

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.]

In the Spring of 2020, the Norris School District became aware of the impact of the COVID-19 pandemic and the potential school closure, so immediate plans were put in place. Knowing that there wasn't a lot of time, we first prepared paper packets to be able to send home with our students so they would be able to continue their learning without interruption. Once the school closure occurred, we began implementing plans for distance learning so students could continue to have regular interaction with their teachers and the academic process. We developed guidelines for communication with families and delivering lessons in an online format. We surveyed families to determine what kind of device access they had at home and gave opportunities for families to check out Chromebooks in order to participate in distance learning from home. Non-classroom-based teachers and instructional aides assisted teachers by contacting students and families to provide additional support as needed. They also provided additional resources and activities that can be accessed by all students on our website.

With the uncertainty of whether we would be able to return to school in Fall 2020, we began preparing for the possibility of starting school in a modified format. To start, we invited both certificated and classified staff members to participate in task force sub-committees (Student & Staff Safety, Special Education/Social Emotional Learning, Extended Day Care/Food Services, Student Learning) in order to solicit ideas and gather input in specific areas regarding reopening. We drafted several different reopening options and surveyed staff and parents regarding preferences, suggestions, and concerns. With the information gleaned through this process, we fine tuned schedules and plans and presented them at several board meetings where people were able to make public comment to provide further input. Ultimately, we compiled all of this information into a COVID-19 Mitigation Plan that is available for viewing on the district website.

Some of the initial and continuing major impacts our students and families experienced as a result of the closure were the disruption of extracurricular activities as well as a significant reduction in the interaction with teachers and staff. To address this during the Spring 2020 closure, we provided ideas for fun activities to do at home with their family members. Teachers and staff also made efforts to reach out several

times a week to make contact with families and students in order to maintain a personal connection and offer support. For families that were directly impacted by a COVID-19 diagnosis, the district had counselors and psychologists available to provide direction and emotional support for these students and families.

While continuing to support students and families as we did in the spring, the district is able to provide more extensive and structured services for the fall. There is increased teacher interaction, student and staff accountability, a variety of resources for social emotional support, and extension/elective activities/courses for students to participate. We are also providing our staff with many professional development opportunities to help them navigate this unique way of delivering instruction. It is our ongoing goal to make any necessary adjustments moving forward in order to ensure quality instruction for our students while offering ample support to our staff so that, collectively, we can effectively and efficiently meet the needs of our Norris students and families.

Stakeholder Engagement

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

Task force sub-committees comprised of certificated and classified staff volunteers met several times throughout June and July to discuss ideas, suggestions, and concerns regarding reopening in the fall. All staff were given the opportunity to participate. Meeting dates are included here. All stakeholders were provided opportunities to submit written comments regarding actions and expenditures included in the LCP Plan, providing prior notice of the meeting's agenda. The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the Learning Continuity Plan was available for public inspection. The public had the ability to submit written comments in order to speak at the public hearing regarding the Norris Elementary School LCP. The board as well as the community asked questions regarding the Learning Continuity Plan but provided no feedback to the district to consider regarding the Learning Continuity Plan (see the Sep 9, 2020 School Board Meeting Minutes). To date, the superintendent has not responded in writing to any stakeholders as there were not comments or questions submitted that came from stakeholders in the public hearing or at any prior presentations, including DELAC and PAC meetings.

Student & Staff Safety Sub-committee: 6/8/20, 6/11/20, 6/25/20, 7/14/20, 7/16/20

Special Education Sub-committee: 6/9/20, 6/16/20, 6/18/20, 6/29/20, 7/28/20, 8/4/20, 8/12/20, 8/18/20

Social Emotional Learning Sub-committee: 6/9/20, 6/17/20, 6/25/20, 8/7/20, 8/24/20

Extended Day Care/Food Services Sub-committee: 6/10/20, 6/17/20, 6/22/20, 6/29/20

TK/K Student Learning Sub-committee: 6/11/20, 6/23/20, 6/25/20, 7/2/20, 7/14/20

1st/2nd Student Learning Sub-committee: 6/11/20, 6/17/20, 6/23/20, 6/25/20, 7/14/20, 7/17/20

3rd/4th Student Learning Sub-committee: 6/11/20, 6/17/20, 6/23/20, 6/25/20, 7/14/20, 7/16/20

5th/6th Student Learning Sub-committee: 6/11/20, 6/17/20, 6/23/20, 7/14/20

7th/8th Student Learning Sub-committee: 6/11/20, 6/12/20, 6/16/20, 6/18/20, 6/23/20, 6/24/20

Certificated Bargaining Group: 7/28/20, 8/20/20, 8/27/20, 9/1/20, 9/14/20, 9/22/20

