

# Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

The community of Wasco has a population of 27,976. As of August 20, 2020 there were 1,154 confirmed COVID-19 cases, of which 58 are assumed recovered. Many adult community members are considered essential workers, working in the agriculture and oil sectors. This has simultaneously increased the risk for COVID-19 transmission and left older children and family members as caretakers to younger family members. As households shelter-in-place, deeper community inequities are beginning to unfold including poor access to food and water, limited healthcare options, and weak infrastructure/limited access to the internet.

Schools have been closed since March 18, 2020. From March 18, 2020 to May 29, 2020, students received instruction through distance learning. All students were given work packets. Teachers supported through regular check-ins via Zoom and phone calls. Instruction was also provided via Google Classroom. The district later transitioned to Canvas Learning Management System (LMS). Meals were provided to all 1-18 yr olds, from the first day of school closure to June 25, 2020. Since school has started, the district has begun providing meals to our students by having our buses go to bus stops for delivery.

The 2020-21 school year began August 14, 2020, with 100% of students participating in distance learning. Teachers are busy learning new technology.

## Stakeholder Engagement

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

Semitropic district reached out to stakeholder groups in a variety of ways over the past five months. Our community coordinator contacted every parent in the district to learn about their technology needs. Parents also participated in a survey to better help the district understand

their perspective on school re-opening. A series of Zoom meetings have been held to gather feedback on how to best meet student learning needs in a pandemic environment. In addition, stakeholder thinking has been taken from social media posts (Instagram, Facebook, and Twitter) and regular conversations during commodity and lunch/breakfast distribution. As the internet is being installed in homes, the social worker and community coordinator are gathering parent feedback.

The district also reached out to teachers and other staff at large to understand what would work best for them in a pandemic environment. This was done through surveys and regular group meetings.

Finally, we connected regularly with various offices within the county like the Kern County Superintendent of Schools, College Community Services, Boys and Girls Club, and Kern Public Health to learn best practice and get feedback on how to make the transition to a virtual environment.

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

Our teachers utilized regular Zoom meetings to connect with parents and students since the onset of the pandemic. These meetings have been really helpful in maintaining two-way communication. This is coupled with Facebook and Instagram live sessions for parents. The district found that parents and stakeholders connect remotely to the apps and programs they are most comfortable with. Some parents desire Zoom meetings sessions, while others prefer social media. As a result, the district is working to gather input from a variety of places. Families who cannot be reached by any virtual means are phoned regularly by designated staff.

For more formal public hearings, the community has been able to access through Zoom meetings. For example, board meetings have been held via zoom.

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

The feedback we received from parents/stakeholders can be categorized as follows:

- (1) The ability to support young children's distance learning: parents had many questions about how to support their children while learning on the computer. Some parents faced a challenge because they would be at work while teacher was giving synchronous instruction.
- (2) Concerns about learning loss: many parents had concerns about their children falling behind. Some noted that they felt their students were already behind and this would make things more difficult. Parents want to make sure the district is doing all it can to ensure students are performing at their grade level.
- (3) Social-emotional well-being: Teachers expressed concerns for students and their lack of interaction with peers. Community and board expressed the desire to have behavioral health services available to support families that may be going through stressful times. They asked for a more streamlined way to send referrals.

(4) **Safety & Access:** parents want their children to be as safe as possible and have access to learning. For the most part, parents support the district making the decision about when to re-open and what safety precautions will look like when that happens. Some parents did express concern about students wearing masks for a prolonged period of time. In addition, they want their children to have access to the best learning possible. This means access to internet, computers, lessons and materials, and opportunities for rigorous learning. Parents has questions about in-person scheduling and on/off days once school is allowed to open back with students.

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

**Scheduling:** To address scheduling challenges for in-person schooling, the district has made a few options available for parents and staff to choose from. When this time comes, the district will reevaluate with all its stakeholders.

**Safety Concerns:** The district is offering staff an opportunity to be on campus 2-3 days a week, with their children. Each staff member has a designated area. The campus is being cleaned regularly in compliance with CDC regulations. All staff are required to wear a mask and/or a face shield, get temperature checks and complete a daily “health check” digitally when on campus. When in-person school begins, the district will follow safe distancing protocols, masks, morning health checks, and regular deep cleaning.

