



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/lrncntntyatndncpln-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 Learning Continuity and Attendance Plan represent the four school sites operated by the Lamont Elementary School District (LESD): Mountain View Middle School 7th -8th, Myrtle Avenue School 4th- 6th, Lamont Elementary TK-3rd, Alicante Elementary TK-6th. Collectively, these four schools serve approximately 3,000 students daily through a variety of academic modalities. The traditional school day for LESD involves a combination of in-person learning, Home Hospital, and independent study, depending on the needs of the student. When LESD closed its schools to in-person attendance on March 17, 2020, in response to COVID-19 precautions, all LESD school programs transitioned to a distance learning model. For most of our students who attended class each day, this new style of accessing learning was a significant

shift. LESD responded to this change by providing all students and staff who needed a device with a device and/or hotspot to allow for distance learning.

Through the use of ZOOM live meetings, Google Meets, Class Dojo, and video conferencing teachers can interact with students in a large group setting and in small groups. For students whom online options are not effective or feasible due to home hospital doctor's instructions, a paper/pencil alternative is offered with packets available for pick-up and drop-off in a socially-distanced school setting. Also, advanced professional development opportunities are being offered to teachers to enhance their repertoire of Distance Learning instructional techniques, specific to creating effective distance learning environments for students through the CANVAS LMS platform, mitigating learning loss, and accelerating academic achievement for students with unfinished learning. For many LESD students and their families, the nationwide COVID-19 measures, such as business closures and lack of essential supplies, have placed new stressors on the family unit. Therefore, supporting the mental health needs of students is also of paramount importance in LESD's distance learning model. School social workers conduct outreach to students on their caseload and continue to accept referrals from all staff on behalf of any student in need of support. The Family Resource Center through phone calls, School Messenger, and the use of Google Voice, Family Community Liaisons offer families access to valuable school and community resources for food, housing, and essential supplies, including information on how to access local meal distribution events.

LESD exists to serve some of the most vulnerable populations in Kern County, and for many, a return to in-person instruction will be the most beneficial educational option. Looking ahead, LESD is implementing new strategies and designing safe environments for when students return. LESD has developed a safety plan following state and CDC guidelines which each of our four schools will follow to address the specific needs of their sites to reopen as students come back to in-person instruction.

Stakeholder Engagement

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

Stakeholders for LESD schools include both internal and external groups, all of whom share a common interest in creating a successful and sustainable school program, regardless of format. When the need to transition to a distance learning platform presented itself, adjustments were made quickly with immediate input from educators and students involved in the school programs. Weekly video conferences between educators, support staff, and principals allow for the sharing of best practices among colleagues and provide a forum for staff to request specific supports and resources to improve their virtual teaching strategies. Teachers are also interacting with students daily and requesting ongoing feedback from them on the use of technology, internet-based lessons, and the need for essential mental health services. Teachers bring student feedback to their weekly staff meetings and as a team discusses the resources available for students, and families. The Learning Continuity and Attendance Plan is discussed at the by-weekly District-Wide Cabinet Meetings with all district Program Directors,

Coordinators, Vice Principals, and Principals. Colleagues are engaged in dialogue about the needs of students and families, methods for successfully engaging the distance learner, and methods of ensuring students are being provided continuity of learning regardless of the model of delivery. This venue offers the opportunity for our management staff to provide their plans of student and family support and challenges during distance learning, update everyone on their educational program being provided to students in LESD school programs and solicit feedback.

LESD conducted virtual family and community meetings to involve parents with the reopening of our schools when in-person instruction becomes the option. LESD will continue to communicate with stakeholders to discuss distance learning, areas of need, and the services provided to students. Stakeholders gave ideas and suggestions for improving the school program; they addressed needs and gave commendations for educators who are going above and beyond to assist students. To continue to engage our students and families in distance learning, an electronic needs assessment survey will continue to be posted in English and Spanish on our district website.

Communications on our LESD Facebook page, Tweeter, text messages, school messenger, and Superintendent's video messages on our district website went out to families to respond to the survey for their input. LESD also administers phone call surveys to obtain parent feedback person to person; in addition, to a paper survey with a district self addressed and stamped envelop included for them to return it with no difficulty.

Student input from our 7th and 8th graders will be gathered through a Student Wellness Survey that will remain accessible throughout the school year that will be conducted by our PBIS team of Social Workers. The Learning Continuity and Attendance Plan were also presented to our District Parent Advisory Committee (DPAC) and our District English Learner Advisory Committee DELAC to gather their input regarding the quality of the school program, supports, and services necessary to help their children be academically successful and safe. This venue allowed our community and families to be engaged in the feedback process through the sharing of information. As specialists in their respective fields, the dialogue between participants in these meetings offer useful insights into the services and supports needed by our homeless and Foster Youth, English Learners, Special Education, and Low-Income families. There were no written comments that needed to be responded by the superintendent.

Individuals wishing to provide input were able to join the meeting virtually or submit written comments via email, US mail, or leave a message at a designated phone number as announced on the Public Hearing announcement. The district has not received any comments from the public during or after the public hearing. We continue to monitor the US district mail, online parent survey responses, and/or principal staff recommendations to help inform the direction of the school programs. All parent concerns and comments during DELAC and DPAC meetings, as well as public virtual parent meetings, were considered and added to the plan. The Learning Continuity and Attendance Plan will continue to be updated as stakeholder input shows a need for a change in any of the areas of the distance learning program to support our students.

LESD Superintendent and the Director of Administrative Services solicited feedback from local bargaining units through monthly and/or weekly meetings with both unions executive boards.

The schedule for a Public Hearing for the Learning Continuity and Attendance Plan was September 8, 2020; it opened at 6:48 pm and closed at 6:56 pm. It was part of our regular Board Meeting scheduled at 5:00 pm. The Adoption of the Learning Continuity and Attendance Plan is September 29, 2020. The meeting starts at 9:00 am.

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

Understanding that not all LESD families have access to technology or feel comfortable using online tools, alternate options were arranged for stakeholders to contribute to the public hearings for the Learning Continuity and Attendance Plan. In addition to emailing comments, a mailing address was provided for comments to be sent via US mail, and a phone number was available for leaving messages. Phone calls directly to families of LESD students and electronic surveys were also used to solicit feedback.

Stakeholder engagement was promoted via the district's Facebook, Tweeter, Text, distrcit website survey, parent paper survey by mail, a Public Hearing announcement was posted on all social media and distrcit website with the link to the meeting via You Tube.

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

LESD recognizes the importance of stakeholder engagement; direct feedback from parents, teachers, classified staff, and school principals and vice principals is of significant interest. In the course of principal interactions with teachers, parents expressed both gratitude for the devices provided to them, but also frustration with managing technology issues, no internet connection, a non-working Chromebook. Parents also expressed concern about not knowing how to manage distance learning behavior and the uncertainty regarding their role during distance learning and how they can contribute to their child's success when learning from home.

Additional services to the distance learning program is due to parent feedback such as, one hot spot is not enough for a babysitter who takes care of 6 LESD students; due to this feedback, distribution of a second hotspot to families and LESD babysitters who have 4 students or more is in progress.

During our virtual DELAC meetings, our members and community members concern was how to monitor student-teacher engagement and participation effectively. The concern raised the need for a comprehensive system to standardize student participation.

Parents also shared during the DELAC and DPAC that their children missed the friendship and companionship they felt at school and looked forward to in person classes and or virtual class meetings where they could interact with their peers. Emotional support was a big part of parents' feedback, students were feeling lonely, isolated from their friends, anxiety not knowing how the new school year would be as we reopen with the distance learning model.

A common theme among administrators was the importance providing CANVAS distance learning staff development to teachers, maintaining consistency in the virtual school day to the extent possible by creating daily schedules that would incorporate synchronous and asynchronous instruction. Establishing daily school routines and positive discipline protocols for distance learning were recommended as a way to help parents and students understand the continued importance of the work they are doing, despite not being in the classroom.

Teachers described missing students and the rapport they had built over time through daily in-person interactions. Distance learning also provided teachers a more personal glimpse into the student's home life which heightened their awareness of the need to provide students

with additional support services. Through staff meetings, concerns expressed by teachers regarding the remote use of technology for teaching and learning as it is challenging having a network that handles all data necessary to make distance learning successful.