Classified Bargaining Group: 9/17/20, 9/28/20

School Site Q & A Meetings: 9/23/20 (NES & WBE), 9/30/20 (ODE, VES & NMS)

Executive Cabinet Meetings: Weekly on Mondays, 9/10/20

Administrative Council Meetings: 7/30/20, 8/25/20, 9/15/20

Principal Meetings: 8/5/20, 8/14/20, 9/21/20

ELAC: 5/18/20 (NES), 5/21/20 (ODE & VES), 5/22/20 (WBE)

DELAC: 5/26/20

PTC: 8/26/20 & 9/21/20 (NES), 8/6/20 & 9/11/20 (WBE), 8/20/20 & 9/17/20 (ODE), 9/17/20 (VES)

SSC: 9/17/20 (NES), 9/24/20 (VES), 9/29/20 (ODE), 9/29/20 (WBE)

In the future, additional sub-committees may be formed to provide other stakeholder groups the opportunity to give feedback in this format.

Surveys were sent out to both staff and parents to gain insight into their priorities and concerns regarding the potential learning models. Notifications of these surveys were posted on the district and school websites and social media accounts and sent out via email and robocall. Non English speaking families were encouraged to reach out to the Director of Academic Services or the English Learner Coordinator for assistance in accessing and completing the surveys. Norris Elementary School District considered and used all stakeholder feedback prior to approval of the Learning Continuity and Attendance Plan. The survey dates are included here.

5/29/20-6/5/20: Initial Family/Staff Reopening Survey

6/23/20: Reminder letter sent to update families and allow more time to respond to initial survey through 6/28/20

7/13/20-7/20/20: Follow-up Staff Reopening Survey

7/14/20-7/19/20: NSD Learning Model Preference Survey

7/22/20-7/29/20: NSD Learning Model Registration

Additional surveys will be sent out prior to the reopening of school to seek further input regarding what the reopening process will look like and whether families plan to have their students attend in-person instruction or continue with distance learning.

In addition to the regularly scheduled board meetings, several special board meetings were scheduled to keep the school board, staff members, families, and community informed regarding reopening plans and to allow for public comment regarding survey results and potential options for reopening. The board meeting dates are included here.

6/10/20: Regular Board Meeting - Report on Staff & Parent Surveys for Reopening of Schools

7/8/20: Regular Board Meeting - Discuss Considerations for the Reopening of the 2020-2021 School Year

7/13/20: Special Board Meeting - Present the Proposed Plan for the Reopening of the 2020-2021 School Year

7/21/20: Special Board Meeting - Present & Approve the Updated Proposed Plan for the Reopening of the 2020-2021 School Year

9/9/20: Regular Board Meeting - Overview of Learning Continuity & Attendance Plan

9/22/20: Special Board Meeting - Review Updates to Learning Continuity & Attendance Plan

9/25/20: Special Board Meeting - Learning Continuity & Attendance Plan Public Hearing

9/28/20: Special Board Meeting - Approval of Learning Continuity & Attendance Plan

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

Stakeholder meetings were promoted in a variety of ways via website postings, social media posts, and robocalls. All of these meetings could be participated in virtually via livestream video and/or in-person attendance (with safety precautions and social distancing requirements) at the Norris Middle School multipurpose room where the meeting was live streamed. The district encouraged public comments to be submitted to the board via email prior to the scheduled board meetings so they could be reviewed by the board ahead of time. People in attendance at the NMS multipurpose room were able to make public comment in real time through video conferencing.

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

The various subcommittees established early on provided essential feedback regarding what both hybrid and distance learning might look like and what procedures and safety precautions would be needed to ensure a successful transition. Upon compiling their feedback and sharing it with other stakeholder groups, including bargaining groups, classified and certificated staff, parent groups (ELAC, DELAC, PTC, SSC), and administrative team members, some of the consistent feedback received was the need for more devices to be purchased to reach

a one-to-one student to device ratio, meeting with smaller cohorts of students to meet social distancing guidelines, establishing AM/PM cohorts for elementary and A/B cohorts (alternating days) for middle school and having Wednesdays as a distance learning/deep cleaning day. Wednesday is also a day that will provide teachers with additional preparation/planning time. Stakeholders felt it was important to have health screenings (i.e. temperature checks and questionnaire) as well as in depth procedures for how to address sick staff/students as well as contact tracing. It was also important that as we transition back to in-person learning, families have the option to continue with distance learning if they choose to.