**Mental Health:** To address challenges with mental health and socio-emotional well-being, the social worker and AmeriCorps will work together to streamline processes for referring students to a variety of mental health services including: one-on-one counseling, small group counseling, and referrals to outside agencies. Our social worker, has created an easy access website for families to access who have further questions or needs. Our Americorp, Social Worker and Superintendent will meet bi-monthly to track students who are receiving services and evaluate if there are more who need services.

**Peer connections:** Students will have an opportunity to connect with their peers. Teachers are providing time for morning/afternoon meetings. This will be an opportunity for students to connect with their friends. Also the district will continue a supplemental afterschool program for students to connect more often with students and staff. Social media is also used to create a school environment for those connect through there.

**Rigorous instruction:** Our teachers will continue regular basic skills instruction using common core assessments through online assessment tools. Staff will receive regular professional development and coaching on how to teach in a virtual environment, using the new technology; and how to measure student progress (and disaggregate for specific students; and how to use this information to engage in improvement practices. Our intervention teacher will be working with English Learners and unduplicated students in small group or one-one-one instruction

# Continuity of Learning

## In-Person Instructional Offerings

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

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

**The following are possible scenarios for in-person instruction:**

All students on Campus

Onsite instruction Monday-Thursday and distance learning on Friday  
Deep Clean on Friday

Same Weeks

Group 1 – Monday/Tuesday in-person instruction with distance learning Wednesday-Friday  
Deep Clean on Wednesday  
Group 2- Distance Learning Monday-Wednesday. In-person learning Thursday and Friday.

Alternate Weeks

Group 1 – onsite instruction Monday-Thursday and distance learning Friday  
Group 2 – distance learning during Group 1 is on site

Continue rotating groups each week

Deep clean on Friday

**Student learning and competency development:** At the beginning of in-person instruction, teachers will spend time on routines in the new environment. Teacher will focus on a few key standards that are important for critical thinking in math and ELA. To do this, they will leverage some of the technology tools that students have already become accustomed to (i.e. Google Classroom, Canvas, Zoom).

**Significant learning loss:** A cycle to assess all learning will continue this year. Students will be tested for initial placement using ALEKS (math) and STAR (ELA) at the beginning of the year. Using the assessment, our intervention teacher will identify those students in need of small group reading instruction. In both ELA and Math, teachers will be monitoring assessments weekly to see how students are progressing. Quarterly, 3<sup>rd</sup>-8<sup>th</sup> will give the Interim assessments and K-2<sup>nd</sup> will give district benchmarks based on common core standards. IF student performance falls in the “standard nearly met” or “standard not met” category, teachers will be responsible for adapting core instruction or providing students needed intervention support or re-teaching. Teachers will continue to create weekly “exit tickets” for math that will be monitored in regular teacher meetings.

**In-person logistics:** The bus schedule will have to be modified, running multiple routes to ensure safe distancing practices while on the bus. Teachers and office will be responsible for daily temperature checks and mask monitoring. If a temperature exceeds the limit, the student will be quarantined in a serrate space and the staff will call parents for pic up immediately. Students who arrive without masks will be provided one. The district staff will re-draft PBIS expectations to include safe distancing and reinforce proper hygiene practices in the classroom. Physical activities will be limited to activities that can be done from a safe distance. In the classroom, students will be separated and have limited to no rotations in and out of classrooms. Teachers and staff will be required to wear a mask at all time. Janitorial staff will clan daily. During deep cleaning days, janitorial staff will ensure that all surfaces (including buses) are cleaned and meet state and county standards. Parents will be asked to keep their children home if they have a fever, cough, sore throat, or other signs of respiratory or digestive illness. If COVID-19 is traced to the school environment, the district will follow CDC and state protocols for shutdown.

**Social-emotional well-being:** The teachers will continue to use Second Step curriculum to help teach prosocial skills. Additionally, teachers have access to socio-emotional development lessons in Canvas that can be done with students. Teachers will schedule regular class meetings to provide students with opportunities to check in with each other and the teacher. If a staff member suspects a student needs additional support, they will process an internal referral with the school social worker or Americorp. Finally, last year all students were matched with a staff member. The staff member is responsible for checking in with their “student” at least once a week. Students new to us this year, will be assigned a staff mentor.

