

Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

The community of Lost Hills has a population of 2,264. As of August 11, 2020, there were 65 confirmed COVID-19 cases, of which 27 are reported as recovered. Many adult community members are considered essential workers, working in the agriculture and oil sectors. This has simultaneously increased the risk for COVID-19 transmission and left older children and family members as caretakers to younger family members. As households shelter-in-place, deeper community inequities are beginning to unfold including poor access to food and water, limited healthcare options, and weak infrastructure / limited access to the internet.

Schools have been closed since March 18, 2020. From March 18, 2020 to May 29, 2020, students received instruction through distance learning. Students who did not have access to the internet were given work packets. Teachers supported these students through regular check-ins via zoom and phone calls. Instruction was provided via Google Classroom. The district later transitioned to the Canvas Learning Management System (LMS), piloted in Title 1 and Migrant summer school. Meals were provided to all 1-to-18-yr-olds, from the first day of school closure to June 25, 2020. Since then, the district has had a difficult time providing meals for non-district-enrolled community members.

The 2020-21 school year began August 5, 2020, with 100% of students participating in distance learning. Teachers are busy learning new technology while both working from home (2 days per week) and school (3 days per week). With district IT cuts, the principal has had to learn how to manage and navigate multiple online systems.

Stakeholder Engagement

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

The district reached out to stakeholder groups in a variety of ways over the past five months. To begin, a bilingual parent liaison and community coordinator contacted every parent in the district to learn about technology needs. Parents and students participated in a google survey to better understand their perspective on school re-opening. Parents were given the opportunity to provide written feedback through surveys and a Public Hearing. A series of zoom meetings have been hosted by the principal to gather feedback on how to best meet student

learning needs in a pandemic environment. All meetings are held in English and Spanish. Furthermore, stakeholder thinking has been gleaned from social media posts (Instagram and Facebook) and regular conversations during commodity and lunch/breakfast distribution. And, as the internet is being installed in homes, the parent liaison and community coordinator are gathering parent and student feedback.

The district also reached out to teacher union representatives, classified union representatives, and the staff at-large, including teachers, principal, administrators, and classified to understand what would work best for them in a pandemic environment. This was done through google surveys and regular interviews / group meetings.

Lastly, the team has connected regularly with various offices within the county like the Kern County Superintendent of Schools, College Community Services, Omni Health, state and local representatives, etc. to learn best practices and get feedback on how to make the transition to a virtual environment.

The plan was presented to the School Site Council, and at a public hearing for comment and approved by the board on September 24, 2020.

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

Staff utilized regular zoom meetings to connect with parents since the onset of the pandemic. These meetings are promoted through social media platforms and text messages to all parents, and they have been really helpful in maintaining two-way communication. There is always a question and answer session in which parents express their concerns and talk about how they are feeling with all the changes. This is coupled with Facebook and Instagram live sessions. The district is finding that parents and stakeholders connect remotely to the apps and programs they are most comfortable with. Some parents desire zoom meeting sessions, others prefer social media, and there is a group that relies on text messages. As a result, the district is working to gather input from a variety of places. Families who cannot be reached by any virtual means are phoned regularly by designated staff.

For more formal public hearings, the community has been able to access through zoom meetings. For example, board meetings are held via zoom. Each household with an enrolled student has access to a computer and wifi.

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

The feedback we received from parents can be categorized into three large themes:

(1) Prioritize safety & access: parents both want their children to be as safe as possible and have access to learning opportunities -- whether remote or in person. For the most part, parents are fine with the district making decisions about when to re-open in-person learning and what safety precautions will look like when that happens. There is concern about younger students wearing masks. They do not want their children getting sick or experiencing any mental health challenges. And, they want their children to have access to the best learning possible, given these circumstances. In other words, they want access to the internet, computers, lessons and materials, and opportunities for rigorous learning.

(2) Concerns about learning loss: many parents had concerns about their children falling behind. Some noted that they felt their students were already behind and this would make things more difficult. Parents want the district to do all it can to ensure students are performing at grade level. There is particular concern about younger students learning how to read.

(3) Childcare and the ability to support young children's learning on a computer: there were many questions about how parents and caregivers would support younger students on the computer. In particular, some parents had scheduling challenges that do not allow them

to be home while the teacher is giving synchronous instruction. Also, there were questions about in-person scheduling and on/off days. What will parents do with children on “off” days if they do not have access to other childcare options?

Teachers and staff. Although some teachers appreciate the fluidity of a new schedule, many are concerned about burnout. Particularly, teachers who work with students who are younger or who might not be independent learners in a home environment. Will teachers be required to teach during the evenings? Some teachers had concerns regarding the Canvas learning management platform, thinking it might be too confusing for both the teacher and the students. Teachers also have safety concerns about being on campus.

