

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.]

As a result of the COVID-19 pandemic and under the guidance of the county health department and the county office of education, the district closed its schools and transitioned to remote instruction during the week of March 16, 2020. This involved the discontinuation of students receiving in-person instruction at schools. Instead, all instruction was delivered through a remote learning model in which students participated in activities at home, receiving instruction primarily through digital means.

The unprecedented COVID-19 pandemic has affected the entire LEA community and drastically altered the lives of our students, families, and staff. The unexpected closure of schools has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided through the schools using an in-person model. Many of these services target vulnerable populations such as English learners, foster youth, homeless youth, and students with disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

Because students were unable to participate with in-person instruction in classrooms during this time, progression of learning grade-level content across all subject areas was affected. There was no universal screener to gather assessment data to demonstrate student progress or regression. Remote learning did not replicate the traditional classroom learning experience, nor its outcomes across all content areas. Parents/guardians working outside the home were tasked with juggling the demands of work and providing support for their children’s instruction at home. Parents/guardians working in the home faced the challenge of helping their children with learning while also completing their own work responsibilities. Some families experienced stress due to lost income resulting from the COVID-19 pandemic. Remote learning also had an impact on students’ social wellbeing, emotional wellness, and physical health. Even though school staff worked diligently to maintain student connections to school, the social isolation at home and lack of in-person interactions was hard for students and families. Also, remote learning increased the amount of screen time that students faced, which elevated stress for some students and decreased their activity level of our students.

In July of 2020, the governor announced that no schools were to open prior to being removed from the state watchlist. This announcement ensured that the LEA would begin the 2020-2021 school year using remote instruction.

Stakeholder Engagement

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

The LEA solicited feedback from parents students and both certificated and classified staff in the late spring and throughout the summer regarding the experience and satisfaction with distance learning, the problems and setbacks associated with this learning platform, distribution of meals, access to the internet for learning purposes and other topics.

In the weeks immediately after the school year began the LEA held specific stakeholder group meetings with the four main stakeholder groups: certificated staff (8/31/2020), classified staff (8/31/2020), parents (8/31/2020) and students (8/31/2020). All stakeholder groups were informed of the meetings. The meetings were conducted remotely via the LEA's Conferencing service. Those who do not have adequate internet service could participate via a phone call. Stakeholders were also notified that they could call their teacher, principal or superintendent to discuss the LCP and provide additional feedback. At all stakeholder meetings translation services were provided. Additionally, the notification messages that went out to stakeholders regarding the LCP process were in English and Spanish.

In each of these meetings the LEA reviewed the following areas with the stakeholders:

1. In-Person Instructional Offerings
2. Distance Learning Program (including: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, Supports for Pupils with Unique Needs)
3. Pupil Learning Loss (including: Pupil Learning Loss Strategies, Effectiveness of Implemented Pupil Learning Loss Strategies, Mental Health and Social and Emotional Well-Being)
4. Mental Health and Social Emotional Well-Being
5. Pupil and Family Engagement and Outreach
6. School Nutrition

Within each of these areas the LEA reviewed the actions the LEA was planning on taking at the time of the stakeholder meeting. The LEA also asked for concerns and feedback regarding the plan and for potential additional actions that stakeholders might think of. Some suggestions were offered during the meeting. All stakeholders were notified of their right to submit additional questions or comments in writing to the superintendent. The LEA took all feedback from stakeholder groups under advisement during development of the LCP both prior to the Public Hearing and between the Public Hearing and the Final Approval.

The LEA held a Public Hearing on 9/10/2020. Prior to the Public Hearing the Draft LCP was posted on the LEA's website. On the website next to the posting, stakeholders were notified of their right to provide additional feedback and were provided with a method to do so. Staff reviewed and integrated all public comments and information provided at the public hearing from stakeholders before the board meeting for final approval. The final approval for the LCP took place at the board meeting on 9/24/2020 .

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

All stakeholder meetings, focus groups and board meetings were open to the public via conferencing due to the shelter in place order. All meetings were announced at least one week prior. Staff were notified via email and regular announcement. Parents were notified through the parent communication system. Students were notified through class and email.

The Public Hearing and the Final Approval were both held at regularly scheduled and agendaized board meetings on 9/10/2020 and 9/24/2020. Anyone wishing to speak on this item was given notice of the public hearing as required under CA Ed Code.

