

Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

COVID-19's effects are being felt all over the nation. The reach of COVID19 is unlike anything felt in many lifetimes. On March 18, 2020, the Governor issued an executive order, and the next day schools were closed. This action uncovered many social and economic issues. Some of the most considerable challenges for McKittrick were the transition from face to face instruction to digital instruction. Without our cafeteria to take care of our most needy students, they could go hungry.

McKittrick Elementary School District is blessed to have a fantastic internet connection speed. When surveyed, only two of our families reported that they did not have internet and or WIFI services in their homes. The staff soon realized that seeing our students on a Chromebook is not a replacement for face-to-face instruction. Technological problems have become the new norm. Slow internet speeds in the homes became an obvious problem with complete families working from home. Often a single interned connection was not fast enough. Our digital curriculum and Zoom were more than local internet providers could support. Now McKittrick is not competing for bandwidth just on campus, but the digital classroom is competing globally.

Our families are attempting to survive insecurities like no time since the great depression. Emotional, physical, health and financial strains are pushing many to the breaking point. Looking at life through the lens of an unknown future guided the decision-making process that McKittrick used to plan for the 2020/2021 school year. The focus is to provide the students with the resources and skills to bounce back from the setbacks of 2020. Assisting students and their families to continue to move forward in their learning process. Our main goal is to continue learning forward while not leaving any of our families behind. Learning forward will be a community-wide effort. The McKittrick school staff, students, parents, and community members will work together. Our focus on communication has never been higher. Mckittrick must strive for the highest stakeholder engagement possible. The top priority is to provide every resource necessary for the family of our McKittrick students to achieve at the highest level possible, leaving no one behind.

Stakeholder Engagement

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

The district communicated with parents and families, stakeholders, staff, and students through multiple sources including but not limited to the school webpage, the district notification system, zoom meetings, in-person meetings, daily grab and go meal drop off, and weekly work packet pickup and drop off. We paid close attention to our students and families who did not have internet connectivity at home and made sure to continue to update them as they received grab and go meals. When we delivered meals to these stakeholders we were able to keep them updated with the current news of things going on within the school community. McKittrick currently serves no English Language Learners, foster youth, or homeless students.

Additionally, the district met with teachers and other school personnel to discuss questions and concerns multiple times throughout the COVID-19 crisis thus far. Stakeholders have been invited to email or call the Superintendent with comments regarding specific actions and proposed expenditures they would like to be considerations to the Learning Continuity and Attendance Plan. Based on the multiple feedback opportunities and in-person communication with our various stakeholder groups, it was clear that the school needs to resume in-person instruction as soon as possible. Still, until that time, the district will use a combination of grade-level work packets prepared by the student's teacher and ZOOM meetings. Because Kern County continues to improve with COVID numbers, but remains on the state's watch list and virtually still shut down, we made alternative plans that also reflect the stakeholder feedback we received. The teachers will send home weekly and or biweekly packets to assign weekly work. Daily assignment packets supplemented the daily zoom meetings reinforced with the use of Class Dojo. McKittrick does not have any bargaining units. The plan and the Learning Continuity and Attendance Plan was presented on September 25, 2020, to the parent advisory committee. There were no comments or questions at this meeting for which the Superintendent needed to respond to in writing. On September 29, the McKittrick Elementary school held the public meeting. McKittrick's stakeholders had multiple opportunities to give feedback and ask questions regarding the plan. The Superintendent shared the plan again at the board meeting held on September 30, 2020. The board adopted the final plan that was agreed upon by the McKittrick Stakeholders.

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

We have provided the following options for participation in public meetings and public hearings: ZOOM and in-person meetings. In person attendance was conducted with proper social distancing encouraged. Additionally, stakeholders (students, families, parent advisory committee, and community members) were provided information regarding the options for remote participation in stakeholder meetings as well as remote participation in the public hearing and adoption meetings of the school board through word of mouth during daily "Grab & Go" in-person food delivery drop-offs, phone calls, class dojo, SIS informational all parent notifications, as well as posted on the webpage.