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

Description	Total Funds	Contributing
Purchase of Chromebooks to replace those needed for home instruction and replacement	\$42,000	
Provide additional professional development day for teachers (i.e. Canvas and Math support)	\$7,000	
Provide technology support to teachers with an emphasis on supporting low income, foster youth, and English Learners.	\$2,000	
Implement Web Based Programs (ALEKS- Math, Lexia & STAR – ELA, Canvas, Aeries)	\$25,000	
Provide teachers with funding for project based lessons with an emphasis on supporting low income, foster youth, and English Learners.	\$10,000	
Implement an attendance initiative to increase student attendance, focus on increasing attendance for low income, foster youth, and English Learners.	\$10,000	
Continue to implement PBIS incentives and provide an AmeriCorp Mentor	\$18,0000	
Provide incentives for students (Educational Field Trips, students meeting grade level standards, reclassification requirements, behavior expectations, attendance...)	\$10,000	
Offer extended learning activities to support achievement or grade level standards for at-risk students, giving priority to low income, foster youth, and English Learners.	\$50,000	
Maintain parent communication through monthly newsletters (resource to strengthen learning at home)	\$2,000	
Continue to implement a school announcement system to improve school to home communication (i.e. Parent Square)	\$2,100	
Provide interpretation at all parent conferences for parents who do not speak English (in person or on-line)	\$3,000	

## Distance Learning Program

### Continuity of Instruction

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

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

**Continuity of Instruction:** Teachers have the majority of their learning process and protocols in the Canvas Learning Management System (LMS). This will help keep things consistent and less confusing for students and parents. Even with in-person instruction, students will be utilizing and posting their work on the LMS. The same screening, intervention, and common core assessments will be utilized whether at a distance or in person. The majority of the district's math and ELA curriculum s online. The SEL curriculum also has an online component. The curriculum and protocols for instruction will not make any major shifts and technology will anchor both scenarios.

## Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

**Devices:** The district conducted an access survey. Information was gathered, and a pick up schedule was implemented for students to check out devices. Families who were not able to make it to the scheduled days for pick up were encouraged to contact the district office for special arrangements. Families who didn't contact the office, phone calls were made from our Community School Coordinator to ensure they had a device. Currently, all students K-8<sup>th</sup> grade have a Chromebook. I a device is broken or needs to be replaced, students can arrange to exchange the device at the school office or during the food distribution times.

**Connectivity:** The district offered Hotspots via Verizon or AT&T to families who do not have access to the internet. The district is covering the monthly service charges through December 31, 2020. The list of families in need of the service was gathered through the survey and phone calls. With the start of the school year, more families are realizing that their broadband connections are too weak, we have offered Hotspots to those families as well.

## 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 will track daily/weekly attendance and minutes using a weekly engagement record spreadsheet. Teachers will mark a student present for the day during synchronous connection (whole-class, small-group, and one-on-one/phone call). A time value will be assigned to each assignment prior to giving to students. Once an assignment is submitted, the teacher will assign the time value to that student on their same weekly engagement record. The record spreadsheet will keep track of the number of minutes ensuring students receive required minutes. Additionally, teachers will be required to make at least one phone call home when students are not participating in whole-group

synchronous instruction. After the phone call home, teachers document their efforts and send the information to the front office so they can follow up. If necessary, those staff do phone calls or home visits to address any challenges the parents might be having.

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

Using the same roster sheet the teacher will track time value of work for each submitted assignment.

## Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Staff will receive professional development in the beginning of the year and at least once per month. To start the year, training will focus on using the LMS system and integration of on-line instruction best practices. Throughout the year training content will focus on measuring and understanding the extent to which students are learning based on the online tasks they are given. The team will engage in a regular improvement cycle, collect short term and medium term data, and meet weekly in PLC teams to discuss and adapt practices. There will also be a focus on selected instructional strategies (i.e. Math Talks and Thinking Maps).

## Staff Roles and Responsibilities

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

**School Community Coordinator and Social Worker:** These individuals are spending time doing home visits, making phone calls, working at food distribution sites, and problem solving when families are having technology issues. When the time comes to have students back on campus, this team will be responsible for helping to monitor school arrival procedures (i.e. temperature checks, masks, etc.).

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

**Maintenance and operations team:** Once students are back on campus, start times for bus drivers may shift as a result of new bus schedules. Staff will need to spend more time cleaning with different cleaning products. In addition, staff will also need to regularly troubleshoot potential safety hazards when students return to school.



**Teachers and instructional support staff:** Staff maintain the normal work hours. Staff are working from home 3 days a week and on campus 2 days a week. All of the work is online to start the school year and communicating more regularly with parents. Some instructional support staff are focused on assessments to help alleviate the burden of learning new technologies.

