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.]

"We are all in the same storm, but in different boats." This has been a common slogan during the COVID-19 pandemic. Although this crisis has disrupted nearly every aspect of our education system, the impacts are not felt equally in all school districts and communities. Our most vulnerable students, such as students living in poverty, foster and homeless youth, and students with disabilities, are affected most by this crisis. These vulnerable youths make up a significant portion of the overall student population in the Standard School District.

The District encompasses an area of approximately 34 square miles in the North Bakersfield community of Oildale, one of three impoverished communities identified as having the highest premature death rates across Kern County. The average life expectancy for Oildale residents have been estimated to be roughly 4-17 years less than those in other parts of Bakersfield and roughly 8-10 years less than the national average. The barriers to learning are wide-ranging and unique to the local community such as the following: generational poverty, multiple family and multi-generational dwellings, grandparents and/or extended family as primary caregivers, parent education levels below Kern County average, exposure to traumatic experiences, lack of personal vehicles, family mistrust of schools and institutions, and school boundaries are within the highest violent and property crime rates in the county.

For the 2019-20 school year, the total enrollment for the District was 3106 students. The student population consists of the following Ethnic groups: White-59.1%, Hispanic-34.6%, African American-2.6%, American Indian/Alaskan Native-1.0%, Two or More Races-2.0%, and the following groups are under 1%: Asian, Filipino and Pacific Islander. Over 80% of students district-wide fall within the low-socioeconomic status category, over 10% are students with disabilities and 4.4% are English Language Learners. Standard has had a significant representation of homeless and foster youth among its pupil enrollment, as indicated in the district's LCAP. Although trending down over the past three years, the district's suspension and chronic absenteeism rates have historically exceeded that of the county- and statewide averages.

For many of the district's students, schools are a safe haven and school closures are likely exacerbating their already adverse childhood experiences.   The negative impact of school closures for these vulnerable youths may be deeper and lifelong. Prior to the COVID-19 pandemic, the district was already in the throes of expanding its continuum of interventions and supports and partnering with community agencies to reach students and families experiencing severe academic and/or social/emotional challenges. The pandemic has elevated the importance and the challenges of this work.

The major impacts of COVID-19 on the district and community include: lack of access to childcare, loss of student in-person socialization, loss of in-person before and after school programs and extracurricular events (school assemblies, ceremonies, dances, and field trips), the need to acquire and distribute instructional technology (Chromebooks and WiFi devices) to students, the loss of in-person instructional support for students with disabilities, increased demand for parent/guardian support to ensure student engagement in the Distance Learning Model, increased need for teacher and administrator support to ensure daily live instruction, student participation, and student engagement per Senate Bill 98.

Under current state and county guidelines, Standard School District is barred for the foreseeable future from providing in-school instruction. Governor Newsom announced reopening criteria that schools must meet before they can allow students to attend classes in person and on campus. Specifically, a school may reopen for in-person instruction only if the county in which the school is located has not been on the State's COVID-19 monitoring list within the prior fourteen (14) days, or unless the school has received a waiver from the State and local public health departments. Because schools in Kern County are not permitted to reopen for in-person instruction at the present time, the District will be providing instruction to both general education and special education students through a distance learning instructional model.

The District's Learning Continuity and Attendance Plan (LCP) draft prioritizes our most vulnerable students from the beginning. It was developed and will be adapted as needed with the negative impacts of school closures on the overall Standard community in mind. The goal of the plan is to effectively mitigate students' learning loss and prepare for bringing students and staff safely back to school when health conditions improve in the county. The District's LCP draft focuses on immediate supports that will be implemented this academic year, especially for our most vulnerable students. The plan also incorporates high-leverage strategies with the goal of advancing long-term solutions.

Stakeholder Engagement

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

The District's efforts to solicit stakeholder input are as follows:

1. Surveyed stakeholders' needs using a variety of methods in 2020

    a) Technology survey (March)

    b) Parent survey in (June - September)

    c) Curriculum & Instruction Committee Input (July)

    d) Student Support Committee Input (July)

    e) Parent/Family Support Committee Input (July)

    f) Consultation with Standard Teachers Association (July)

    g) Parent Distance Learning and Family Needs survey (August)

    h) Staff Distance Learning Needs and Well-being survey (August)

    i) Student Distance Learning Needs and Well-being survey (August)

    j) Phone interviews with parents of English Language Learners (September)

2. Consulted with bargaining units, administrators, District English Language Advisory Committee (DELAC), to solicit feedback for LCP draft and action steps (September).

3. Consulted with the District's expanded learning coordinator and community partners for input on challenges facing students and families and collaboration for addressing students' learning loss and attendance (August-September).

4. Distributed WiFi hotspots, attempted contacts by phone or home visit, and sent parent surveys via text messages to reach stakeholders who do not have internet access (August-September).

5. Translated parent surveys in students' primary language, attempted contacts by phone with an interpreter available, and distributed hardcopy of surveys to reach stakeholders who speak languages other than English (August-September).

6. Analyzed survey data to determine needs for inclusion and priority into the Learning Continuity and Attendance Plan (LCP) (September).

7. Posted a draft of the LCP on the district website for all stakeholders to review regarding specific actions and expenditures proposed with a link to a google form where stakeholders can submit written comments (September).

8. Advertised and conducted a public hearing to seek input on the LCP at the September 8, 2020 Governing Board meeting.

9. Scheduled for review and adoption of the LCP at the September 22, 2020 Governing Board meeting.

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

Standard School District offers hybrid public meetings. Participants can join live and in-person or virtually via Google Meet. A draft copy of the LCP will be available on the District website to allow for public input.

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

The District surveyed its stakeholders, students, parents, and staff about their thoughts, feelings, and experiences with distance learning as well as their overall well-being. Stakeholder input opportunities included phone calls, online surveys, hardcopy surveys, and focus group meetings virtually or socially-distanced, in-person. Results of stakeholder outreach efforts were analyzed to identify barriers to effective distance learning and considered in the expansion of a multi-tiered system of supports at each site. Listed below are key findings. There were no questions or input that required a written response from the superintendent.

Key Findings from Stakeholder Surveys - Distance Learning

Parent Surveys:
- Overall, the majority of parents indicated distance learning has been about or better than what they expected.
- Approximately half of parents of students with special needs expressed low levels of confidence that their child's individual learning needs were being met via a distance learning model.
- The majority of parents indicated their student(s) have just the right amount of academic screen time and school work assigned.
- About half of parents expressed their student(s) spend more than 4 hours on school work per day.
- Almost all parents reported their student(s) have reliable access to a tablet, laptop, or computer and internet.
- Additional resources parents indicated they will need in the next 4 weeks (in order of most to least parent endorsed) are as follows: activities for their child/children, food, mental health supports for their child/children, help with technology, child care, mental health supports for themselves, help with accessing services, and housing.

Student Surveys:
- The majority of students are able to "almost always" access their online school work, but less than half are comfortable with doing school work remotely.
- Elementary students are reporting more positive experiences and more hours per day on school work than middle schools students.
- The majority of elementary and middle school students reported their school work is "somewhat challenging."
- About a third of students (elementary and middle school) reported "almost never" having an adult at home that can help them complete assignments.
- The majority of all students indicated that it is "somewhat easy" for them to use the distance learning tools provided by their school.
- The majority of students (elementary and middle school) reported their teacher(s) were "very helpful" in supporting their learning.