ELAC DELAC & School Site Council. Currently, we are in the process of organizing a new ELAC group. Nominations for members have been sent home. However, we have sought the input of the School Site Council.

Students. Students had concerns about not having opportunities to connect with their peers. They also worried about whether or not they would have appropriate access to materials. Eighth graders are concerned about graduation. For the most part, students have been the most resilient with all the transitions. They are happy to reconnect to the school and are eager to do something different while at home all day.

Community groups: Community groups have prioritized behavioral health services to support families that may be going through stressful times. They asked for more streamlined ways to send referrals. They also asked for better tracking of those students receiving or not receiving services.

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

Safety concerns. To address staff safety concerns, the district is offering staff an opportunity to be on campus only three days per week, with their children on campus. Each staff member has a designated area and staff with children have a designated bathroom. The campus is being cleaned regularly in compliance with CDC regulations. Additionally, staff are required to wear masks, get temperature checks, etc. when on campus. To address parent safety concerns, when in-person school begins, the district will follow safe distancing protocols, masks, morning health checks, regular community education, and regular deep cleaning.

Scheduling. To address scheduling challenges for in-person schooling, there are a few options parents and staff can choose from. When this time comes, the district will reevaluate with all its stakeholders.

Peer connections. To address students having opportunities to connect with their peers, teachers are providing time for morning/afternoon meetings. This will be an opportunity for students to connect with their friends. Also, the district is adopting supplemental afterschool and summer sessions for students to connect more often with students and staff. And, the principal is using social media to create a school environment.

Mental health. To address challenges with mental health and socio-emotional well being, the counselor and parent liaison will work together to streamline processes for referring students to a variety of mental health services including: one-on-one counseling, small group counseling, and referrals to outside agencies. These staff will also work cooperatively with teachers to model and train on teaching SEL curriculum.

Literacy. To address challenges around literacy, the district will be continuing regular basic skills and common core assessments using online assessment tools. And, staff will receive regular professional development and coaching on (1) how to teach in a virtual environment, specifically using the new technology; and (2) how to measure student progress (and disaggregate for specific students); and (3) how to use

this information to engage in improvement practices. Additionally, an ELD aide will be utilized to work with English Learners and unduplicated students will be prioritized for afterschool and summer school enrollment.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The district recognizes that students and staff have the right to a safe campus that protect their physical and psychological health and well-being. The school campus will only be open when deemed safe for in-person instruction. The decision to reopen the school campus for classes, before and after school programs, and preschool program will be made in consultation with state and local health officials, the county office of education, and neighboring school districts. The district will evaluate its capacity to implement safety precautions and to conduct full or partial operations, and will consider student, parent/guardian, and community input. In the event that the district can only conduct partial operations, the district will prioritize students with significant learning loss, based on district assessments, for in-person learning.

The following are possible in-person instructional options:

All Students on Campus

Onsite instruction Monday-Thursday and distance learning on Friday.

Deep clean on Friday

Same Weeks

Group 1- Monday/Tuesday in-person instruction with distance learning Wednesday - Friday

Deep clean on Wednesday

Group 2- Distance Learning Monday-Wednesday. In-person learning Thursday and Friday.

Alternate Weeks

Group 1- onsite instruction Monday-Thursday and distance learning Friday

Group 2- distance learning when Group 1 is on site

Continue rotating groups each week

Deep clean on Friday

Grade Span

TK-6, in-person learning daily

7th-8th work remotely for 3 days and on site 2 days

In-person logistics: The district will modify its bus schedule, running multiple routes to ensure safe distancing practices. A core group of staff (including parent liaison) will be responsible for daily temperature checks and mask monitoring. If a temperature exceeds the limit, the student will be quarantined in a separate space and the staff will call the parent immediately. Students without masks will be provided one for the day. The district staff will re-draft PBIS expectations to include safe distancing and reinforce proper hygiene practices in classroom, restroom, and cafeteria. Brunch and lunch schedules will be staggered and physical activities will be limited to activities that can be done from a safe distance. In the classroom, students will be separated and have limited to no rotations in and out of classrooms. Teachers and staff will be required to wear masks at all times. Janitorial staff will clean daily. During deep cleaning days, janitorial staff will ensure that all surfaces (including buses) are cleaned and meet state and county standards. Parents will be advised to keep their children home if they have fever, cough, sore throat, or other signs of respiratory or digestive illness. And, if COVID19 is traced to the school environment, the district will follow CDC and state protocols for shutdown.

Student learning and competency development: Learning will be extremely challenging during this time. At the beginning of in-person instruction, teachers will spend the first two weeks on routines in the new environment. Teachers will focus on a few key standards that are particularly important for critical thinking in math and ELA. To do this, they will leverage some of the technology tools that students have already become accustomed to (i.e. Canvas, Google Classroom, etc.). They will also reinforce the districts' instructional strategy focuses: Close Reading, Reciprocal Teaching, and Read, Draw, Write with sentence frames.

