

Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

The intent of this plan is inform our community and all stakeholders of our response to the COVID-19 pandemic. The pandemic is having serious impacts with varying degrees on our students, parents, and staff; and this plan was developed with these impacts in mind. This is a dynamic plan and may be changed and revised throughout the year.

Below is a list of major impacts the COVID-19 pandemic has had on the district and our community.

- Student learning outcomes going into 2020/2021 year are uneven and vary broadly. The disadvantages are disproportionate for under-privileged learners who tend to have fewer educational opportunities beyond school.
- Distance Learning resulted in an overall decline of student engagement. Since going to online distance learning in the spring of 2020, the percentage of student participation varied by grade span. K-5th grade reported approximately 80%-98% student participation, while 6th-8th grades reported approximately 50%-75% student participation.
- Challenges to launching and sustaining our Distance Learning platform.
- Lack of access to technology or reliable internet access creates challenges for some students in rural areas and from disadvantaged families to participate in distance learning via internet, which is an obstacle to continued learning, especially for students from disadvantaged families.
- Challenges to providing English Learners required integrated and designated instruction, including assessment of English language proficiency, supports to access curriculum and the ability to reclassify as fully proficient.
- Special Education Services required by the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 continued via the internet. Individual Education Program (IEP) meetings and Speech and Language services are conducted online.
- The district has approximately 70% of its students on free or reduced priced meals. With school closure, student nutrition and regular meals are compromised.
- Services for students' social emotional well-being essentially stopped without the counselor or psychologist able to meet in-person with students. There is an increase chance of exposure to violence and exploitation. The impact of this is unknown at this time.

- Distance learning puts a strain on parents and guardians to provide childcare. In the absence of alternative options, working parents may leave children alone and this can lead to risky behaviors, including increased influence of peer pressure and substance abuse.
- With distance learning, parents are asked to facilitate the learning of children at home and can struggle to perform tasks. This is especially true for parents with limited education and resources.
- Stress and anxiety are increased for students, families, and staff. Students and parents are often unsure of their obligations or how to maintain connections with teachers, causing frustration. For teachers, distance learning leads to a lack of opportunities for their students.
- The negative economic impact has caused excessive stress and financial hardship on some families and students.

Stakeholder Engagement

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

Recognizing early that stakeholders' recommendations and feedback are necessary for the reopening of school, a District Advisory Committee (DAC) was developed in early June. The DAC meet regularly in June and July, and worked diligently to solicit recommendations from stakeholders, and plan and prepare the best possible educational options for our students in the face of the COVID 19 Pandemic. The work of the DAC has focused on the safety of our students and our staff. The DAC is made up of parents, teachers, classified staff and management, as well as administrators, with the primary purpose to develop a recommendation to the School Board for reopening schools in August, along with providing input for the development of this plan. DAC representative members gathered information from stakeholders to share at meetings. Stakeholder feedback was solicited through Blackboard Community Engagement, which provides mass notification tools that we used to send qualitative and quantitative surveys and inform community and staff members of the latest news, plans, and other important information. Surveys and instant updates to parents are sent in English and Spanish via devices to keep them informed, and solicit feedback. Community members are encouraged to call or write district representatives with their recommendations. Recommendations, comments, and survey results were instrumental in the development of this plan.

For those that don't have internet access, auto-dial messages and hard copy board meeting notices were used to reach them. Hard copy announcements of Board Meetings are posted at all school sites and the district office, notifying the community of an opportunity for public input at open board meetings. Information was also sent via social media such as Facebook and Class Dojo.

Both Lakeside School and Suburu School held virtual Back to School Nights via Zoom. Lakeside School had two nights so parents of students in multiple grades could see all their teachers. Kindergarten through 5th grade was held on August 20th, and 6th through 8th grade was held August 24th. Suburu School's night was on August 27th.

This plan was presented to, and reviewed by our District English Language Advisory Committee (DELAC) on August 24th, and the District Advisory Committee (DAC) on August 25th. On September 2nd the plan was prominently posted on our website for public comments, and copies were made available for public inspection at the District Office. A public hearing was held during a regularly scheduled board meeting on September 8th. A special board was held on September 20th to adopt the plan.