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

Between March and September 2020, the McKittrick Staff provided opportunities for Stakeholder groups to provide feedback on preparing and providing the best education for our students given the restrictions placed upon us by the numerous executive orders and CHDP guidance documents.

During these meetings, specific stakeholders the following feedback emerged as trends and input:

- 1) A strong desire to get students back in physical school was shared by the majority of the stakeholders..
- 2) Parents had concerns with their abilities to troubleshoot technical problems.
- 3) Parents with multiple students were concerned with slow internet speeds.
- 4) Parents were concerned about the distractions the students would have while learning remotely.
- 5) Parents had concerns about the total amount of time their students would be required to spend engaging on their computers.
- 6) Parents and Staff had concerns about wearing masks.
- 7) Staff were concerned about being prepared to send home lessons that maintained McKittrick's traditional academic rigor.
- 8) Parents and staff were concerned with the effects of physical isolation on the student's emotional wellbeing.

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

McKittrick Elementary School has a large percentage of the student population that attend as District of Choice Students. Most travel at their own expense more than ten miles to attend daily. So, the possibility of going virtual is not a new concept. Current and historical stakeholder feedback have assisted in the development of long range plans that have gathered the materials necessary to be able to continue the educational process in the event that something would hinder students from physically being on campus. Over the past fifteen years the district has invested large sums of capitol into the district's technology infrastructure. These investments have ensured amazing student and staff devices. The board has also invested in campus infrastructure, digital curriculum, stakeholder communication tools, high speed connectivity, and staff training.

- 1) The district's devices are cleaned and serviced every summer in preparation of the students return. Digital software and communication tools subscriptions are renewed. Copy machines and the lamination machines are serviced and supplied. Classroom materials ordered. White Copy Paper, Colored copy paper, pencils, glue, folders, Etc. are restocked.

- 2) The district surveyed parents and staff. It was determined that there was a need for WIFI hot spots to ensure every student could connect and be included in daily virtual instruction. For a couple of families two hot spots were provided when families had more than three students attempting to access virtual learning. Bandwidth was at a premium during the COVID-19 closure students are not the only people taxing the home WIFI's connection speeds.
- 3) District staff made recommendations to students about ways to set up their own learning spaces. When parents saw their students struggling and requested assistance, headphones were issued. Instruction was given through multiple modalities. Students received assignments on paper and on their device. The construct of the assignments was based on the student's grade level. Students received instruction on paper, through Class Dojo and over zoom. Zoom meetings were set up as whole class, small group and individual.
- 4) Teachers varied assignment types. Students were given time off screen time to complete assignments. Teachers utilized break out rooms whenever possible. K-6 Classes were broken into small groups whenever possible. The attempt was to be able to keep the students in gallery view in Zoom.
Some teachers gave some assignments that required students to get out of the house and get some fresh air.
- 5) Students had not returned to campus for in person instruction as September 18, 2020, so the concern of wearing masks has not been tested yet. There are concerns with how many students will not return to in class instruction if required to wear masks. Currently K-2 students are encouraged to wear masks but are not required to wear masks. All staff and students in grades 3-8 will be required to wear masks or face shields. The district has purchased and received donations of enough masks and shields to start in person instruction.
- 6) Finding the balance between too much and not enough rigor is a challenge. Some parents felt students were receiving too much work. Teachers felt that students were falling behind. District needs to assess students to determine learning loss.
- 7) Digital challenges include, WIFI outages, students arriving to class meetings late, families' members zoom bombing, half-dressed family members, and the use of inappropriate language / conversations in the background.
- 8) Traditionally teachers have been committed to establishing classroom expectations, norms, and rules within the first couple weeks of the school year. Then things were mostly set, and learning could begin. Virtual instruction has made our teachers rethink the start of the school year. New systems and routines are being developed for virtual instruction.
- 9) The district has hired a one day per-week psychologist to conduct small group to support students struggling with not being on campus and to meet IEP timelines. Staff have made limited home visits. Families come to campus weekly to turn in and pick up assignment's. Teachers are assigning tasks to be completed by small groups in zoom break out rooms. Staff are also recommending to parents and students to plan virtual zoom play dates using the free version of zoom.