Social-emotional well being: The teachers will continue to use Second Step curriculum to teach important prosocial skills. Additionally, teachers will have regular morning (or afternoon) class meetings to provide students with opportunities to check in with each other and the teacher. Plus, older students will be regularly surveyed with check-ins to see how they are doing. If a staff member suspects a student needs additional support, they will process an internal referral with the school counselor. The Student Support Services team (inclusive of outside behavioral health agencies) will consistently monitor students needing extra support. Lastly, all students will be matched to an adult mentor (a school staff member) who is responsible for checking in on the student at least once per week.

Significant learning loss: A systematic cycle to assess all learning loss will continue into this year. More specifically, students will be tested with Acadience/DIBELS via online zoom sessions by an assigned test proctor in the beginning of the year. Using this assessment, the district will prioritize reading instruction, particularly for the younger students. Small groups will be established by the Acadience results for intervention and teachers will utilize the 95% curriculum. The small group work will likely happen over the computer to limit student-to-student interaction and shifting of classrooms. A similar system will be established for math. With both subjects, short, progress monitoring assessments (once per week) will be given to see how students are progressing. To understand common core standards, the district will continue quarterly benchmarks (using IlluminatED) focused on the key standards teachers are teaching. If student performance falls in the "standard nearly met" or "standard not met" category, teachers will be responsible for adapting core instruction or providing supplemental support. The special education department, instructional aides for ELD, and migrant program will help intervene when students need intervention support or re-teaching. Furthermore, the staff will create weekly "exit tickets" via IlluminatEd that they will monitor in regular teacher meetings.

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

Description	Total Funds	Contributing
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Implement multiple transportation routes to ensure distancing practices	45,500.00	N
Hire additional janitorial for deep cleaning (provide overtime)	37,500.00	N
Purchase additional supplies and/or equipment for disinfecting and cleaning	42,316.00	N
Purchase dividers and/or other equipment to ensure distancing practices	54,115.00	N
Purchase additional PPE for all students and staff	17,450.00	N
Purchase equipment to speed meal production for multiple lunch periods	7,000.00	N
Hire an instructional aide to provide classroom support and tutoring for newcomer students/English Learners	\$33,475.00	Y
Offer extended learning activities to support achievement or grade level standards for students experiencing learning loss, giving priority to low income, foster youth, and English Learners.	137,850.00	Y
Provide teachers with project funds for project based lessons with and emphasis on supporting low income, foster youth, and English Learners.	\$6,900.00	Y
Provide professional development training and consulting services to teachers, classified staff, and administrators with an emphasis on increasing achievement of low income, foster youth, and English Learners.	\$55,000.00	Y
Provide incentives for students (Educational Field Trips, students meeting grade level standards, reclassification requirements, behavior expectations, attendance)	\$20,000.00	Y
Hire a full time counselor to provide counseling services, with emphasis on supporting low income, foster youth, and English Learners.	\$90,540.00	Y
Continue to implement PBIS- Positive Behavior Intervention System- provide an AmeriCorps Mentor	\$19,000.00	N
Provide additional student supervision before school, after school, during recess and class transitions	25,000.00	N
Pick up students from home when not ill and not in school. Place a focus on decreasing chronic absenteeism of low income, foster youth, and English Learners.	\$5,000.00	Y
Provide extracurricular activities and career learning opportunities (including Art and music), giving priority registration to low income, foster youth, and English Learners.	\$40,000.00	Y
Provide transportation for after school tutoring and extracurricular activities.	\$13,000.00	N
Implement an attendance initiative to increase student attendance, focus on increasing attendance for low income, foster youth, and English Learners.	\$3,000.00	Y

Distance Learning Program

Continuity of Instruction

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

The 2020-21 school year began with 100% distance learning for all students for the 1st Quarter. The district plans on reevaluating before the end of the quarter and will determine if it will implement: (1) 100% in-person learning; (2) 50/50 model, 2 days in-person, 3 days distance learning; or (3) continue with 100% distance learning.

Continuity of Instruction: The district understands that it may be difficult for students to transition in and out of distance learning. As such, the teachers will have the majority of their learning processes and protocols in the Canvas Learning Management System (LMS). This will help keep things consistent and less confusing for students and parents. In other words, even with in-person instruction, students will be utilizing and posting their work on the LMS. Furthermore, the same screening, intervention, and common core assessments will be utilized whether at a distance or in person. The majority of the district's math and ELA curriculum is online. And, the SEL curriculum also has an online component. In total, the curriculum and protocols for instruction will not make any major shifts and technology will anchor both scenarios.

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.]