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

Each stakeholder group felt safety of staff and students, including physical and mental health as well as social emotional development, should drive the method of instruction and decision making for the LCP. All groups prioritized returning to campuses under the safest conditions possible. This included preparing buildings with equipment and supplies to clean more thoroughly. Consistent feedback was also received on the need to train staff, students, and families on the most effective ways to prevent the transmission of COVID-19. In the meantime, strong feedback was received in the need to continually improve the LEA's distance learning program while acknowledging that the LEA had made huge improvements since March 2020.

Specific stakeholder groups had some of the following areas of emphasis.

Certificated Staff:

The certificated staff was focused on continuing to improve their delivery of distance learning including strategies for engaging students during synchronous online instruction. Certificated staff was also focused on ensuring the social emotional well being of their students.

Classified Staff:

The classified staff was focused on ensuring the engagement of students during the delivery of synchronous distance learning and on how to best monitor student engagement. Classified staff was also focused on ensuring the social emotional well being of their students.

Parents:

The parents were centered on the continued improvement of synchronous distance learning and also on the programs that the LEA has for asynchronous learning. Parents also had questions about the plan for in person instruction.

Students:

The students were concentrated on continuing to improve the delivery of synchronous distance learning. They also were concerned that activities that benefit student social emotional well-being be in the LCP.

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

The following is a list of specific stakeholder groups, sections of the plan that these groups had an influence on along with specific actions that these groups advocated for.

Certificated Staff:

The certificated staff had influence on the following sections of the LCP: Distance Learning Program: Continuity of Instruction, Distance Learning Program: Distance Learning Professional Development, Distance Learning Program: Staff Roles and Responsibilities and Pupil and Family Engagement and Outreach.

One action that the certificated staff strongly recommended was to, "Effectively utilize Zoom Conferencing, Seesaw, Canvas, and Microsoft Teams for delivery of online curriculum. Using these curricula as a base, teachers provide grade-level curriculum and activities that are organized by daily schedules which are posted on the LEA's website. In the event that students do not have internet access, the LEA provides for pick up of instructional materials."

Classified Staff:

The classified staff had influence on the following sections of the LCP: Distance Learning Program: Distance Learning Professional Development and Pupil and Family Engagement and Outreach. One action that the classified staff strongly recommended was to, "Provide tools and other support to stay connected with students. If teachers cannot reach a student, district administration or staff will follow up with additional outreach."

Parents:

The parents had influence on the following sections of the LCP: Distance Learning Program: Continuity of Instruction and Distance Learning Program: Distance Learning Professional Development. One action that the parents strongly recommended was to, "Provide the following resources to staff capacity building for caregivers and instructional staff to ensure they have necessary skills to build successful partnerships to support children's learning."

Students:

The students had influence on the following sections of the LCP: Distance Learning Program: Distance Learning Professional Development and Mental Health and Social and Emotional Well-Being. One action that the students strongly recommended was to, "Effectively utilize Zoom Conferencing, Seesaw, Canvas, Zoom, and Microsoft Teams, etc., for delivery of online curriculum. Using these curricula as a base, teachers provide grade-level curriculum and activities that are organized by daily schedules which are posted on the LEA's website. In the event that students do not have internet access, the LEA provides for pick up of instructional materials."

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.]

The district will closely monitor the state watch list and re-evaluate when it is possible to open up in some sort of in-person instruction. Once the county has been off the watch list for two consecutive weeks, or once the county grants the district a waiver for elementary school students, the district will move towards a phased opening. The phased opening will consist of a pre-hybrid phase and a hybrid phase before the move back to traditional in-class instruction.

The pre-hybrid phase would consist of bringing back a limited number of students not to exceed 25% of the students. This initial group will consist of students with IEPs, then English Language Learners, and then additional students who are struggling with distance learning. The LEA will bring these subgroups onto campus or other facility for in-person support. These students may be on campus for 2 or more days each week. This is yet to be determined.

The hybrid stage will include bringing 50% of students back on Monday and Tuesday and the other 50% on Thursday and Friday. Such a scenario would allow for social distancing practices to be continued on campus. Wednesdays would continue to be reserved for distance learning as well as possibly bringing subgroups of students who need additional support onto campus for in-person support. This may include English Language Learners, students with IEPs, or students who are struggling with distance learning. Students will be required to have proper PPE materials, and temperatures will be taken upon their arrival.