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.]

McKittrick Elementary School will return to in-person instruction as soon as it is allowed by the Governor, CDHP, and or the Kern County Health Department. The district is currently preparing to fulfill the requirements to return the highest-need students to class through a waiver and or the Cohort style return. Our highest goal is to return to in-person learning as soon as possible. When the district can return to in-person learning, guidance will be provided on the best ways to make the return a success. We will rearrange our students/educational procedures such as maximizing the limited square footage of each classroom to allow for social distancing by removing extra tables and desks. By adding new lockers for K-4. The district will be serving meals in the classrooms and recess times for classrooms will be staggered.

To return to in-person instruction the district has assigned seating on bus routes. This will allow for proper social distancing to and from school. the frequency of cleaning has been increased, students 3-8 and staff will wear face coverings / or shields at all times except during recess times outside. The support staff will not be required to wear face coverings when working outside and away from students. The district will ensure sufficient supplies of hand sanitizers, soap, water, tissues, and paper towels. The district will minimize outside access to campus.

The following is a possible in-person full return to instructional option:

All students will return to campus five days per week. The school day will be shortened, but all grade levels will still exceed the state-required minutes. The school day will dismiss at 1:30 pm, this is sixty minutes shorter than the traditional McKittrick school day. This will allow teachers time to provide instruction to students that do not return to campus for in-person instruction due to illness, quarantines, or a parent's personal choice. On the bus, students will sit up to 2 family members to a bench, alternating rows on each side to create a zigzag pattern on the bus for all bus riders. Lunch will be eaten in the auditorium, in the classroom, or outside to allow for 6 feet of social distancing. Teachers will spend the first week of the shortened school year establishing routines that will keep students as safe as possible from infection.

To monitor and support our student's and staff's mental health and social and emotional well-being the district has hired a one-day per week psychologist. The Psychologist will also be conducting an Aimsweb assessment. This will assist the district in gauging students who are falling short of grade-level mastery and to assist in measuring learning loss. Any deficiencies that are demonstrated will be addressed by the teacher/aide, psychologist, RSP Teacher, and RSP Aid.

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

Description	Total Funds	Contributing
Purchased Personal Protective Equipment to serve our staff and students upon returning to campus for in-person instruction.	\$1,000	No
Purchased Classroom Supplies for student use at home to aid in distance learning.	\$1,200	Yes
Purchased enhanced cleaning equipment and supplies.	\$2,500	No
Hired one day per week Psychologist's time for social emotional and learning loss support.	\$20,000	Yes
Purchased WIFI hardware to ensure connectivity for students that would not otherwise have access to on-campus internet during daily instruction by the teaching staff.	\$2,000	Yes
Purchased microwave redundancy to insure internet connectivity.	\$6,000	No
Hired a crew to deep clean and disinfect campus over the summer.	\$5,000	No

Distance Learning Program

Continuity of Instruction

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

The changes to program offerings the LEA have made in response to school closures to address COVID-19 are as follows:

For staff communication:

(March – June 2020) Daily check-in on zoom or phone calls, Zoom Staff Meetings, Texting, Phone calls, On-site meetings practicing Social Distancing.

(August 19, 2020) McKittrick staff are working from campus daily Monday-Friday, ensuring adequate connectivity and resources for teachers to hold instructional opportunities. By allowing teachers to hold class from their classrooms, it ensures easy access to their materials, develops a norm for both students and staff. It also creates a more reflective classroom environment for students and staff. It allows for boundaries for the staff helping to alleviate the feeling that the staff was at work all of the time.