Devices: The district's Parent Liaison and Community School Coordinator conducted an access and connectivity survey by contacting each district family. Information was gathered, and a drive-thru Chromebook pick up was set. Most district students were able to collect their device at the event. Families who were not able to make the event were encouraged to call the district office for special arrangements. Currently, all students TK- 8th grade have a Chromebook. If a device is broken or needs to be replaced, students can arrange to exchange the device at the school office or one of the food distribution sites.

Connectivity: In addition, the district partnered with Applied Technology to provide internet services to each district family who does not have access to the internet. The district is covering installation and monthly services charges through December 31, 2020. Families can choose to keep the service beyond school closure for a low rate of \$30 per month. The district is currently working on a plan to fund January - June 2021 services for those who cannot afford a \$30/mo fee. The list of families in need of the service was gathered through the device and connectivity access to technology survey. With the start of the school year, more families are realizing that their broadband connections are too weak or their hotspot is insufficient. These families are able to call the district to set up the appropriate service through Applied Technology. During each installation, the parent liaison and community coordinator are working in partnership with the company and the parents. Parents with issues are asked to contact the principal immediately so as not to disrupt student learning.

Pupil Participation and Progress

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

Overview: Teachers will track daily/weekly attendance and minutes using a weekly engagement record spreadsheet. A mark on minutes for synchronous connection (whole-class, small-group, and one-on-one / phone call) will indicate the student was present for the day. A time value will be assigned to each assignment prior to giving to students. Once an assignment is submitted, the teacher will assign the time value to that student on the same weekly engagement record. The record spreadsheet will tabulate the weekly number of minutes, ensuring

grades TK-3 receive 3.5 hours daily minimum and grades 4-8 receive 4 hours daily minimum. The weekly totals will be color coded into blue, green, yellow, and red based on the total number of minutes for the week. The parent liaison and community school coordinator will be responsible for monitoring the spreadsheets and intervening with any yellow or red students. Additionally, teachers will be required to make at least two phone call attempts home when students are not participating in whole-group synchronous instruction. After the two calls, teachers document their efforts and send the information to the parent liaison and school community coordinator. If necessary, those staff do home video calls, phone calls, or home visits to address any challenges the parents might be having.

Participation: Each teacher will have a class roster spreadsheet in which they track whole-group synchronous instruction, small-group synchronous instruction, and one-on-one synchronous instruction / phone calls for each student daily.

Time value of pupil work: Using the same class roster spreadsheet, the teacher will track time value of work for each submitted assignment.

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.]

Professional development and resources: Staff will receive traditional professional development in the beginning of the year and at least once per month. At the beginning of the year, training content will prioritize using the LMS and other virtual tools (i.e. adopted curriculum, Acadience, Illuminate, etc.). In the middle of the year, training content will focus on measuring and understanding the extent to which students are learning based on the online tasks they are given. This will be coupled with training on problems of practice related to using technology. The team will engage in regular improvement cycles, collect short-term and medium-term data, and meet weekly in PLC teams to discuss and adapt practice. There will also be a focus on the selected instructional strategies: Close Reading, Reciprocal Teaching, and Read, Draw, Write with sentence frames.

Technological support: Staff will receive regular and consistent coaching and support with technology. More specifically, the principal has been trained and will be the point person for any technology challenges. The LMS system has a 24-hour helpdesk to also help with any challenges on Canvas. Further, many educators will be matched with a support coach (either internal or external) to observe synchronous sessions, collect student work data, and provide coaching. Lastly, the school's social worker and counselor will support teachers incorporating SEL online curriculum via Second Step.

Staff Roles and Responsibilities

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

Parent liaison and school community coordinator: Although the role currently fits the description of these positions, the kinds of activities (and the amount of time spent on them) have shifted because of the pandemic. More specifically, these roles are spending much more time doing home visits, working at food distribution sites, and problem solving when families are running up against technology challenges. Further, this team will be responsible for helping monitor school arrival procedures when that time comes (i.e. temperature checks, masks, etc.)

Maintenance and operations team: Start times for bus drivers will shift as a result of new bus schedules. And, staff will need to spend more time cleaning with different cleaning products. Staff will also need to regularly troubleshoot potential safety hazards when students return to school.

Administration: Administration is working many more hours to ensure all components of school are in place. Time is spent learning technology infrastructure and software, managing new budgets and reporting, creating and following new policies and guidelines, and providing training and support to staff navigating a new learning environment. Further, staff is spending more time holding parent meetings and utilizing social media to get messages out. Also, coordinating new food distributions practices has taken some time, along with accommodating staff who have taken COVID-19 leave and need substitutes.

Nutrition: The nutrition team is spending much more time preparing meals for distribution at various sites. This requires new structures and processes to ensure food safety when traveling and setup and breakdown of food distribution sites.