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

In light of the recent developments regarding the COVID-19, the Governor's Office relaxed the Brown Act requirements by Executive Order N-29-20. We now holds public meetings via teleconferencing, and make public meetings accessible electronically to all members of the public seeking to observe and to address the school board. The public has an opportunity for input at designated locations in the district, via zoom while maintaining six feet of social distancing. Regular School Board Meetings were held on June 9, August 11, and September 8. Special School Board Meetings were held on June 16, July 7, 23, and August 4.

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

Using community input and responses from parent surveys, 74% said that they would send their children to school with safety precautions. Due to this, the DAC developed a blended learning model recommendation for the School Board's approval, that included in-person instructional offerings, as well as online learning. 26% of parents surveyed indicated they wanted full-time distance learning. Therefore, a 100% distance learning option was also made available for any family that did not wish for their student(s) to attend in person instruction. The two main parent concerns were student safety when we return to in-person instruction, and internet connectivity during distance learning.

Teachers' survey feedback was similar to parents with most teachers preferring a blended instructional model of in-person instruction combined with distance learning. Transitional Kindergarten through 3rd grade, and SpEd teachers felt strongly that distance learning was not the best option for their students. However, teachers in the 4th through 8th grade span indicated their students would be successful with distance learning. Students' social and emotional well-being was another key take away from a staff survey. At the time of writing this plan, 53% of staff were not sure the District could support students' emotional well-being during the school year, and 36% felt that most to all students experienced significant learning loss due to school closure. Staff concerns included safety when we return to in-person instruction, internet connectivity, and a daily schedule while on distance learning.

Concerns from the school board and administration are safety for all student and staff, the ability to provide a learning management system for distance learning, and student equity with technology and instructional opportunities.

No feedback was received from any DELAC or DAC member.

On July 17, Governor Newsom provided new guidance to school districts across California that caused us to change course, and delay the implementation of the blended instructional model that was initially planned for proposal to the Board of Trustees. Although stakeholders input guided our decisions to implement a plan that would put students into classrooms for in person instruction, those plans needed to change. The placement of Kern County onto the State Monitoring List effectively prevents school districts in Kern County from providing in person instruction to our students for the foreseeable future. Distance learning is now our only option for providing instruction as we start the

2020-2021 school year. At a special board meeting on July 23 the Board of Trustees unanimously took action to implement a 100% distance learning instructional model for the first quarter of instruction of the 2020-2021 school year. The district will reassess the the situation each quarter, and determine if in-person instruction can resume. This action is a direct response to Kern County's placement on the State Monitoring List and the significant increase in COVID 19 infection rates in Bakersfield and Kern County.

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

Feedback from stakeholders was instrumental in the development of this plan. It's clear that the safety of students and staff is the top priority for all stakeholders, including parents, teachers, certificated and classified staffs, and the school board. Parents also have concerns about childcare for all working parents. Currently, we are waiting for guidance from the state regarding childcare. Teachers were very helpful with developing daily schedules to meet the needs of their students. Classified staff helped with the development of safety protocols, and the school board wants to ensure all staff is meeting the instructional needs of all students.

Continuity of Learning

In-Person Instructional Offerings

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

On July 17, Governor Newsom provided new guidance to school districts across California that caused our District to change course, and delay the implementation of the blended instructional model that was initially planned for proposal to the Board of Trustees. Although stakeholders input guided our decisions to implement a plan that would put students into classrooms for in person instruction, those plans needed to change. The placement of Kern County onto the State Monitoring List effectively prevents school districts in Kern County from providing in person instruction to our students for the foreseeable future. Distance learning is now our only option for providing instruction as we start the 2020-2021 school year. Distance learning will be in place for the first quarter of the school year.

Plans and Protocols to Ensure the Safety of Students and Staff

When possible, we will offer in-person classroom instruction using the blended learning model the District Advisory Committee (DAC) developed in July. Specifically, the DAC's unanimous recommendation to the School Board was a blended learning model that features on-campus instruction two days each week, with online distance learning for the other three days. For example, 50% of students (Group A) will physically attend school on Monday and Tuesday, then participate in distance learning Wednesday through Friday. The other 50% (Group B) will participate in distance learning Monday through Wednesday, and physically attend school Thursday and Friday. Additionally, parents and

students also have an option of distance learning from home. This recommendation came after many hours of robust discussion and compromise by DAC members, and it should be noted that no plan comes without risk. Our plan includes various layers of safety precautions. Each layer in itself is imperfect, but as a whole, this model represents a solid foundation of protection for students, staff, and the community. Some of these safety precautions include:

- Physical distancing of six feet at all times
- Requiring masks to be worn by students and staff at all times
- Implementing smaller student groups
- Staggered schedules to accommodate physical distancing
- Increased access to hand washing and hand sanitizer
- Daily health screenings and temperature checks for students and staff
- Training for students and staff for hand washing and wearing masks
- An isolation room for anyone showing symptoms of illness

There are no easy options, and no option that is risk free. For example, six feet of physical distancing may not always be possible at all times. We will adhere to as much physical distancing as possible. Parents should understand that the risk of transmission increases as physical distancing decreases. Another concern is some students may have problems wearing a mask all day. We will always be sensitive and give consideration to students who struggle with wearing a mask due to sensory or health issues. The school counselor will be available for those needing social-emotional support.

Identifying Students with Significant Learning Loss

Almost everything researchers know about what affects learning such as, time on task, online learning, summer learning loss, and chronic absenteeism — indicates that many students will enter the 2020/2021 school year with significant deficits from the effects of the COVID-19 pandemic. We will need to prioritize accelerating student learning by accelerating their exposure to grade level appropriate content, so that every student can get back to grade level. This won't happen in a single year, but it should be our primary goal and build a strategy around it, or it won't happen at all.

To accelerate students' progress, district leaders and teachers need to identify exactly what unfinished learning needs to be addressed. The first step will be to prioritize the most critical prerequisite skills and knowledge for each subject area and grade level. District leaders and teachers will need to identify the most critical skills and content knowledge students need to access grade level content.

To identify students who have experienced significant learning loss, district leaders and teachers need to use Illuminate Ed., the student data management system. Utilizing diagnostic assessments will give teachers quick accessible information about what students know, and where they need to be. Teachers will need to adapt their sequence and pacing to reflect where they need to provide acceleration support. From there, teachers should implement a systematic cycle of assessments, with formative and summative assessments to address student needs and focus on intervention strategies to accelerate learning, particularly for English learners, foster youth, low income, and homeless.

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

Description	Total Funds	Contributing
Sanitizing stations [District-wide]	\$1,240	No
Hands free bottle refilling stations [District-wide]	\$20,000	No
Point of Use water filters at Lakeside School	Procured from State of CA	No
Plexiglas to separate working stations [District-wide]	\$2,354	No
Medical Supplies (hand sanitizer, thermometers, latex gloves, masks) [District-wide]	\$10,000	No
Head rest couch for student health room at Lakeside School	\$629.00	No
Partitions for health room at Lakeside School	\$1,461	No
Signage [District-wide]	\$734	No
Cleaning Supplies [District-wide]	\$3,061	No
Illuminate Education DNA (Assessments and Instructional Strategies) [District-wide]	\$7,500	No
One school counselor and two school psychologists provide social-emotional support, particularly for English learners, low-income, foster youth, and homeless [District-wide]	\$178,040	Yes

Distance Learning Program

Continuity of Instruction

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

All stakeholders agree that high quality educational opportunities must continue using alternative models of instruction, including online distance learning. For the purposes of this plan, distance learning is defined as instruction in which the student and teacher are in different locations. Methods include, but are not limited to online instruction, take home packets, video conferencing, phone calls, emails, text messages, and other means of communication. The coursework during this time promotes continuity of learning while students are not physically at school. This may include enrichment, intervention, and exposure to new material. The pace and scope of instruction is based on the needs of each student and aligns with district pacing as established by grade levels or department, to the extent practicable.

Our staff and students will be using Canvas, an online learning management system that integrates hundreds of educational applications. By utilizing Canvas students have access to a full curriculum of substantially similar quality to in-person instruction. Canvas is specifically designed for distance learning environments and is being used by more than 30 school districts in Kern County. Within Canvas we have access to nine weeks of already developed curriculum by Kern County Superintendent of Schools. Through the Commons feature in Canvas, all teachers have access to a variety already developed lessons and resources. Many teachers have curriculum in Google Classroom, which easily integrates in to Canvas so teachers can use their existing curriculum. Zoom video conferencing will be used to deliver daily lessons live to students with their peers, as well as have social interaction between the teaching staff and their peers. Our plan using Canvas for curriculum and instructional resources during distance learning will ensure for a smooth transition to in-person instruction when necessary.