Teacher Surveys:
- The majority of teachers are working from home, have reliable access to technology, and confident with using technology tools
- About half of teachers expressed confidence in their ability to provide rigorous distance instruction and in their students' ability to complete online assignments.
- Over half of teachers reported low confidence levels with regard to helping students with the most academic needs.
- About half of teachers reported indifference about current professional development opportunities.
- Technology and curriculum were the major areas in which teachers noted they need more professional development and support.
- The majority of teachers have communicated with almost all of their students and their students consistently participate in distance learning.
- Major barriers to engaging students in distance learning for teachers were: technology problems, student's distractibility, and challenges with checking for understanding.
- The majority of teachers are frequently and consistently communicating with families despite some challenges.

Key Findings from Stakeholder Surveys - Social-Emotional Well-being

Parent Surveys:
- Over half of parents indicated concerns about their child or children's social or emotional well-being.

Student Surveys:
- Overall, the majority of students reported experiencing positive feelings "almost always" (e.g., excited, happy, loved, safe, helpful, kind) and negative feelings "sometime or almost never" (e.g., mad, bored, lonely, sad, nervous, worried, afraid).
- Exceptions were found in students' ratings for "bored" and "stressed out"; the majority of students indicated ratings of "often" to "almost always" for these items.
- The vast majority of students reported they have a family member, teacher, or other adult from school that they can count on for help no matter what.

Teacher Surveys:
- About half of teachers expressed concerns about their own social-emotional well-being.
- The majority expressed feeling connected with their colleagues and have someone at or outside of their school site that they can count on for help no matter what.

Classified Staff Surveys:
- About half of classified staff reported no or low levels of concerns about their own social-emotional well-being and feel connected to their colleagues, but have high levels of concern about supporting other people in their life.
- Approximately half of staff respondents reported high levels of concern about their job security.
- Training on technology/digital learning applications was the primary area of training requested by classified staff.

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

Stakeholder engagement influenced the development of this Learning Continuity and Attendance Plan. Feedback from stakeholders is collected through the avenues described in the Stakeholder Engagement section of this document. "Big ideas" or common themes that emerged through the stakeholder engagement process were considered in the development of the proposed aspects and actions outlined in this plan. The following areas were specifically influenced by stakeholder input:

Technology:
- Increased Chromebooks from one per household to one per student based on parent feedback.
- Funding for extra duty time for technology staff to troubleshoot technology-related issues and/or provide training to staff.
- Increased the number of hotspots from one per family to as many as needed to meet the needs of students with proper bandwidth.
- Purchased a variety of equipment to assist with distance learning (e.g., document cameras, headphones, dual monitors).
- Purchased a program that created a district web-based application to make information more accessible to parents from a phone.
- Switched from AT&T to T-Mobile wireless internet provider to provide enhanced internet access across our district community.
- Simplified the new attendance tracking protocol and procedures based on input from administrators and teachers.

- Repurposed classified staff to assist families who do not know how to help their children log on or participate in distance learning (e.g., families who speak languages other than English, with low reading literacy, low digital literacy, or new to the district).

Curriculum:
- Sent home hard copy workbooks for students to have traditional assignment opportunities based on parent/teacher feedback.
- Created Instructional materials kits for students with disabilities based on students' needs and parent/teacher feedback.
- Each campus provided student learning kits filled with traditional school supplies.
- Purchased various learning applications that support distance learning based on teacher request.

Instruction:
- Creating a plan that prioritizes small cohorts of students (students with disabilities, foster/homeless youths, English learners, and students from low-income families) with the most significant academic needs to return to school for in-person instruction based on survey data indicating parents and teachers' concerns about meeting the needs of students who have the most difficulties.
- Prepared a distance learning handbook for all instructional staff.
- Mailed home distance learning expectations and recommendations to all students and parents/guardians.

Professional Development:
- Several "How-to" video modules developed by Teachers on Special Assignment (TOSAs) and Program Specialists.
- Incentivizing certificated staff to become Level 1 and Level 2 Google Certified (with $500 stipend for each certification).
- Various instructional application webinars and training opportunities.
- Real-time training and coaching by onsite Ed Tech Mentors.

Expanded Learning
- The District's After School Education & Safety (ASES) program is offering more of the preferred expanded learning activities requested by parents and students.
- The ASES program has simplified the student virtual check in procedure based on feedback from parents and students.
- The ASES staff members have been assessing and providing activities based on what students are most responsive to in their Google classroom.

English Language Learners
- Based on input from DELAC members, English Language Learners are among the groups of students the District is prioritizing to return to school under the state's guidance for small cohorts.

Continuity of Learning

In-Person Instructional Offerings

Standard School District is committed to providing in-person instruction as soon as health and safety guidelines allow a return to classroom-based instruction. Families were surveyed in June to determine their learning model preference for the 2020-21 school year. Approximately 50% of the respondents selected in-person and 50% selected the distance learning only option. Based on results of parent survey data, the district determined that our community would be best served with providing two options for instruction for the 2020-21 school year: 1) Traditional In-Person (On-Site) and 2) Virtual (Online).

Traditional (On-Site) Model:
 A traditional model will consist of in-person, on-campus instruction five (5) days a week on a full day schedule. This 5 day per week schedule includes an assumption that approximately 50% of the students will be participating in a virtual distance learning instructional model (based on parent survey results). The traditional model for 2020-2021 will look different from past school years due to health and safety protocols, with modifications to campus access, lunch, recess, and other campus activities. Classrooms will be set up for physical distancing with desks spaced out to the maximum extent possible and arranged in a way that minimizes face-to-face contact. Attendance will be taken each day. Assessments and grading will be part of this instructional model. Student technology devices will be available. On-campus meal service will be available.

 Online Model:
 A virtual model will provide instruction, personalized learning assignments, and support in an online format five (5) days a week on a full day schedule. Teachers will provide live virtual instruction in whole group and small group formats. They will also provide virtual office hours. Attendance will be taken each day, and there will be daily virtual access to the teacher. Assessments and grading will be part of this instructional model. Student technology devices will be available for use at home. Meals will be available for pick-up at designated site(s) and via bus transportation for eligible students.

The District remains flexible to adapting its reopening plans as needed in the event of changes in stakeholder input and county and state guidance. When allowed to return to full instruction, the district believes a traditional in-person schedule can be accommodated with the expected reduced number of students during the school day. A hybrid model, such as one below, will be considered if and when necessary based on enrollment data and stakeholder input.

Hybrid Model (On-Site/Online Combined):
A hybrid model will combine on-campus instruction and virtual/distance learning. In this model, students will attend in-person, on-campus instruction two (2) days a week on a modified day schedule. The modified day for hybrid will include an on-campus schedule with a different start and end time than the traditional schedule; this will provide schoolwide staggered start and release times. Class sizes will be smaller for the on-campus days, because half of the class will attend each day with classrooms set up for physical distancing with desks spaced out to the maximum extent possible and arranged in a way that minimizes face-to-face contact. There will be virtual (online) learning three (3) days a week. Attendance will be taken each day, and there will be daily access to the teacher, on campus or virtual. Assessments and

grading will be part of this instructional model. Student technology devices will be available for use at school and home. On-campus meal service will be available for on-campus days, and pick-up/drop-off meal service will be available for virtual days.