Teachers and instructional support staff: Staff are maintaining the same working hours. Staff are working from home on Monday and Fridays and going to campus (with their children if needed) on Tuesday - Thursday to start the year. All of the work is online to start the school year and communicating more regularly with parents. Some instructional support staff are focused on assessments to help alleviate the burden of teachers learning new technologies.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

English Learners: Teachers will incorporate designated and integrated English Language Development in their synchronous whole-group and small-group sessions. Using technology, teachers will be intentional about (1) breakout rooms for small-group conversations, sometimes with aides supporting, to interpret, collaborate, and communicate; (2) applying language in academic tasks; and (3) using visual cues and tools to explicitly describe language and be purposeful. Further, 95% curriculum and Read Naturally will be utilized to improve the foundational aspects of listening, speaking, writing, and reading. Instructional aides will be utilized for small group activities and one-on-one virtual call support. Title 1 and migrant education programs will be leveraged to provide additional learning opportunities “after school,” on Saturdays, and during the summer. Lastly, teachers will work to (1) provide activities that parents can facilitate at home that enrich the language experience (even in home language); (2) use technology (i.e. talking points, google translate, Canvas) to translate tasks; (3) translating materials and providing meetings in Spanish or native language; (4) encourage parents to join academic activities; and (5) communicate directly with staff that are working with food distribution to relay a message.

Exceptional needs: The supplemental services listed above will also support students with exceptional needs. However, each IEP will guide decisions on support for students. Students needing speech support will receive services through an existing online vendor -- one that teachers and students are already experienced with using. Students with developmental disabilities will have virtual classroom support from a special educator and/or aide. Students who are medically fragile will be prioritized for in-person learning and special considerations will be made if students have trouble social distancing or wearing masks. If a student is unable to engage with online learning in a meaningful way, the IEP team will work (including parents) to devise a plan that best meets the student’s needs. These will likely include regular one-on-one sessions with the special educator and parent or student. The district will seek out training from the local SELPA and county office to improve online learning for students with exceptional needs. For example, the special education team will go through the accessibility and

content modules from the San Diego County Office of Education. Further, the Performance Indicator Team will monitor progress (quarterly) for each of the students with an IEP and develop solutions for in-the-moment challenges the team is noticing.

Foster care and homelessness: The district does not currently have foster care or homeless students. However, if students come into the system, the district will ensure that the social worker is case managing immediately. The social worker will maintain consistent contact with parent or guardian and teacher, serving as the primary liaison between the school and home environment.

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

Description	Total Funds	Contributing
Purchase additional devices (Chromebooks, headphones, microphones) to ensure every child has one at home and to replace devices in need of replacement.	62,000.00	N
Install Internet services for each family in need of connectivity, including initial installation, monthly charges, and equipment rental.	60,000.00	N
Purchase additional technology to deliver more effective virtual instruction (Laptops, headphones, microphones, cameras, backdrops, etc.)	22,500.00	N
Purchase Canvas Platform to deliver instruction via distance learning.	1,500.00	N
Employee additional personnel to deliver Grab and Go meals at different locations around town	21,850.00	N
Hire substitutes to cover employees taking Families First Coronavirus Response (FFCR) Act leave due to child care or illness	15,000.00	N
Provide technology support to teachers and administrators with an emphasis on supporting low income, foster youth, and English Learners.	5,000.00	Y
Hire an instructional aide to provide classroom support and tutoring for newcomer students/English Learners. <i>Activity budgeted under In-Person Instructional offerings.</i>	N/A	N/A
Provide professional development training and consulting services to teachers, classified staff, and administrators. <i>Activity budgeted under In-Person Instructional offerings.</i>	N/A	N/A
Hire a full time counselor to provide counseling services, with emphasis on supporting low income, foster youth, and English Learners. <i>Activity budgeted under In-Person Instructional offerings.</i>	N/A	N/A
Continue to implement PBIS- Positive Behavior Intervention System- provide an AmeriCorps Mentor. <i>Activity budgeted under In-Person Instructional offerings.</i>	N/A	N/A
Implement an attendance initiative to increase student attendance, focus on increasing attendance for low income, foster youth, and English Learners. <i>Activity budgeted under In-Person Instructional offerings.</i>	N/A	N/A
Purchase take home supplies for all students	7,000.00	N

Pupil Learning Loss

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

ELA: Assigned staff will be responsible for assessing students in the beginning of the year (August), middle of the year (January), and end of the year (May) using the Acadience/DIBELS assessment. The assessment tool accounts for the grade level of students and target goals adjust based on the time of year. If students fall into red or yellow categories, they will be placed in an intervention group. These students will also be monitored weekly on a Acadience/DIBELS subtest to understand how they are progressing. The district will use the Illuminate tools to monitor progress on common core standards each quarter (also with color designations). Illuminate will also provide an opportunity to assess students on key standards weekly. This information will be used to re-teach students. When needed, small groups will be formed within the classroom (using breakout rooms and instructional aides) to address specific learning needs.