As the school year goes on, our staff and also our families are receiving valuable training on the Canvas platform. These live and recorded presentations will enable us to collaborate and prepare to provide a higher caliber of distance learning experience for our students. SpEd students will receive accommodations and supports according to their IEP, and English learners will receive integrated and designated instruction during the daily instructional schedule.

For the 2020-2021 school year the California Department of Education waived the minimum requirements for instructional minutes offered during the school year. The district will meet the minimum requirements for instructional minutes offered during a school day through distance learning or in-person instruction if permitted, or a combination of the two. Screen time was considered during the development of daily instructional schedules. When establishing screen time homework, reading, and other instructional activities were considered.

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.]

Surveys conducted during stakeholder engagement revealed a need for devices and connectivity for all students and families for distance learning, particularly to low income students. Beginning the week of August 3, we began deploying Chromebooks and instructional materials to students. This early distribution was done in order to prepare them for the August 13th start of what will be a very different distance learning experience than what we had last spring. A deployment and distribution schedule was created that requires parents and students to pick up their instructional materials in a drive through method during specific time blocks in order to adhere to social distancing and appropriate safety measures. Appropriate technology user agreements were secured from parents for student use of technology at home. We handed out approximately 800 Chromebooks, and continue to hand them out at parent requests. Each student is eligible to receive a Chromebook, regardless if there are multiple students in a single family. Additionally, we work to ensure that students have equitable access to the technology and infrastructure required to utilize district applications. We are handing out hotspots to students that may otherwise not have access to the internet. We continue to use Blackboard, a mass notification system to reach out to students and families who may be unable to access devices and connectivity. Also, the office staff makes phone calls to families that may have problems with connectivity.

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.]

Daily live interaction between students and teachers along with their peers is facilitated through Zoom Video Conferencing. Live contact synchronous instruction occurs during the grade level daily instructional minute schedule. Using Zoom and Canvas will allow us to track and monitor student progress through live synchronous contacts. Teachers will measure participation and time value of work using daily participation with synchronous learning activities while on Zoom, and asynchronous learning while completing assignments in Canvas.

Attendance and participation will be required for all students. We will measure participation and assess student progress through in-person and synchronous instructional minutes, in accordance with California state law. All California school districts are required to maintain 1) daily participation records for each student on each instructional day, 2) daily live interaction records for each student on each instructional day, and 3) weekly engagement records, for which distance learning is provided, as certified by a certificated employee. Together, these records will be used to determine if a student received synchronous or asynchronous instruction for part or all of the day, and will be heavily audited. School districts that do not meet these requirements as of September 1, 2020 will receive budget penalties. The daily participation requirement will be fulfilled by teachers entering daily attendance into Aeries, our student information system. The daily live interaction and weekly engagement requirements will be met by teachers completing the California Department of Education approved Combined Daily Participation and Weekly Engagement document.

Canvas will be utilized to post assessments for students. Teachers will have initial assessments given to students to check their academic level at the start of the school year. Students academic understanding will also be monitored through progress monitoring, exit tickets, rubric scores, both formative and summative assessments and daily work review. Staff will be given time to collaborate to analyze student results and work together to support the student's needs and intervene with additional intervention supports. Students will be issued progress reports and quarter ending grades.

Teachers and administration will contact students/parents if there is a concern in participation and progress. Teachers are required to ensure they are meeting the minimum required instructional minutes per week: TK-K 180 minutes; 1st - 3rd 230 minutes; 6th - 8th 240 minutes.

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 decision to use Canvas as our learning management system occurred in late July, which didn't allow for a lot of time to prepare teachers, families, and students. We used KCSOS to facilitate live Zoom professional development for teachers on August 6th and 7th. The professional learning consisted of the basic navigation of Canvas, along with how to develop courses and upload existing resources. Additionally, KCSOS On-boarding and EdTech Support Course has links to many modules, recorded trainings and resources that all teachers have access to. Professional development from KCSOS will be offered throughout the year.

Our district's technology department consists of one person, and she is doing an outstanding job providing support to students, families, teachers, and administrators for Zoom and Canvas. To provide teachers with quality equipment for Zoom video conferencing, we purchased a laptop for every teacher in the district. KCSOS also provides professional learning and technology support as needed. We support teachers in building confidence within the new distance learning model by encouraging professional learning opportunities to learn and experiment with tools and resources. Professional learning offerings should be differentiated to include opportunities for teachers to analyze their own practice and apply new learning.