When permitted to return to instruction in-person, the District will reopen in a manner consistent with guidance from the California Department of Education (CDE) and the Public Health Department (PHD). Health and safety procedures will include the following: daily screening of students and staff for COVID symptoms and how to address those who display symptoms, social distancing protocols for students and staff to remain 6 feet apart to the extent possible, hand washing procedures and/or hand sanitizers to ensure frequency and thoroughness, the use of personal protection equipment (PPE) including face masks, disinfecting procedures for hard surfaces and regularly scheduled deep cleaning of classrooms. Sneeze/cough shields have been installed in high traffic office areas. The district will provide PPE for staff and students per classroom with the following supplies: facial tissues, hand sanitizers, disinfectant wipes. Students will be provided with disposable face masks if they do not bring their own.

Access to the campus will be limited to students and staff until it is safe to resume large gatherings. Recess outdoors will be suspended but students will be allowed to take breaks in the classroom. The district will provide bussing for students who require transportation. Staff and students will be required to comply with health and safety measures including the use of PPE such as face coverings and the use of appropriate hand sanitizers. Before and after each bus route, classified staff/custodians will disinfect the interior with wipes and/or foggers. Cleaning and disinfecting procedures of frequently touched surfaces in classrooms, desks, and chairs will be instituted by classified staff/custodians.

The District will ensure learning and competency development through the continued implementation of common formative assessments and summative assessments, including but not limited to chapter tests, unit tests, STAR Renaissance Reading and Math assessments, and Interim Assessment Blocks. Initial screenings/assessments will occur within the first 5-10 school days upon the return to In-Person instruction. Academic intervention and remediation will be provided by teachers or support staff within the school day during intervention blocks and/or after school. In addition, learning loss support may include intervention academies on Saturdays and during school recesses (e.g., Summer Break).

Students' social and emotional learning (SEL) and well-being will be addressed in a tiered approach based on identified needs. Students' SEL and well-being will be screened in the beginning of the school year and monitored on an ongoing, regular basis by student support staff in order to identify students in need of support and better match interventions to students' needs. Refer to the Mental Health and Social Emotional Well-being section of this LCP for more information.

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

Description	Total Funds	Contributing
Purchased Renaissance Place Suite of Programs (Schoolzilla, MyOn, Freckle)	$198,391	Yes
Professional Development	$456,113	Yes
EL Support and personnel	$104,117	Yes
AVID Mentor/ College & Career Readiness	$29,538	Yes

Summer School / Triple AAA	$134,554	Yes
Curriculum Development Committees	$192,780	Yes
Purchased additional technology	$702,567	Yes
Purchased additional PPE for students and staff	$192,864	Yes
Revised cleaning schedule for disinfecting rooms/surfaces	N/A	

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 Standard School District will begin the 2020-21 school year with a distance learning model which will be reevaluated when it is deemed possible to bring students back on campus. Under this model, students learn at home in a structured virtual format. Teachers utilize a variety of instructional strategies including scheduled, interactive, whole-class, and small group instruction in addition to independent work. Multiple virtual classroom sessions are held throughout each school day and attendance is compulsory. A minimum of 30- minute virtual classroom sessions will be conducted daily Monday-Friday with additional teacher office hours to ensure students maintain access to a full curriculum that includes lessons in English language arts, mathematics, science, history/social studies, physical education. Instruction is provided through the use of the district adopted materials and supplemental programs. Students earn grades on assignments and report cards will be distributed as they would in the traditional school setting.

The District will provide continuity of instruction during the school year through a Distance Learning Program using G Suite for Education, which includes Google Meet, Classroom, Calendar, Sheets, Docs, etc. This enables students to access the full curriculum of substantially similar quality through electronic texts. The District is providing the same state-approved curriculum and state standards within the Distance Learning Program.

Site schedules have been developed to ensure students have daily live interaction with certificated employees and peers. Synchronous learning will be provided through online lessons delivered through the teacher's classroom Google Meet link. Asynchronous assignments will be provided by the teacher(s) through Google Classroom. In the event a transition between In-Person instruction and Distance Learning is necessary, continuity of instruction will be ensured through the use of Google for Education tools for both In-Person and Virtual/Distance Learning models.

To further support students' continuity of learning, daily schedules will include opportunities for educators' to engage in intentional instructional planning and collaboration by grade level or department. The goal is to address how the learning environment is or is not

working for students. Ideally, this will allow for teachers and school leaders to see how well students are engaged in their learning, whether the instructional supports and accommodations are working, and whether the material is relevant and accessible to the student.

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.]

Families were surveyed beginning in March and again in August/September regarding their needs for devices and connectivity. SSD distributed Chromebook devices to the majority of students during the Spring and allowed students to keep their devices throughout the following summer. In August, school sites began distributing Chromebook devices to all newly enrolled students as well as others that did not receive a device in the Spring 2020 distribution. Hotspots were purchased and delivered to families upon request, providing internet access to families as needed. Every student in the district now has been assigned and provided a Chromebook device for distance learning. WiFi hotspots have been provided for families as needed and requested. All students have access to digital curriculum as well as hard copy textbooks if needed and requested by families.

To ensure ongoing access to devices and connectivity, the district has switched to a different internet provider that was able to provide enhanced internet access across our district community. The district also arranged for technological support for students and families if and when needed and requested in a variety of ways including repurposing classified personnel to assist with basic login procedures and arranging for technological support staff to assist with trouble-shooting and repairing devices as needed. Student support staff such as the district's Family and Community Engagement (FACE) facilitator conducted additional, individualized outreach to families with unique circumstances to ensure they have access to devices and connectivity. Site administrators and student support staff conducted home visits to locate, engage, and support families who were unable to access devices and connectivity following school closure in the 2019-20 school year.

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 provide each student and family with a daily schedule that includes required lessons and activities for each instructional day. Teachers assign student lessons and activities using our learning management system, Google Classroom. Teachers will maintain a weekly engagement record indicating synchronous and asynchronous instructional minutes along with time value of student assignments. In addition, teachers will log daily participation for all students in their classes. Support staff will assist teachers in contacting students that are not participating in synchronous or asynchronous activities to determine barriers, address needs, and re-engage students in distance learning.

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.]

Attendance Tracking: To assist teachers with attendance tracking for the 2020-21 school year, the District developed protocols for monitoring students' daily participation and maintaining weekly engagement records. The protocols were aligned to SB98 requirements and created with user-friendliness in mind to enhance the overall efficiency and accuracy of tracking students' attendance/engagement in distance learning. Site administrators created and distributed a video training module as a resource to teachers to demonstrate the scope and sequence of tracking daily participation and maintaining weekly engagement records.

Standards-Based Instruction via Distance Learning: The District has increasingly invested in both classified and certificated professional development, specifically geared toward improving Tier 1 level, standards-based, core literacy instruction for all students. This year, the District will be adding professional development for standards-based, core math instruction. Standards-based instruction in the context of remote learning will be an area of focus for these trainings. The District has contracted with professional consultants with expertise in these areas and is in the process of scheduling training dates for teachers.

Grading: To assist teachers with effective and equitable grading of students' performance and progress during distance learning, the District created and distributed written guidance for grading during distance learning to teachers.

Health/Nursing: To facilitate student's enrollment in distance learning, the District partnered with Kern Public Health to operate school vaccination clinics. Our school nurses and licensed vocational nurses (LVNs) participated in additional certification training that meets public health's requirements for immunizing children. They assisted families by administering TDap immunizations at the middle school for seventh graders so that they can enroll/stay enrolled in distance learning. The District plans on scheduling additional vaccination clinics throughout the year.

Exceptional Learners: The District will provide the following targeted professional development opportunities for selected personnel to strengthen capacity for supporting students with the most learning loss and significant behavior/social-emotional and attendance problems.

