See California Department of Education, July 2020

# 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 impact of COVID-19 has had a severe effect on our school district and the community. The school district had to rely on the Kern County Superintendent of Schools office to supply the district with chrome books, Wi-Fi hotspots, and a distance learning platform to engage all students. This has been a new learning journey for our students and also the staff. The community is currently having issues with Wi-Fi and internet access, which makes it difficult for all our students to receive the same learning. The school district is continually gathering insight from staff, parents, and the board members to adjust to distance learning and provide a quality education to all our students.

## Stakeholder Engagement

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

The school district has monthly board meetings that encourages community members, parents, and stakeholders to participate in conversations regarding COVID-19 and issues surrounding distance learning. The school district also provides a monthly newsletter that addresses what is occurring at the school district. A stakeholder survey was provided to parents/guardians and board members for a better understanding of how they would like the students to return back to school for the 2020-2021 school year. The staff on campus has made it a priority to make daily phone calls to parents/guardians to address any issues/concerns with distance learning. Phone conferences with SSC/PTC to illicit suggestions, needs of families, and student learning.

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

The school district offers in-person and zoom links for participation in public meetings and public hearings. For those individuals who choose to come in-person must wear PPE. Stakeholders must also maintain social distancing (6 feet apart). Furniture is placed at (6 feet apart) during public meetings.

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

The majority of the responses provided by stakeholders was to have full-inclusion of students on campus and distance learning on Fridays only for the 2020-2021 school year. The stakeholders were provided three options: option 1 was - full distancing learning (no students on campus), option 2 - block schedules (K, 3rd, 6th Mondays, 1st, 4th, 7th Tuesdays, 2nd, 5th, 8th Wednesdays, SPED students Thursdays, Distance Learning Fridays), option 3 – full-inclusion of students Monday-Thursday and distance learning on Fridays. Stakeholder responses were expressed during a board meeting with stakeholders in the audience providing feedback too. Due to unstable connectivity phone and email options were made available.

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

All stakeholder input was considered in regards to how the 2020-2021 school year would function. Unfortunately, due to public health and county health guidelines this plan was not executed and the school district had to provide distance learning Monday – Friday. However, students are unable to access zoom meetings due to unstable internet connectivity.

## 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 school district has made it a priority to bring back all students to offer classroom-based instruction as soon as Kern County Superintendent of Schools allows for in-person instruction. Our small school district allows for all students to return back to school while offering students PPE protection, social distancing, and advanced technology. The school district was able to secure a Chromebook for each student as the school district did not have the funding or opportunity to provide this in the past. The education these students will receive will replicate what other school districts are offering in the 21st century of education. Furthermore, the district will apply for a waiver to bring back students in K-6th grade. The district will also purchase a 15 passenger van to pick-up students whose families do not have transportation. Vans and buses will be cleaned and sanitized daily.

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

| Description | Total Funds  | Contributing |
| --- | --- | --- |
| Purchase a 15 passenger van to transport family pods. The purchase of the van will be through a 3-year loan.  | $15,000 (per year) | Y |
| When transporting students there will need to be maintenance of the vehicle. Moreover, such items will include: tires, mechanical fixtures, and cleaning.  | $1,000 | Y |
| The driver of the van will need their specialized bus driving license and they would be compensated at $20 per hour for 180 days of work at 8 hours a day.  | $28,000 (salary)$7,000 (benefits) | YY |
| A part-time custodian to sanitize the school campus. Custodian will be compensated at $13 per hour for 28 hours per week and will work 8 months.  | $11,650 | Y |
| Teachers, paraprofessionals, and administrator will be provided with professional development to adjust to distance learning.  | $5,000 | Y |
| A part-time/substitute bus driver will also be hired and will be provided with training from KCSOS.  | $3,500 | 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.]