Staff Roles and Responsibilities

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

Opening schools with distance learning required that we adapt the responsibilities of our vice principals, bus drivers, and library clerks. The vice principals are coordinating the ongoing distribution of Chromebooks, paper packets, textbooks, and supplemental materials. The job description for bus drivers already includes utility worker, therefore, these employees are performing only utility worker tasks at this time. Lakeside School's library clerk resigned in June, and we don't intend to rehire until we know students will return to in-person instruction. The library clerk at Suburu School will perform instructional aide duties until further notice at both Lakeside and Suburu Schools.

Supports for Pupils with Unique Needs

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

Students with exceptional needs are receiving their required instructional minutes listed in their IEPs through our distance learning platforms. Platforms include video classroom conferencing, phone calls, live and recorded lessons, and other online resources. Special Education teachers participate with students alongside the general education teacher providing support to the student when necessary. Special Education teachers are able to move students in and out of the virtual classrooms to provide their needed supports. Constant

communication is kept between special education staff, teachers, and parents. Staff provide options for synchronous and asynchronous learning schedules.

Our ELD Coordinator, teacher and instructional aide will be assessing our incoming students who have not previously been enrolled in a CA school on the I-ELPAC. We adopted the Benchmark Advance ELD Interim Assessment to better monitor our students' language skills. This assessment can be assigned and implemented virtually. Our ELD students will receive a combination of synchronous D-ELD as well as asynchronous assignments aligned to the ELD Standards through the Canvas platform. Whenever possible, we will level these groups by proficiency levels. We will utilize the ELD instructional aide in break-out rooms to provide additional support for our newcomers and other students who require more support. Our ELD instructional aide will also administer weekly check-ins with identified parents to answer any questions they may have. We will be using DIBELS assessments in the elementary grades and the districtwide benchmark assessments for Mathematics and Language Arts.

Students in foster care or who are experiencing homelessness are provided additional support through the school counselor and psychologists. School staff help to provide these students and their caregivers the support and information they need to receive services available to them. Staff continues to keep in regular communication with families.

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

Description	Total Funds	Contributing
Canvas - Learning Management System [District-wide]	\$7,885	No
Laptops for Teachers - improve audio/visual for distance learning [District-wide]	\$86,169	No
Hotspots for internet access. (English learners, low income, foster youth, homeless). Unduplicated students may need access to the internet. [District-wide]	Procured from KCSOS	Yes
Cameras for laptops - improve visual quality for distance learning [District-wide]	\$329	No
Microphones for laptops - improve audio quality for distance learning [District-wide]	\$69	No
Windows 10 computers (Teacher work stations) - improve internet access for distance learning [District-wide]	\$35,824	No

Description	Total Funds	Contributing
Extra Duty Pay, Professional Learning for teachers to learn Canvas [District-wide]	\$30,000	No
Extra Duty Pay for office staff to prepare student schedules and help with Chromebook distribution [District-wide]	\$3,600	No
Zoom Meeting Licensing Plan [District-wide]	\$8,000	No
Portable Evaporative Cooler for Lunch Service at Suburu School	\$2,680	No
Licensing for 350 Chromebooks	\$9,126	No

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 accelerate students' progress, district leaders and teachers need to identify exactly what unfinished learning needs to be addressed. As already discussed in the In-Person Instructional Offerings section of this plan, we will need to prioritize accelerating student learning by accelerating their exposure to grade level appropriate content, so that every student can get back to grade level. This won't happen in a single year, but it should be our primary goal.

How we will address Pupil Learning Loss in English language arts, mathematics, and English Language Development

- The first step will be to prioritize the most critical prerequisite skills and knowledge for each subject area and grade level.
- Second, plan our approach to diagnosing student's unfinished learning in that subject area and grade level.

- Third, modify the scope and sequence, and pacing guides for each subject area and grade level to reflect where teachers might need to provide acceleration support.
- Fourth, provide professional learning for leaders and teachers to diagnose students' unfinished learning and provide acceleration support.
- Fifth, monitor student progress on grade appropriate assignments, and adjust supports for teachers based on student results.

To measure students learning status, we will use Illuminate Ed, our student data management system. Utilizing diagnostic assessments will give teachers quick accessible information about what students know, and where they need to be. Teachers will need to adapt their sequence and pacing to reflect where they need to provide acceleration support. From there, teachers should implement a systematic cycle of assessments on a weekly and quarterly basis, with formative and summative assessments to address student needs and focus on intervention strategies to accelerate learning, particularly for English learners, foster youth, low income, and homeless. We will also use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) on a quarterly basis to measure literacy acquisition for kindergarten through 8th grade students. Other tools that will be utilized are Imagine Learning and literacy, and Imagine Math.