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

Description	Total Funds	Contributing
<p><u>01.01</u>: Purchase additional materials for classrooms instruction including paper based materials and computer based services. - The focus will be on purchasing new CASS-aligned curriculum that can be used in the current COVID environment, but also be used effectively in a traditional setting to facilitate learning when the transition to in-person instruction is made.</p>	\$39,000	N
<p><u>01.05</u>: Provide PD for teachers and paraprofessionals on some of the following: MTSS, PBIS, ELD Standards, EL Redesignation, ELPAC. - The MTSS components of this action shall focus in strategies that can be employed in both a distance learning environment and can also be used during in person instruction. (PD Plan)</p>	\$9,411	Y

Distance Learning Program

Continuity of Instruction

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

The LEA will take the following actions to ensure that all students have access to a full and rigorous curriculum.

1. Provide instruction in all content required under California law, including science, arts and social emotional learning.
2. Using these curricula as a base, teachers will provide grade-level curriculum and activities that are organized by daily schedules.
3. Provide for pickup of physical instructional materials when needed.
4. Convert classes to online format and hosts them on Seesaw, Canvas, Zoom, and Microsoft Teams.
5. Effectively utilize Zoom Conferencing, Seesaw, Canvas, Zoom, and Microsoft Teams, etc., for delivery of online curriculum. Using these curricula as a base, teachers provide grade-level curriculum and activities that are organized by daily schedules which are posted on the LEA's website. In the event that students do not have internet access, the LEA provides for pick up of instructional materials.

The LEA will take the following actions to ensure that all students receive quality synchronous instruction.

1. Providing synchronous instruction with teachers interacting directly with students in large and small groups through Zoom, or other comparable digital platforms.
2. The LEA provides online instruction in every core class. This instruction includes both synchronous and asynchronous methods of instruction and both digital and physical learning materials.
3. Teachers regularly monitor students' progress toward completion of distance learning activities and progress toward learning mastery as applicable.
4. On a regular basis connect with students during their office hours.
5. The LEA support staff also assists teachers in providing a comprehensive learning experience by helping to maintain personal and individualized contact with each child, especially those students in need of extra support.

The LEA will take the following actions to ensure that all students receive quality asynchronous instruction.

1. Effectively utilize Canvas, Kahoot, Odyssey, Khan Academy, etc. for delivery of online asynchronous instruction.

Access to Devices and Connectivity

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

The district will take the following actions to ensure that all students have access to learning devices and connectivity to the internet.

1. Ensure consistent two-way communication with students and families around the distance learning experience, including 1-to-1 outreach to every student and family at the start of the LEA year to assess their readiness and needs for distance learning.

2. Distribute devices to any students that need one. This included arranging for pickup of chromebooks / laptops or other devices by parents for students to use at home.
3. Provide support to students and families if they have technology problems.
4. Provide students who need them with mobile hot spots with sufficient data limits to access all learning opportunities. Mobile provider coverage does not in some locations. In these cases, students are using their own data plans to connect to their online learning.
5. During the spring on 2019-2020 all students would pick up their curriculum every two weeks from the school. If they are unable to so, the district would deliver these to the students. Students would complete the work in an independent study type of environment.

Through these efforts the district has ensured that all students have devices to use and access to distance learning resources.

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.]

The LEA will define minimum expectations for daily live interaction by grade span, including additional time requirements for English Language development. The minimum expectations will be defined by type of interaction, e.g. through an online learning platform, phone calls, etc. To monitor adherence to these expectations daily attendance will be taken by certificated teachers during all synchronous sessions. The LEA will comply with all state required weekly instructional minutes. Teachers will also record an approximation of how much of the daily instruction is in-person vs remote synchronous vs remote asynchronous. Based on CDE guidelines, teachers will also assign a daily participation code to each student to measure the level of participation. Teachers will provide weekly certification of the attendance and participation data. To assess students progress the the LEA will conduct regular assessments in all core subjects to measure student academic progress.

Distance Learning Professional Development

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

The LEA will provide the following professional development to staff to support distance learning.