**Nutrition:** Our cafeteria team is spending time preparing meals for distribution at various stops. This requires a new process to ensure food safety when traveling and setup and breakdown of food distribution sites.

## 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.]

**Exceptional needs:** Each IEP will guide decisions on support for students. Students needing speech support will receive services through an existing online vendor -- one that teachers and student are already familiar with. Students with developmental disabilities will have virtual classroom support from a special educator and/or aide. If a student is unable to engage with online learning in a meaningful way, sessions with the special educator and parent or student. The district will look for training from the local SELPA and county office to improve online learning for students.

**English Learners:** Teachers will incorporate designated and integrated English Language Development in their synchronous whole-group and small-group sessions. Using technology, teachers will be intentional about small-group conversations and tools to explicitly describe language and be purposeful. ELA curriculum and Lexia will be utilized to improve the foundational aspects of listening, speaking, writing, and reading. Instructional aides will be used for small group activities and one-on-one virtual chats. Title 1 and migrant education programs will be leveraged to provide additional learning opportunities “after school,” or summer school.

**Foster care and homeless youth:** Currently, Semitropic does not have foster care or homeless students. However, if students come into the system, the district will ensure that the social worker is in contact immediately with student and family/care giver. The social worker will maintain consistent contact with parent/guardian and teacher, serving as the primary liaison between the school and home environment.

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

Description	Total Funds	Contributing
Provide Hotspots for each family in need of connectivity, including monthly charges.	(waiting for price from KCSOS)	
Provide additional technology support to teachers, students, and administrator.	NA	
Purchase Canvas Platform to deliver instruction via distance learning.	(waiting on price from KCSOS)	
Purchase additional devices to ensure every child has one at home and to replace devices in need of replacement due to age or damage.	(waiting on price from KCSOS)	
Purchase additional take home supplies for all students	\$8,000	

## 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.]

**Math:** Staff will be responsible for assessing students in the beginning of the year and at the end of each quarter using ALEKS. The assessment tool accounts for the grade level of students and target goals. If students fall below grade level goals, they will be placed in an intervention group. ALEKS also provides teachers with the opportunity to assess students on key standards weekly. This information will be used to re-teach students as needed. When needed, small groups will be formed within the classroom (using breakout rooms and instructional aides) to address specific learning needs.

**ELA:** Staff will be responsible for assessing students in the beginning of the year using STAR. They will continue to assess them at the end of each quarter to monitor their growth. In addition, teachers will have students work on Lexia (computer based software) to help build developmental skills. Teachers can assess students weekly through Lexia and the information will be used to re-teach.

**ELD:** All new students to Semitropic who are identifying as English Learners will be assessed using the ELPAC. Each teacher will have a designate time for ELD synchronous instruction. Their focus will be on listening and speaking during this time. If needed our intervention teacher will create breakout rooms for our English Learners who need additional help with vocabulary or enunciation.

## Pupil Learning Loss Strategies

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

**Key instructional strategies:** Based on working through problems of practice in ELA and math, Semitropic has identified the following teaching and learning strategies: Use of Thinking Maps, Read, Draw, Write with sentence frames, and Math Talk. These strategies will be closely monitored and studied throughout the year, leveraging the use of key indicators and regular improvement cycles. It will be a focus during professional development, PLCs, and leadership team meetings. These strategies address critical thinking skills in ELA and in math.

**Disaggregated data:** The leadership team will regularly disaggregate data for students with exceptional needs. This will result in plans for each of the students based on need. Once review of the data is complete, it will help teachers guide their synchronous schedule forward.

**One-on-One and small group:** Teachers will have structured time for reading and math intervention which students are separated into different skill level groups and given a curriculum that matches that level. One-on-one and small group instruction will be important to give the opportunity to ask questions in a smaller video setting. Students will have opportunities for small breakout rooms with ELD assistant. This gives students the opportunity to practice language and collaborate on their learning. Students who are identified as English learner or having exceptional needs will be given priority for small group instructions.

Low-income, foster youth, pupils experiencing homelessness: Almost all of the students in the district are identified as low-income. The district plans to have the school community coordinator do weekly check-in with each family/student. The check-in will focus on if the student is experiencing any academic challenges. The district doesn't currently have any students identified as homeless or in foster care system. However, if we do, the social worker will be the main point of contact and liaison between the teacher and the home environment.