Initial Family/Staff Reopening Survey Results - More than 50% of our staff participated in the survey (278 responses - approximately 100 classified and 178 certificated). 1,409 families responded, representing more than half of our student population (2218 → 704 = single child, 1104 = 2 children, 410 = 3 children). More than 75% of respondents chose traditional learning as the preferred instructional model. Of the four options presented for returning to school with social distancing requirements, the half day A/B model alternating 2 cohorts of students was ranked first by both staff and parents. 23% of families expressed interest in an online only virtual scenario, while 45% of teachers responded they might be interested in teaching via this method. Staff and parents agreed that math is the most difficult subject to teach during distance learning and social studies is the least challenging. Staff and parents also agreed that older students are better equipped to navigate distance learning than younger students. In regards to agreement with CDE guidelines, opinions varied depending on the precaution. Temperature checks were the most agreed upon precaution while restricting outdoor play was the least popular. While 48% of our families reported that both caregivers work outside the home, about 40% of our families reported they require daycare for their school aged children and 35% reported they need bus transportation. Additional considerations mentioned by families and staff were the concern for the health and safety of students and staff, traditional in-person instruction being a key factor in student success, daycare needs, social and emotional well-being of staff and students, and improvement and consistency of the comprehensive distance learning experience.

Once the survey was reopened and a reminder was sent to parents, participation by families increased to 67% (2800 families) responding. The traditional model was still by far the most preferred instructional model. Almost 25% of families shared that they would still choose distance learning even if in-person instruction was available. There was very little change in regards to the other measures.

Follow-up Staff Reopening Survey - Compared to our initial survey in June when 94% of staff indicated in person instruction as a preferred while 6% chose distance learning, the results changed significantly. Instead, 62% of elementary and 50% of middle school staff selected in person instruction as their preference, while the remaining chose distance learning. Staff comfort levels varied considerably between instructional models ranging from some not being comfortable at all with either in person or distancing learning to being comfortable with no concerns in either model. The three main concerns shared by staff were safety, human resource protocols, and instruction.

NSD Learning Model Preference Survey - This survey was sent out to determine family preference for their students if in person instruction were to be offered. The information was intended to help with planning purposes and for determining staffing. 84% of families responded to the survey and 33% of those respondents stated they would still utilize distance learning if in person instruction were being offered. This is 6% higher than the previous survey.

NSD Learning Model Registration - After determining that we would not be able to return to in person instruction, we had to begin planning for reopening in a distance learning format while also preparing for how the transition to in person instruction would occur. Knowing that the first step would be to move to a hybrid model and that the timeline was unknown, we asked parents to register their students for whichever scenario they would choose once we began making the transition back to in person. Parents also indicated whether they would need a technology device for their student to participate in distance learning. When given the two choices of transitioning to the hybrid model or

continuing with distance learning, results indicated that 70% of would return to in person learning in a hybrid model while 30% would stay in distance learning. 59% expressed that they would need to use a district provided technology device.

The feedback provided via public comment at the board meetings was consistent with many of the concerns expressed in the surveys sent out. The health and safety of students and staff was the primary concern expressed by many. Daycare for families with both parents working outside the home as essential workers as well as for our own staff members was also of great concern. Another worry expressed was the ability for teachers to provide a quality educational experience through distance learning and the ability for parents/caregivers to provide adequate support to students at home.

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

In reviewing the abundance of feedback received through the various stakeholder meetings and surveys that extended opportunities to provide input, the district was able to make informed decisions regarding how to move forward with the Learning Continuity and Attendance Plan. Included are some of the aspects that were influenced by stakeholder input.

- The A/B model (4 day a week AM/PM for elementary and full day M/T or Th/F for middle school) was the more desirable model for reopening
- The district will transition to the Canvas Learning Platform for providing distance learning instruction
- Once the transition to hybrid learning occurs, distance learning will continue to be provided as an option for those families uncomfortable with in-person instruction
- Establish guidelines for both staff and students for both the distance learning and hybrid instructional models
- Develop a plan for providing Social Emotional Learning support
- Ensure staff has sufficient time for planning and creating distance learning content
- Address concerns regarding the additional challenges special education students will face in the distance learning model
- Require grading and hold students accountable for participating in distance learning
- Include specifics in guidelines that ensure distance learning will be delivered in a consistent and equitable manner for all students

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.]

Hybrid Model

We will move to this stage when Kern County is no longer on the State Monitoring List. In order for students to mentally adjust to in-person instruction, this may be done gradually by grade level to allow time for students and staff to acclimate. From an academic standpoint, we will align the transition with the mid/end of quarter if practicable. The purpose of the Hybrid Model is to reduce class sizes (classes will be divided into 2 cohorts) and maximize spacing between students and the teacher in order to meet the social distancing guidance. Therefore, a typical class size/cohort for grades TK-3rd will be 12-14 students. A typical class size/cohort for grades 4th - 8th grade will be 14-16 students. Class size is dependent on enrollment and may fluctuate throughout the year. Class size will also be impacted (reduced) by the number of families who are uncomfortable with in-person instruction and choose the distance learning option.

