

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>.

LEA	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.]

Midway School District closed its campus on March 18, 2020 through June 3, 2020. During this time students received instruction through distance learning. Initially teachers prepared student work packets with added support via zoom, google classroom, emails and telephone calls. The district transitioned to Canvas Learning Management System (LMS) in partnership with Kern County Superintendent of Schools (KCSOS) for curriculum development and technical support. We discovered that Internet connectivity for our rural community families was immediately a challenge. We had to continue to offer instructions and curriculum with paper packets to some families that were not able to connect with their internet from home. Teachers supported students using Canvas LMS and students with packets. Student meals were provided daily (Monday-Friday) by Taft City Schools and Taft Union High School. Families were able to pick-up them from different locations with a simple and safe system of driving up and picking up meals.

The 2020-21 School year started on August 17, 2020 with online distance learning because our county was placed on the COVID-19 watch list which required all Kern County schools to close campuses to students. The district decided to continue to deliver student instruction and support via Canvas LMS platform. We focused on ensuring student learning, stakeholder engagement, maintaining transparency, and addressing the needs unduplicated pupils while also considering their social emotional well-being. Teachers received training and were busy learning how to manage and navigate multiple online systems before school restarted. Student participation and engagement dramatically increased in comparison to the spring closure session. Teachers were required to deliver direct student instruction and support in a synchronous and asynchronous system via Canvas LMS video conferences.

Stakeholder Engagement

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

The district has reached out to a variety of stakeholders over the past five months including students, families, teachers, and other school personnel as well as local bargaining units. Our primary reason for such drastic outreach has been to ensure that all needs are being met for each group. We have found that communication is key with responding to the COVID crisis.

The district reached out and called each family to request feedback on the reopening plans for student instruction on school campus and any other concerns they felt towards sending their child back to campus. They were also asked if they were planning on keeping their child at home for distance learning when school was allowed to reopen. We sent messages via “Schoolwise” messaging system that allows us to send text and emails that assisted with quickly informing all families with current status of COVID-19. Schoolwise was used to survey feedback from families concerning limited home internet connectivity, allowing us to assist in resolving internet challenges. We also used “Survey Monkey” to send out surveys that assisted on understanding the most pressing challenges parents were having with distance learning from home. We made sure to make phone calls and send emails to our families who speak a language other than English. We made home visits to families who did not have internet access in an attempt to help with connectivity and ask for feedback on our Learning Continuity and Attendance Planning process as well as specific actions and expenditures.

The district communicated regularly with our local bargaining units, CTA and CSEA representatives, allowing us to understand how to best keep all employees safe and to ensure that we all worked together through these incredibly challenging times. Communications happened via Zoom, emails, phone calls and in-person meetings.

Administration joined Kern County Superintendent of Schools meetings and training to gain the latest information and guidelines regarding school closures, food distribution, reopening plans and distance learning. Kern County Health Department was frequently at county meetings with the latest information to guide us through the pandemic environment.

A draft version of the LCP was placed in the front office at the school for review and in order to solicit recommendations and comments regarding the specific actions and expenditures included. The Parent Advisory Committee reviewed the plan and had not comments or questions for which the superintendent needed to respond in writing.

Many of our ongoing plans and public hearings were presented for public comment and approved by our local school board. All meeting were made available via Zoom video conferencing. A public hearing was held on Thursday, September 24th and the school board adopted the Learning Continuity and Attendance Plan on Friday, September 25th.

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

Teachers and administration utilized Zoom video conferences, emails and phone calls to promote stakeholder engagement and stay in contact with parents throughout the COVID pandemic crisis and through our various stages of distance learning. Public meetings and public hearings were accessible through live video conferencing with Zoom during all board meetings. Each household had a Chromebook computer that was provided by the district as well as a hotspot for connectivity, allowing families to virtually attend board meetings.

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

Parents:

Parents were surveyed over the summer and 80% of them were in favor of sending their children to in-person instruction. They felt confident that the reopening plan was well prepared and that it would keep their children safe from limiting the spread of COVID-19 when on the bus and on campus. They also were very understanding when it was decided that students were going to remote learning starting the

2020-21 school year. Most of the concerns were on younger students wearing face masks and the lack of real social emotional contact with social distancing requirements. There was also concerns on internet connectivity from their home and how that would impact their child's learning. Some parents also communicated the learning loss their child was experiencing, especially with the younger students K-4 grades that need specific instructions to learn how to read. All parents of course want the best possible education the district can provide given the obvious challenges during the pandemic.