Math: Assigned staff will be responsible for assessing students in the beginning of the year (August), middle of the year (January), and end of the year (May) using the Acadience/DIBELS assessment. The assessment tool accounts for the grade level of students and target goals adjust based on the time of year. If students fall into red or yellow categories, they will be placed in an intervention group. These students will also be monitored weekly on a Acadience/DIBELS subtest to understand how they are progressing. The district will use the Illuminate tools to monitor progress on common core standards each quarter (also with color designations). Illuminate will also provide an opportunity to assess students on key standards weekly. This information will be used to re-teach students. When needed, small groups will be formed within the classroom (using breakout rooms and instructional aides) to address specific learning needs.

ELD: New students identifying as English Learners will be assessed using the ELPAC. English Learners with 1 or 2 scores on the ELPAC will have opportunities for extra one-on-one or small group instruction with the assigned teacher. English Learners will also be assessed with the Acadience/DIBELS and Illuminate tools for groupings. Aides will examine student work and listen to student conversations to understand what vocabulary students are struggling with and inform the teacher of any trends that are surfacing to be addressed in whole-class or small-group instruction.

Pupil Learning Loss Strategies

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

Key instructional strategies: Based on two concrete problems of practice in ELA and math, the district has identified three key teaching and learning strategies: Close Reading (6-8th), Reciprocal teaching (TK-5), & Read, Draw, Write with sentence frames (TK-8). These strategies will be closely monitored and studied throughout the year, leveraging the use of key indicators and regular improvement cycles. They will be a focus during professional development, PLCs, and leadership team meetings. These strategies will address critical thinking skills in ELA including: how to analyze and interpret text, identify key concepts and ideas, and summarize and/or present the author's perspective. In math, these strategies address the following: how to read/listen to math problems and solve with a conceptual understanding and how to communicate mathematical thinking with visual representations and writing or verbal expression.

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

Intensive supplemental support: Students identified as English Learners and with exceptional needs will be given priority enrollment in Title I and migrant supplemental programs including Saturday school, afterschool, and summer school. Some teachers and aides will also have flex hours to support students with classwork or homework via zoom (or support parents with the assignments).

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

Disaggregated data: The Performance Indicator Review team will regularly disaggregate data for students with exceptional needs. This will result in small plans for each of the students based on need. For example, the team may learn that a student does better with math after having taken their daily medication. This would prompt the teacher to push the synchronous schedule forward for math instruction or create a designated time with the special educator, specifically for math instruction. Furthermore, when data is analyzed, students will always have their ELPAC score next to it. This will help educators understand which students to target for explicit language instruction and whether or not there are correlations with performance on other formative and summative assessments.

Low-income, foster youth, pupils experiencing homelessness: Nearly all of the students in the district are identified as low-income. However, the district plans to have the school community coordinator and parent liaison do a weekly check-in with each student/family at the food distribution site. The weekly check-in will focus on whether or not the student is experiencing any academic challenges. This information will be relayed to the teacher on record, so they are aware. The district does not currently have students experiencing homelessness or the foster care system. However, if they do, the social worker will be the main point of contact and liaison between the teacher and the home environment. The Student Support Services team will closely monitor these cases to ensure the student is getting the academic support needed.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

Basic literacy and math skills: The district will rely on longitudinal data from Acadience/DIBELS assessments to understand the extent of pupil learning loss. More specifically, the district will return to beginning of year data from 2019, 2018, and 2017 to understand how significant the gap is between those years and the new baseline year (2020). The same will be done for middle/end-of-year assessment scores. With this information, the leadership team will establish target goals for the district AND students in grades 3-8. If assessments demonstrate students are not progressing from their baseline, the district's leadership team will convene to re-examine plans and

troubleshoot any high-leverage problems of practice. Additionally, PLC teams will consistently examine this data and make adjustments to instruction accordingly.

Common core literacy and math skills: The district will adopt the same process listed above to understand common core literacy and math skills; however, staff will utilize the Illuminate tool to understand student progress.