The following protocols will be in place:

- As mandated by the Governor, face coverings are required for students in grades 3rd - 8th and strongly encouraged for grades TK - 2nd. Students in grades 3rd-8th will be excluded from in-person instruction if they will not wear a mask.
- Minimize movement of students and teachers. The cohort of students will not intermingle with other students (including recesses and lunch).
- Daily safety procedures will be in place: temperature checks, scheduled hand washing, no drinking fountains
- No visitors or volunteers on campus
- Modifications to campus entrances and exits
- Bus transportation will only be provided to our special education students who require door-to-door service
- Protocols in place in case of symptoms being present or a COVID-19 diagnosis. There will be a designated health quarantine location on each campus.
- Enhanced sanitization practices (scheduled cleanings throughout the day, especially on high touch surface areas). Deep sanitization between each cohort and on Wednesdays.
- Siblings at the same site will be placed on the same hybrid schedule.

TK-6th Grade Schedule:

Cohort A will attend in the mornings from 8:00 - 11:00 am on Monday, Tuesday, Thursday and Friday. Cohort B will attend in the afternoon from 12:00 - 3:00 pm on the same days. Distance learning will be provided daily to 1st-6th grade students in addition to the in-person instruction in order to meet required instructional minutes. There will be no in-person instruction on Wednesday. It is set aside for distance learning, teacher planning and preparation and meetings.

TK-6th Extended Daycare Option

Daycare will be provided for families who are registered for the EDC program before and after school. Daycare students will be placed in the AM cohort and daycare will be provided in the afternoons. Students will be kept in their classroom cohorts during EDC.

Middle School Schedule:

The middle school schedule will be different than elementary school. Cohort A will attend classes on Monday and Tuesday. Cohort B will attend classes on Thursday and Friday. There will be no in-person instruction on Wednesday. It is set aside for distance learning, teacher planning and preparation and meetings. In-person instruction will begin at 8:18 am and the day will end at 2:18 pm.

Instruction

Lessons and instructional delivery will be aligned to the Common Core State Standards and teachers will continue to utilize district-adopted curriculum in addition to supplemental instructional resources that support implementation of the state standards. In addition, our library staff has made a variety of books available to students who also have access to a digital library through a resource called myON in an effort to ensure all students can maintain a focus on literacy.

Understanding that many students will be suffering from significant learning loss, teachers are addressing gaps as they are encountered while teaching the current grade level curriculum. This is accomplished through focused mini-lessons and scaffolding. In addition, students are participating in prescriptive digital assessments that identify learning gaps and assign digital lessons to address the specific skills they are lacking. This allows for individual development of skills and provides a way for teachers to closely monitor student progress as they strive to intentionally mitigate the learning loss.

Social Emotional Learning

During distance learning, teachers established time each morning to address the social emotional needs of their students and connect with them in a non-instructional manner. In addition, teachers began implementing a program called, Positivity Project, which consists of daily 15-minute lessons focused on social emotional skills and topics. This program will continue to be utilized as we transition to an in-person setting in order to keep providing support to students' social emotional well-being.

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

Description	Total Funds	Contributing
In order to transition into a hybrid (in-person) instructional model, the district needed to have in place safety measures to ensure the district is compliant with current guidance from Center For Disease Control, California State executive orders, California Department of Public Health and Kern County Public Health. These safety measures will ensure that students and teachers will be able to interact (in-person) in a safe manner. Funds were expended on disinfecting supplies, student/teacher barriers, masks, face shields, thermometers, signage and personal protective equipment	\$104,769	N
When the district is able to transition into phase II of our reopening plan (hybrid model of in-person instruction), it will require the reassignment of 7 speciality teaching positions into the general education classroom. This reassignment will allow us to bring down class size in order to both maintain social distancing and provide smaller groups so that teachers may address the needs of our EL, Foster Youth and Low-Income student populations.	\$266,324 salaries \$100,617 benefits	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.]

All schools sites will distribute textbooks, workbooks, and other necessary instructional materials for students to be able to complete both synchronous and asynchronous assignments and activities. To provide a foundation for course creation, the Kern County Superintendent of Schools curriculum can be utilized as a standards-aligned resource for teachers. The Canvas Learning Management System platform will be the primary tool for delivering instruction in order to provide access for all students. All of these resources will allow teachers and students to more easily transition between distance learning and in-person instruction as necessary.

Lessons and instructional delivery will be aligned to the Common Core State Standards and teachers will continue to utilize district-adopted curriculum in addition to supplemental instructional resources that support implementation of the state standards. In addition, our library staff has made a variety of books available to students who also have access to a digital library through a resource called myON in an effort to ensure all students can maintain a focus on literacy.

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.]

Technology needs were determined through the initial parent survey that allowed families to indicate if they are in need of a technology device, as well as if they have internet access. While this needs assessment was originally intended for distance learning, access to devices and connectivity will continue to be necessary as we transition to the hybrid learning model. Families are also able to reach out to their school site or the district office if their needs have changed from what was previously indicated on the survey.