School Staff:

Staff were not confident that distance learning would improve and be rigorous enough for students to stay at grade level. Student learning loss and the social emotional loss was a major concern staff were sharing. They were also unsure of the status of COVID-19 testing, and overall safety for students and staff if they were to comeback onto campus for in-person instruction. They also realized that training on Canvas LMS platform, Clever Learning and other textbook websites was going to be necessary to improve on past distance learning losses. It was decided that teachers would instruct and support students through video conferencing (synchronous) on Canvas platform. So far teachers feel successful in managing all digital platforms and in their delivery of instruction to all students. The goal has been to duplicate instruction as if they were in the physical classroom. Students are expected to attend, be engaged and turn in assignments and earn grades for the 2020-21 distance learning period.

Students:

Students have been resilient and patient through it all. They have communicated that they miss their friends and school, but they understand the pandemic concerns. Students felt short-changed during the spring closure and were especially upset on various learning opportunities including fieldtrips they had missed out on. Students now are more understanding with all the changes and are embracing distance learning this time around. As per teacher and student feedback, they are far more successful and engaged with the level of instruction and support they are receiving now.

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

Stakeholder engagement influenced the development of this plan in the following ways:

Staff:

Per staff feedback, In order to address safety concerns, teachers are currently being allowed to leave at 1:30 pm instead of 3:00 pm. Teachers are also being allowed to work from home if they have daycare needs. All staff is required to adhere to established safety protocols while on campus including: temperature checks face masks, hand sanitizing, and social distancing.

Parents:

Distance learning schedule was developed with feedback from parents, longer first break and hour lunch for all students. We also picked up hotspots from KCSOS to help those families that requested assistance with internet connectivity. We sent physical textbooks home and paper packets in conjunction with the online curriculum, parents felt this would be best for our younger students K-4.

School Campus Reopening Plan / Distance Learning:

All stakeholders had input in the development of the reopening plan and the distance learning plan: Certificated teachers, classified staff, parent advisory committee, families, board members and community members. Teachers are expected to work from their class and deliver synchronous and asynchronous instruction and support from 8:00 a.m.-1:30 p.m. this ensures access to technology and materials and a routine that closely duplicates a classroom environment. Overall, this current system has brought stability and success for all stakeholders. Parents really appreciate the level of real time instruction and support their children are receiving.

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.]

Midway School District has been committed to ensuring the safety and well-being of students and staff. The school campus will only open for students when we have consulted with state and local health officials and they deem that it is safe for their return.

Small Cohort Schedule:

Currently we have approved for a small cohort for in-person instruction for SPED students with Individualized Educational Program (IEP). These students will be offered 3 days a week with 3 hours of daily instruction and support. There will be one teacher with a maximum of 6 students in the group to maximize the level of support. Safety protocols have been implemented for transportation and classroom environments.

Safety Precautions:

Daily temperature for students and staff checks before boarding bus and when first coming onto campus; facial masks required for 3rd grade to 8th grade; 6 feet social distancing in the classroom, when lining up, and in the cafeteria; staff are required to wear facial masks; hand sanitizer will be placed in all classrooms and offices; students and staff will be required to wash hands when entering and exiting classrooms; sneeze guards will be placed in the classrooms for teachers; daily disinfecting of all classrooms and offices; bus will be disinfected before and after every bus run; students will stay in the same classroom and teacher; three lunch periods to ensure 6 feet separation; students and

staff will have to stay home if they are exhibiting any COVID-19 symptoms; district will follow protocols to close classrooms or school when CDC and KCHD recommends.

Full Reopening Schedule:

All students (k-8 grades) would come on to campus for in-person instruction from Monday-Friday, 7:50 a.m.-1:30 p.m. There would be 3 lunch periods to ensure 6 feet social distancing instead of the one lunch period offered before COVID-19. Recess would also be limited to 20-30 students per recess break. These lower numbers would help aides supervise student distancing and manage restroom visits. Staff would use the first week back to adjust students to new routines and safety guidelines. We would also use this time to support mental health and social emotional well-being for students and staff. Counselors would be provided as needed. Teaching staff would use multiple measurement tools to evaluate and identify students with learning loss. Any deficiencies demonstrated will be supported by using aides for small groups or one-on-one development sessions. Additionally, we would also utilize supplementary programs as intervention: Accelerated Reader, IXL and Khan Academy, Extra Math, Moby Max and EPIC.