Classified staff suggested additional community resources they can offer to students and their families as needed. In regards to instructional strategies, teachers shared distance learning strategies that worked during the school closure and some demonstrated their frustrations using technology compared to in person instruction. However, due to our high levels of COVID-19 in the community, teachers shared their concerns for in person instruction at the time to reopen.

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

To address the need for additional technology support and make sure 100% of our students including all special needs, English learners, low socioeconomic, and homeless and foster youth have the technological support they need for distance learning, outreach to families has become a priority for every school in LESD. This has created a daily distribution of Chromebook devices to students whose existing device does not work and hot spots for internet connectivity for every household without access to the internet. additional Chromebooks were purchased and distributed to school sites to exchange old devices for new ones to families as they are identified.

An additional service that was brought up was, one hot spot is not enough for a babysitter who takes care of 6 LESD students or a family with a lot of kids in school. Our district office staff is identifying families who have 4 or more children attending distance learning in one household and linking babysitters by identifying numbers of children at that house to provide additional hotspots so students are able to connect to different hot spots without interruptions. Purchasing additional hot spots became part of the plan.

During the District Parent Advisory Committee (DPAC) meeting and the District English Learner Advisory Committee DELAC meeting, parents shared a desire for the distance learning school day to include additional support with the social emotional aspect. Conversations with our PBIS-Social Workers Team supported LESD belief that our students including all vulnerable student populations benefit greatly from consistent access to well-qualified mental health staff who are responsive to student needs and able to provide the mental health safety nets necessary for students to succeed. The team is developing social emotional videos to support the mental health of students and families. They will also continue to monitor social emotional and behavior referrals to assist students and families via phone calls, Google meets, or ZOOM meetings. Additional services will be provided by the LESD Family Resource Center which continues to collaborate with community partners to ensure coordination of services and access to services for families facing additional challenges due to COVID-19 such as referrals for Food Pantries, Medical, amongst other family needs.

In addition, in response to providing support with discipline at home and distance learning, the two LESD Parent Center Liaisons, are receiving distance learning professional development to provide parents with the following virtual classes: Beginning Chromebook for Parents, Behavior Management Support, and How to Support my Child in reading during Distance Learning. Parents will be provided with a Chromebook, headphones and supplies to attend these virtual classes.

In order to standardize student participation using a comprehensive system, LESD contracted with KCSOS for Canvas LMS professional Development. The goal is to train our Teachers, Coordinators, Directors, Principals, Vice Principals, TOSAS and district admin on this

Learning Management System. Once we are ready to fully transfer into Canvas, our parent training will begin. Step by step videos in English and Spanish are being developed to meet the needs of our families so they can access Canvas and monitor their student's participation. Once we are fully implementing distance Learnign through Canvas, all student engagement and participation will be in one system. Teachers, site principals and vice principals will be able to monitor using one LMS.

Kern County Superintendent of Schools is providing CANVAS professional development for all our staff: an overview of CANVAS, the use of CANVAS for student analytics to fulfill participation and engagement requirements, the use of CANVAS curriculum to standardize student access to the same level of rigorous grade level content standards. We have scheduled four initial overview sessions and ten skill based sessions for teachers to build their weekly content. In addition, site principals developed daily schedules and were sent out to families. The daily schedules include synchronous time when their children will be live with their teachers and asynchronous participation, when students will be working independently following SB 98 guidelines for minimum instructional minutes.

Weekly Principal meetings provide feedback on program needs, concerns, daily schedules, technology needs as replacement of old Chromebooks as they begin to fail and families report them or the engagement team identifies the need. Principals updates on staff teaching from home and those teaching at the site and their different needs.

All teachers received a Chromebook for those working at home and as they needed.

The need to add more capacity to or internet as the in-school teacher finds out that what we have is not compatible to the distance learning demand of ZOOM, Google MEETS, Class Dojo, Google Classroom, GoGuardian, and more. To respond to teachers' concerns about the network capability, LESD Information Technology (IT) department planned for troubleshooting the network and contacted engineers to address the need to have internet connections which allows the volume of data needed during synchronous teaching. The IT department will continue to troubleshoot any internet connection needs at each site as teachers report having problems through a ticket via the helpdesk. For our families, school sites created a plan to have staff contact parents as soon as teachers report attendance and the student is not present for live interaction. Our families also have the needs assessment survey in English and Spanish posted on our LESD our website, tweeter, and Facebook.

Bargaining units both, LTA and CSEA have been in constant dialogue with the Superintendent and the Director II of Adminsitratative Services to come to agreements. With CSEA communication about staff job duties being modified due to a need during this COVID-19 time. For example, Yard Duty Aides regularly have a split shift, the modification needed was to support the student re-engagement team. Coming in the morning completing their time in one shift to make phone calls to families of the students who did not engage in the morning live interaction. The purpose, to re-engage the student and find out the reason why the students wasn't engaged to provide services if needed such as a hot spot for connectivity. LTA for example, agreed to have 2-professional developments each month, and they have agreed on the daily schedules with synchronous and asynchronous 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.]

LESD will follow the lead from the California Department of Education, Centers for Disease Control (CDC), the Governor's office, and local health agencies to plan for in-person instruction as health conditions in Kern County permit us to return to in-person instruction for the school year ahead. LESD began this process several months ago by developing a detailed Reopening Plan and will continue to refine it using the work of task groups and input from all stakeholders. LESD understands that even when in-person instruction resumes, many parents may opt to keep their children at home out of an abundance of caution or because of vulnerable student population. We recognize that students will need additional support to recover from any learning loss and unfinished learning that might have occurred.

The return to in-person instruction will begin with a hybrid model A/B schedule alternating days. A-schedule students will attend in-person instruction Monday/Tuesday and will continue with via Distance Learning W-F. On the other hand, B-schedule students will participate in in-person instruction Thursday/Friday and will continue distance learning M-W. Wednesday and Saturday will be utilized by maintenance to do deep cleaning disinfecting all classrooms, so there is no cross-contamination between the A and B cohort of students. School sites will have staggered entry times to prevent large groups of students entering or exiting classrooms and campuses at the same time. Starting in-person instruction with small cohorts of students will enable teachers, social workers, SPED staff, and any additional support staff the ability to provide more targeted and individualized academic and mental health support. When possible, these services will be provided one-on-one or in small groups while observing all safety guidelines and procedures. This individualized approach will support the students who have struggled to thrive in the distance learning environment and help them to regain their academic skills and knowledge.

LESD's focus and commitment to reopening schools safely and resuming in-person instruction are being established by the following: Safety – LESD is committed to following the CDC and California health and safety guidelines when bringing students back to the classroom. Appropriate safety measures include social distancing, temperature checks, and specific classroom procedures as related to safety, hand washing, mask procedures, sanitizers, signage around the school, and communication of safety guidelines to staff and parents. The LESD detailed Reopening Plan has established the safety protocols and procedures as we reopen to in-person instruction. The Passive and Active staff check-ins have already been implemented as staff returned to implement distance learning from their classrooms. District nurses will continue to provide training in safety protocols and procedures to all staff and students at school sites and district offices. Also, classrooms will be rearranged to meet the requirements of physical distancing. LESD is committed to provide a safe in-person reopening for staff and students. The following supports will be established: Academic Success is the focus of each school site; therefore, they have undertaken the development of their student learning loss mitigation plan to support all students who have been affected the most academically. Providing mental health support to students through the pandemic and during the return to in-person instruction is essential to establishing a successful academic program. Social Workers and the Family Resource Center will continue to provide resources, strategies, and interventions to support engagement in learning and providing mental health consultation. Frequent communication, two-way communication in English and Spanish with students and families will ensure the best quality, most effective learning experience and allow schools to adapt to the changing needs of our students. Re-Engaging in school routines will be one of the operational structures of LESD's schools as we support a stable

cohort of students who are able to focus on school routines. The structure provided by these routines can help to anchor our students and mitigate the uncertainty of the pandemic. Daily live contact with their teachers and school staff will allow students to re-engage the skills they had before the pandemic. LESD continues its commitment to families through the ongoing efforts of school teams dedicated to family engagement and outreach. During uncertain times, connecting families to the school and community resources is a critical component of a successful school program, and the work of the two bilingual Title I Family liaisons are helping to establish an effective distance learning partnership between families and schools. Teachers will continue to be provided with ongoing training opportunities to strengthen the school program and enhance their instructional techniques using the Canvas learning management system; teachers also have the option to further enhance their skills and knowledge by participating in the Kern County Superintendent of School Technology PD.