1. Professional development and collaboration in the days before the start of school: The focus will be on continuing to develop staff capacity in remote instruction, building classroom community and connection, and developing student engagement in the distance learning environment.
2. Professional development during weekly collaboration: This collaboration time also provides teachers have regular opportunities to engage in peer-to-peer professional development. Grade level / department meetings will be a collaborative online space for staff who support common students to norm on distance learning best practices, support students of concern and implement interventions for specific sub-populations, specifically the English Language Learners.
3. Professional development for staff focused on digital resources and tools, best practices on delivery of synchronous and asynchronous online instruction, setting online norms, Zoom, Canvas, Odyssey, and Microsoft Teams.
4. Professional development for staff focused on digital resources and tools, best practices on delivery of synchronous and asynchronous online instruction, setting online norms, etc.

The LEA will provide the following resources to staff to support distance learning.

1. A uniform set of expectations and standards regarding distance learning grading policies and expectations of quality distance learning.
2. Tools and other support to stay connected with students. If teachers cannot reach a student, district administration or staff will follow up with additional outreach.
3. Capacity building for caregivers and instructional staff to ensure they have necessary skills to build successful partnerships to support children's learning.
4. Laptops, internet connectivity if needed, and technology coaching support to ensure the staff has the technical ability to connect and develop remote instruction environments for students.

Staff Roles and Responsibilities

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

The following are lists under different groups of staff that describe changes from the traditional roles and responsibilities of these various staff as a result of COVID-19. The lists include modifications made to staff roles and responsibilities to meet the academic and social-emotional needs of students while ensuring the health and safety of staff and students and changes to an employee's original role or responsibility when that original role or responsibility is not feasible in a remote environment.

In the distance learning environment teachers have had the following changes made to their roles and responsibilities:

1. Developing online learning tools and classroom setup that aligns to current curriculum.
2. Taking daily attendance records for student engagement based on state guidelines.
3. Organizing office hours/synchronous learning so that students/families are able to connect with teachers.
4. Engaging with families on an ongoing basis, including events that may be different under distance learning circumstances.

In the distance learning environment administrators have had the following changes made to their roles and responsibilities::

1. Ensuring all students and staff have access to the materials, training, and tools to engage effectively in distance learning.
2. Being available to support teachers, students, and families during the school day.
3. Monitoring teaching and learning virtually to provide feedback and support to teachers to improve student learning.
4. Engaging in collaborative time with teachers virtually and facilitate regular virtual staff meetings.
5. Ensuring that support staff is able to support teachers in the distance learning environment.

In the distance learning environment maintenance and operations staff have had the following changes made to their roles and responsibilities:

1. All Maintenance and Operations staff must actively model and support all required public health measures as well as maintain a stock of personal protective equipment to ensure readiness, order additional supplies as needed. In addition, staff provides routine disinfecting of all high-touch areas on a daily basis.
2. Food Service Staff must shift food service production and delivery to grab and go type meals and away from sit down meals while maintaining nutritional standards.
3. Bus Drivers/Transportation Staff need to ensure adequate space for physical distancing at bus stops and school loading and unloading zones. For active screening, the driver or aide must visually screen each rider for symptoms prior to boarding the bus. Mark or block seats that must be left vacant to ensure physical distancing. Ensure good ventilation and open/partially open windows, thoroughly clean and disinfect buses daily and after transporting any individual who is exhibiting symptoms of COVID.
4. Support Staff provide remote supports rather than in-person when feasible. Encourage activities and strategies that promote positive coping during times of stress for adults and children.

Supports for Pupils with Unique Needs

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

The LEA will provide the following additional supports to assist students with unique needs including special education students, English learners, homeless and foster care youth, etc.

1. Providing expanded learning opportunities to students most impacted by COVID and opportunities for small group instruction for all students.
2. Staff a Program Coordinator position that will run the EL Program, RTI program, Assessment Program, ASES program.
3. Special education students are able to meet with the speech therapist, the psychologist and the teacher on-site one on one or in very small groups to receive services listed in their IEP.
4. The RTI/ELD Coordinator provides small group support for Tier 2 ELs and non-ELs to receive additional academic support online.
5. The ASES program is providing online after school support primarily to those students with unique needs.