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

Description	Total Funds	Contributing
Purchase PPE for students and staff	\$1,500	N
Hire extra staff for helping with social distancing and deep cleaning	\$10,000	N

Distance Learning Program

Continuity of Instruction

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

Midway School started the 2020-21 school year with full online distance learning for all students and will continue to offer distance learning until we are off the California’s COVID-19 Watch list.

In order to provide continuity of instruction and learning to ensure that pupils have access to a full curriculum, we are utilizing “Clever” as our single sign-on landing page for all our students. This site helps organize all our online resources, grading and textbooks, making it efficient and easier for staff organize and student to access. This was an important addition; parents and student were discouraged with access during the spring school closure. Students can simply use a badge that quickly allows them access to all their resources. Within Clever is “Canvas” Learning Management System where students go to receive their daily instruction via video conferencing. They also use this platform to post their work and access their grades. Teachers understand that the goal is to make every attempt to duplicate instruction and

use board approved curriculum materials that would be used in the physical classroom. To help with this process we sent home all physical textbooks along with access to digital textbooks. Our entire core board adopted curriculum has digital platforms that allow for teachers to assign and access student work. Clever single sign-on has made this transition a success, allowing students to simply click and be at the website without having to remember usernames and passwords.

Students and staff are held accountable to a schedule from 8:00 am-1:30 pm. Daily attendance and engagement is recorded daily with “Schoolwise” student system and CDE engagement template. Teachers are required to work in their classrooms, ensuring they have connectivity and access to their resources for successful instructional opportunities. Students also gain the routine and structure that is necessary for successful learning environment for both groups. Teachers are instructing and supporting in a synchronous manner for all subjects. There is far more engagement and participation that mimics in-person instruction.

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.]

We utilized surveys of our families to ascertain the needs of students around distance learning. We learned that 90% of our unduplicated students lacked the equipment that would enable access to their student’s distance learning experience. For students who were unable to access devices and connectivity following our initial school closure in March we have contacted them via phone to learn about any unique needs they might still have in accessing their student’s learning. Therefore at this time, we are ensuring that our students have access to devices and connectivity in order to participate in their education.

Devices:

All students were assigned a Chromebook computer to take home during the distance learning period. We also purchased 40 Chromebook computers from KCSOS to ensure that we had enough if we had to replace malfunctioning devices. All Chromebook computers were installed with software for content filtering through “Relay Dashboard” by Lightspeed. Technology equipment necessary for teachers to conduct distance learning from their classroom was also purchased: Web cams, documents cameras, writing pads, speakers, updated access points and laptops.

Connectivity:

Our community is in a challenged rural area on the west side of Kern County that has a limited number of internet companies that offer internet. Some families required Kajeet hotspots that were provided by KCSOS with unlimited usage. In some cases we purchased hotspots from their own carrier that worked best given their home location. We currently have 98% of all students with internet connection.

Additionally, we are ensuring students and families have access to technical help as they need it via phone support at the district office.

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.]

Teachers:

Teachers will track using “Schoolwise” student system to track daily attendance and minutes for each student on their roster. Teachers are required to verify and document if they are delivering instruction in synchronous or asynchronous mode. They verify and track that students are attending for the required 240 daily minutes through the same Schoolwise system. Teacher are also using the CDE “Weekly Engagement template” that documents participation. The time value of work via is established by certificated teachers via collaboration as they work together to align assignments and assessments at each grade level. Teachers are required to monitor participation and engagement via calling parents of students and that miss more than two days of instruction in a week’s time.

Administration:

Teachers are required to hand in weekly lesson plans for review by administrator. Weekly meetings with all staff via Zoom video conferencing help evaluate student progress and possible intervention that might be necessary. These meetings are valuable to the process of ensuring there is a coordinated effort to student participation. Overall, administration reviews and verifies all attendance and engagement documentation.

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 significant amount of professional development was focused on two platforms: Canvas Management system and Clever single sign-n system. The teaching staff attended multiple training sessions for “Canvas Learning Manage System” that were offered through the Kern County Superintendent of Schools staff. These trainings were incredibly helpful for our staff that had to very quickly learn the system. This partnership of support continued over the summer in preparation for the 2020-21 school year. Teachers also had an assigned Canvas LMS support staff to reach out and receive support. KCSOS also assisted with any ongoing technology issues and the syncing of staff and student information from our student system Schoolwise. There was a lot of collaboration that occurred amongst the teaching staff to speed up the learning curve, these occurred mostly via Zoom video conferencing. Teaching staff also fully embraced “Clever” that helped them organize all their digital resources in one place. They attended a webinar and watched many tutorials on management of system. They also attended trainings for our newly adopted Science curriculum (TCI). The principal worked closely with staff to purchase all necessary technology equipment and devices needed for the distance learning environment.