McKittrick Elementary School District provided its Parents/Students with:

Grab & Go, Meals

Chrome Books

Curriculum Packets

Manipulatives

School Supplies

Textbooks

Headphones

WIFI Hotspots

Technology Contracts

Educational Incentives

Parent's club encouragement packets

For Students with IEP's

IEP Meetings were held virtually using ZOOM

Students also had access to the group, and individual counseling services also using ZOOM

In order to ensure a continuity of learning at McKittrick distance learning will continue using the core curricula for all grade levels. Zoom will be utilized for synchronous instructional with students. Asynchronous instruction will be used when needed as determined by the teacher. It too will be based within our core curriculum and resources. Students assignments have been handled in various ways which include being picked up on campus, emailed, hand-delivered to school, hand-delivered to teachers' homes.

Additionally, work can be transferred during our grab and go lunches as necessary. We have used cell phone calls, landlines Class Do-Jo, texting, and home visits. Daily Attendance/Engagement is recorded daily using the School-Wise Student Information System's Attendance/Engagement Template. We will continue to find additional ways to ensure a strong continuity of learning exists for our students using our core curriculum and offering as much choice for our stakeholders as possible while ensuring a robust education whether via in-person or distance learning.

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.]

McKittrick conducted three Survey Monkey Surveys in order to ascertain the needs of students for distance learning. The first survey indicated less than five families did not have WIFI connectivity within their home. The five students did have cell service. It was discovered in the spring of 2020 that we did not ask the right questions when it came to families and their internet connectivity. Many families had adequate WIFI for normal day to day recreation. The break down came when parents were working from home, and then multiple elementary students needed to be online at the same time. Another discovery is that chrome books have little value without WIFI connectivity. After reviewing the surveys and collecting other community feedback, the district provided each student with a Chromebook or a laptop to ensure access to distance learning opportunities. The district purchased 30 AT&T Cradle Points to ensure students had adequate connectivity to be able to access their education. Every McKittrick student had a working device with access to the internet for distance learning. All students can access their digital instruction and curriculum. Some student's access was better than others and it usually is based on location. McKittrick is continuing to work with our families to support their technological and distance learning needs. To ensure internet safety for our students, the teaching staff are protected by the Untangle NG Firewall. This provides content filters while students are on the district's network.

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.]

Initial curriculum based measurement assessments will be completed by the end of September using Aimsweb. These measurements will provide a baseline diagnostic score for all students for reading and math skills. The second midyear checks will be completed at the end of the first semester in order to monitor student progress. Final checks are scheduled to take place in the month of May. Formative Assessments including core Chapter/Unit Tests from State Adopted Curriculum, and Performance Assessments will be completed as they come up in classroom lesson plans. Pupil attendance will be verified by teachers and recorded in School wise, our student information system. To ensure student engagement and to track and monitor student progress, annual daily instructional minutes, Synchronous/Asynchronous Instruction time, and Instructional/Assignment Delivery Method we will be using a combination of our current School-Wise Student Information System's along with teacher attendance logs. The time value of work for students will be verified by certificated teachers on a weekly basis. Teachers will collaborate in order to attempt to align the time value of work so that families have a more consistent and aligned system from which to support their students. Because McKittrick is so small there will be differences in the time valuing methodology used. The Time valuing method will be explained to students and their families by their teachers.

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.]

The McKittrick staff will continue to be provided with support and training regarding distance learning. Teachers were supplied with the technological resources necessary to be successful in both an individual and group setting. It included training in Zoom login, Screen sharing, Zoom meeting room setup and Zoom break out rooms. It also included classroom rostering and new year setup for Think Central, Wonders, Study Sync, and Impact History. The delivery of support for distance learning was through youtube videos, individual instruction, and peer to peer assistance. For the remaining time in the 20-21 school year the support will center on Learning loss, differentiated instruction, caring for classroom technology and mental health.

Staff Roles and Responsibilities

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

The roles of our staff are ever changing during this pandemic. In order to meet the academic and social emotional needs of our students, we have adapted schedules and roles/responsibilities in the following ways:

Our MOT/Bus driver now starts his day at 6:00 a.m.