Technology devices can be checked out by students who need them and internet access will be provided for families without connectivity. The district has enough technology devices, a combination of Chromebooks and iPads, to provide one-to-one devices for students as needed. In addition, more Chromebooks have been ordered so that families using iPads who wish to switch to a Chromebook can do so once the order is received. These additional Chromebooks will also serve as replacements for devices that are damaged or not functioning properly. When possible, dependent on availability and funding, more Chromebooks will be purchased for the purpose of replenishment as older devices need to be phased out.

The district has obtained a limited number of hotspots for families without connectivity. If the supply begins to get low, more will be purchased. For families with access to the internet but struggling with connectivity, the technology department has developed guidance for troubleshooting and, if necessary, will provide an access point to the family in an effort to improve wifi signal.

Chromebooks with a 14-inch screen were purchased for teachers to use in addition to their desktop computers and iPads, which were previously used. They also have access to their classrooms so they are able to connect to the internet and utilize other technology, such as

their document cameras, Apple TVs, and amplifiers. The technology department continuously works to improve connectivity on campus and desktop computers are hardwired to reduce strain on the wireless routers. For teachers working from home, a hotspot can be requested if they do not have connectivity. Otherwise, they have the same options as families if they have internet access but are having issues with connectivity.

When staff or students encounter challenges with technology or connectivity, they can submit a help ticket to the technology department via email or phone message. The technology team strives to respond in a timely and efficient manner to resolve any issues.

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.]

Pupil progress will be assessed in a variety of ways through both synchronous and asynchronous interactions. General daily schedules have been provided by teachers to families so they know what to anticipate and can plan for their student to participate in distance learning in whatever way possible. They have been made aware of the requirements for participation as well as the consequence for non-participation. Attendance will be taken on a daily basis indicating whether the student participated in synchronous only, asynchronous only, both synchronous and asynchronous, or in-person learning. Completion of assignments and assessments will also be monitored to ensure students are fully engaged in the learning process. In addition, teachers will utilize formative assessments on a short-term basis to evaluate student progress while also administering STAR Assessments more formally as a way to monitor student achievement via a more standardized assessment tool. If it is determined that a student is not participating and/or making progress, interventions will be put in place to re-engage the student and provide remediation.

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.]

There have been many opportunities, both mandatory and optional, for staff to participate in professional development and utilize resources to support implementation of the distance learning program. Included here are the trainings that were scheduled prior to and up until the first day of school.

Week of 8/3-8/7

- Provided Canvas Training in grade level spans
- All teachers participated in KCSOS professional development on Distance Learning
- Open office hours offered several days to provide support to teachers as they developed Canvas lessons
- Scheduled trainings were kept to a minimum to allow staff to work on their Canvas courses

- Two training videos were made available to parents and students to help prepare for the transition to Canvas

Week of 8/10-8/14

- Monday & Tuesday: Canvas office hours for teachers were offered both by grade level spans and/or departments
- Open office hours were made available to all teachers Wednesday & Thursday to provide support during the initial days of live distance learning
- Thursday & Friday began providing Canvas training for other certificated (psychs, nurses, counselors) and classified staff (instructional aides)
- Parents and students were invited to attend one of four live Canvas trainings provided by KCSOS prior to the first day of school - the recordings of these trainings are available on the district website

Week of 8/17-8/21

- Continued with additional Canvas training for both classified and certificated staff
- Planning for trainings on more specific topics as needs are identified (Zoom, Google Integration, etc.)

Beyond these specific dates, open office hours are being provided regularly to address real time issues and support teachers on an as needed basis. In addition, more specialized trainings are being offered, such as recording and uploading videos, substitute training, and homework helper assistance, to continue meeting both new and ongoing needs. Trainings for specialty staff are also being provided in order to focus on skills that are relevant to their specific needs and purpose.

Staff Roles and Responsibilities

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

Learning Center teachers (Reading Specialists) are serving as general education classroom teachers in order to reduce class sizes.

Our Teacher on Special Assignment is functioning primarily as distance learning support in implementing Canvas and providing the majority of professional development locally.

Deans are actively supporting all staff with distance learning and are prepared to facilitate distance learning in the event we transition to the hybrid model.

Elective teachers are currently providing supplemental activities for students to voluntarily participate in beyond their regular school day. Music teachers are also creating lessons for elementary school teachers to include with their instruction.

Elementary PE teachers are now providing PE instruction to middle school students to maintain manageable class sizes. One teacher is also creating lessons for elementary school teachers to include with their instruction.