Intensive Reading/Dyslexia Intervention & Assessment: The District has contracted with a professional consultant to provide certification-level training and coaching for special education teachers and general education reading intervention teachers in evidence-based, intensive reading instructional strategies and assessment for students with severe reading difficulties for whom Tier 1 core reading instruction and targeted Tier 2 supplemental reading intervention are not enough. A primary focus of this training is how to effectively assess and implement intensive reading intervention remotely.

Universal Design for Learning: To assist general and special education teachers in making remote learning accessible and inclusive, site and district leaders and specialists will further their professional development on universal design for learning (UDL) strategies and subsequently lead/coach teachers in effective implementation of UDL in distance learning.

IEP Goal Development & Progress Monitoring: The District has procured *Goalbook Toolkit* subscription and training to assist special education teachers with designing and progress monitoring learning goals and instructional plans aligned to students' individual needs and universal design for learning.

Expanded Learning: The District's After School Education & Safety (ASES) program formed a focus group made up of front line staff to provide feedback and select targeted professional development training to support the program during this time. Staff are providing peer support and training on the use of various online platforms that can be used to deliver the program virtually. Staff are being provided with

professional development opportunities by participating in training such as: Expanded Learning's Region 8 STEAM Hub's, the STEAM Hub Coaches Academy, and the US Department of Education's Youth 4 Youth Webinars. The ASES program is evaluating other professional development training that focuses on integrating SEL into the online school day and connecting & engaging with students in the online classroom.

Technology: The district continues to seek professional development opportunities to share with our staff. TOSAs research and vet training based on survey needs. Staff have access to Ed Tech Mentors at their school site, TOSAs at the district office, training from Kern County Superintendent of Schools and other online platforms. Below is a list of professional development offerings and resources related to technology:

- Kern County Superintendent of Schools trainings
- TOSA developed "how to" modules
- Ed Tech Mentors
- Personalized professional development
- Technology department staff
- Technology help line
- Staff technology ticket system for troubleshooting technology related issues
- Incentivizing certificated staff to become Level 1 and Level 2 Google Certified
- Instructional Application webinars & trainings

Staff Roles and Responsibilities

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

Standard School District will begin the 2020-21 school year in a distance learning environment. Staff roles and responsibilities have adapted to the learning environment to support student learning and well-being. The district has created a Distance Learning Handbook for all instructional staff outlining the roles and responsibilities during distance learning.In most cases, staff will continue to perform their duties to assist students and families and/or address students' academic and social/emotional needs remotely by telephone or other district approved platforms for communicating with students. However, some staff have had their roles changed to address the needs of their school sites. District administration has met and agreed upon a Memo of Understanding with the Standard Teachers Association and with the SEIU Local 521

A description of the new roles and responsibilities as a result of COVID-19 are listed below:

- To improve academic rigor and coordination with general education during distance learning, the District modified the roles and responsibilities of Resource Specialist Program (RSP) teachers to serve students district-wide but with a focus on a significantly less grade span (e.g., one or two grade levels).

- To assist with student/family outreach and re-engagement, classified personnel were repurposed to establish and maintain contact with students/families.

- Classified employees' have also been asked to provide service outside their regular job description. Employees will work with their supervisor to provide added support to positions that remain essential during this period. Examples of employees embracing this

include:
- ○ Providing academic support and intervention to students struggling with this learning format.
- ○ Reading stories to elementary students through online tools.
- ○ Handing out food through our Child Nutrition program to ensure students have access to healthy food.
- ○ Sanitizing work areas between use to minimize the spread of germs.
- ○ Supporting instructional programs by providing additional supervision.

- Administrators and other staff delivered technology and instructional materials to student homes when families were not able to come and collect it. Monitoring student online engagement and connecting with families to resolve issues preventing student participation. All employees are provided the opportunity to work even if their position is unnecessary in the moment.

- The District's After School Education & Safety (ASES) program staff are offering computer technical support for families and students, virtual homework help & tutoring, virtual programming, Grab & Go materials and supplies to participate in activities. Staff are reaching out to families through phone calls and emails to ensure they are supported.

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.]

Using data from the previous school year (e.g., chronic absence, participation in distance learning in the Spring, suspensions/office discipline referrals), the District's LCP was drafted with anticipation of higher levels of support for specific students and student subgroups. District leaders will regularly monitor student daily participation by site, grade, and student subgroup to assess and address any patterns that may be indicative of inequitable practices.

Support for English Language Learners: Teachers will incorporate designated and integrated English Language Development in theri synchronous, whole-group and small-group sessions. Using technology, teachers will be intentional about (1) small group instruction, sometimes with aides supporting, to interpret, collaborate and communicate; (2) applying language in academic taske; and (3) using visual cues and tools to explicitly describe language and be purposeful. Curriculum and district learning apps will be utilized to improve the foundational aspects of listening, speaking, writing and reading. Instructional aides will be utilized for small group activities and one-on-one virtual call support. Supplemental programs can be leveraged to provide additional learning opportunities. Teachers will work to provide activities that parents can facilitate at home that enrich the language experience using technology to translate tasks into native language, encourage parents to join academic activities and communicate directly with staff that are working with food distribution to relay messages.`

- All communication regarding the District's Distance Learning Plan and supports will be translated into Spanish, the primary foreign language of English Language Learners in the District
- Translation and interpretation services for other foreign languages provided as needed
- Hired additional bilingual aides to support English Learners in synchronous and asynchronous learning
- EL supports are embedded throughout the curriculum
- EL students are monitored academically by site EL Coordinators
- EL students not making progress will be referred to support staff

- Academic curriculum and content available in primary languages
- Dedicated EL instruction for English Learners

Support for Students with Disabilities: The District will continue to provide high quality and equitable instructional practices for students with disabilities in the new distance learning context. Students with disabilities will each have a distance learning plan (DLP) that includes specialized academic instruction and related services aligned to their current individualized education plan (IEP). DLPs will include both synchronous and asynchronous learning activities and will be individualized to address the needs of students and families. Special education service delivery will include the following:

- Specialized academic instruction as outlined in students' IEPs. For students in a Special Day Class (SDC), specialized academic instruction will be provided consistent with their IEPs, but minutes will be adjusted to align with the minimum instructional minutes required for each grade level.
- To improve instructional rigor and coordination with general education teachers, Resource Specialist Program (RSP) teachers will be repurposed to serve students district-wide with a focus on one or two grade levels for each teacher.
- Related services (e.g., speech therapy, occupational therapy, educationally-related mental health therapy) as outlined in students' IEPs.
- Accommodations/modifications as outlined in students' IEPs.
- Regular (e.g., weekly or biweekly) communication with parents of students with disabilities (via phone, email, or virtual conference).
- Each case manager will document all services provided in a weekly engagement record.
- Each case manager will conduct ongoing, frequent monitoring of their students' progress.
- DLPs will be reviewed at least monthly and modified if and when needed.

In accordance with the recent county and state guidance on small cohorts, the District is in the process of planning for the return of students with disabilities who are experiencing the most learning loss. District leaders are forming a multidisciplinary task force and collaborating with labor unions to develop and finalize site-specific protection plans before in-person instruction for small cohorts of students begins. Students demonstrating the most learning loss and most intensive social-emotional or attendance problems will be prioritized in terms of inclusion in small cohorts.