We will be using DIBELS assessments in the elementary grades and the districtwide benchmark assessments for Mathematics and Language Arts.

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.]

District leaders and teachers will take any action that increases the amount of instructional services provided based on students learning needs. This could include additional academic services, instructional materials or supports, or devices for internet connectivity. Examples of this include summer school, lower class sizes, more bus routes, after school programs, software costs, intervention programs, and professional learning for teachers and parents.

District leaders and teachers will identify the most critical skills and content knowledge students need to access grade level content. For example, if a 4th grade student is struggling in math, the natural inclination might be to reteach last year's missed material, and eliminate some or all grade level material. However research shows that this approach does not work. (Ref. What post-Katrina New Orleans can teach schools about addressing COVID learning losses). Instead, teachers should identify the most important skills and concepts of each unit, and consider instructional strategies to scaffold content knowledge using grade level material. This kind of work is best done collaboratively, ensuring that the curriculum and instruction focus on serving English Learners, low income, and student with IEPs. This will reduce potential blind spots by highlighting unique needs of special populations.

Utilizing diagnostic initial assessments will give teachers quick accessible information about what students know, where they need to be, and how effective the instructional strategies are. Teachers will implement a systematic cycle of formative assessments for progress monitoring

and provide information about students' learning status relative to the desired goal. Teachers can then use the results from formative assessments immediately to adjust their instruction and ensure students progress toward learning goals.

English learners will continue to receive designated and integrated ELD as part of their curriculum on a daily basis. Time is provided for designated and integrated ELD instruction within distance learning schedules. We emphasize with teachers the importance of building scaffolds to provide integrated ELD within core content subjects. Accommodations for English learners may include extensions of time for assignments, translating reading materials, and online translation services. Our ELD students will receive a combination of synchronous D-ELD as well as asynchronous assignments aligned to the ELD Standards through the Canvas platform. Whenever possible, we will level these groups by proficiency levels. We will utilize ELD instructional aides in break-out rooms to provide additional support for our newcomers and other students who require more support. Our ELD instructional aide will also administer weekly check-ins with identified parents to answer any questions they may have. We are committed to providing English learners with disabilities equal access to the same opportunities that general education students have, including Free Appropriate Public Education (FAPE).

For low income, foster youth, and homeless students that cannot connect to the internet, a hotspot is available so they can access the internet. Paper study packets are also an option for low income, English learners, homeless, and any student who prefers to use paper pencil.

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.]

Monitoring students' progress on grade appropriate assignments and formative assessments will inform us of the effectiveness of our instructional strategies, where we need to provide additional support for students, and for teachers professional learning. For data to lead to meaningful change in student acceleration, teachers and administrators need designated collaboration time to analyze data, identify changes in instruction to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies. We will focus on a continuous improvement learning model when reviewing assessment data.

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

Description	Total Funds	Contributing
After School Intervention for all students; particularly for English learners, low-income, foster youth and homeless. [District-wide]	\$4,500	Yes
Special Education and English Learner Supports [District-wide]	\$710,000	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.]

The impacts of the COVID-19 pandemic are leading to fears of long-lasting psychological fallout that will require enormous investment to help students who are suffering. Many students and staff members are feeling the pain and suffering from stress, anxiety, and depression across the board. However, practicing social distancing or distance learning does not mean students lose school disconnectedness. We will continue to place adult and student wellness first to establish positive, safe and supportive learning environments. We have one school counselor that serves two schools with a district enrollment of approximately 1,400 students. We understand that no one person can provide social-emotional supports alone. It must be a united effort between teachers, administrators, and other agencies.

We will continue to develop a Multi-Tiered System of Support (MTSS) to address mental health and emotional needs of all our students. MTSS uses a three tiered system of increasingly intensive interventions that are comprehensive in scope, preventive in design, and developmental in nature. Tier 1, school counselor, teachers, and administrators provide universal supports. Tier 2, school counselor monitors social emotional data, and collaborates to determine appropriate interventions to target needs. Tier 3, students and families are supported as they are referred to licensed community-based professionals for intensive interventions.