Special Education and Student Supports: As each instructional program and related service is accounted for in terms of grouping students. A related services schedule will be developed, and determination will be made as to which service will be provided on days of in-person instruction and which students and services can be deemed appropriate for virtual delivery. Most of the district's related service providers are able to provide their services in a virtual setting. However, some of the related services are more effectively provided in person, including adapted PE, occupational therapy, and behavioral services. Services that are determined to be more appropriately provided on-site will be scheduled for the days the student is scheduled on-site. Where possible, students with additional needs, such as students with disabilities, will be considered for additional in-person instruction.

For our students who are medically fragile, the Special Education department will work closely with district nurses and the student's physician to determine the degree to which the student can participate in school due to their medical condition. If necessary, an IEP will be scheduled to determine if home/hospital instruction or virtual instruction is appropriate for the student. If a student requires a degree of support that conflicts with the County Health recommendations, the IEP team will meet to determine appropriate services for the student to accommodate their needs while additional guidelines are in place.

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

Description	Total Funds	Contributing
Personal Protective Equipment or PPE will contribute will increase safety for our staff and students. Screening devices, Face coverings, face shields, soap, hand sanitizer that is greater than 60% alcohol, additional supplies to respond to students who display any signs of illness, supplies for disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks. Plexiglas shield for office staff and 1:1 student assessment will contribute to increase the safety of students. Physical distancing signage for all district schools and offices contribute to increase the awareness and education on CDC safety guidelines and processes.	36,750.46	No

Description	Total Funds	Contributing
Supplementary cleaning hours for staff maintaining CDC guidelines for transportation.	13,020.18	No
Temporary bus driver to keep social distance inside the bus X 2 maintaining CDC guidelines for transportation.	25,941.47	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.]

LESD is committed to providing continuity of instruction to students during the school year, whether via an in-person, distance learning, or a hybrid model. LESD schools are well-positioned to transition to a variety of settings that ensure equity and access to high-quality curriculum and instructional practices. Teachers will transition to using Canvas web-based as the platform to deliver and manage instruction, student participation, and engagement. Teachers will have the choice of Common Core Standards Canvas California Continued Learning curriculum, Newsela curriculum, or Google Suite teacher-created lessons. The materials will both be flexible and appropriate for in-person, distance, or hybrid learning instructional programs.

Technological support for Canvas, the online learning management system tool, is provided by the Kern County Superintendent of Schools Canvas trainers to teachers, parents, and students to maximize the effectiveness of the resource. All of our students will be new to Canvas; an introductory course is available through KCSOS to familiarize them with the platform and with the content delivered weekly via ZOOM and Google Meets. With that in mind, our IT department has added a Canvas link that is easily accessible on the student's Dashboards and accessible with just one click. Teachers are also trained on the use of Canvas skill by skill. They have attended four introductory modules of training, and have a series of 10 additional PD days scheduled for the upcoming future for teachers to start creating and developing their site.

LESD understands that in order to establish an effective school program, educators must be provided with ongoing support, guidance, and the resources necessary to effectively engage with students, regardless of the delivery method. LESD teachers were provided Chromebooks

to support continuous instruction and interactions with students. Paraprofessionals were provided a Google Voice number to contact parents to reengage the students into the live interaction of Distance Learning.

In addition, teachers and students have access to many resources and programs applicable to in-person and remote settings, including, but not limited to; Think Central – CORE ELA, Connect ED – Mathematics, ELD Handbook through Think Central Journeys, Social Studies My World, Science STEMscopes and TWIGS through the student/teacher dashboard. In addition, district and site-based educational apps are on the teacher and student dashboards.

Principals will also be providing relevant professional learning resources that are site-based according to their teams' needs. Teachers on Special Assignment will be offering group and individualized professional learning opportunities across the full range of educational resources.

Similarly, parents of students participating in distance learning will continue to be our partners in the education process, but their role has taken on a new dimension. With student learning taking place in the home, parent engagement becomes increasingly more critical. Materials have been drafted in English and Spanish to assist parents understanding and the expectations the school has for them during distance learning. Materials were also drafted to the families explain what actions the parents can take to contribute to the distance learning program and the academic success of their child.

In addition, LESD will be offering an optional introductory parent course on Canvas about the school program, including a module on the use of Canvas' features for parents. Our LESD Parent Center will be offering parents the opportunity to attend virtual Beginning Chromebook classes, Behavior Support classes for parents seeking support in positive behavior at home and Latino Family Literacy classes to support parents on how to support their children while reading at home. Our PBIS team will continue their behavior support for parents through the use of Parent Project virtual classes.

To meet the needs of the students and families enrolled in LESD Special Education, two instructional models will be offered to students as we reopen: in-person and distance learning. In-person instruction is the preferred instructional model for students with significant disabilities. Some parents may still opt-out for distance learning due to student vulnerability. Instructional models that address both in-person and distance learning will require IEP team decisions and recommendations. Individual distance learning plans are developed for each student participating in distance learning. These plans are reviewed during an IEP team meeting, and adjustments are made based on the student's individual needs. When determining the services and service levels to be provided, careful attention will be paid to disability discrimination issues, as well as concerns surrounding Free Appropriate Public Education (FAPE).

Parent surveys and teacher-to-parent contacts are used to determine progress and address gaps in learning, technology, or engagement for students attending the Special Education Services schools. When gaps are identified, the team will address each student's unique needs through both formal and informal methods. Support for related services is also provided to these students via an in-person or distance learning instructional model based on the needs identified within the student's Individualized Education Program (IEP).

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.]

On March 17, 2020, after the school closure by Governor Newsom, LESD began the transition to a distance learning model; administrators immediately began assessing home devices and connectivity needs of students. LESD knowing that 93.1% of our student population is socioeconomically disadvantaged knew that the majority of LESD families would express a need for a device. Therefore, in collaboration with the Information Technology (IT) team, additional devices and hotspots were purchased. Families were contacted to arrange safe-practice pick-up procedures at their school sites.

LESD distributed Chromebooks to all 2nd - 8th grade students to begin Distance Learning April 14, 2020. Our school sites were open from March 24-27 for families to come and pick up their devices and Chromebook log-in information. All 2nd through 8th grade students in the district were able to pick up a Chromebook in addition to some Kindergarten and 1st grade classes that opted for virtual distance learning, as the lower grade teachers were given the choice of Chromebooks and or learning packets.

As LESD begins the 2020-2021 school year through full Distance Learning, our sites completed the deployment of student Chromebooks between July 30th and August 14th to all incoming TK and Kindergarten students. Our staff provided support to our parents of incoming students by meeting individually following safety guidelines to go over log in instructions and technology usage and safety. LESD is a 1-to-1 student Chromebook device district. Any new student receives a Chromebook as they register and is provided a Hot Spot if needed. LESD will continue to assess technology access and IT support needs. Through the lens of equity, the distribution of devices is 100% of all students, 51% English learners, 0.2% Foster Youth, 93.1% of our students who are Socio-Economically Disadvantaged, .002% of our students impacted by Homelessness, .04% of our Students with Disabilities.

Once all students had access to a Chromebook, another challenge arose, the lack of internet access at home for many of our students. The district conducted technology based needs surveys prior to the beginning of the 20-21 school year to identify students in need of internet access. However, as schools begin Distance Learning, a lot of our students were not connecting. In order to target 100% of Distance Learning attendance, participation and engagement, LESD developed a plan to identify students not connecting to their live interaction with their teachers and their peers. Each school site assigned support staff to specific teachers; sites developed an attendance form where the teacher documents live interaction from the first synchronous lesson in the morning. Support staff is in charge of collecting attendance from their assigned classrooms and contact every student marked as not present to identify the reason why is the student not connecting:

- A) Is the Chromebook device not working?
- B) Is it lack of internet?
- C) Are parents at work and children with babysitter and need support?
- D) Is it a Social Emotional need?
- E) Other supports needed?

In this manner, each school has been able to identify most students without internet connectivity. Hot Spots are then assigned to each family in need and connection support is given as they come with their Chromebooks to get a Hot Spot. The goal of LESD is that when the student leaves the site, the student Chromebook is connected to the Hot Spot ready to start synchronous and asynchronous learning. In the month of

August, LESD sites have deployed over 500 hot spots to our students and continue daily to monitor and identify students not connecting for either synchronous or asynchronous instruction and target their needs.