Classified staff members (EDC, Behavior Aides, Transportation Aides, Bus Drivers) are being very flexible with their roles and responsibilities. Those whose normal workday duties are not applicable are supporting in areas such as cleaning, lunch distribution, clerical tasks, and additional teacher/student support.

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 Language Learners (ELs):

ELs will be grouped by proficiency levels within the Distance Learning and Hybrid models. Teachers will provide both Designated and Integrated ELD instruction assuring access and engagement with rigorous content. This will be accomplished by providing targeted instruction that is focused on oral and written language giving or EL learners frequent opportunities to collaborate and practice their speaking, listening, reading and writing skills. English Language Development Standards will be used to guide instruction during the Designated ELD time. Academic Language Development will also be incorporated throughout each week. Teachers will be provided with Professional Development on how to best serve our ELL population in the Distance Learning model. Teachers will collaborate with their grade level colleagues to share best practices and provide additional support if needed in small groups or one-to-one. EL Instructional Aides will support teachers in their Canvas classrooms and be available to translate when needed. Teachers will communicate with parents weekly. Bilingual Instructional Aides will assist in communicating with parents. Our technology department will support teachers and parents in using the Canvas platform. All students will be provided with a laptop computer, textbooks and needed instructional materials and supplies. EL Students will continue to be monitored regularly using Ellevation, Star and Early Star Literacy, Canvas participation, and attendance and grading records. There will be a focus on Social Emotional Learning in every classroom and staff will be available to provide additional supports if needed. English Learner Support Division's Distance Learning Parent Newsletters will be protected on our district website in multiple languages. EL Teachers and aides will participate in ELD in Distance Learning professional development to acquire additional strategies to assist our EL learners.

Special Education/Foster Youth/Homeless:

Students with special needs will be provided the specific accommodations, supports, and services needed to access their general education distance learning curriculum, to the extent possible. In order to do so, the special education team will collaborate with the parent to create an individualized Distance Learning Plan (DLP) for each special education student. This emergency distance learning service plan, DLP, will include special education services and goals that can be appropriately addressed during distance learning, the mode of instruction for each of the goals, documentation of progress on goals, and the established time and days of the week for the provided services and instruction. The DLP will be updated and reviewed regularly with the parent and service providers, in order to meet the changing needs of families, students, and staff during the COVID-19 school site closure.

Students with unique needs including our foster and homeless youth will be provided necessary information including how to access technology devices and internet services. Staff will be trained on monitoring engagement and attendance for special populations, in order to identify those students who may have difficulties accessing online learning. Additional support and accommodations will be given to students

who have difficulty engaging with the online learning platform. Students and families will be informed on how to readily access daily meals and any needed meal accommodations. Priority enrollment for foster and homeless youth will continue, while allowing students to attend his/her school of origin as needed. Additional resources will be available for students including social/emotional support, counseling, and positive behavior interventions and supports.

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

Description	Total Funds	Contributing
Purchase of Chromebooks (for both teachers and students)	\$323,667	Y
Professional Development (Canvas Learning Management System - for delivering distance learning; KCSOS Distance Learning Strategies)	\$298,622 salaries \$58,858 benefits	Y
Canvas Platform	\$20,955	Y
Purchase of Hotspots for our Low-income students who do not have access to the internet	\$30,270	Y
Zoom Licensing	\$16,238	Y
A2A Attendance Monitoring to help with re-engagement strategies for our chronic absentees	\$20,800	Y
Teacher on Assignment to provide professional development support for online learning including specific strategies on reaching Foster Youth, English Language Learners and Low-Income Students	\$88,679 salary \$33,557 benefits	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 STAR Assessments multiple times over the course of the year as a consistent measure to monitor pupil progress in both English Language Arts and Math. Teachers will also utilize formative assessment on a more frequent basis for more current checks for understanding and daily/weekly progress monitoring. Interim Assessment Blocks can also be administered in 3rd-8th grades so teachers can adjust instruction and reteach in preparation for administering the Smarter Balanced Assessments (SBAC). 3rd-8th grade students will also take the SBAC in the spring of 2021, which will give an overall picture of student performance at the end of the 2020-2021 school year, allowing us to plan for interventions and remediation as we prepare for the subsequent school year. English language development (ELD) for English Learners will be monitored through the use of the ELD Standard Matrix and the EL Monitoring process as well as through the administration of the initial and summative English Language Proficiency Assessments for California.

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.]

Addressing learning loss which resulted due to the school closure is a top priority for our LEA. Teachers are using a variety of methods, including formative assessment and standardized STAR Reading and Math assessments, to determine the current academic progress of students and identify which students need additional support and interventions. Aides are providing push-in support within the virtual classroom to individuals or small groups of students with similar needs. English Learner aides are able to pull English learners of similar ability levels to work on language skills and provide assistance in completing assignments. Instructional aides are also working with small groups of students who are struggling and do not have sufficient support at home. Teachers ensure that these groups are inclusive of low-income students, special education students, and/or foster youth who are in need of the intervention. Our special education students are also receiving individualized and small group support from special education teachers, resources specialists, and assigned instructional aides.