Support for Homeless Youth: The District ensures that children and youth experiencing homelessness are able to participate fully in school activities by identifying and removing barriers to identification, enrollment, and retention of homeless youth in school. The District's Family and Community Engagement (FACE) Facilitator will provide and coordinate supports specific to Homeless Youth including the following:

- Contact with parents/students to determine if they have special or unmet needs for accessing distance learning, address technology needs,provide WiFi hotspots when needed/requested.
- Coordination and communication with parents.
- Coordination and communication with shelters to engage students in distance learning.
- Coordination and communication with community agencies to increase awareness of the district's services for homeless youth and families.
- Coordination with parents/students and schools as needed for optional distance learning delivery of assignment materials and school supplies.
- Provision of community resource information and referral for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc.

- Coordination with county LEA Homeless Liaisons to provide continuity of educational services as students transfer.

Support for Foster Youth: The District's Family and Community Engagement (FACE) Facilitator will provide and coordinate supports specific to Foster Youth including the following:

- Case management to support all eligible foster youth.
- Regular (weekly or biweekly) check-ins with students and foster parents via phone, email, or virtual conference.
- Monitor attendance/engagement and communication with teachers and administrators when needed.
- Referral for resources available within the district and /or community agencies as needed.
- Referral for online tutoring services available within the District.

Support for Advanced Youth: Enrichment activities will be available for advanced students and may include asynchronous activities such as virtual field trips, videos, articles, and project-based learning opportunities provided by teachers. These asynchronous enrichment learning opportunities accommodate students' learning needs by providing opportunities to work at their own pace. Further, the District's expanded learning program also offers general exploratory activities that spark student interests available to students with all learning needs/differences, including advanced students.

Expanded Learning Opportunities: The District's After School Education & Safety (ASES) program is offering instruction using a variety of platforms to accommodate learning differences. Grab & Go materials are being provided so students may participate regardless of economic circumstances. Staff are able to deliver Grab & Go supplies to the homeless shelter, SDC or foster care students that are unable to pick up at the school site. Homeless & foster youth receive first priority enrollment into the ASES program. Physical activities are demonstrated with ways to modify the activity for students with physical limitations.

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

Description:	Total Funds	Contributing
PERSONNEL:		
Hired a Program Specialist/Psychologist to coordinate student support services for the middle school	$140,000	Yes
Hired a School Psychologist Intern to expand continuum of resources and supports for middle school students	$25,000	Yes
Hired a Special Education Teacher on Special Assignment to provide technical assistance, training, and coaching to new and veteran special education teachers and support staff	$125,000	Yes
Repurposed a certificated employee as a teacher for students requiring an alternative educational program	$125,000	Yes
TECHNOLOGY:		
Replace obsolete teacher Chromebooks and purchased additional Chromebooks for new teachers to provide distance learning for students	$28,200	Yes
Purchase Chromebox, dual monitors, webcams and wireless keyboards to assist teachers in distance learning	$197,160	Yes

Purchase additional chromebooks for students	$271,942	Yes
Purchase additional technology to support distance learning (e.g., WiFi hotspots, headsets, and document cameras for staff)	$96,000	Yes
Purchase assistive technology for students with disabilities to enhance access to distance learning	$3,932	Yes
Procure SeeSaw learning management system software for TK/K and special education teachers.	$2,475	Yes
Procure Blocksi	$23,240	Yes
Procure Screencastify	$2,400	Yes
Procure Goalbook Toolkit to assist special education teachers with designing and progress monitoring learning goals and instructional plans aligned to students' individual needs and universal design for learning.	$17,000	Yes
Procure AIMSWebPlus to be used for frequent and ongoing progress monitoring of students with disabilities and students and students at-risk for significant learning loss.	$19,500	Yes
Technology Management - Filewave	$40,745	No
CURRICULUM:		
Renaissance 360 - Schoolzilla, MyOn, Freckle ELA & Math	$198,391	Yes
Aleks	$5,391	Yes
Lexia	$50,600	Yes
Read180	$6,406	Yes
Project Read	$2,270	Yes
Connecting Math Concepts & Reading Mastery	$23,737	Yes
Instructional materials (e.g., manipulatives)	$47,545	Yes
PROFESSIONAL DEVELOPMENT:		
Increase funding to schools for additional days for their teachers to plan for re-opening and distance learning	$17,350	Yes
Contract with Reading Intervention/Dyslexia Expert to provide certification training and coaching for special education and general education teachers to strengthen capacity in supporting students experiencing significant learning loss and reading difficulties.	$7,500	Yes
Contract with Consultant/Expert on English Language Arts Instruction	$69,900	Yes
Contract with Consultant/Expert on Math Instruction	$16,200	Yes
Partner with community mental health agencies on Social-Emotional Learning/Trauma Informed Care	$39,000	Yes
Contract with Consultant/Expert on Universal Design for Instruction (UDL)	$17,250	Yes
District Training/Coaching on Technology/Digital Curricula	$274,224	Yes

PARENT ENGAGEMENT:		
Communication Apps (Remind App, etc.)	$12,359	Yes
Apptegy/Thrillshare - District mobile app and websites	$22,450	Yes

Pupil Learning Loss

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

To measure students' learning status in English language arts and mathematics, Standard School District staff will utilize multiple measures, including but not limited to, the STAR Renaissance online reading and math assessments and other formative/summative assessments Baseline data will be collected in the first quarter. Teachers will have access to the students' results upon completion of the assessments to assist with addressing students learning loss. Students will take the STAR Renaissance assessments additional times throughout the school year:

Pupil Learning Loss Strategies

[A description of the actions and strategies the ELA will use to address learning loss and accelerate 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.]

Standard School District staff continues to collaborate to address student learning loss and accelerate learning progress for students. The District continues to support professional learning communities (PLCs) with subject areas and/or grade level PLCs at the district and site level. PLCs focus on four essential questions: What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know it? Guided by these questions, the District certificated staff will begin collaborating to refine common formative assessments (CFAs) to assess and address learning loss. The Education Services Department will continue to provide support to teachers and staff as they navigate the distance learning environment while simultaneously addressing learning loss and accelerated learning progress. The District will continue to utilize multiple measures to assess reading and math levels. Additionally, instructional staff will continue to have an opportunity to receive training and consultation from educational experts in English Language Arts and will also begin to receive training/consultation from an educational expert in Math.

Regular assessment will take place using STAR testing, curriculum assessments, anecdotal data, teacher observation and student participation. We will also use the ELPAC Initial and Summative testing for ELL students and the CAASPP testing in the spring. Our assessment calendar is as follows:

STANDARD SCHOOL DISTRICT
2020-2021 Assessment/Activity Timeline

Quarter	State Required Testing Dates	STAR Test	Progress Reports Submission Window	Quarter Grades Submission Window	Report Cards Go Home	ACADEMIC & STUDENT EVENTS School Holidays
1st Quarter Aug 12 - Oct 9 42 days	Initial ELPAC Aug 12 - Nov 13	Aug. 12 - Sept. 11 AR Star Grades 1-8 AM Star Grades 2-8 Oct. 5- 15 AR Star Grades 1-8 AM Star Grades 2-8	Sept 8 - 11 Send Home by Sept 18	Oct 7 - 13	Parent Conferences & Report Cards Oct 19 - 23 (Parent Conferences) (by Oct 21)	Sept. 7: Labor Day (M)
2nd Quarter Oct 12 - Dec 18 44 days		Dec. 7 - 18 AR Star Grades 1-8 AM Star Grades 2-8	Nov 9 - 13 Send Home by Nov 20	Dec. 16 - Jan 5	by Jan 13	Nov. 11: Veterans' Day (W) Nov. 23-27: Thanksgiving Break (M-F)
3rd Quarter Jan 4 - Mar 12 47 days	~~PFT Testing Opens~~ ~~5th and 7th Grade~~ ~~Feb 1 - Apr 30~~ Summative ELPAC March 1 - March 30	Mar. 9 - 19 AR Star Grades 1-8 AM Star Grades 2-8	Feb 1 - 5 Send Home by Feb 12	Mar 10 - 16	by Mar 24	Dec. 21 - Jan. 1: Winter Break Jan. 18: Martin Luther King Jr. Day (M) Feb. 8: Lincoln's Birthday (M) Feb. 15: Washington's Birthday (M)
4th Quarter Mar 15 - May 26 47 days	CAASPP Window April 27 - May 22	May 10 - 21 AR Star Grades 1-8 AM Star Grades 2-8	Apr 12 - 16 Send Home by April 23	May 17 - 26	by Jun 2	Mar. 29 - Apr. 5: Spring Break Revised 8/26/2020