He checks the network for any problem areas. and repairs as needed If the network is having any problems the days instruction will be disrupted.

The MOT also repairs broken devices including, but not limited to Chromebooks and hotspots.

The Superintendent's assistant assisted with device trouble shooting and the setting up of Cradle Point hot spots on the phone and in person.

Our teaching staff is providing informative ZOOM meetings to our students in both large group settings as well as individual.

Many of our staff are making weekly “community visits” to assist with delivering curriculum, assisting with internet needs, and delivering a smile and wave to our students, parents, and community members while practicing safe distancing procedures and wearing masks.

Everyone has had to step up their tech skills.

Although not new, the staff are watching additional webinars and participating in on-line trainings so they can provide the best education for all students.

Teachers have modified their normal lunch and recess times.

Classroom paraprofessionals have been assigned extra time to assist with the transition back to in person instruction.

Supports for Pupils with Unique Needs

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

The McKittrick students with unique needs are receiving additional supports. Students with IEP's, including those with specific learning disabilities and or speech, are seen as per instructional minutes dictate. Low income students as well as those who may be homeless or those in foster care are monitored for engagement and participation on a daily basis. Grade checks as well as CBM (curriculum based monitoring) monitoring also occur for students with unique needs. Additionally, each of these students have been assigned a highly trained support person as an additional resource. After their required core curriculum through ZOOM is fulfilled, extra supports are delivered that utilizes ZOOM break out rooms. Other supports included phone calls and home visits and continuing to build relationships with students and families in order to accelerate the learning process for the neediest students.

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

Description	Total Funds	Contributing
Paid all staff to attend professional development on campus (social distance adhered recommendations were adhered to) to prepare for meeting student needs while engaged in distance learning.	\$15,000	Yes

Description	Total Funds	Contributing
McKittrick Elementary School District purchased a professional Zoom License which covers all students and all teachers so that distance learning can be accessed.	\$2,500	Yes
The District renewed the following supplemental Curriculum: Language Plus.	\$500	Yes
McKittrick Elementary School District renewed and or purchased the following supplemental Digital Support Software: Starfall, Reading quiz, Education.com, Typing Pro Digital, to aid in instruction during distance learning.	\$1,000	Yes
McKittrick Elementary School District purchased new technology: classroom support paraprofessionals laptops, classroom support paraprofessionals document cameras, Cradle Point wireless routers.	\$7,500	No
McKittrick Elementary School Purchased the following parts to repair the student's digital devices, Laptop batteries, laptop power supplies, laptop keyboards, laptop headphone jacks.	\$1,250	No
Renewal subscriptions for Go Math, Wonders, Typing Pro Digital, to aid in instruction during distance learning.	\$3,000	Yes
Purchased a supplemental subscription to MOBY Max - additional math and ELA practice on line for students.	\$2,500	Yes
Hired a crew to come get student devices ready for the new school year in order to ensure that students who would not otherwise have devices actually have devices to use to access their learning. (Clean up, disinfect, and repair.)	\$3,500	Yes

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.]

McKittrick's approach to diagnosing and addressing pupil learning loss will be to approach it with a multitude of tools and resources that support both ELA and Math. Taking into account each child's unique circumstances. We believe that prioritizing the acceleration of student's learning can be done by expediting the student's exposure to rigorous grade-level content. A modern and relevant curriculum is key to every student achieving at and above grade level in all academic areas as soon as possible. To ensure students are accelerating their learning and cutting learning loss, all K-8 students will be assessed by their classroom teachers to ensure proper placement in their grade-level math and ELA curriculum. As an additional layer and for triangulation of data, all K-8 students will be formally assessed three times during the school year using Aimsweb Plus by the school psychologist. Currently, McKittrick serves no students who speak any other language than English. However, if McKittrick enrolls any English language learner students, we will test them with the ELPAC and make the necessary arrangements for them to grow academically, socially, and emotionally with our tiered intervention and extra support programs.