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

Description	Total Funds	Contributing
<u>02.01</u> : Purchase new laptops so that each student has one including setup costs. - These devices shall be available so that all students can have secure access to the LEA's distance leaning instruction.	\$147,475	N
<u>02.02</u> : Purchase wireless hotspots for use by all students in need. The purchase is for a month to month contract for each individual hot spot device. - These devices shall be available so that all students can have secure access to the LEA's distance leaning instruction.	\$51,888	N
<u>02.03</u> : Purchase Zoom, Seesaw, Canvas, Canvas, Kahoot, Odyssey, Khan Academy, and Microsoft Teams licenses for delivery of online curriculum. - These platforms will be licensed to provide both synchronous and asynchronous learning and with the idea that they can continue to be used once the transition to in person instruction is complete.	\$26,000	N
<u>02.04</u> : Provide PD focused on digital resources and tools, best practices on delivery of synchronous and asynchronous online instruction, setting online norms, Zoom, Canvas, Odyssey, and Microsoft Teams.	\$8,449	N

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.]

The LEA leadership team reviewed results from assessment data trends at the beginning of the 2020-2021 school year. This group includes teachers, site administrators and LEA administrators. This group reviewed the following data:

- Student performance on DIBELS.
- Student performance on the CAASPP Interim assessment.
- Student performance on teacher administered content assessments.
- Student performance on the ELPAC along with additional ELD formative assessments during the school year.
- Teachers' holistic assessment of student progress.
- Surveys of students and parents

Upon review the team created an action plan with interventions to address student learning loss. These interventions are listed in the box below under actions and strategies. Students performing below grade level will receive tier 1 instruction and tier 2 interventions with the classroom teacher in the Reading and Math programs. Students will be regularly re-assessed to monitor progress towards standards.

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.]

Pupil learning loss strategies are divided into tiers with tier 1 being the first level universal support and tiers 2 and 3 being proportionally more intensive interventions

Tier 1:

1. All students will receive high quality daily standards-aligned instruction focused on priority standard clusters.
2. Additionally, all teachers will receive professional development focusing on distance learning strategies for student engagement, behavioral engagement, cognitive engagement, and emotional engagement.
3. Students will be placed into groups such as advanced, benchmark, intensive or strategic. This placement will be based on assessment data mentioned in the previous response.
4. Staff will use a universal screening process and identify students in need of Tier 2 strategies.

Tier 2:

1. Small-group instruction that is targeted to identified student needs. This is provided primarily through synchronous online platforms. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support.
2. Specific supports for students with IEPs including adhering to all support listed in the IEP.

3. Specific additional supports for students for English Learners including ELD curriculum.
4. Use of Universal Design for Learning (UDL) to plan and deliver lessons.
5. Teachers will engage students in ELA content and instruction from the ELA program's intervention support materials and from other sources. This instruction will be targeted to the areas that data show students need additional support in.
6. Staff will use a universal screening process and identify students in need of Tier 3 strategies.

Tier 3:

1. Provide 1 on 1 or small group instruction through individual sessions. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class.
2. Staff will use a universal screening process and identify students in these categories and ensure follow up and monitoring for these students.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The LEA leadership team will conduct a review of curriculum implementation, instructional strategies efficacy and assessment results. This group will include teachers, site administrators and LEA administrators. They will review data to determine if the strategies in tiers 1, 2 and 3 are leading to student improvement on various measures of improvement. The data reviewed will be the same as is mentioned in box 1 of this section. Upon review the team will create a new action plan to make modifications to any learning loss mediation strategies that need change.

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

Description	Total Funds	Contributing
<u>03.01</u> : Continue to develop the MTSS tiered intervention system for all students (K-12) in need of strategic or intensive academic, behavioral (PBIS), and social emotional interventions. The academic interventions will include both ELA and Math and will comply with SBE time recommendations. - The MTSS components of this action shall focus in strategies that can be employed in both a distance learning environment and can also be used during in person instruction. (PD Plan)	\$2,260	Y
<u>03.02</u> : Provide funding to run the ASES program to support student academic achievement and social-emotional success including, tutors, supplies, and transportation. - The LEA will continue to provide for the after school program to support students who may be falling behind with additional learning opportunities.	\$53,639	Y
<u>03.06</u> : Provide funding for athletic programs. (transportation, fees, equipment, uniforms, coaches and A.D. stipends, etc.) - The LEA plans to have a full complement of sports starting after the semester break.	\$16,941	N

Mental Health and Social and Emotional Well-Being

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

The district will take the following actions to support the mental health and social emotional well-being of students and staff.