Staff Roles and Responsibilities

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

The roles and responsibilities of staff have not changed much during this pandemic period. We are a small school with a staff of 12 that already have multiple roles and responsibilities. MOT/bus has focused more on campus maintenance and working on projects he’s wanted to get to. Administration has quickly familiarized and has been trained more on technology and any other resources that would be valuable to the distance learning environment. Teachers have had to work out of their homes for part of the closure. They also have had to immerse themselves in the world of technology in preparation to deliver virtual instruction to meet academic and social emotional needs of students.

Classified staff is supporting the teaching staff with the preparation of materials that were sent home with students. Classroom aides received training on assisting teachers with Canvas LMS, Clever platforms and any other websites to support students.

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.]

Students with unique needs including pupils in foster care, those experiencing homelessness, and those with exceptional needs will be supported by their certificated teachers as well as their assigned classified classroom aide and other paraprofessionals as needed. Our current distance learning environment is very supportive and focused on providing intervention to any student that requires it. We have a classroom aide for every combination class to ensure that both grades receive small group or one-on-one support. These classes utilize break out rooms within video conferencing to provide more attention to individual students, and if necessary, individual break out rooms for individualized instruction and social emotional supports. Identified English Language Learners receive supplemental academic supports during our afternoon periods dedicated additional supports.

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

Description	Total Funds	Contributing
Purchase Lightspeed content filtering for Chromebooks for student use.	\$600	N
Purchase Chromebook Computers for student use at home.	\$14,000	Y
Purchase Kajeet hotspots for student use at home.	\$1,000	Y
Purchase Canvas Learning Management System for distance teaching and learning.	\$600	Y
Extra duty for certificated and classified staff to learn how to support the technology and connectivity for students and their families – EX: Clever.	\$1,000	N
Student Learning Packet printing for those with connectivity issues and those who are behind with their work and learning.	\$ 2,500	Y

Pupil Learning Loss

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

Teachers will administer formal initial assessments to evaluate for potential learning loss. These assessments will be compared to established district's formative district benchmarks for Language Arts, Math and English Language Development. Accelerated Reader will be used to confirm student reading levels. Go math diagnostic tests will be used to collect data for student math levels and throughout the school year to measure progress. Teachers will develop an intervention plans with strategies that address key standards and then seek resources and staffing to provide the intervention for each student that requires it. Small groups will be formed within the class to address specific learning needs (break out rooms in Canvas). Classified staff will be utilized to offer extra time and attention for student supports both academically and social emotionally such as social groups and relationship building.

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 our teachers have completed all initial assessments and evaluated data, they will create intervention lists for all unduplicated students including our English learners, low income, foster youth, as well as those with exceptional needs and those who are experiencing homelessness. Teachers will work and build capacity with individual families to develop independent learning plans to address student's deficiencies.

Regular Intervention strategies for students less than half a year behind include: one-on-one Canvas video conferences during our tutoring session at 12:30 p.m. or small group instruction during regular class instructional session or during the tutoring session.

Specific intervention strategies for students two or more grade levels below will receive three supplemental thirty-minute sessions of tutoring and students that are one grade level below will receive two supplemental thirty-minute sessions per week. These specific sessions will be after school from 1:30 to 2:00. Supplemental sessions would also be administered in small groups or on-on-one depending student needs.

Currently, we only have one English language learner who receives all day one-on-one and small group support. Nearly 60% of all students in our small school district are identified as low income and because of our small class sized (average 8 students per grade) are already receiving some level of small group support. We also currently don't have any foster care students or students experiencing homelessness.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The district relies on weekly teacher meetings to discuss student progress and intervention strategies. We also schedule a monthly meeting with more time dedicated to closely evaluate data and progress for students identified with learning loss. We use our baseline data from the start of the year and compare that with progress. If assessments demonstrate students are not progressing from their baseline, teachers will convene to re-examine individual plans and adjust accordingly.

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

Description	Total Funds	Contributing
Maintained additional certificated staff hired to keep class sizes lower. This action enables teachers to better address student learning loss and accelerating learning, especially during the COVID 19 crisis.	\$80,000	Y

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.]