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.]

Once assessment data have been analyzed, the staff will develop a list of all at-risk students including those who are low income, foster youth, pupils with exceptional needs, and those experiencing homelessness who will need extra support in addressing learning loss and in accelerating their learning. Staff will work with individual families to address these deficiencies based on their status and individual needs. Specific intervention strategies may include small-group online or in person instruction for math and ELA. Intervention specific frequency will start with the second assessment administration. Students identified in Aimsweb plus as Well-Below Average: 1st–10th percentiles in Math and ELA will meet twice per week. Students identified as Below Average: 11th–25th percentiles in Math and ELA will meet once per week.

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.]

As described earlier, McKittrick staff will use as needed formal assessments (Initial, Benchmarks, Chapter/Unit Tests, and additional CBM assessments) to ensure students are making adequate progress and to account for learning loss. McKittrick Staff will use our baseline data from the beginning of the year and compare that with progress throughout the year. Improvement will be measured in this way for all students based on their unique needs.

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

Description	Total Funds	Contributing
McKittrick Elementary School District renewed the subscription to Aimsweb plus that will assist us with measuring learning loss. It will also help us to document learning acceleration throughout the school year.	\$4,000	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Based on research and the experience of McKittrick administration/staff, they determined that one of the most effective ways to monitor and support the mental health of pupils and staff during the 2020 COVID educational interruption was to promote engagement. The district will also provide any necessary mental health, social-emotional support services to address the adverse impacts of COVID-19. The school district will be using the school psychologist and other staff to create safe environments and conditions virtually and for in-person learning. Additionally, the McKittrick staff will focus on and emphasize the importance of providing regular routines. They will also focus on the need for structure to assist the students and staff with self-regulating. Promoting and teaching about the importance of healthy eating and sleeping will be necessary as students return to school. Teachers will also teach students about the importance of taking breaks and exercising in their health classes. These health lessons will help promote social well being for students and their families. To encourage positive social and mental health for students, they will be allowed to breach the six-foot distancing barrier for brief periods. These periods may occur when students are eating outside, exercising, and or playing. When the staff feels overwhelmed or disengaged, they will be encouraged to speak with our school psychologist to help. The administration will continue to remind the staff of the benefits of the Employee Assistance Program. The (EAP) is available to assist employees in coping with daily stress and helping them manage anxiety. Anxiety will be high during this time. The staff is returning to a more traditional work schedule that is not as flexible as the COVID 19 schedule. This change for the staff, combined with parenting their children, causes additional adverse physical and emotional effects that will need to be monitored and may require referrals to the school psychologist or the (EAP) Employee Assistance Program.

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.]

Administration and school staff held ZOOM meetings to reach students and their families. They also held in-person meetings to discuss plans and expectations with students and families. For students who needed to reengage (after three unexcused absences), district personnel called to find if something was wrong. The goal for McKittrick Elementary school is to resume in-person instruction for all students K-8. Getting students back on campus so they have in-person access to their teachers void of the digital distractions is job one. When students are back on campus, the district can get started on reversing the learning loss. The majority of McKittrick's students respond best to in-class, in-person instruction. The McKittrick school district will utilize the Cohort and Waiver return models. Once approved, the return will begin with the students in grades TK-4th. Administration based this decision that 94% of the McKittrick parents reported on the most recent Survey Monkey poll that they wanted their students back in school even if it took a special waiver. This poll had an 84% district participation rate. As mentioned above, the district only has two of the identified unduplicated groups, low income and special needs. McKittrick Elementary School District has ranked the needs of the students and determined that the best approach was to use a tiered return to in-person instruction.

The McKittrick ranking system is as follows:

First: All students with IEPs

Second: TK, and Kindergarten Students

Third: low-income students in 1st-4th

Fourth: the remaining students in 1st - 4th

Fifth: the low-income student's in the 5th & 6th grades

Sixth: the remaining students in the 5th & 6th grades

Seventh: the students in the 7th & 8th-grades

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.]