Students:

1. Connect students to community resources that support both mental and physical health.
2. Conduct parent-teacher virtual home visits when appropriate to support students.
3. Provide staff development in some of the following: mindfulness, mental health crisis response, etc.
4. Hold parent outreach & engagement sessions focused on topics such as self-care, building resilience, suicide prevention, etc.
5. Provide additional practice in developing social skills, self-regulation, self-management and other SEL skills that have been universally taught.
6. Provide staff development on COVID-19 topics.
7. Continue offering a rigorous virtual PE program.
8. Ensure that special education students receive the mental health services they are entitled to.
9. Continue the After School Program by offering activities that support students' personal goals and parent requests.
10. Provide a part-time psychologist.

Staff:

1. Connect staff to community resources that support both mental and physical health.
2. Provide staff development in some of the following: mindfulness, mental health crisis response, etc.
3. Continue the previous years' district-wide efforts focus on promoting students well-being.
4. Provide school-based mental health individual counseling (in person or virtually) for staff.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.

The district will use the following tiered strategies to engage pupils who are absent from distance learning:

Tier 1:

- Use the weekly student support roster/IC(SIS) to track student participation.
- Identify students who are not fully participating or identified as "low participation" for tier 2. (Full participation is defined as full participation in both synchronous and asynchronous instruction.)
- Use the parent communication system to inform families that their pupil is not fully participating in distance learning.
- Make person to person direct contact with parents/guardians of students with low participation.
- Use a universal screener to identify, track and document needed supports & outreach.
- Translate all attendance and engagement documents as needed.

Tier 2:

- Send home a mailer to schedule virtual/ in person meeting.
- Hold virtual/in-person meeting or home visit with student and parent/guardian for habitually low participation students.
- Conduct virtual home visits.
- Use a universal screener to identify, track and document needed supports & outreach.
- Translate all attendance and engagement documents as needed.
- Use a translator as needed for all parent/guardian conversations regarding attendance and engagement.
- Identify students who are not habitually low participation for tier 3 support. (habitually low participating is defined as three or more days of low participation in synchronous and asynchronous instruction.)

Tier 3:

- Meet Monthly with Attendance Coordinators/Registration Coordinators.
- Support Attendance Coordinators/Registration Coordinators with parent meetings/attendance issues.
- Hold virtual/in-person meeting or home visit with student and parent/guardian for habitually low participation students.
- Translate all attendance and engagement documents as needed.
- Use a translator as needed for all parent/guardian conversations regarding attendance and engagement.

The district will monitor the following activities to determine when pupil is in need of the reengagement strategies listed above.

Monitoring:

- Active participation in the distance learning program as evidenced by satisfactory completion of assigned.
- Active participation in the distance learning program as evidenced by engagement in online classes.
- Substantial and substantive direct contact between the student and teacher.
- Attendance in class during distance learning instruction.

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.]

In planning for the 2020-2021 school year the district recognized that there is still a need for access to food in the community. During the school year the district will use the following strategies to provide nutritionally adequate meals for all pupils.

1. The district will provide “grab and go” meals to the community. The food service staff will prepare the meals. These “grab and go” meals consist of a lunch and breakfast for the following morning. This service is provided at two locations, one in Ventucopa and one at the Rec Hall in town. Families can pick up meals between 11:00 AM and 12:30 PM Monday thru Friday.
2. The district will continue to partner with Cuyama Valley Resource Center to provide outreach to needy families who might not know about or who can’t easily access the program.

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

Description	Total Funds	Contributing
<u>04.02</u> : Provide workshops to assist parents in supporting their children academically, learning at home strategies, parenting, 21st Century Skills, health and wellness and understanding the CA educational system. - Parents will be given strategies to support student learning in a distance learning environment. (PD Plan)	\$1,000	Y
<u>05.02</u> : Staff additional classrooms with teachers that are appropriately assigned and fully credentialed according to small district requirements, to minimize combo classes at the ES and additional intervention sections at the HS in ELA, ELD, and Math designed to provide support for unduplicated students. (4.13 FTE @ \$95,067 / FTE)	\$392,219	Y
<u>05.05</u> : Staff a Program Coordinator position that will run the: EL Program, RTI program, Assessment Program, ASES program. - This position will be the district lead on intervening with Pupil learning loss at the K-8 level.	\$95,067	Y

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
22.82%	\$464,930

Required Descriptions

For each action 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 goals for these students.