Teachers have been directed to monitor student social and emotional well-being by scheduling a 15 minute morning or afternoon sessions to: have students share their daily routines, share how they're coping with isolation, and have them share their hobbies or interests, etc. Teachers and staff were provided training and professional development on a process to follow in order to report any social emotional and or mental health concerns that might need the intervention of mental health professionals. Administration will then decide if it requires parent involvement or if a counselor needs to intervene. Currently we have access to KCSOS counselors and College Community Services (CCS) Counseling.

Staff needing mental health supports will be directed to contact the human resources department to receive resources and any directions on accessing services through their insurance providers. Administration will also make during regular meetings to check in to see how staff is doing with their social and emotional well-being. One-on-one casual conversations will also be used to gauge status of staff well-being.

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 mailed and posted on school website, the guidance and expectations document that outlined how the school was going to proceed for the start of the 2020-21 school year with distance learning. As stated earlier, teachers will track student's attendance and minutes using weekly engagement CDC template spreadsheet. More importantly, all our teachers are on video conferences for all subjects with synchronous instruction for the entire 240 minutes for 4-8 grades and 210 minutes for K-3 grades. We are a small school with a total of 75 students and keeping track of student engagement or participation is quickly identified and acted on by teacher or office staff. Our re-engagement procedure requires that classroom teachers initially make phone call to parents for all pupils who are absent from distance learning for more than three school days or 60 percent of the instructional day in a school week in order to attempt to resolve issues and or challenges. The teacher would document and refer to administration if student does not improve with participation within two days and who

is at risk of additional learning loss. The administrator will reach out to the student’s family to ask how we can help with re-engagement determine if a counselor or social worker is required. If the teacher and or administrator cannot reach the family, the superintendent will do a home visit to support.

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.]

Distance and Hybrid Learning

When participating in distance learning (or hybrid learning) all of our students have the opportunity to receive a FREE “Grab & Go” lunch meals at 11:30 a.m. Monday – Friday.

In Person Instruction:

When students are participating in in-person instruction, daily meals are delivered to our campus cafeteria from the Taft City Schools on a regular schedule.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

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
9.75%	\$52,619

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.]

Based on parent and staff feedback through phone calls and surveys, the following needs have been identified for Midway's unduplicated students, as a result of the COVID-19 pandemic crisis: 1.) Limited or no internet connectivity to gain access to learning 2.) Need a schedule or routine for their child to learn 3.) Need a computer or device to gain access to learning 4.) Quiet place for student to learn

The district has dedicated the following action items in the Learning Continuity and Attendance Plan based on these identified needs. To best meet the needs, the following are the proposed actions on a school wide / LEA wide basis: 1.) the district has made the commitment to work with families and internet providers to provide services for connectivity by purchasing internet and hotspot devices to have families gain access to the internet. 2.) The district purchased Chromebooks for student use at home to connect with hotspots to ensure student access to their education, 3) The district will offer additional instructional opportunities via certificated teachers to offer students with the greatest learning loss (offered the services first) during in person academic instruction after school. 4) the district will maintain an extra teacher to continue to decrease class size so that students and teachers have more one to one and small group time to differentiate instruction to best mitigate learning loss.

[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 actions for unduplicated students first, then will consider the needs of others:

1.) Unduplicated students will be supported by a teaching staff that is trained to identify valuable technology/website resources that support intervention. Administrator will ensure that teaching staff have updated and functioning technology in their classrooms and order any materials or subscriptions necessary to support services. Professional development will be part of the overall plan to ensure we stay focused on the continual evaluation of needs to students. Teaching staff will use weekly and monthly meetings to discuss and evaluate actions and adjust as needed.

- 2.) Are one English learner will receive additional staff support with small groups or on-one-one sessions. Individual will also participate in our in-person cohort for 3 days a week. This will give the individual more opportunity to acquire the English language by listening and speaking. We will also purchase any necessary equipment or materials to support language acquisition. This will dramatically improve services required and also help with any internet connectivity issues they might be having from home.
- 3.) Consistent parent engagement will help improve communication between family and school. Scheduled meetings with parents and teachers via Zoom or Canvas will ensure that best practices and intervention are working. These meetings will also help quicken the evaluation process and improve services.
- 4.) Purchase of connectivity devices and contracts for distance or hybrid models.
- 5.) Purchase of Chromebook devices for access to learning in a distance or hybrid models.
- 6.) Supplemental learning opportunities for students with the most learning loss.
- 7.) Maintaining of extra certificated teacher to reduce class size and increase supports to unduplicated students.

The preceding actions developed by the district are specifically designed to provide more intensive and differentiated services for unduplicated students.