Revised 8/26/2020

<u>Learning Loss Strategies for English Language Learners:</u> English language learner supports are embedded throughout the curriculum, and teachers will incorporate designated and integrated English Language Development in their synchronous, whole-group and small-group sessions. Using technology, teachers will be intentional about (1) small group instruction, sometimes with bilingual aides supporting, to interpret, collaborate and communicate; (2) applying language in academic tasks; and (3) using visual cues and tools to explicitly describe

language. Curriculum and district learning apps will be utilized to improve the foundational aspects of listening, speaking, writing and reading. Bilingual instructional aides will be utilized in synchronous and asynchronous learning for small group activities and one-on-one virtual call support. Dedicated EL instruction will continue to be provided for English Learners, and supplemental programs can be leveraged to provide additional learning opportunities. Teachers will work to provide activities that parents can facilitate at home that enrich the language experience using technology to translate tasks into native language, encourage parents to join academic activities and communicate directly with staff. EL students will continue to be monitored academically by site EL Coordinators, and students not making progress will be referred to support staff.

Learning Loss Strategies for Students with Disabilities: The District will continue efforts to provide high quality and equitable instructional practices for students with disabilities in the new distance learning context. Students with disabilities will each have a distance learning plan (DLP) that includes specialized academic instruction and related services aligned to their current individualized education plan (IEP). DLPs will include both synchronous and asynchronous learning activities and will be individualized to address the needs of students and families. Special education service delivery will provide specialized academic instruction as outlined in students' IEPs. For students in a Special Day Class (SDC), specialized academic instruction will be provided consistent with their IEPs, but minutes will be adjusted to align with the minimum instructional minutes required for each grade level. To improve instructional rigor and coordination with general education teachers, Resource Specialist Program (RSP) teachers will be repurposed to serve students district-wide with a focus on one or two grade levels. Related services (e.g., speech therapy, occupational therapy, educationally-related mental health therapy) will be provided as outlined in students' IEPs. Staff will continue providing regular (e.g., weekly or biweekly) communication with parents of students with disabilities (via phone, email, or virtual conference). Each case manager will continue to document all services provided in a weekly engagement record and continue to conduct ongoing, frequent monitoring of their students' progress.

Learning Loss Strategies for Foster Youth: The District's Family and Community Engagement (FACE) Facilitator will continue to provide and coordinate support specific to Foster Youth, such as regular (weekly or biweekly) check-ins with students and foster parents via phone, email, or virtual conference, monitor attendance/engagement and communication with teachers and administrators when needed, and refer for resources available within the district and /or community agencies.

Learning Loss Strategies for Homeless Youth: The District's Family and Community Engagement (FACE) Facilitator will continue to provide and coordinate supports specific to Homeless Youth. These services include contacting parents/students to determine if they have special or unmet needs for accessing distance learning, coordinating and communication with shelters to engage students in distance learning, and providing resources for online tutoring services available within the District.

Learning Loss Strategies for Advanced Youth: Advanced learners represent a special population of students for whom technology-based learning environments may be especially appropriate given their cognitive advancement and facility with technology in general. To keep advanced learners learning at the same level, teachers will regularly monitor students' progress and provide supplemental learning opportunities and materials tailored to each advanced student as needed to provide appropriate levels of challenge. Teachers will have opportunities to collaborate within and across their grade-level or department to improve online sessions and instructional strategies that will help individualize and differentiate instruction for all learners, including advanced learners.

Expanded Learning Opportunities: The District's After School Education & Safety (ASES) program is providing homework help & tutoring through email, phone calls and virtually through Google Meet. ASES staff are communicating with teachers about students who are struggling to complete assignments or attend remote instruction, and reaching out to those families to offer support and assistance. School Site Principals are referring students in need of additional help with homework & tutoring to enroll in the program.

Effectiveness of Implemented 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.]

The Standard School District will implement a systematic cycle of assessments including initial screenings/diagnostic assessments as well as formative and summative assessments to address learning loss and accelerate the progress of students. Initial screenings/diagnostic assessments are used to identify specific areas where instruction or intervention may be needed to improve student learning.

Formative assessments and progress monitoring will take place during the lesson and provide actionable information about students' learning status relative to the desired lesson goal. Teachers will use data from formative assessments immediately to adjust their instruction and ensure students progress towards learning goals. Summative assessments will be conducted at the conclusion of a defined instructional period (typically at the end of a project, unit, course, quarter, program, or school year) to evaluate student learning, skill acquisition, and academic achievement.

Assessment data informs instruction for all students, including those with unique learning needs such as students with disabilities, students working below grade level, English language learners, students placed in foster care, and students experiencing homelessness. For data to lead to meaningful change in student outcomes, teachers and administrators will have designated collaboration time to analyze data, identify shifts and changes in instruction to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies.

The District has invested in several online resources to assist in measuring the effectiveness of the learning loss strategies, including STAR Renaissance, Schoolzilla, Lexia, Aleks, etc. Additional learning support strategies will be implemented as needed based on the quantitative and qualitative data collected.

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

Description	Total Funds	Contributing
Purchase supplemental academic intervention curriculum materials and software	$386,795	Yes
Procure subscription to and training for Goalbook Toolkit	$17,000	Yes
Procure subscription to and training for AIMSwebPlus	$19,500	Yes
Provide academic remediation opportunities, using resources such as certificated employees, expanded learning program tutors, and instructional aides	$174,000	Yes
Develop an alternative plan for students who might not have access to adequate learning environment at home	$52,000	Yes
Create school-site specific plans for re-opening schools for small cohorts of students with most intensive academic needs in accordance with state and local guidance.	$157,000	Yes

Mental Health and Social and Emotional Well-Being

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

To truly improve student school and life outcomes, embedding social-emotional learning (SEL) into the work of every teacher, in every classroom and every afterschool and summer learning program is vital. The COVID-19 pandemic has created different types of traumatic experiences and high levels of stress for many of our staff, students, and families. This experience emphasizes the importance of social-emotional well-being for all. The District will continue to provide a continuum of resources and supports focused on the mental health and social/emotional well-being of students and staff. Schools will use data to support the selection and implementation of practices matched to students' needs. Schools will also progress monitor frequently to determine whether interventions are having the intended effect so that adjustments can be made if needed, thereby, ensuring desired outcomes are achieved. Throughout the process, schools will engage families and leverage community partnerships.