As of March 13, 2020, CUSD made the transition to Canvas to provide distance learning for all students. CUSD has purchased 53 Canvas licenses to utilize the learning management system to provide distance learning to students at the start of the 2020-2021 school year on July 20, 2020 and through the first quarter (September 18, 2020). The decision to begin the school year with a distance learning mode is aligned with the Governor’s guidelines for the safe reopening of schools as Kern County continues to remain on California’s County Monitoring List. Moreover, as the first quarter ends, CUSD will reevaluate to determine next steps, with plans to move to a hybrid learning model or in-person instruction should health conditions permit at that time. While in the distance learning model, CUSD will utilize a block schedule with three grade levels meeting daily on a rotating basis (*see schedule below*).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Grades on Campus | K – 3 – 6 | 1 – 4 – 7 | 2 – 5 – 8 | SPED Services and targeted instruction | Distance Learning No students on campus (Deep cleaning of school campus) |
| Room 1 | Grade K | Grade 1 | Grade 2 | SPED students | Distance Learning No students on campus (Deep cleaning of school campus) |
| Room 3 | Grade 3 | Grade 4 | Grade 5 | SPED students | Distance Learning No students on campus (Deep cleaning of school campus) |
| Room 6 | Grade 6 | Grade 7 | Grade 8 | SPED students | Distance Learning No students on campus (Deep cleaning of school campus) |

The daily scheduled academic collaboration time may include, but is not limited to the following:

Planning instruction and/or services for synchronous and asynchronous learning.

Collaboration amongst colleagues.

Monitoring student progress and activity and providing academic support.

Gathering formative and summative assessments.

Participating in professional development and staff meetings (i.e., PLT, PLC, staff meetings).

Participating in Individualized Education Program (IEP) and 504 meetings.

To support students, parents/guardians, and teachers in the distance learning model, CUSD will continue the use of phone calls, emails, and zoom meetings to support the needs of the students/parents/guardians. CUSD will also provide PLC/Professional development trainings on Fridays.

#### 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.]

CUSD is committed to provide the technology tools, curriculum and professional development for students and staff to be successful in a distance learning environment. The goal is to provide a seamless transition from distance learning to hybrid learning and eventually the return to an in-person learning environment. CUSD has worked continuously over the last few months to provide access, devices and connectivity for the staff, students, and stakeholders. CUSD recognizes the importance of providing professional development, support, and technology tools to allow teachers to successfully implement a high-quality distance learning environment. CUSD has purchased chrome books for staff and students to help facilitate a seamless transition to distance learning. Moreover, CUSD offers free Wi-Fi access for all students, community members, and stakeholders. Individuals can access the Wi-Fi hotspot on school campus from 7am – 7pm, 7 days a week. For those students who do not have internet access or Wi-Fi capabilities then CUSD has provided a flash drive that includes classroom based instruction that students can view on their chrome books. CUSD will also seek out grants to purchase internet for students/families.

#### 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.]

CUSD recognizes the importance of student engagement in their learning whether they are in the classroom or in a virtual setting. To ensure student engagement, attendance will be taken based on their daily interactions in the online environment and/or in-person when transitioning to a hybrid or in-person learning model. The days a student is receiving their instruction in a distance learning environment, their attendance is based on daily interactions or time value of work completed for that day as determined through participation in online activities, completion of regular assignments, and contacts between employees of the LEA, including those other than teachers, and pupils, parents or guardians. While daily participation is used to track attendance and ensure engagement by all students in learning activities, students should participate in scheduled daily live interactions to engage with their teacher and peers. Physical attendance is required on the days in which a student is receiving in-person instruction. Parents of students who have not demonstrated engagement/attendance will receive a phone call informing them of their student’s lack of engagement/attendance and providing school site contact information to excuse the absence and/or assistance if needed.

#### 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.]

CUSD recognizes the importance of providing professional development, support, and technology tools to allow teachers to successfully implement high-quality distance learning. CUSD has purchased chrome books for the teaching staff to help facilitate a seamless transition to distance learning. The school district is currently training a staff member to provide technological support to students, teachers, the administrator, and staff members during distance learning. Every Friday from 1:30pm – 3:00pm teachers will be utilizing this time to attend professional development that will be provided by the Kern County Superintendent of Schools, the school administrator, and/or the lead teacher for the district. A staff member will be on site every day during the school year to provide technological support.