We know that positive student-staff relationships help students feel safe and connected to school, and the teachers and administrators continue to provide supports for students, especially now. PBIS has shifted focus to families and direct support. Because this work usually happens at the school site level, it is now shifted to focusing on the needs of the students in their homes to ensure that they have the tools needed for distance learning and that their families are equipped with information. Basic strategies to help student during distance learning includes developing routines and schedules, and adhere to appropriate behavior while doing distance learning. Other Tier 1 strategies may include classroom circles through Zoom where the teacher tries to engage students and build community, and daily check-ins. The district counselor will develop a Check-in/Check-out program for students that are at-risk of becoming chronically absent, with emphasis on ELs, low income, African American, and Students with Disabilities student groups. Students have the ability to anonymously report bullying through online reporting platforms StopIt and DTS. These systems generate an email and text directly to the administration team to act quickly and accordingly.

The school counselor will monitor and support the mental and social and emotional well-being of pupils by doing weekly check-ins with students during the school year. Teachers will be asked to submit a list of students to Student Support Services who seem to be disengaged or those who are not attending classes. The school will then provide support to the students based on the recommendations from support staff.

Staff will have access to social emotional resources via Canvas learning platform. Teachers will be able to pick appropriate modules based on their concerns or be informed on specific Social Emotional topics. Support staff will be able to provide individual support to students as

needed. Staff also receives professional learning through the SISC Get Safety Trained program, in which we require staff to complete COVID-19 and Stress Management modules.

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.]

Research shows that poor attendance can influence whether children read proficiently by the end of third grade or be held back, and by the end of 6th grade chronic absenteeism becomes a leading indicator that a student will drop out of school. We are committed to engage with students and families so students stay in school, whether during in-person or distance learning. We will measure participation and assess student progress through in-person and synchronous instructional minutes.

Three tiers of intervention to reduce chronic absenteeism.

Tier 1 Universal strategies to encourage good attendance. Example: Daily live Zoom meeting.

Tier 2 Early Intervention for students that need support to avoid chronic absenteeism. Examples: Parent contact, Student Study Team.

Tier 3 Intensive support for students facing the greatest challenges. Example Referral to guidance counseling.

Strategies to reduce chronic absenteeism and reengage students

1. Engage Student and Parents

We offer warm and welcoming environments that emphasizes building relationships with families, and stresses the importance of going to class every day while distance learning. The key is developing a school-wide culture that promotes a sense of safety, respect and personal responsibility, where students feel connected and know that someone notices, in a caring manner, when they missed school. A key component of the engagement is helping families understand what their children are learning when they are in school and the negative effects of chronic absenteeism on realizing their hopes and dreams for their children.

2. Recognize Good and Improve Attendance

We send a clear message that going to school every day is a priority by providing regular recognition and/or incentives to students and families who have good and improved attendance. The goal is not to focus on perfect attendance since the children who struggle the most will soon be left out of such activities.

3. Monitor Attendance Data

We use Aeries, student information system to collect attendance data to examine which and how many students are missing too much school.

4. Provide Personalized Early Outreach

Use data to trigger early outreach to families and students who are already missing too many days of school. Such outreach is essential for identifying barriers to attendance — hunger, access to health care, homelessness, transportation or other challenges — and the supports or resources that would help improve attendance. Our Aeries automated telephone system make daily calls to parents of students marked absent. Our office clerk will also call parents to clear absences.

5. Use Data to Develop Solutions

If chronic absence becomes a problem in our schools, we'll use data to examine what factors might be affecting attendance. If the problem persists the schools will mail a series of truancy letters. We will contact families in the problem solving process so they can use their insights to shed light on the challenges, and get engaged in coming up with realistic solutions.

Below are some of the ways we reach out to students and families in English and Spanish to try and build trusting relationships, and kept them informed on student progress and maintain regular communication.

- Mass notifications via Blackboard. Telephone, email, text messaging
- Student and parent surveys
- Social media platforms such as Facebook and Twitter
- Teachers and administrators make regular phone calls to students and parents with positive messages
- Virtual Back to School Night
- Canvas Announcement feature
- Virtual Parent Conferences
- Progress and Report Card mailings
- Title 1 Program Parent and Family Engagement Policy

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.]