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

Description	Total Funds	Contributing
Implement K-8th grade literacy program to increase student reading fluency and comprehension- Read Naturally for students who have experienced significant learning losses. Place a focus on low income, foster youth, and English Learners.	\$3,800.00	Y
Implement DIBELS assessment to measure the acquisition of literacy skills in Tk-5th, and 6th-7th grade students who have experienced significant learning losses. Place a focus on low income, foster youth, and English Learners.	\$15,000.00	Y
Implement Web Based Programs (ELD- Imagine Learning, Math-Big Brains, Student Assessment- Illuminate Education) with an emphasis on supporting low income, foster youth, and English Learners.	\$56,000.00	Y
Hire an instructional aide to provide classroom support and tutoring for students experiencing learning loss. Place a focus on low income, foster youth, and English Learners.	33,475.00	Y
Offer extended learning activities to support achievement or grade level standards for students experiencing learning loss, giving priority to low income, foster youth, and English Learners (before school, afterschool, summer school, during other school breaks). <i>Activity budgeted under In-Person Instructional offerings.</i>	N/A	N/A
Provide additional professional development and planning days for teachers.	6,689.00	N
Pick up students from home when not ill and not in school. Place a focus on decreasing chronic absenteeism of low income, foster youth, and English Learners. <i>Budgeted under In-Person Instructional Offerings</i>	N/A	N/A
Provide transportation for after school tutoring and extracurricular activities. <i>Budgeted under In-Person Instructional Offerings</i>	N/A	N/A
Implement an attendance initiative to increase student attendance, focus on increasing attendance for low income, foster youth, and English Learners. <i>Budgeted under In-Person Instructional Offerings</i>	N/A	N/A

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.]

Mentoring program: Each student Kindergarten - 8th grade will be assigned to a staff mentor. Every employee of the district will be matched to 3-5 students. Mentors will be trained on effective mentoring strategies and the importance of each student feeling cared for and

connected to school. Staff will be directed to contact their student mentees once per week. The SSS team will develop scripts, questions, and conversation starters for appropriate, professional conversations with students. Classified and Certificated staff will work together to develop ideas on how to contact the students such as through phone calls, facetime, cards etc. Staff will also be instructed to speak to each parent prior to beginning regular contact with students. Student contact progress will be monitored by Parent Liaison and School Community Coordinator and during biweekly staff meetings. This was critical in maintaining positive mental health and school connections in Spring 2020, so we are looking to revamp and improve this process for this school year.

Students Support Services (SSS) team: The SSS team consists of a school social worker, school counselor, AmeriCorps mentor, parent liaison, school community coordinator, administration, psychologist, and Medi-Cal mental health provider (College Community Services). A student can be referred to this team by any staff member on campus. The referral goes directly to the counselor and follows a district-adopted process map to see where the case ultimately gets managed. Students might also be monitored by this group if they fall into yellow or red criteria for student attendance. One-on-one or small group mental health services are provided via telephone, Facetime, or zoom. When necessary, parents might also be referred for support services. Furthermore, if a student has a family member in the hospital due to COVID-19, their case is automatically brought to the SSS team, regardless of whether or not they were referred by staff members or meet other attendance criteria.

PBIS Team: The PBIS team, headed by the school psychologist, is comprised of multiple stakeholders across the school campus. This year, the team has added two parents and has prioritized two key areas per assessments scores on the TFI: (1) parent engagement and (2) teaching classroom behavior expectations. With the parent engagement work, the team is looking at innovative ways to connect with parents and share information about prosocial schools in a remote and school environment. This consists of new brochures (translated to Spanish), social media posts, and zoom meetings. With teaching classroom behavior expectations, the team has introduced a new behavior section to the behavior matrix. This is helping teachers to gain consistency about online expectations.

Morning/afternoon meeting: Each day teachers will take at least 15 minutes to have a morning meeting. In this meeting, teachers can do one or more of the following: (1) check in on how students are doing; (2) review prosocial behavior expectations; (3) teach an SEL skill or concept from the Second Step curriculum; and/or (4) have a classroom community conversation about what is happening in our world. This meeting might be incorporated with short google surveys to see how students and families are managing shelter-in-place orders. The social worker will regularly train staff on how to utilize the Prepare U curriculum and the counselor will regularly provide model lessons for teachers to learn from.

Prepare U curriculum: If returning to campus, 8th graders will experience Prepare U curriculum in their health class. This curriculum looks to uncover the myths and biases of receiving mental health services in a culturally responsive way. It is sponsored by the Kern Behavioral Health Department, and two teachers are currently certified to teach the curriculum. It covers everything from self-esteem to managing depression and from substance abuse to suicide awareness.

Staff mental health supports: Staff needing mental health supports will be advised to contact the human resources department. Human resources can let staff know how to access services through their insurance providers and help describe associated costs (if any). Also, the administration will devote regular time in staff meetings to simply check in to see how team members are doing. This will come in the form of conversation prompts or small group activities. Human resources will work on building a list of substitutes that might help support team members during a time of crisis.

