides and curriculum to meet the needs of students as we recognize that learning loss will become more evident throughout the year. ELD students will be placed within a separate ELD class within the junior high and high school for targeted intervention, and teachers of pupils with exceptional needs will conduct daily formative assessments to measure pupil learning in ELA, math, and ELD.

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.]

ETUSD will ensure all students are provided a high quality education. Our district will implement the needed actions and strategies to assess and address learning loss; offer supplemental instruction; ensure sufficient technology is available for teachers to provide instruction; and

maintain adequate supply of devices and connectivity for all pupils to participate in the educational program. ETUSD will also make available student support services; provide a safe and healthy school environment; and conduct parent outreach to improve academic achievement. All actions and strategies are targeted to address learning loss and accelerate learning progress of pupils who are English learners; performing below grade level; of low socioeconomic status; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.

In order to assess and address pupil learning loss teachers will utilize the collaboration time to evaluate formative and summative assessment data and refine and modify instructional strategies to mitigate learning loss and accelerate learning. Certificated teachers will continue to provide grade level standards content aligned curriculum of equivalent quality and intellectual challenge substantially equivalent to in-person instruction. In addition, the district will continue to provide instructional staff with technological and instructional strategies professional development to improve student learning and support the distance learning program.

Interventions and supplemental instruction will be provided to mitigate learning loss and accelerate learning for English learners, pupils not performing at grade level, and pupils with exceptional needs. Reading, writing, and mathematics interventions are offered during the school day to meet the needs of students and families. ETUSD will allocate resources for online supplemental instructional materials to improve student learning. Summer school and academic tutorials (afterschool and Saturdays) will be offered to supplement instruction and mitigate learning loss. Credit recovery courses are offered for pupils to make up failed classes.

Students will be offered support services to assist with barriers that may impede learning. Instructional Support staff such as instructional assistants, EL coordinators, and site administrators will monitor pupil progress and engagement and designate any needed supports improve student learning. The district will make available health and social and emotional support, services, and education for pupils. Staff will have the opportunity to participate in social and emotional education professional development and pupil reengagement workshops.

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.]

ETUSD implemented strategies and actions to provide a high quality education for our students. The effectiveness of the strategies and actions to address pupil academic learning of grade level standards will be measured through the formative and summative assessment procedures outlined in this plan. Pupil reengagement strategies will be targeted to meet or exceed the 2018-19 average daily attendance for our district. Social and emotional learning will be measured through completion of group and individual sessions and regular check-ins and follow-ups conducted by the mental health support services. High profile cases will be referred to outside agencies for continued social and emotional support. Parental involvement will be measured through call logs documenting parent contact, informing of academic progress and available services, and parent response for pupil reengagement.

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

Description	Total Funds	Contributing
Purchase school supplies (pencils, pens, paper, binders) to ensure students have access to necessary materials for pupils of families experiencing added financial hardship during this pandemic. This service is intended to improve learning and engagement of English learners, students with exceptional needs, socioeconomically disadvantaged pupils, and pupils performing below grade level.	\$10,000	Y
Provide overtime, if necessary, for classified staff to sanitize classroom after each use and disinfect and disinfecting and cleaning any area used by any sick person.	\$20,000	N
Drivers and van usage to deliver lunches during distance learning.	\$20,000	N

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.]

ETUSD is committed to providing needed mental health support for all students and staff during this time. We have two staff members, as well as our counselor and district psychologist assigned to specifically target this area. Since the beginning of school, they have been having daily interaction with students who have been identified by either their teacher, or a parent, of needing mental support during this time. Individual and group meetings are being held regularly on a scheduled basis via Zoom. Our district’s team will continue to assess students for risk, provide counseling and make referrals to outside services as needed, respond to crisis calls, provide self-harm/suicidal crisis support, and facilitate 504 meetings.

Professional development opportunities for parents, students, and staff will also be provided to address trauma and other impacts of COVID-19. The district also sends out monthly newsletters with helpful information on mental health and possible support services including our local Family Resource Center.

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.]