## 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.]

**Literacy and math skills:** The district will rely on data from designated academic programs to understand the extent of pupil learning loss. More specifically, the district will compare data from 2019, 2018, and 2017 to understand how significant the gap is between those years and the new baseline year of 2020. The same will be one after each end of quarter CBM data collection. The leadership team will establish target goals for the district and students in grades 3-8. Additionally, PLC teams will consistently examine the data and make adjustments to instruction accordingly.

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

Description	Total Funds	Contributing
Implement Web Based Programs ( ELA – Lexia, Math – ALEKS and prodigy, Assessments – STAR reading) with an emphasis on supporting low income, foster youth, and English Learners	\$5,000	Y
Offer extended learning activities to support achievement or grade level standards for students experiencing learning loss, giving priority to low income, foster youth, and English Learners (afterschool and summer school). <i>*In partnership with Boys and Girls club</i>	NA	NA

**Mental Health and Social and Emotional Well-Being**

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

**Mentoring program:** All students, K-8 will be assigned to a staff mentor. Every employee in the district will be matched to 3- students. Staff will be trained on effective mentoring strategies and the importance of each student feeling cared for and connected to school. Staff will be directed to contact their student mentees once a week. Staff will be asked to connect with parent prior to beginning regular contact with students. Student contact progress will be monitored by our School Community Coordinator during PLC meeting times.

**PBIS team:** The PBIS team has identified two key areas per assessment scores on the TFI: (1) teaching classroom behavior expectations and (2) staff execution of ROAR matrix. Teaching classroom behavior expectations will be done 2-3 times weekly at the beginning of the day. Teachers have also included classroom behavior for online class. This helps teachers and students gain consistency about the online expectations.

**Staff mental health supports:** Staff needing mental health support will be advised to contact the human resources department. Human resources can let staff know how to access services through their insurance providers and help describe associated costs. Admin will develop a regular time during staff meeting to ask how everyone is doing.

# 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.]

Teachers will track daily/weekly attendance and minutes using a weekly engagement record spreadsheet. A mark on minutes for synchronous connection (whole-class, small-group, and one-on-one/phone call) will indicate the student was present for the day. A time value will be assigned to each assignment prior to giving to students. Once an assignment is submitted, the teacher will assign the time value to that student on the same weekly record. The spreadsheet will calculate the weekly number of minutes ensuring grades K-3 receive 3.5 hours daily minimum and grades 4-8 receive 4 hours daily minimum. The community school coordinator will be responsible for monitoring the spreadsheets and intervening with any student who has shown no interaction for 3 or more days. Additionally, teachers will be required to make a phone call home when students are not participating in whole-group synchronous instruction. After the call (or attempted call) teachers document their efforts and send the information to the school community coordinator. If necessary, staff will do home video calls, phone calls, or home visits to address any challenges the parents might be having.

# School Nutrition

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

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

Once students are participating in-person instruction, students will receive a free breakfast and lunch daily. School will add additional breakfast and lunch periods if needed to accommodate for social distancing. When weather conditions permit, students will eat outdoors.

When participating in distance learning, the district will deliver food to designated bus stops using 3 buses/vans to deliver meals. Meals will be transported in coolers to each location. A minimum of two staff members will be assigned to each meal location. Grab-and-go meals will be distributed from 11:00-12:30 Monday and Wednesday. On those days students will receive multiple meals to cover the days with no deliver with clear instructions on how to properly store and prepare the meals.

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

Section	Description	Total Funds	Contributing
NA	NA	NA	NA
NA	NA	NA	NA

## 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
36.33%	\$527,090

### Required Descriptions

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

Needs of unduplicated pupils as a result of COVID-19: Based on parent and staff feedback there have been a few trends that have surfaced for our unduplicated students: (1) less access to high-speed Wi-Fi series; (2) less opportunity to isolate with synchronous learning sessions because of limited area in the home; (3) translation is needed for parents to understand assignment and/or technology needs; (4) less exposure opportunities to practice English language development throughout their day.

To best meet these needs, the district is respectively proposing the following: (1) Distribution of Wi-Fi Hot Spots; (2) Headphones to help remove background noise for synchronous learning sessions; (3) LMS and computer application translations for instructions and materials for parents, along with regular parent zoom calls in Spanish; (4) opportunities to connect with other students in small breakout rooms to practice language, and regular LEXIA/STAR assessment to monitor language development.

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

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

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

Quality (increase): This subgroup of students will be prioritized for mental health and socio-emotional services with an internal referral process. Regular parent engagement practices will happen via Zoom meetings in Spanish and regular teacher/parent communications.