Teachers are then able to remotely monitor student participation in online learning, assess the student's familiarity with the tools and software, and provide additional support where needed.

LESD IT department has a supply of several hundred new devices programmed and ready to be deployed when a student enrolls in an LESD program, or if a student's device is malfunctioning. To avoid delays in student learning, new replacement devices are brought directly to the student at their school site. IT is also continually evaluating the connectivity capabilities of the existing hotspots with respect to bandwidth available versus bandwidth used to determine if new hotspots should be provided.

When in-person learning resumes, IT has ensured teachers that they will have a full set of devices for their classroom in order to allow students to keep their assigned device at home. As we have seen, the need to shift to distance learning can be sudden, and LESD does not want students to be without a device because they accidentally left the device assigned to them at school. A full classroom set of devices plus assigned devices at home will provide the coverage necessary to safeguard the continuity of learning for 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.]

LESD has established an online electronic attendance process that all teachers use to document student daily attendance. Support staff access to this and monitor attendance daily and are make contact with parents of students that are not present in the morning for live interaction. The goal is to reengage students to synchronous live interaction with their teachers and their peers. As the student reengages, he/she is marked present. Attendance is monitored throughout the day as support staff identifies the reason for students not engaging and provides them with the needed support. Attendance is then documented in Aeries, LESD's student information system.

LESD stakeholders are committed to fully engage students and their families in Distance Learning. As stated by law "the student and instructor are in different locations and pupils are under the general supervision of a certificated employee of the educational agency." This may include interacting through the use of a computer and communications technology, it may include video or audio instruction in which the primary mode of communication between the student and instructor is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback. Distance Learning includes daily live interaction which is defined as a two-way communication between a certificated employee and student and their peers each instructional day at the actual time of occurrence. The minimum standard should be the same for all students regardless of which school or program the student participates in within the district. LESD distance learning will also incorporate a Multi-Tiered System of Support (MTSS) which integrates Positive Behavior Interventions and Supports (PBIS). The LESD administration is committed to providing a well-rounded experience during this distance learning opportunity. Administrators, students, and families will be provided ongoing professional development on the use of Canvas. LESD stakeholders created schedules by grade level span: A combination of synchronous and asynchronous learning a total of the minimum instructional minutes

established by SB 98 which include daily synchronous instruction: Designated ELD, Mathematics with Integrated ELD, ELA with Integrated ELD, and small group intervention. Asynchronous instruction includes but is not limited to virtual PE, Music, assignment completion, homework, eBooks, parent contact. For 7- 8 grades a combination of 4-synchronous periods followed by asynchronous instruction. Instructional minutes are as follows: 180 for TK-K, 230 for 1-3, 240 for grades 4-6, and 240 for 7-8.

Synchronous instructional minutes are to ensure that students have access to the core curriculum with a certificated teacher and their peers at a minimum. In addition, Canvas (LMS) New Analytics collects metrics on our students daily/weekly progress to ascertain the level of participation and progress for synchronous and asynchronous instruction. Teachers will evaluate and assess student work and completion of assignments as needed and make adjustments as necessary. Grading will also be collected through Canvas (LMS) new analytics. Teachers will be able to assign Common Formative Assessments through quizzes, assignments, and evaluate the student. Administrators are committed to continue to monitor student synchronous Distance Learning through:

- (1) Accessing all CANVAS Courses to monitor student participation, engagement, interaction, and progress.
- (2) Accessing all virtual classrooms and regularly checking-in with each classroom during their scheduled distance learning instruction.
- (3) Establishing a system for student re-engagement to target high levels of Distance Learning attendance.
- (4) Ensuring updates and expectations about the school's distance learning program are communicated to students and families in a timely manner and in English and Spanish.
- (5) Ensuring that all Special Education Distance Learning Plans (DLP) are implemented for all students with Individualized Education Program's (IEP), by working closely with the teacher and other school-based staff.
- (6) Ensuring that Designated and Integrated ELD is part of the synchronous and asynchronous instruction during distance learning instruction.
- (6) All staff is committed to providing a robust learning experience during the distance learning experience.

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.]

LESD is committed to providing ongoing support, guidance, and resources for teachers to maintain high-quality distance learning programs for students. To enhance teachers' skills, in-depth training in the use of the Canvas learning management system (LMS) will be provided in a series of training. Canvas (LMS), Newsela and Google integrated afford teachers a means to provide instructional support, create class calendars, assign coursework, and deliver resources to students in a safe online environment. As an integral part of sharing blended classroom instruction, Canvas, Newsela, and integrated Google offer a user-friendly, content-focused design in a platform that cultivates interconnected, digital teaching and learning opportunities.

Support for the Canvas tool is offered to maximize the effectiveness of the resource. For parents and students LESD will be offering an introductory course available to familiarize them with the platform and the content in English and Spanish presentations through KCSOS. Teachers are likewise trained on the use of Canvas through KCSOS Canvas training program that explains how to effectively use the system across grade levels. Newsela PD is provided by the Newsela team and integrated into Canvas by KCSOS. In addition, Special Education

staff will receive a range of distance learning tools to be used in delivering instruction, including Google classroom, that uses specific supports and accessibility tools for students with disabilities via the SELPA shorts.

Teacher and Administration CANVAS PD:

PD Set 1 - 4 DAYS

Day 1 - Canvas Learning Management System (LMS) Onboarding for Administration and TOSAS

Day 2 - Canvas Overview for teachers and administrators. Navigation, Communication Support, Curriculum

Day 3 - Canvas LMS Big Blue Bar and Studio

Day 4- Canvas Commons – California Continued Learning Upload

PD Set 2 - 10 DAYS - BUILDING TEACHER CANVAS PAGE FOR SYNCHRONOUS AND ASYNCHRONOUS INSTRUCTION.

Day 1 - STUDIO – Creating your Canvas Welcome Teacher Message

Canvas ZOOM – adding zoom link to teacher page

Day 2 - Commons – Complete uploading Curriculum to teacher's Module

Calendar - Assigning curriculum to students

New Analytics: student participation

Integration of Newsela

Day 3 – Life Interaction – Synchronous

Adding Google Meets

ZOOM – how does it work

Adding Google Meets

Asynchronous – Classroom assignments

Day 4 - Grade level ZOOM rooms

Creating Quizzes – CFA's

Grading

New Analytics

Day 5 – Google Classroom to CANVAS

Day 6 – Screencastify assignment / Flipgrid

Day 7 - Customizing Content/Studio/ Communications/ Supports

Day 8 – Customize to staff specific needs

Day 9 - Customize to staff specific needs

Staff Roles and Responsibilities

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

Special Education: All staff supporting students with disabilities will continue in their roles and their broad responsibilities, with modifications to adjust to the distance learning environment. Modifications include:

School psychologists: support teachers with the set-up and completion of virtual IEP meetings, including how to engage parents to participate and to facilitate the paper requirements of conducting an IEP in a virtual setting. Resource specialist: will support a range of distance learning-related actions. They will monitor student progress, coordinate with instructional aides, focus on support in the general education classroom. They will offer direct support for students as well as general education teachers. As well as direct service for RSP students.

Instructional Aides: will be more systematically used to support individual students. They will help the teacher manage instruction. In keeping with the student's IEP, instructional aides will provide support in break out rooms, and, as needed, during targeted synchronous instruction.

We have ensured that all credentialed and classified staff are utilized to make sure students are receiving the support they need in their academics and their social/emotional needs are met through scheduled times of contact both online through Zoom and Google as well as phone calls, as necessary. All positions have been affected by COVID-19 one way or another. All instructional staff and support staff are now working to engage families and students in the online realm. In addition, many of the classified staff, yard aides, instructional aides, librarians, attendance advocates, family advocates, parent family liaisons, have availed themselves to the families as resources for reengaging students to Distance Learning, basic needs, food, shelter, etc. In addition, all staff are on the platforms with students offering technology support and identifying student needs to match them to services. In addition, the school site staff led by administrators, provides educational supplies such as books, paper, pencils, Chromebooks, and hot spots to help facilitate greater student engagement in the distance learning environment.

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.]

SPECIAL EDUCATION:

Appropriate supports for students receiving Special Education:

- Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and support when necessary. Targeted student support and intervention.
- Supports and instruction for small groups of students who need additional instructional and/or social and emotional attention.