Continuum of Interventions & Supports
Positive Behavior Intervention and Supports (PBIS) provide the foundation for the expanded continuum of supports to meet the needs of all students, especially those with or at-risk of mental health challenges. As a multi-tiered system of support, PBIS includes prevention and promotion of social-emotional-behavioral wellness at Tier 1; targeted intervention for students identified as at risk at Tier 2; and intensive, individual interventions for students identified as needing high levels of support at Tier 3.

Tier 1
The District will continue to implement Positive Behavior Intervention and Supports (PBIS), social emotional learning (SEL) aligned to Collaborative for Academic, Social, and Emotional Learning (CASEL), and Trauma Informed Care. Our District-adopted SEL programs (MindUp for elementary and Second Step for middle school), will be implemented by teachers and/or support staff in both a synchronous and asynchronous format. Students will engage in lessons teaching self-management, social awareness, self-awareness, relationship skills, and responsible decision making. These lessons will be taught throughout each week of the school year. Students' SEL/well-being will be screened via a short survey administered to students in grades 3rd through 8th. Site and district teams will analyze data to identify student needs and address these needs with layering of tier 1, 2, and 3 interventions.

Tier 2
Students with Tier 2 social emotional needs are identified by teachers/staff, parents and/or the student and are then referred to student support staff (e.g., behavior intervention specialist, school psychologist, school counselor, mentor, nurse, and/or family and community engagement (FACE) facilitator, or social worker) to address individually or in small online groups for skill development. Interventions will include classroom lessons, activities, and/or individual small group counseling.

Tier 3

Intensive interventions (Tier 3) will be provided for students whose social/emotional behavior and mental health limit participation and functioning throughout the school day. The district partners with community mental health service providers such as Kern Behavioral Health, KCSOS, and Child Guidance Center, to integrate community-based mental health services within the district's MTSS. This collective effort aims to align the Positive Behavioral Interventions and Supports (PBIS) component of MTSS and School Mental Health (SMH) systems to improve educational outcomes for all children and youth, especially those with or at risk of developing mental health challenges. The district-mental health agency partnerships will focus on creating a Wraparound process as a Tier 3 level intervention for the most vulnerable students. The partnership will focus on providing evidence-based strategies for improving social-emotional/mental health of students/families.

Students with disabilities struggling with repeated behavior issues, specific diagnosis, outside issues such as family unrest at home, or severe emotional challenges will be referred for an Educationally Related Mental Health Services (ERMHS) assessment. Based on the results of this assessment students may be provided with additional mental health services.

For employees, the District's Employee Assistance Program (EAP) provides access to a wide range of professionals including clinicians, counselors, mediators, lawyers, or financial advisors that can provide short-term counseling or assist employees with accessing more extended care. The EAP program offers support for employees specifically targeted to assist with stress-related concerns that may have developed as a result of the "new normal" associated with the COVID-19 pandemic including stress, anxiety and depression, parenting and family needs, workplace concerns, sleep issues, and substance abuse.

Participants in the District's After School Education & Safety (ASES) program are answering questions of the day on how they are feeling, staff are providing personal responses to students to provide support and feedback. Staff are providing tools to children for handling feelings of anger, frustration and isolation. Some examples include: mindfulness activities, kindness challenges, yoga on "Tranquil Tuesdays", wellness club, community service learning, physical education activities. Science Buddies curriculum will be used by staff to educate themselves and offer videos and activities to educate children on COVID-19. Examples of curriculum used to support SEL includes: Wings for Kids (After School Alliance), the WE program, and the Kindness Campaign. The ASES program is evaluating other professional development training that focuses on integrating SEL into the online school day and connecting & engaging with students in the online classroom.

Social Emotional Learning Professional Development: A variety of training opportunities will be provided to school staff on social-emotional learning and mental health/wellness by school-based mental health personnel within the district (e.g., school psychologists and school counselors) as well as via partnerships with community agencies such as Henrietta Weill Child Guidance Center, Kern Behavioral Health, and Kern County Superintendent of Schools.

Internal trainings (by district student support staff) will focus on evidence-based strategies and guidance to school teams on implementing multi-tiered systems of support (MTSS) that prioritizes students and student groups with the most lost learning time and/or most intensive social/emotional/behavioral difficulties that interfere with their daily functioning.

External trainings (in partnership with community mental health agencies) will focus on awareness/prevention, early intervention, and crisis intervention, as well as evidence-based practices and resources for school teams.   The District will also be working, in partnership with community mental health agencies, to better integrate and sustain existing SEL and mental health-related initiatives,

programs, practices across the school and district levels. This is critical in streamlining data/systems/and practices across the district as well as give clarity for teachers at the classroom level, avoid duplicity of services, and ultimately, enable students to receive the services and supports they need when they need it.

Pupil and Family Engagement and Outreach

Standard School District teachers will monitor student participation in all synchronous and asynchronous distance learning activities using its Student Information System (SIS). Communication to families of English language learners will be conducted in the primary language of the student with the assistance of bilingual staff who are available at each school to translate documents and/or provide interpretation assistance as needed. The District's SIS will generate attendance notices for site administrators to review and send out to families by regular mail and email and/or text when designated benchmarks for absences are reached. In addition, the District will use resources such as *Class Dojo* or *Remind* apps to communicate with families.

Principals will serve as the main liaison with student support services personnel, who stand ready to provide support for families in need of targeted or intensive support. On a weekly basis, site and district administrators will review attendance data at a district level as well as broken down by site, grade, disability, race/ethnicity, etc. to determine and address inequitable patterns, if any. To better tailor or adapt support services where they are needed, teachers and support staff will help collect qualitative information about the reasons students miss school. Additional professional development and resources will be provided to teachers and support staff on how to effectively reengage specific subgroups if and when warranted by the attendance data collected.

Given multiple factors may be attendance barriers for each chronically absent student, the District will continue to implement and coordinate multiple strategies to effectively reduce chronic absenteeism. The District's procedures for tiered reengagement strategies for pupils who are absent from distance learning are as follows:

TIER 1 (for ALL students and students with 3 or more absences)
Students are required to attend daily virtual classes through a Google Meet platform. Students should only miss if they are ill and unable to participate in school. Student's daily participation will be recorded by classroom teachers. Weekly engagement records will be maintained that include the synchronous and asynchronous instructional activities for each school week. Teachers serve as the primary contact point for the school district with both students and parents. As a first step to re-engagement, teachers will communicate with students and parents through phone calls, emails, or virtual platforms such as Google meet to determine resources that may be needed to ensure students engage in compulsory education requirements and reduce the risk of learning loss.
- Attendance calls will be made daily for each student who has unverified absence and weekly for students who have 3 or more unverified absences per week.

- The First Attendance Support Letter will be sent out after one week of 60% or more absences per week (3 or more days absent per week).

TIER 2 (for students with 6 or more absences)
If attendance does not improve and the student continues to demonstrate 60% or more absences per week over a two-week period:
- The Second Attendance Support Letter will be sent out.
- A Student Attendance Review Team (SART) meeting will be convened to identify student/family barrier(s), develop and implement targeted Tier 2 interventions aligned to specific barriers and provide targeted assistance to eliminate barriers.
- Assistance may include but is not limited to:
  - Providing access to necessary resources such as technology, internet access, instructional materials, etc.
  - Ensuring translation support if necessary.
  - Referrals to mental health and social and emotional supports and services.
  - Assign an adult mentor to check in with and connect to student/family daily or weekly
- Students in need of this level of support will be placed on site-level attendance contracts and "flagged" for regular check-ins by site administrators and student support staff, and daily monitoring of attendance/participation will be implemented.