Pupil and Family Engagement and Outreach

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

Pupil engagement and outreach: Teachers will track daily/weekly attendance and minutes using a weekly engagement record spreadsheet. A mark on minutes for synchronous connection (whole-class, small-group, and one-on-one / phone call) will indicate the student was present for the day. A time value will be assigned to each assignment prior to giving to students. Once an assignment is submitted, the teacher will assign the time value to that student on the same weekly engagement record. The record spreadsheet will tabulate the weekly number of minutes, ensuring grades TK-3 receive 3.5 hours daily minimum and grades 4-8 receive 4 hours daily minimum. The weekly totals will be color coded into blue, green, yellow, and red based on the total number of minutes for the week. The parent liaison and community school coordinator will be responsible for monitoring the spreadsheets and intervening with any yellow or red students. Additionally, teachers will be required to make at least two phone call attempts home when students are not participating in whole-group synchronous instruction. After the two calls, teachers document their efforts and send the information to the parent liaison and school community coordinator. If necessary, those staff do home video calls, phone calls, or home visits to address any challenges the parents might be having. Staff will refer a case to the counselor if unable to address the attendance challenge. The counselor will determine if the services should go to the: (1) counselor; (2) AmeriCorps mentor; (3) school social worker; or (4) Medi-Cal behavioral health provider. The parent liaison, school community coordinator, counselor and social worker are all bilingual employees and can communicate with English and Spanish speaking parents. In addition, the district hires a district translator and several instructional assistants who are available to assist teachers with non English speaking parents.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The district currently operates under the Community Eligibility Provision (CEP) Program which allows the distribution of free meals to all district students.

In-person: When students are participating in in-person instruction, students will receive a free breakfast and lunch daily. School will add additional breakfast and lunch periods to accommodate for social distancing. When weather conditions permit, students will eat outdoors. When eating indoors, dividers will be used to separate each student.

Distance learning: When participating in distance learning, the district will provide four (4) meal locations. Meals will be prepared in the district's cafeteria and transported in coolers to each location. A minimum of two staff members will be assigned to each meal location. Grab-and-go meals will be distributed from 10:00 a.m. to 11:00 a.m. Monday through Thursday. On Thursday, children will receive meals for Thursday and Friday, with clear instructions on how to properly store and prepare the meals.

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.32%	\$696,691.00

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Needs, conditions, or circumstances of unduplicated pupils as a result of COVID-19: Based on parent and staff feedback along with data collected from multiple sources, a few trends have surfaced for unduplicated students: (1) less access to high-speed wifi services; (2) more exposure to COVID-19 from family members working in the agriculture industry; (3) less opportunity to isolate with synchronous learning sessions because of limited area in the home; (4) translation needed for parents to understand how to use technology; (5) less exposure to opportunities to practice English language development

How proposed actions are effective in meeting the needs: To best meet the needs, the district is respectively proposing the following: (1) free high-speed wifi access; (2) parent liaison, school community coordinator, and social worker serving as liaison for physical and mental health services due to COVID-19 illness; (3) headphones to help remove background noise for synchronous learning sessions; (4) Learning Management System and computer application translations for instructions and materials for parents, along with regular parent zoom calls in Spanish; (5) opportunities to connect with other students (and staff) in small breakout rooms to practice language, deliberate focus on reading application (i.e. Epic), and regular Acadience/DIBELS assessment to monitor language development.

Outside of the areas listed above, COVID-19 is impacting the entire school community in similar ways. Therefore, the majority of services written into this plan will benefit all students. However, the team will work to disaggregate data to understand the extent to which unduplicated pupils are improving and compare to the entire school community. If the teams find disproportionate growth/improvement, they will problem solve in the Leadership, SSS, PBIS, all staff, and PLC meetings to understand how to improve services.

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

How services contribute to meeting the percentage calculated as compared to the services for all students: Services will be tailored to unduplicated students in a number of ways: (1) the counselor and parent liaison will prioritize services for unduplicated students by having a marker on the internal referral form and tracking data separately; (2) an ELD aide will be matched specifically with English learners; (3) the online assessment tools and learning management system will have options for translation, text-to-speech, larger text, etc.; (4) regular check-ins at food distribution sites (from parent liaison and other staff) to see how low-income students are doing; (5) transportation for afterschool that is prioritizing enrollment for English Learners and low-income students; (6) regular parent engagement events for this specific subgroup; (7) regular professional development around supporting English Learners and low-income students both academically and socio-emotionally; (8) regular coaching on how to use improvement principles to disaggregate data and measure success for these subgroups.

How actions are expected to result in required proportional increase/improvement in services for unduplicated pupils:

-Quality (improve): The technology tools being adopted have options for Spanish translation, text-to-speech and larger print. This will help parents and students better access the academic materials. The counselor, parent liaison, administrators, and teachers will receive regular professional learning and ongoing coaching to understand how to best teach these subgroups of students and how to infuse improvement practices by examining disaggregated data.

-Quantity (increase): This subgroup of students will be prioritized for mental health and socio-emotional service with an internal referral process. An ELD aide will be used to specifically target instructional support for a set of English learners. Transportation access for this subgroup will be provided for afterschool programs. And, regular parent engagement practices will happen via zoom meetings in Spanish and regular teacher/parent communications.