Students with Disabilities: To fully include students with disabilities and ensure that the needs of all students are addressed in all instructional models, the following will occur:

- Prior Written Notice (PWN): The district has a current prior written notice on file for students that outline the services to be provided during distance learning. These will remain in effect until school resumes in a face to face model. Per new legislation district IEPs will address both a proposed IEP program in the event of full in-person learning and a plan outlining the student's program in the event of future physical school closure in excess of ten school days.
- Modification of IEP Goals: Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals and objectives in a student's IEP are based on the individual needs of the student, not the model of the instruction to be provided.
- Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE): IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments or will be utilized to recommend any changes to the current IEP due to anticipated service delivery changes. This would apply to instances or periods of quarantine or self-isolation as well. Students were provided a Chromebook to assist in accessing instruction. As needed, students will be provided additional consultation from staff or additional accessibility tools to actively engage in distance learning.

FOSTER/HOMELESS:

Supports for pupils with unique needs (foster/homeless): In order to ensure that pupils who are in foster care or experiencing homelessness will be able to successfully access the instruction provided and continue to grow and learn, minimizing learning loss as well, we will implement a holistic approach that provides a continuum of wraparound services for each student, as well as to their family. First, as each pupil in foster care or who is experiencing homelessness is identified, their teacher and other relevant school staff will be immediately notified of the child's situation by the district's Foster and Homeless Liaison so that they can be alert to any potential needs or issues that arise with the student in the learning setting to provide prompt and appropriate learning interventions. We also ensure that office staff is aware of the child's situation so that they can provide materials, technology, or other support to the parent through the most appropriate avenues for that child's situation. The school nurse and social worker are also included in this process so that they can provide support as needed to issues such as temporarily waiving immunization requirements, completing health assessments as required, and providing social-emotional support and resources. Finally, the Lead Family Advocate will make contact with the family and offer ongoing support to them in order to help provide a stable environment for the child's learning. She will provide any learning materials or equipment that they need or that will support their learning as quickly as possible, including school supplies, equipment such as headphones or lights, or devices such as Chromebooks or a hotspot. She will also provide basic needs items such as food, clothes, cleaning or hygiene supplies, or others identified by the family, and then will work with the family to provide support to address the situation through referrals for housing or income assistance, or to other services or resources that can help the family become stable and support their child's learning.

ENGLISH LEARNERS:

1st – 8th grade Teachers provide daily designated and integrated ELD instruction including assessment of progress toward language proficiency and targeted support to access curriculum. For Designated ELD, English Learners will receive regular instruction targeted at their

proficiency level using the California ELD standards. Designated ELD Instruction will meet or exceed the following amounts, grades 1-6: 30 minutes daily and grades 7-8: a class period. For Integrated ELD, English Learners will receive regular instruction during core coursework. These short, more frequent lessons are provided to support English Learners with the language of the core lesson. LESD teachers will provide instructions using English Language Development (ELD) strategies to assist students with their academic needs. Staff will also use Canvas analytics to access and track the academic progress in ELA and Math of English Learners. Rosetta Stone accounts are also being created for newcomer English Learners for asynchronous oral language participation and to practice conversations in a virtual format. To ensure EL students are showing growth in the area of reading, regularly scheduled Canvas integrated quizzes will be developed to allow teachers to remotely monitor student progress and identify areas for improvement and further support. For students in TK and Kindergarten, the English Language Development department is performing the Initial online ELPAC to all those students whose parents indicated in the Home Language Survey that English was not their primary language. In order to provide ELD instruction even before having an ELD score, our district kindergarten teachers implement a Language Lab approach. Teachers follow Kindergarten ELD standards in reading, writing, speaking and listening. Their lessons provide with a language objective for the language competencies across their literary and informational text including social studies and science and integrated throughout the day.

Parents of English Learners will continue to participate at the site level via the English Language Advisory Committee (ELAC) and at the district level via the District English Language Advisory Committee (DELAC). During the distance learning time period, all meetings are held via a virtual platform, ZOOM or Google Meets. LESD will continue to comply with state legal requirements for ELAC and DELAC virtually. The feedback shared during these meetings will inform the support needed at the school sites and at the district level.

GIFTED AND TALENTED:

Teachers are using the following supports to continue to provide a robust education for the gifted and talented. Teachers are doing project/theme based lessons where they have students lead the discussions during live interaction. Teachers have embedded the Depth of Complexity Icons to virtual google slides and place them in their Google Classroom as a tool to support their live lessons and so students can continue to use them as they move on to the asynchronous part of the lesson; in this manner, critical thinking is being embedded in their virtual lessons to continue to challenge students' minds even during not-in person instruction. Some of the enrichment activities include: virtual fieldtrips, student project-based videos on Flipgrid, Screencastify, mini-projects they can choose from a choice board. Students can complete their projects during their asynchronous instruction at their own pace and present it to their class as they feel ready. Teachers are using a variety of online venues for students to interact in virtual classroom discussions: Google Classroom, Google Hangouts, Google Meets, ZOOM groups, and Class Dojo.

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

Description	Total Funds	Contributing
SELPA shorts PD for Special Education staff to support learning loss. This trainings is specific to meet IEP goals and objectives. They contribute to improved distance learning services for our students with special needs.	5000.00	No

Description	Total Funds	Contributing
Cost for DocuSign software which allows for secure virtual digital signatures as well as promotes a safe and healthy practices for families and school staff as we continue to follow CDC safety guidelines. This contributes to increase CDE accountability for Distance Learning synchronous and asynchronous time to meet instructional minutes by grade level.	7006.00	No
CANVAS student subscriptions (\$5 per student). Virtual Learning Management System for teachers, students, and parents. Canvas contributes to improve standardize standard-based instruction throughout the grade levels and increase accountability for high quality instruction.	15690.00	Yes
CANVAS PD 10 sessions - Contribute to the improvement of support to staff for distance learning continuity of education via virtual supports for staff and students.	12000.00	Yes
CANVAS PD 10 additional sessions - will contribute to increase staff knowledge on canvas integrated curriculum, grading, and communication.	12000.00	Yes
Math Talks integrated to Canvas Math Lessons, will contribute to a high quality math instruction via live interaction with peer discussion.	1266.00	Yes
Newsela - CORE curriculum for Distance Learning Platform Student Licenses. Contributes to more access to high quality virtual curriculum for teachers to use on their distance learning platform. Improves the access to all CORE subject virtual lessons.	34992.00	No
Newsela Staff Professional Development - contributes to staff knowledge of use and curriculum in the Integration to Distance Learning for Synchronous and Asynchronous Instruction.	2250.00	No
Purchase chromebook devices contribute to the increase of student participation and engagement in Distance Learning to have a ratio of 1 to 1. These devices principally benefit low-income, EL, and Foster Youth students.	329272.00	Yes

Description	Total Funds	Contributing
Hot Spots contribute to the increase of student participation and engagement in full distance learning and with continuity of education as we move into a hybrid model with in-person instruction.	320,287.12	Yes
ScreenCastify -Support Distance Learning for teacher instructional videos and student responses videos. Contribute to increase the ways in which students can complete virtual assignments via videos. Increase the way of teachers providing targeted ELD supports to students as they listen to the recordings of their students.	3000.00	Yes
Student one on one headphones with a microphone to support virtual learning during to obstruct home-distractions and have students focused on live interaction. (2-sets per student one for home and one for school as we transition into in-person instruction on a A/B schedule)	87500.00	Yes
Fund additional stipends for bus aides assisting with distribution of protective supplies such sanitizing products and personal protective equipment to address the new health guidelines during transportation to and from school.	13020.00	No

Pupil Learning Loss

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

LESD will follow the CDE guidelines to mitigate student learning loss this pandemic has caused due to school closures which has had an impact on our students academically by students not receiving a full day of in person instruction. LESD also acknowledges that those students who were already performing below grade level were affected even more expanding the learning gap. LESD will be doing a series of data analysis meetings with site administration to create a plan to disseminate the data to the staff. The staff then will continue the process established by the CDE to analyze the Initial Screenings or Pre Assessment results of the STAR ELA and STAR Mathematics for grades second though eighth and the Pre- Assessment/Screening results of the Renaissance Early Literacy test. These assessments' results will provide us with the information needed to begin the planning to identify the strategies and actions needed to reduce the learning loss. Additional social emotional data will be compiled by home-school surveys to identify social emotional needs to focus our effort to support our families. Appropriate supports for students receiving Special Education: Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and supports when necessary. For English Learners, we will use our ELPAC 2019-2020 overall scores and by domain to identify student needs. For those students who did not complete the 2019-2020 ELPAC due to school closures, we will use the previous years ELPAC results combined with the Pre STAR ELA test to identify their needs and provide extra supports.