From the first day of school, August 13th through August 31st we offered school meals from 11:45 am - 2:00 pm, Monday through Friday. Notifications to parents were sent via Blackboard and posted on our website informing them of the details of our school meal service. While distance learning, we offered breakfast and lunch service at Suburu School only. We served enrolled students in a Grab and Go bagged curbside method, and students must have been present to receive a meal. All staff wore masks and practiced social distancing to the extent possible when handing out meals.

If parents believed they qualify for free or reduced meals, they could visit our website to fill out a new online Lunch Application for the 2020/2021 school year. Lunch Applications for 2019/2020 expire on September 25, 2020.

Meals and beverages sold or served at schools met state and federal requirements based on the USDA Dietary Guidelines. All meals and beverages were prepared and served by qualified child nutrition professionals. We provided students with access to a variety of affordable and appealing meals that meet the health and nutrition needs of students. All meals were prepared and delivered by Taft City School District Nutrition Department.

The distance learning instructional schedule was developed to allow for a smooth transition to in-person instruction when permitted. When that happens, we will keep the current schedule intact, and offer meals to students as they are dismissed, and as they load buses to go home.

On August 31st, in a win for school districts and students throughout California, U.S. Secretary of Agriculture Sonny Perdue announced that the U.S. Department of Agriculture will extend several flexibilities that allow summer meal program operators to continue serving free meals to all children through as late as Dec. 31, 2020. This will help to ensure that children have access to the nutritious food they need regardless of whether our schools are open for in-person instruction.

This announcement came the same day that current waivers were set to expire, which would have had a devastating impact on the children who now more than ever rely on school meal programs as their main source of nutritious breakfasts and lunches. The waivers also allow school nutrition professionals to focus on feeding hungry children, rather than on processing paperwork and verifying each student's eligibility to receive meals through these programs.

Specifically, USDA's Food and Nutrition Service is extending nationwide waivers for the Summer Food Service Program and Seamless Summer Option through the end of 2020, or until available funding runs out.

These waivers:

- Allow school meals to be served in all areas and at no cost
- Permit meals to be served outside of the typically required group settings and meal times

- Waive meal pattern requirements as necessary
- Allow parents and guardians to pick up meals for their children

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

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

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
20.97%	\$2,196,662

Required Descriptions

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

The social emotional well-being is a concern for all stakeholders. To address this the school counselor and school psychologists will be available for those needing social-emotional support, particularly for English learners, low-income, foster youth, and homeless. By doing this we intend to mitigate the emotional effects of COVID-19 on our unduplicated students. [District-wide]

Hotspots for internet access, particularly for the circumstances of English learners, low income, foster youth, homeless, throughout the district. [District-wide]

Stakeholder feedback indicated that lack of access to technology or reliable internet access creates challenges for low-income students in rural areas and from disadvantaged families. In order to address this need, we procured hotspots so these students have reliable internet access during distance learning. By doing this students will have the opportunity to fully participate in distance learning and mitigate learning loss. This action is intended to meet the needs of unduplicated disadvantaged families in response to the COVID-19 pandemic.

After School Intervention based on the needs of students that are struggling, particularly for English learners, low income, foster youth, homeless. [District-wide]

Stakeholder feedback indicated a concern for the learning loss of English learner, low-income, and foster youth. In order to address this, we will provide for after-school Targeted Intervention supports in ELA and math, with emphasis on low income and English learners who are not at grade level. By doing this we intend to mitigate the learning loss of unduplicated students. This action is intended to meet the needs of students with learning loss in response to the COVID-19 pandemic.

Special Education Supports [District-wide]

Stakeholder feedback voiced a concern for the learning loss and the ability to provide appropriate services for our SpEd student group. To address this we will provide time for teachers to collaborate to discuss and solve issues such as: transportation, extended School Year, health and nursing services, classified and certificated staff, school psychologists, instructional materials, testing materials, and equipment. By doing this, our SpEd student group will have equitable access to services provided by the district. This action is intended to meet the needs of SpEd students in response to the COVID-19 pandemic.

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

In summary, by ensuring that 1) our unduplicated students have social emotional supports, 2) our low income students have devices for connectivity to the internet, 3) our unduplicated students have additional instructional learning time to compensate for learning loss, and 4) our SpEd students continue to be provided with needed services; we believe that learning loss will be mitigated in comparison to all students. The actions in this plan are expected to result in the required proportional increase or improvement in services for unduplicated students as compared to services to all students. During the development of this plan, actions and expenditures were considered to be available broadly, with special consideration for English learners, low-income, and foster youth in mind.