ETUSD mailed home student information forms and picked them back up during our textbook and chromebook distribution days at the start of the year. This information was entered into our Illuminate program to initiate communication with all families. Any time information is disseminated to families it is sent out in multiple formats in order to reach all families, no matter what language is spoken or whether they have the internet or not. Information is always physically mailed out, put on the district website, put out by using: robocall, text, and email. The information can also be put out in any language needed.

As we move forward with distance learning, our academic task force is working hard to continue to communicate with the parents and students of those who are not attending class on a regular basis. At the end of each day, a list of student names is given to the team and they begin making phone calls the next day to find out what's going on and what services may be needed. This has allowed ETUSD to keep a good eye on all students and is helping with not allowing any students to fall through the cracks. As we move further into the year, as students begin falling behind, this task force will work the same way by touching base with the families and offering support for the student academically.

For students who have been absent for multiple days, this group will work with both the parents and teachers to get the student caught back up systematically as to not completely overwhelm the student and cause them to shut back down again.

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.]

ETUSD is providing nutritionally adequate meals for all of our students while on distance learning. Our community is spread out over a large area of mountainous terrain, and is split up into five different mountain communities. Families are spread way too far to have only one central location for families to come pick up meals, so we are using our vans to take meals to seven different stops throughout the mountain. There is one stop in Lebec, two stops in Frazier Park, one stop in Lake of the Woods, one stop in Pinon Pines, and two stops in Pine Mountain Club. Two meals are delivered on Mondays and Wednesdays, with one meal delivered on Fridays. Parents can also pick up a meal from the El Tejon Cafeteria any day between 11:00 – 3:00 if those pick up times don't work for them. Once students begin coming back onto campus for a hybrid model, these meals will continue to be delivered, along with feeding the students who are on campus on their specific days. Students will go to the cafeteria a class at a time. Practicing social distancing, they will obtain their sealed lunch and take a seat either in the cafeteria or at a table outside. Seating outside will be encouraged until the weather gets too cold. Once one class has moved through the lunch line and has taken their seats, the next class will be called on.

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

Section	Description	Total Funds	Contributing
NA	NA	NA	NA

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
19.62%	\$1,177,051.00

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.]

Upon surveying families of our unduplicated pupil families on the status of their at home technology and internet ability for distance learning, it became clear that there were many families in need of these devices. Because of this, ETUSD made the decision to purchase chrome books and hotspots for all families and students of ETUSD.

Upon review with administration and teachers, it was found that a large percentage of our unduplicated pupils struggled at the end of last school year with distance learning due to insufficient materials and support at home. Due to this, the district decided to use the on-line platform, Canvas, and purchase updated curriculum in science and history, and other on-line intervention programs: Moby Max, Next Gen Math, Edmentumm, and Labster in order to provide the necessary daily support by their classroom teacher to ensure student success.

In addition to offering these programs to all students, all teachers were provided with the necessary professional development to use these programs to ensure student success.

Upon surveying the families of our unduplicated families on the status of their ability to purchase school supplies during distance learning, it also became evident that many families were in need of supplies. ETUSD made the decision to provide school supplies: pencils, pens, paper, binders, etc., to all students within the district to ensure success during distance learning.

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

In summary, ETUSD ensured our low income students have access to connectivity and devices using three different companies: At&t, Verizon, and T-Mobile. Depending on where the student lives on the mountain determines which device is given out. ETUSD ensured our English learners have access to additional learning time during distance learning, as well as when students come back onto campus for in-person instruction, to compensate for learning loss experienced during the COVID crisis, and ETUSD is providing families of all of our unduplicated pupils access to mental health and socio-emotional support in both a one on one, and group setting. ETUSD also is providing multiple support systems for parents of unduplicated pupils to continue to receive help with Canvas and technology on a regular basis. We believe that these actions and services will help mitigate additional learning loss for unduplicated students in comparison to all students during the COVID crisis. We are continuing to provide professional on designated ELD instruction within a distance learning environment, as well as professional development to teachers on the potential home environment that some of our low income students may be trying to succeed in. Family engagement liaisons are continuing to reach out to families of at-risk foster youth and homeless students to find solutions to problems and provide needed resources with the Family Resource Center. These additional supports are designed to support all unduplicated pupils during this COVID-19 pandemic.