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.]

To assess the effectiveness of the services and supports being provided to mitigate learning loss, there will be ongoing assessment of all students throughout the school year. STAR Assessments will be administered as an initial assessment early in the year to establish a baseline and will be administered at least once each quarter as one measure of progress and mastery. Interim Assessment Blocks can be readministered once a teacher addresses the specific standards students struggled with to determine if mastery has been achieved. Specific teacher feedback and grades will be a critical component in communicating progress with students and parents. For English learners, the ELD Matrices will clearly identify progress being made in a student’s language development while also noting continued areas of need.

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

Description	Total Funds	Contributing
STAR Math to assess student learning loss (inclusive of Freckle student subscription)	\$61,500	Y
ESGI Assessment Platform (TK/K)	\$4,040	Y
myON to provide digital access to eBooks specific to students individual reading ability	\$40,390	Y
Kami to provide fully digital access to all assignments	\$12,500	Y
Adaptive PE consultant to work with students with disabilities	\$19,000	N

Mental Health and Social and Emotional Well-Being

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

The social and emotional well-being of our students and staff is of the utmost importance during these unprecedented times. Norris has created a social emotional task force, led by our school district counselors. The task force has created professional development opportunities for our teachers, surveys to determine SEL needs, along with a multitude of resources for our students and families. These resources include topics such as: addressing COVID-19 fears, managing anxiety and stress, helping children cope with emergencies, implicit bias, as well as many other topics. There are also local and national hotlines for assisting students with their mental health needs, such as suicide prevention and behavioral health. In addition, we will continue to add resources to our website as we deem necessary. These resources can be found under the parent resources tab on our Norris School District website, as well as internal resources for our staff.

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.]

Early intervention is key to managing a student’s connectedness with their learning. Our LEA has developed written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than three school days or 60 percent of the instructional days in a week. These procedures include, but are not limited to, verification of current contact information, daily notification to parents/guardians of absences, and a plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.

Students who miss instructional days need to be contacted immediately to make sure that they are not missing instructional time due to lack of at-home connectivity or other barriers that prevent the student from staying engaged.

Staff at the school will need to make contact with the students and family to see what is preventing the student from participating in distance learning. If the school site supports are unable to make contact with the family, the next step is to send the student’s name to the district office for a home visit in an attempt to make contact with the student and parent/guardian. Depending on the response from the student, tiered interventions will be needed to re-engage the student. All attempts will need to be documented in the student information system. The steps for intervention are included here.

Steps for Intervention

1. Student contact through email, discussion, other means
2. Automated call

3. Parent/student phone call
4. Notification letters mailed home
5. Parent/student conference
6. Home visit
7. SART meeting for non-participation

The A2A attendance monitoring system provides the information and services necessary for implementing reengagement and intervention strategies. The Student Services Department will help with outreach to foster youth and special education students. The Director of School Support Services, English Learner Coordinator, and bilingual instructional aides will provide support in contacting families of English learners. Other support staff, such as behavioral support aides and extended daycare aides, will assist in making contact with low-income students. Information regarding attendance is also available on the district and school websites with additional information for English learners posted on the English Language Learner web page.

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.]

Nutritional adequate meals are offered to all students at our curbside locations each day during distance learning. When we return to in-person learning, we will continue to make meals available to all students each school day. Emails are sent to all parents/guardians regarding the lunch program and menus and information are posted on our website. Free and reduced applications are available in Student Information Packets and on our website.

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	[\$ 0.00]	N/A
N/A	N/A	[\$ 0.00]	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
5.42%	\$1,846,194

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.]

We identified the areas of need for our students with exceptional needs, homeless, foster youth, English learners, and low-income students through analysis of data from teacher/parent input, academic progress, surveys, and attendance and engagement logs. We reached out to families and made information widely available to ensure they were provided with the necessary tools and resources for their students to be successful in school. Based on all stakeholder feedback, along with data we collected from multiple resources, we were able to identify trends to address the needs of our unduplicated students.

The predominant trends identified were: Technology, Pupil Learning Loss (In-Person and Distance Learning), and Social Emotional Well-Being

With this analysis, the district has determined that the implementation of the following actions and services are the most effective uses of the supplemental dollars to meet the needs of our identified student group populations of socioeconomically disadvantaged, foster youth, homeless, students with exceptional needs, and English language learning students.

In reference to these actions being provided across the entire school district, the Norris School District first considered how these actions are effective in meeting the needs of our unduplicated pupils and has principally directed our effort on improving and increasing achievement for these particular subgroups. We believe these actions will support our English learners, low-income, and foster youth students in mitigating the learning loss that has resulted from the school closure. In order to mitigate the learning loss experienced by our unduplicated pupils, we explored various strategies and resources that would meet their specific needs.