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.]

Actions and Strategies to address learning loss and accelerate learning:

Solidify a systematic cycle of assessments including:

- a) Initial screenings
- b) Formative assessments
- c) Summative assessments.

Data Analysis:

- a) Teachers and administrators need designated collaboration time to analyze data
- b) Identify shifts and changes in instruction to meet student needs
- c) Implement intervention strategies
- d) Assess the effectiveness of instructional strategies

Using assessments to inform instruction for all students, including those with unique learning needs such as:

- a) Students with disabilities
- b) English language learners
- c) Students placed in foster care
- d) Students experiencing homelessness
- f) Gifted and Talented

LESD understands that the communication protocols and Distance Learning expectations and platforms need to be consistent throughout the district to facilitate the engagement of students and families who may have children at different schools.

INTERVENTION STRATEGY TO SUPPORT LEARNING LOSS:

In collaboration with school site grade levels during staff meetings, TOSA meetings and principal meetings, LESD identified the STAR ELA and Math as initial assessment or screening for grades 2-8 and for the lower grades the Early Literacy test. For Students in special education, staff will continue to use the assessments/screenings as specified on the student's IEP. Strategies identified by the school sites to remediate learning loss are the following:

For English Language Learners time away from the classroom can impact language development:

1. Daily live interaction during the synchronous time of the daily schedule was built in to provide language models of the English language through the teacher and peers.
2. Scaffolding lessons is a priority.
3. Continue the use of sentence frames during live interaction.
4. Daily teacher intervention is included in our distance learning daily schedules with small group intervention via live interaction and Google classroom.
5. Reading lab intervention after the students' synchronous lessons. Reading labs collaborating with teachers to create schedules that do not intervene with the teacher instruction.
6. Afterschool program one-on-one tutoring in-person as the new guidance for small Cohorts was given. The after program created common core grade level lessons and teachers recommend students who need extra support after school.
7. LESD purchased a virtual intervention program, iStation. This is an RTI virtual program to provide teachers with a virtual tool to support student learning loss in English Language Arts, Mathematics, and Spanish Language Arts. This program is a computer adaptive program so after performing the initial screening, students receive an individualized virtual academic program to fit the unique learning needs of our diverse student population. The program provides with analytics and teacher suggested mini lessons as needed by each class.
8. After data analysis, lower grades asked for a virtual phonics program that would provide analytic data so they can monitor progress of their students as they utilize it. Both school sites with lower grades identified Lallilo. This program is part of the daily instruction during asynchronous time.

For low income students:

Having a Chromebook and internet access at home was of outmost importance during our collaboration for low-income students to access their education. Staff started teaching using a platform they were familiar with as schools went into closure, slowly we will be making the

transition into Canvas as staff gets professional developed. The county has also integrated Google Drive into Canvas to make it an easier transition.

For Foster Youth: the Family Resource Center will continue to outreach and support foster youth to be connected and engaged in daily synchronous and asynchronous learning. Additionally, connecting students to additional services such as school sites' virtual intervention labs and ASP tutoring.

LESD schools will give the MID-YEAR and END OF THE YEAR START ELA and MATH test and the Early Literacy Test and analyze scores to see how we are closing the grade level achievement gap as stated in the STAR test results. The MID YEAR results will give us another point to analyze the strategies already in place, evaluate what is working and not, and identify new strategies if needed.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

Continues data analysis will be conducted at every site to evaluate the actions and strategies put in place during the first data analysis. Formative assessments will be in place to identify if the actions and strategies are being effective or not. New strategies can be identified according to the data and new actions can be put in place. The data analysis process will continue as follows:

- a) Teachers and administrators need designated collaboration time to analyze data
- b) Identify needs
- c) Identify shifts and changes in instruction to meet student needs
- d) Implement intervention strategies
- e) Assess the effectiveness of instructional strategies

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

Description	Total Funds	Contributing
Istation - will contribute to increase services as a virtual Response To Intervention program that assesses the student and creates an individualized student program in ELA, Math as well as in Spanish ELA. The program compiles student work, formative assessments and adapts the individualized student program to specific skills needed as shown on assessments. Students move up levels as they progress. Teachers can look at assessments results and provide mini lessons on specific skills. This is a very targeted student individualized program to mitigate learning loss.	261,724.50	Yes

Description	Total Funds	Contributing
Lallilo - will contribute by increasing services by providing students in the lower grades TK-3 and upper grade students receiving reading lab, targeted virtual support in the blocks for building fluency, from Phonemic Awareness to Word Analysis. Alicante School - TK-3 - \$4250.00 Lamont School - TK-3 - \$3750.00	8000.00	Yes
Istation Professional Development for Teachers will contribute to increase effective implementation of the additional support from Istation.	5000.00	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 Lamont Elementary School District (LESD) will monitor and support mental health and social and emotional well-being of pupils and staff through a multi-tiered approach. Using the Positive Behavior Intervention & Supports (PBIS) framework, our School Social Workers will create and facilitate school wide interventions, small group interventions, and work with students and their families individually. All of our School Social Workers are either Licensed Clinical Social Workers or Associate Clinical Social Workers which allow them to competently and ethically provide these mental health services.

Tier I Support (School-Wide) To help navigate the impacts of Covid-19 and consequently Distance Learning, we will focus heavily on school-wide interventions to capture the entire student population with interventions related to resilience, new expected and desired behaviors, how to re-frame one's own thoughts to persevere, and mindfulness. For staff, we will have professional development on the many effects of trauma and how they can affect our students to build a trauma-informed lens to better understand our students reactions and behavior to the many changes. For the community, we've launched a series of Parent Tips for Distance Learning and will continue with added information as our LEA moves into different phases (hybrid/traditional) when deemed safe. Lastly, we are creating websites to house all these resources as a one-stop-shop.

Tier II Support (Small-Group) Our menu of services in Tier II will be compiled of a number of evidence based curriculum's that will be converted into a virtual system of delivery. These curriculum's will aid students dealing with grief, impulsivity and aggression, symptoms related to anxiety and depression, brief substance use, and we also have parenting classes.

Tier III Support (Individual/Family) For Tier III support, our School Social Workers will continue to provide crisis intervention. Additionally, by securing both a HIPPA and FERPA compliant telehealth platform, our School Social Workers will also be providing telehealth services to those students and families with an elevated need.

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.]

Tier I – Communicating with parents the importance of daily school attendance during Distance Learning. Promoting a culture of attendance with staff, families, caregivers. Communicating Distance Learning:

LESD stakeholders are committed to fully engaging students and their families in Distance Learning. As stated by law "the student and instructor are in different locations and pupils are under the general supervision of a certificated employee of the educational agency." This may include interacting through the use of a computer and communications technology, it may include video or audio instruction in which the primary mode of communication between the student and instructor is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback. Distance Learning includes daily live interaction which is defined as a two-way communication between a certificated employee and student and their peers each instructional day at the actual time of occurrence. The minimum standard should be the same for all students regardless of which school or program the student participates in within the district. LESD distance learning will also incorporate a Multi-Tiered System of Support (MTSS) which integrates Positive Behavior Interventions and Supports (PBIS). The LESD administration is committed to providing a well-rounded experience during this distance learning opportunity. Administrators, students, and families will be provided ongoing professional development on the use of Canvas. LESD stakeholders created schedules by grade level span: A combination of synchronous and asynchronous learning a total of the minimum instructional minutes established by SB 98 which include daily synchronous instruction: Designated ELD, Mathematics with Integrated ELD, ELA with Integrated ELD, and small group intervention. Asynchronous instruction includes but is not limited to virtual PE, Music, assignment completion, homework, eBooks, parent contact. For 7- 8 grades a combination of 4-synchronous periods followed by asynchronous instruction. Instructional minutes are as follows: 180 for TK-K, 230 for 1-3, 240 for grades 4-6, and 240 for 7-8.