TIER 3 (for students with 9 or more absences)
If there is still no improvement in attendance and a student has accumulated 60% or more absences per week over a three-week period:
- The Third Attendance Support Letter will be sent out.
- The SART will refer attendance concerns to the District's School Attendance Review Board (SARB) panel which consists of site and district administrators, nurse, school resource officer, school psychologist, school counselor, teacher on special assignment, program specialist, social worker, and community mental health services provider. The SARB panel works to connect the family with community-based services, arrange for intensive casemanagement and supports to complement the efforts of school site staff.

For students who miss partial school days on a consistent basis (e.g., absent every day for math sessions only), school sites will follow MTSS referral procedures for problem-solving and tiered re-engagement strategies. Student support staff and site administrators will provide assistance with student/family outreach, identifying attendance barriers, and selecting/implementing strategies matched to specific attendance barriers.

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 is providing pre-packaged meals that meet all standards required by the Nation School Lunch Program as well as the School Breakfast Program through curb-side service at all our school sites, meal delivery to our students with special needs, and two additional bus stops within our district. All students are eligible for free meals, since our district participates in Community Eligibility Provision. By

adding meal distribution at bus stops for students, we are able to increase our accessibility of meals for students who may have trouble with transportation, ensuring nutritionally balanced meals are available for all our students.

During in-person instruction, the District will implement the following procedures to accommodate for social distancing: For the middle school, breakfast will be in the classroom, an extra lunch period will be added, and food distribution areas will be increased. For the elementary schools, breakfast will be in the classroom and lunch times will be staggered by grade levels

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

Section	Description	Total Funds	Contributing
Mental Health & Social Emotional Well-being	Hire additional program specialist/psychologist and psychologist intern to address the social-emotional needs of students	$165,000	Yes
Mental Health & Social Emotional Well-being	Contract with community mental health agencies to provide increased mental health services virtually or on school campuses when appropriate.	$20,000	Yes
Mental Health & Social Emotional Well-being	SEL training and curriculum materials	$30,000	Yes
Mental Health & Social Emotional Well-being	Universal screening for SEL/mental health	$5,000	Yes
Parent Education	Parent training curriculum and materials	$12,338	Yes
Parent Engagement Apps	Purchased Remind, Apptegy/Thrillshare, and District mobile app builder	$34,809	Yes

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
33.97%	$7,402,812

Required Descriptions

Given the District's unduplicated student count is approximately 88%, services provided to all students also meet the district's goals for its unduplicated pupils. Such a high percentage of unduplicated pupil count suggests that the needs of foster youth, homeless youth, low-income youth, and English learners are already at the center of the district's existing multi-tiered system of supports (MTSS). The goal of MTSS is to create and maintain an on-going process that uses student performance to guide implementation of high-quality instruction and intervention that is matched to student needs. It is ideal that in MTSS, 80% of the students meet academic expectations with 20% of the student body requiring intervention. However, the reality for districts in high-poverty areas, such as Standard School District, is much different. Over half of our student population require targeted or intensive intervention. This highlights a call to action for building personnel capacity for implementing effective, research-based strategies and interventions.

The District aims to meet the needs of foster, homeless low-income youth and English learners by enhancing our MTSS to incorporate research-based strategies and interventions including the following: identifying student needs using objective mechanisms such as universal screening and using screening data to create intervention groups based on specific skill deficits, employing interventions matched to skill deficits, using data derived from the system to monitor/evaluate interventions objectively and based upon a predetermined outcome, and adjusting intervention intensity based on response data obtained. This work requires new ways of thinking and actions about how to meet the needs of students and will likely require longer than this academic year to fully achieve and sustain. The District has already begun this work and is committed to advancing MTSS to better meet the needs of all students.

Standard School District is expected to receive $7,402,812 in supplemental and concentration funding for the 2020-21 school year calculated on the basis of the number and concentration of English learners, low income, and foster youth as determined pursuant to 5 CCR 15496(a)(5). A review of the District's needs and metrics, along with stakeholder input, determined that accelerating the district's work in improving data, systems, and practices for MTSS implementation across all sites would be the most effective use of supplemental and concentration grant funds to meet the goals for unduplicated pupils. The following actions can address the current gaps in data, systems, and practices relevant to MTSS implementation and improve outcomes for all students, specially our most vulnerable youth such as our low-income students, English learners, foster, and homeless youth:

1) Additional Tier 2 and Tier 3 targeted or intensive intervention and supports for academic, behavioral/social- emotional, or attendance areas

Academic: Extended and alternative learning opportunities provided through Tier 2 instructional blocks within the school day and small group tutoring via afterschool and/or Saturday School are offered districtwide and principally directed toward and effective in meeting the district's goals for unduplicated students. Students who have not yet met academic standards, including those identified as low-income, English learners, and foster/homeless youth, will receive more live instruction than students currently meeting academic standards. Tier 2 instructional blocks are included in teachers' schedules on a weekly basis and available via the District's after school/expanded learning

program or Saturday School. These services are principally directed to addressing the needs of low income students, English learners, and foster youth. During these instructional opportunities, students will be homogeneously grouped according to specific instructional needs so that teachers and support staff can provide targeted instruction and practice.

Social/Emotional/Behavioral: The continued and improved use of Positive Behavior Interventions and Supports (PBIS) strategies and social-emotional learning (SEL) curriculum adapted for the virtual learning environment will improve the quality of the learning environment for unduplicated students. Teachers and student support staff will continue to weave SEL strategies in their work and provide family outreach services to ensure students/families have access to educational opportunities aimed at accelerating student growth and achievement. Additional Tier 2 and Tier 3 SEL resources and interventions such as evidence-based SEL curricula, youth mentorship, and contracts with community mental health agencies for wrap-around mental health services including individual counseling and case-management are improved services for the district's most vulnerable students. These services increase students' access to preventative SEL support and mental health services as well as crisis intervention.

2) Ongoing professional development and coaching for teachers

Considering the success of foster/homeless youth, English learners, and low-income students hinges on students' access to highly trained professionals, ongoing professional development that includes coaching for teachers can enhance teachers' knowledge, skills, and practices, thereby, improving/accelerating student achievement. Providing teachers with various opportunities for professional learning, including training/coaching by site/district experts or outside consultants/experts, common planning/collaboration time, shared opportunities to examine student work, and tools for self-reflection are all effective use of supplemental and concentration funds primarily directed toward improving the achievement of our most vulnerable students. Professional learning is both externally-provided and job-embedded and principally directed to increase teachers' knowledge and change their instructional practice in ways that support our most at-risk students.

3) Data management system for decision making that aligns student needs and assessment data to interventions

Positive early experiences are essential prerequisites for later success in school, the workplace, and the community. The success of any intervention depends on the early and accurate identification and ongoing progress monitoring of students at risk of academic failure or social/emotional/behavioral problems. Efficient screening/diagnostic tools are essential in early identification and progress monitoring of literacy and numeracy deficits as well as social-emotional/mental health. Investing in an assessment system can help administrators and teachers improve outcomes for all students by helping them more efficiently allocate and evaluate core instruction and interventions. A measurement system based on accurate, continuous, and direct assessment data can provide administrators and teachers access to the specific information they need in order to provide meaningful differentiated instruction. These screening/progress monitoring tools benefit all students and can be principally directed to addressing the achievement needs of English learners, low-income students, foster, and homeless youth to clarify specific instructional needs of students.