All meals are provided to the residents of McKittrick during the COVID closure were done so through a cooperative approach between Taft Union High School District, Taft City School District, and the McKittrick Elementary School District. The larger High School was already coming out during the summer to provide meals to their high school-aged students. The high school graciously provided the meals for all of the McKittrick families. Nonresident students were able to take advantage of meals delivered by the Taft City School District. McKittrick does not run its own kitchen for meal prep and contracts out for meals service with the Taft City School District. The fact that Taft High School assisted McKittrick with the summer grab and go meals benefited the district greatly. When the grant runs out and the need still exists, McKittrick will a contract with Taft Union High School District and or Taft City to provide needed grab and go meals. When McKittrick returns to in-person instruction the district will return to meal delivery from the Taft City School District.

For distance learning, the district’s administrative assistant went to the Grab and Go drop off location during meal distribution. She assisted with meal hand out as well as monitoring community activity. Phone calls and follow-up contacts were made to families to ensure parents knew about meal availability during distance and hybrid learning.

For in-person instruction, meals will be served to students on campus. All COVID-related safety recommendations from Kern County Public Health will be adhered to explicitly. Meals may be provided through grab and go distribution style off-site and as usual on-site meals will be offered to students.

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

Section	Description	Total Funds	Contributing
N/A	NA	\$0.00	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
7.89%	\$14,348.00

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.]

Student enrollment at McKittrick is 43% unduplicated. 100% of the district's unduplicated students are low income. Low income is the only identified unduplicated student group on campus. The program design provides some services that are primarily directed to the district's low-income students; it dedicates some action items on an LEA-wide basis. This practice allows the program to meet the academic, social, and emotional needs of the majority of the school's students. Based on Survey Monkey data, initial assessment data, virtual gatherings, in-person gathering feedback, and anecdotal evidence, the following needs have been identified for McKittrick's unduplicated pupils:

- Students tend to lack devices and connectivity to be able to access distance learning
- Additional teacher training is necessary to develop skills for accessing online platforms such as Zoom, Google Classroom, or Canvas
- Students need access to social-emotional and mental health resources
- Parents and families need intensive technology supports available from home
- Flexible times for packet pick up and drop off are required to serve students and their families appropriately

McKittrick Elementary School District has dedicated action items on a school-wide basis in the Learning Continuity and Attendance Program based on these identified needs. These investments will allow students to more fully access the curriculum and to participate in appropriate learning activities.

- The acquisition and distribution of reliable technology and connectivity
- Providing updated software and program licenses
- To provide for social-emotional engagement and mental health opportunities that will be offered both virtually and in-person by our school psychologist. (when conditions allow)

- Investing in supplemental online instructional resources to best meet the needs of our high needs students during distance learning
- Investing in additional professional development for staff to best meet the needs of our high needs students during distance learning

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

In summary, as an effort to meet the needs of our unduplicated students during the COVID-19 pandemic, the district is implementing the following action items:

- Reliable technology
- Reliable connectivity
- Up to date software/programs/licenses
- Supplemental online instructional resources
- Professional development for staff to best meet the needs of our high needs students during distance learning
- Supplemental classroom supplies for home use that support core curriculum instruction
- Hired a school psychologist to assist with social emotional and mental health needs of students and staff

In addition to the action items included in this plan, McKittrick will meet the improved or increased service requirement for unduplicated student through other ways. By continuing the ongoing efforts in maintaining a robust internet infrastructure. This includes wireless connectivity which requires the upkeep of access points, switches, etc. A robust network is one way that McKittrick can insure unduplicated students have access to a 21st century education. Additionally, the district will continue to provide free and reduced meals to every student that continues to qualify even though the district does not participate in the National School Lunch Program. Lunches are paid out of the general fund. The district will provide the time necessary for the custodial staff to a deep cleaning of the campus. This should ensure all students have a clean and safe environment in which to learn upon their return.