LESD will be utilizing the Canvas Learning Management System (LMS) as the online student learning platform for distance learning. This includes integrated Google Suite, ZOOM interaction, Newsela English and Spanish curriculum CORE subjects, and CANVAS California Continued Learning Curriculum CORE subjects TK-8th. In addition, CANVAS LMS allows teachers to access Social-emotional lessons; we understand that student success is dependent on how we address the social-emotional needs as part of the educational process. Site administration is committed to following PBIS strategies as a means to positive behavior interventions.

Tier II - Attendance: the act of recording and reporting pupils who are present in class. Identify students with attendance problems as early as possible, the reasons for missing school, and reengage them by providing the service they need:

STEP I:

- The LESD certificated staff takes morning roll call during the asynchronous live interaction.
- Using Aeries as our SIS system, students are marked P if present to the live interaction.
- Students are marked Z if they are absent – not connected to live interaction.

Efforts to Re-engagement begins by:

- 1) The site administration has assigned a group of classrooms rosters to a classified employee.
- 2) The site administrator has assigned a Google Voice number to each classified employee in the re-engagement plan to use as they contact families.
- 3) The classified employee makes phone calls to the families of students on their assigned rosters marked as Z.
- 4) Classified staff then identifies the student's reason for not connecting to the asynchronous live interaction.
- 5) The classified staff reports to the site Attendance Advocate the reasons for the absence. The attendance advocate identifies if it is an Excused or Unexcused absence according to Ed-code.
- 6) The staff member re-engages students missing the live interaction due to an unexcused absence not related to Distance Learning.
- 7) If the student does not re-engage, a referral to the Family Resource Center is made for truancy. The FRC, then sends a Family Advocate for a home visit.
- 8) If the reason for the absence is due to Distance Learning issues, a note is taken on our SIS system. The absence is excused and STEP II takes place.

STEP II:

- If the reason is due to Distance Learning, the staff member identifies the need as they contact the parent, and communicates and supports the family on the next steps for re engagement the same day if possible. If the issue due to:
 - a) Chromebook device not working – then, have the student/parents come to the school office to have the device checked and fixed. If unable to fix, provide another device. Re-engage the student in Distance Learning the same day.
 - b) Lack of internet connectivity – then, have the student/parent come to the school office and a hot spot will be provided and connected to their Chromebook. Have the student connect to Distance Learning that same day.
 - c) Parents at work and children with babysitter in need of support – then, inform parent that connectivity can be provided at the babysitters address if necessary. Ask parent if babysitter can be contacted by the school to provide connectivity support. If approved, refer the student to the Family Resource Center for a babysitter home visit.
 - d) Social Emotional need – then, refer student, family to the LESD PBIS team for support. Each school site has a Social Worker reaching out to students to check in on their mental health through a phone call or internet platforms.
- e) Other supports needed?

Tier III

When our re-engagement staff has exhausted every support available and the student continues to be absent:

- a) School referral to the school attendance review board (SARB).
- b) The SARB is composed of a diverse group of experts who will link the family to any needed school district or community services.
- c) The SARB will also identify and respond to grade level or student subgroup patterns of chronic absenteeism and will evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates.

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 Lamont School District Nutrition 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 at no cost to all enrolled children without collecting household applications. As a result of the COVID-19 Pandemic, the District made the decision to close their four schools effective March 18, 2020. As per Governor Newsom's Executive Order N-26-20, the District would continue to offer student meals throughout the closure in a non-congregate setting, consistent with the requirements of the California Department of Education and the U.S. Department of Agriculture. The District began providing breakfast and lunch to students from 2-18 years of age from March 18th to June 30th , under the Seamless Summer Program. Meals were provided on a "grab and go" basis at various school sites in the District. On July 30, 2020 the District started school on a distant learning plan. All schools will have walk-ups and drive through breakfast and lunch meal service for enrolled students free of charge due to CEP. Sites will follow the CDE's and CDC's guidance on safe reopening procedures. In the event the District changes to a limited in-person plan or A&B schedule, the Nutrition Services program will provide breakfast in the classroom, a social distancing lunch on campus and meals to go home for the time when the student is not on campus but still distance learning.

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

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Cost to hire an outside company to design an online packet of enrollment forms which allows for virtual enrollment of students transitioning between school placements, thus ensuring access to continuous learning for the student, as well as promoting safe and healthy practices for families and school staff.	23,935	No
Distance Learning Program (Supports for Pupils with Unique Needs)	Assistive technology for low income students and English learners who have a learning disability to make Distance Learning accessible - IPads for easy touch screen access.	55,000	No

Section	Description	Total Funds	Contributing
Distance Learning Program (Supports for Pupils with Unique Needs)	Foster Youth Services: hire temporary staffing and supports that specifically address Foster Youth needs	34,000	No
Distance Learning Program (Supports for Pupils with Unique Needs)	Homeless Services: hire temporary staffing and supports specific to homeless youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations.	34,000	No
Distance Learning Program (Supports for Pupils with Unique Needs)	English Learners, Low Income Students, Foster Youth: hire temporary staffing to provide academic supports to mitigate learning loss.	324,612.42	No
Pupil Engagement and Outreach	Funds to support Rosetta Stone virtual for non-English Speaking families to enhance school engagement during distance learning. These classes principally benefit low-income families and homeless families, for whom the costs of private ESL classes would be unattainable, as well as EL families, who need workshops to support learning the English language in order to allow them to meaningfully participate in the distance learning of their students at home.	14,500	Yes
Distance Learning Program	Educational support staff responsible for developing online learning capabilities necessary to continue educational instruction whose recent jobs have been diverted to fulfill the demand of Distance Learning continuity of Instruction.	3,154,293.24	No

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
34.85%	\$7,435,040

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.]

LESD student population as of 2019 Dashboard data is 3023; it includes 93.1% of Socioeconomically Disadvantaged, 58.3% are English Learners, and 0.2% Foster Youth. Based on our needs assessment, stakeholder feedback, and California School Dashboard results, there is a need to address and improve student performance in English language arts (ELA) and mathematics and overall in ELA increased 10.3 points but still 39.7 points below standard. In Mathematics we increased an overall of 4 points but are 69.1 points below standard. English Learners, Socioeconomically Disadvantaged performed yellow. We noticed Foster Youth did not receive a color. 50.9% of English Learners show to be making progress toward English language proficiency as Medium progress on the Progress Level range table: Medium form 45% - 55%. LESD Distance Learning program was designed to meet the needs of the most at promised students in the district, which is the majority of our student population.

In order to provide improved services of education for low income, English Learners, and Foster Youth Academically, LESD stakeholder decision making was grounded in data analysis from the California Dashboard and local Beginning of the Year Benchmark assessments results. The actions and services provided for our unduplicated students also were carefully designed and targeted to meet the students' unique needs through our multi-tiered system of support (MTSS) structure.

There are several actions that are both (a) being implemented districtwide and (b) increasing or improving services for unduplicated students. These actions include:

Continuity of Instruction:

While school and teaching and learning look different in 2020-2021, providing continuity of instruction to LESD low income students, foster youth, and English Learners was the outmost consideration by all stakeholders. Considerations a prerequisite to provide for remote learning was to establish one teaching and learning platform for teachers, students, and families to have access to all in one.