The Cuyama Joint Unified School District LCFF Supplemental / Concentration Grant is projected to be \$464,930. The percentage of unduplicated students is 79.9%. Stakeholder groups provided input and feedback on the most effective use of these dollars to meet the LEA's goals for unduplicated students. Because the percentage of unduplicated students is so high the stakeholders agreed that the following actions / services will be provided LEA-wide. The list below has the action in italics followed by an explanation of how the needs of unduplicated students were considered first, and how these actions are effective in meeting the needs of these students.

01.05: Provide PD for teachers and paraprofessionals on some of the following: MTSS, PBIS, ELD Standards, EL Redesignation, ELPAC. - The MTSS components of this action shall focus in strategies that can be employed in both a distance learning environment and can also be used during in person instruction. (PD Plan) This service will be district-wide because all teachers service the EL population.

05.02: Staff additional classrooms with teachers that are appropriately assigned and fully credentialed according to small district requirements, to minimize combo classes at the ES and additional intervention sections at the HS in ELA, ELD, and Math designed to provide support for unduplicated students. (4.13 FTE @ \$95,067 / FTE) With an unduplicated population at 79.9% of the district this is an effective way to improve services to the unduplicated population.

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

The increase in proportionality for English Learners, Low income, and Foster Youth (unduplicated) students is 22.82%. The following actions / services are being increased or improved. These actions / services are principally directed to and effective at assisting unduplicated students in meeting the LCAP goals. Each action is listed in italics and is followed by a description of how the service is being increase or improved for the LCAP year.

The first list are the actions that are not provided LEA wide. The second list are those that are provided LEA wide.

Not provided LEA wide:

- *03.01: Continue to develop the MTSS tiered intervention system for all students (K-12) in need of strategic or intensive academic, behavioral (PBIS), and social emotional interventions. The academic interventions will include both ELA and Math and will comply with SBE time recommendations. - The MTSS components of this action shall focus in strategies that can be employed in both a distance learning environment and can also be used during in person instruction. -*

- *03.02: Provide funding to run the ASES program to support student academic achievement and social-emotional success including, tutors, supplies, and transportation. - The LEA will continue to provide for the after school program to support students who may be falling behind with additional earning*

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

opportunities. -

- 04.02: Provide workshops to assist parents in supporting their children academically, learning at home strategies, parenting, 21st Century Skills, health and wellness and understanding the CA educational system. - Parents will be given strategies to support student learning in a distance learning environment. -

- 05.05: Staff a Program Coordinator position that will run the: EL Program, RTI program, Assessment Program, ASES program. - This position will be the district lead on intervening with Pupil learning loss at the K-8 level. - The RTI Program, and the EL Program, along with the after school program, primarily support the EL, LI, and FY student groups. These programs are additional programs above and beyond the core program. Additionally the direction and assistance of this position provides for a significantly improved delivery of service to the EL and LI populations.

Provided LEA wide:

01.05: *Provide PD for teachers and paraprofessionals on some of the following: MTSS, PBIS, ELD Standards, EL Redesignation, ELPAC. - The MTSS components of this action shall focus in strategies that can be employed in both a distance learning environment and can also be used during in person instruction. (PD Plan)* This action will be additional PD above and beyond core program PD that teachers receive. This additional PD will be principally directed towards the needs of the unduplicated student population. Not only will this service provide additional PD, but it will also improve the EL and intervention programs at both sites through an improved and expanded MTSS program.

05.02: *Staff additional classrooms with teachers that are appropriately assigned and fully credentialed according to small district requirements, to minimize combo classes at the ES and additional intervention sections at the HS in ELA, ELD, and Math designed to provide support for unduplicated students. (4.13 FTE @ \$95,067 / FTE)* The district's base program would provide for 8.375 FTE teachers which would provide a student to teacher ratio of approximately 25:1; however, because of the small nature of the district this would create more combo classes than are already present in grades TK-5 and would limit the elective and CCR offerings at the MS and HS. The district will use S&C funds to reduce class sizes limiting combo classes in grades TK-5 while also providing more teachers at grades 6-12 for additional support periods and for intervention.