Many of our unduplicated pupils have little to no access to either a technology device or internet connectivity so one of our first priorities was purchasing Chromebooks and hotspots to make available for students to check out. These items would ensure they have access not only to course content but also to essential services such as speech, English learner aide support, and other small group interventions as necessary. In addition, having a consistent learning management system platform, such as Canvas, as well as the full functionality of the Zoom video conferencing tool would allow unduplicated students to have daily live communication with teachers and other support providers.

This would also provide a way for parents/guardians of English learners, foster youth, and low-income students to reach out for assistance in navigating distance learning and its various components.

In considering the additional support our unduplicated students would need both during distance learning and once we return to in-person instruction, the LEA feels it is important to reduce class size to extent possible to allow for a higher level of interaction between the teachers and their highest need students. The most efficient way to achieve this goal was to reassign seven of our specialty positions to general education and place some of our most at risk low-income students, foster youth, and English learners in those classes. Many of these students are already familiar with these teachers from receiving their services and these certificated staff members have specialized skills to help better support our unduplicated pupils.

Assessment must play a critical role in determining the extent of the learning loss as well as identifying the foundational standards that must be reinforced in conjunction with the introduction of current grade level standards. The STAR Assessments not only provide us with the assessment tool to accomplish this function, but it also links directly with Freckle to assign prescriptive lessons in both ELA and Math at the student's independent skill level. The myOn program is also integrated with the STAR platform, which provides access to a variety of digital books and identifies books at the student's independent reading level, most of which they can take an Accelerated Reader for to assess comprehension after reading. Early learners are also a primary concern as this year establishes their educational foundation. ESGI will be used to regularly assess and monitor the progress of these students so specific skills can be targeted. The use of ESGI allows for the early identification of additional supports needed for our English learners, foster youth, and low-income students.

Of utmost importance is the professional development provided to staff to ensure they have the resources and strategies necessary to address the needs of these special populations. This essential professional development allows teachers to support our unduplicated pupils in accessing the core standards, receiving supplemental support, and utilizing additional digital resources that provide targeted intervention.

We believe these actions are effective in meeting the goals for these student groups as they provide the additional resources needed to support our most at-risk students. Using engagement and local assessments as a measurement, we will be able to see the progress students made during the first quarter. After we review the data, we will reevaluate the actions and services that support these student groups and adjust accordingly.

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

The following is a description of how the selected services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The following actions/services will help staff, students, and families by providing additional supports (quantity):

In regards to technology, we purchased Chromebooks and hotspots to ensure all students, especially our low income and foster youth, have access to the necessary resources for participating in distance learning. In addition, we purchased the Canvas Learning Management System platform which allows teachers to utilize the English Learner Development modules created by Kern County Superintendent of

Schools to meet the language development needs of our English learners. The platform also includes an Immersive Reader feature to support struggling students as well as those students, such as low-income and foster youth, who may lack home support. The LEA invested in several educational platforms and resources, including STAR Assessments, Freckle, and Kami. These resources allow teachers to effectively monitor student progress so teachers can more specifically address the needs of their low-income, English learners, and foster youth. Kami provides a way for low-income and foster youth who might not have access to a printer to complete and submit all assignments online using their district-issued device and hotspot.

The following actions/services will help parents and students better access to the academic material and mitigate learning loss (quality):

Through the reassignment of seven speciality teaching positions into the general education classroom, we will reduce class sizes in order to both maintain social distancing and provide smaller groups so that teachers may address the needs of our English learner, foster youth and low-income student populations. These smaller class sizes provide more opportunity for specialized interventions and small group instruction for our unduplicated pupils.

Extensive professional development on the Canvas platform has been provided by our Teacher on Special Assignment so teachers have a variety of methods for meeting the needs of these subgroups. An additional four contracted days were added to the beginning of the school year so teachers could return and receive professional development both locally and through the county office of education. This provided them with strategies to meet the needs of all students and specialized strategies to address the needs of identified subgroups.

Individualized support has also been provided to students and families in response to technology needs and challenges. We also upgraded our Zoom licenses so teachers are able to record direct instruction and provide the recordings for foster youth and low-income students who are not able to attend synchronous sessions or need to review content for a deeper understanding. It also gives teachers and other support staff the ability to utilize breakout rooms for small groups and targeted instruction to meet the individualized needs of unduplicated pupils. The A2A attendance monitoring system gives staff the necessary information to provide intervention for students who are not participating in the distance learning process.

Norris Elementary School District will allocate 100% of our increased apportionment to implement services to serve and support English Learners, Homeless/Foster Youth, and Low Income students.