The following targeted actions are where we focused our funding to be implemented across the district: Canvas Learning Management System platform professional development and student Canvas licenses. Canvas will improve services for unduplicated students. Teachers

are using a variety of distance learning methods to provide distance learning instruction. In order to make it manageable for our families at home to be able to support their children at different grade levels and at the different school sites, we needed to establish one teaching and learning management system to make it possible for our low income families, English Learner families and foster youth. In addition, Canvas provides rigorous learning through already created lessons ELD/ ELA, Math, Science, Social Studies. Math Talks support the standards for mathematical practices in a virtual form, this action supports Canvas created math lessons. Other actions we funded were the purchase of Newsela academic curriculum. This provides teachers additional rigorous Common Core ELD, ELA, Math, Science, Social Studies, Art, Music, and Spanish content in all areas for our Dual Immersion classes. Canvas and Newsela curriculum provide a high quality academic program meeting the needs of our targeted student population. Screencastify improves how English Learners can communicate during distance learning. With a 2-step process, they can record their responses orally and create a video for their teachers and peers. Teachers can use these videos to assess language development and identify targeted needs. SELPA

Access to Devices and Connectivity

The allocation of Chromebook devices and connectivity access is being implemented across the entire district. Considerations for funding were devices for each student, internet access and headphones to support a safe place to learn. These actions were primarily intended to provide access for low-income students, foster youth and English Learners who may not have full access at home. The district purchased and distributed Chromebooks and will continue to distribute devices to any new student and replace old devices with new ones to students in grades K– 8. As of August 14, 2020, nearly 3000 district Chromebook devices had been distributed. This number represents approximately 99% of LESD unduplicated student population. Targeted outreach for Chromebook devices is occurring through the Family Resources Center to target every foster youth by Family Advocates. They continue to make contact with any ‘unreachable student’ and determine technology needs. Wi-Fi hotspots are being provided, from August 4th to September 23rd we have distributed 563 hotspots to families. These actions are meeting student access to the LESD Distance Learning platform teachers use for teaching and learning. Students connect on a daily basis with their teachers and their peers. Students who are not connecting to their live interaction and synchronous instruction are reached out by the re-engagement team described on the LC&A Plan above. In order to provide a safe place to learn without home-disruptions, the district purchased headphones for students so all disruptions are blocked and students can focus on their online class. These actions provide students access to Distance Learning, if they have a device, connection, and a way to block disruptions, they will be better engaged into daily live interactions or synchronous instruction and completing asynchronous work.

Learning Loss

Considerations for funding for these actions came from the analysis of the Beginning of the Year STAR ELA and Math results. More than 50% of students in each classroom reading below grade level and performing math at a very low grade level. Teacher collaboration time was intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the needs of students who continue to experience inequitable outcomes in our schools and district. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely. As discussed in this plan, focus areas for the district this year include providing a virtual Response to Intervention program: Istation, which provides ELA intervention in English and ELA intervention in Spanish with robust components in vocabulary development, comprehension strategies, and assessment. The program is adaptive; it gives students an assessment and then creates an individualized student program in ELA, Math, as well as in Spanish ELA to provide support to EL new comers and the Dual Program students. The program compiles student work, formative assessments and adapts the individualized student program to specific skills

needed as shown on assessments. Students move up levels as they progress. Teachers can look at assessments results and provide mini lessons on specific skills. This is a very targeted student individualized program to mitigate learning loss. Funding was allocated for Istation Professional Development for Teachers. This program will contribute mitigating student leaning loss through intervention and assessment.

Other actions in this section include the purchase of Lallilo, which was decided during collaboration time with colleagues to build upon our Distance Learning program during the day and deepen these focused efforts. All of these focus areas are specifically aimed at (1) addressing learning loss and (2) accelerating growth for students demonstrating the most need. Lallilo will contribute by increasing services providing students in the lower grades TK-3 and upper-grade students receiving reading lab, targeted virtual support in the blocks for building fluency, from Phonemic Awareness to Word Analysis.

Enrollment – Distance Learning Program

This action cost is to hire an outside company to design an online packet of enrollment forms which allows for virtual enrollment of students transitioning between school placements, thus ensuring access to continuous learning for the student, as well as promoting safe and healthy practices for families and school staff. While each school site has its own on site enrollment office following safety guidelines, this action would improve enrollment services for those parents reluctant to come to in-person registration as the pandemic continues. Cost for DocuSign software which allows for secure virtual digital signatures as well as promotes a safe and healthy practices for families and school staff as we continue to follow CDC safety guidelines. These actions play a key role in addressing issues of a lack of instruction specially for those students who are homeless or coming from transitional experiences. In the current context, these services are even more critical. This action can be a service that is open to all, but is intended to provide valuable services to unduplicated students.

Support Staff

Another action was funding Distance Learning support staff who have been providing a range of support for pupil continuity of instruction in the course of Distance Learning. Their recent work has diverted them into a different focus in a number of areas that are specifically targeted at supporting the needs of unduplicated students. As distance learning continues for the 2020-21 school year, the district has communicated the expectations that services and practices are to continue to be delivered to students. This is a major shift and will not occur overnight – these key leaders have been guiding and leading the district in this effort.

1. Positive Behavioral Interventions and Support (PBIS) and Social Emotional Learning

(1) PBIS Coordinator and (2)-Social Workers:

These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Foster Youth and Homeless youth in particular experience higher rates of discipline and lower attendance. English Learners and Low Income students are also more likely to be impacted by negative school culture and climate. These programs, while continuing their previous work, will adapt their range of supports for staff and students during distance learning. Connectedness during distance learning is challenging and many reported feeling less of a sense of belonging to their class or school.

2. Nurses (2)

This action, in non-pandemic times, represents another of the district's efforts to provide resources to the LESD community based on the needs of the most vulnerable, including unduplicated students. In particular, for those students who are low income, Foster Youth, and Homeless Youth who may not always have regular access to health services, including supporting parents with scheduling vaccines at available clinics, this action is a critical support. Providing preventative health services and rapidly responding when needs are identified increases the ability of students to attend school more often. With attendance playing a critical role in academic success, this action is viewed as a direct support of student success in the classroom and beyond. During the time of school closures, the staff within this action will play a critical role in addressing the impact of trauma caused during the pandemic or exacerbated by the conditions of school closure. As mentioned throughout, the impacts and trauma of COVID are landing disproportionately on specific student groups, including unduplicated students.

3. IT Support (2)

This area was highly considered during Distance Learning. IT supports teachers who may need assistance with access and technology with particular emphasis on how to engage unduplicated pupils with the use of Canvas Learning Management System platform, facilitating student engagement in rich rigorous content aligned to Common Core standards. The IT have created teacher classrooms within Canvas with linked to our Student Information System for student information. They have also created a Help Line for our parents in both English and Spanish in case they have technology problems after-hours. They provide Canvas troubleshooting for staff and will be providing Canvas support for parents and students. The IT team also provides support with device or connectivity issues. This action is supporting in meeting the Distance Learning and connectivity access for our low income students, English Learners, and foster youth.

4. Certificated Staff (7)

This action was based on providing learning continuity with our unduplicated pupils in mind. This staff has been trained in distance learning to provide support as a classroom teacher in case a teacher is absent to distance learning. In order to continue to provide with daily life interaction so students can have access to their peers, continuous interaction with a certificated staff, and daily work. Having additional certificated staff has unable continuity of instruction which is crucial to mitigate learning loss for low income students, English Learners daily vocabulary practice and live modeling of the English Language, and for our foster youth having interaction with their peers to have them connected to the class socially.

6. School Psychologists (3)

This action was highly considered low income students, English Learners, and foster youth. These unduplicated students need support in the areas of mental health as their families went through job loss, emotional supports and guidance to make sure they connect through distance learning and stay connected to improve their learning loss and acquire new grade level skills. As the re-engagement team works on the reasons why students may not connect, they find out that low income students or foster youth may have lost their apartment and they moved to a different location where they would need to be connected again. This action is crucial to provide these students with the emotional supports they need to continue their education.

7. District Directors (2) Administrative and Curriculum

As the district budgets personnel and services to meet the needs of unduplicated students, two district directors were diverted to meet the needs of the demands of Distance Learning. Planning distance learning schedules for different grade levels, planning curriculum that could be used in a virtual format, meeting with staff to plan a virtual benchmark that could be used throughout the year to measure student growth

and needs assessments, creating plans for when in-person instruction, meeting with stakeholders to identify the needs for any instructional model needed at the time. Moving staff from one job description to a different one to meet the needs of unduplicated students such as creating a team of yard duty staff to become a part of the re-engagement team. Providing professional development to staff performing new responsibilities. Providing professional development to stakeholders after a plan had been put together after all the feedback. This action was very effective to meet the changing needs of Distance Learning for unduplicated students.

[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, as described in detailed above, the district is increasing/improving services for unduplicated pupils by: providing high quality continuity of instruction with the use of technology, providing access to devices and connectivity, data driven planning and providing services to mitigate learning loss, support staff to provide services diverted substantially to provide different use during Distance Learning. All services, provided throughout LESD, are primarily directed toward meeting the needs of low income students which is over 93% of our student population. For this reason, allocating funds to increase services to our low income students, English Learners, and Foster Youth, was of outmost priority to meet the needs of this student population. LESD provided one to one Chromebook devices, hotspots, and headphones to all of our student population to take home to ensure internet connectivity, and therefore, a continuity of instruction. However, services are available to all of our non-unduplicated student population which is less than 6%.