#### Staff Roles and Responsibilities

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

As CUSD will begin the 2020-2021 school year in a distance learning environment, staff roles and responsibilities will adapt to the learning environment as they support student well-being, academic development, and foster student learning remotely without being able to meet with students face-to-face. In many cases, staff will continue to perform their duties to assist students and families and/or address students’ academic and social-emotional needs remotely by telephone and/or through district approved online platforms including google hangout/meet, canvas, and zoom; however, some staff roles may be modified to address the needs of the school.

As defined in SB98, section 34, distance learning provided by CUSD staff will include daily live interaction with students and adaptive lessons for pupils with unique needs including students receiving special education services. All instructions, assignments, and learning materials will be posted in Canvas and through paper packets as desired by the students/families.

#### 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.]

In a distance learning and hybrid environment, CUSD has ensured that time has been built into the schedule for regular academic support for students, in particular when students are participating in distance learning. In an in-person learning environment, in addition to the intervention and support provided within the regular classroom setting, the school site will provide tutoring to students in a variety of subjects.

English Learners (ELs), Foster Youth (FY), and Socioeconomically Disadvantaged students will be monitored academically (progress grades, grade checks, teacher outreach, etc.) Furthermore, to support ELs in a distance learning environment, Immersive Reader has been implemented in Canvas to allow students to access the content in their primary language.

The CUSD Special Education teacher ensures that the health and safety needs of special education students are considered during this time. The unique requirements of students with disabilities requires communication with parents and guardians regarding specific student needs. As students participate in the distance learning plan, the SPED teacher will review the options and strategies most appropriate for the student to address progress on goals and needed supports. All students with IEPs are provided the option of at-home devices as an off of FAPE, including assistive technology devices and/or services as dictated by a student’s individual needs.

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

| Description | Total Funds  | Contributing |
| --- | --- | --- |
| The district is seeking to hire a part-time SARB officer to address issues with truancy. The SARB officer will provide services once or twice a week depending on schedule(s).  | $50,000 | Y |
| The district will appoint a SARB Coordinator who will provide daily call(s) and check-in(s) for the SARB officer. The SARB Coordinator will provide services at 3 hours per week for 180 days.  | $13,500 | Y |
| The district will purchase a 9-passenger van to pick-up students who are truant and/or absence from school. The district will pay mileage at .55 per mile/ 150 miles per week.  | $1,000 (mechanical)$3,000 (fuel) | YY |
| The district will use a staff member as a van driver for 4 hours a week for 36 weeks at a compensation of $25 per hour.  | $3,600 | Y |
| The district will pay its teacher(s) to utilize Saturday school to make-up absences for students. Teacher will be compensated with a stipend per quarter and compensation for travel.  | $17,000 | Y |
| Teachers, paraprofessionals, and the administrator will be provided with professional development during distance learning.  | $7,000 | Y |
| The district is seeking to hire a school social worker for .75 remainder of the school year. School social worker will meet with students to provide and support social and emotional learning.  | $75,000 | Y |

### Pupil Learning Loss

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

**ELA:** Teachers will be responsible for assessing students in the beginning of the year (July), middle of the year (January), and end of the year (May) using the CAASPP website and testing students in reading and math assessments using the IABs. The assessment tool accounts for the grade level of students and target goals can be adjusted depending on growth or decline. If there is a decline in academic achievement then they will be placed in an intervention group. These students will be monitored weekly on a IAB subtest to understand how they are progressing. The IABs are unique for the reason that a student can test multiple times and these test resemble the end of the year state testing. This information will be used to re-teach students. When needed, small groups will be formed within the classroom (using breakout rooms and paraprofessionals) to address specific learning needs.

**Math:** Teachers will be responsible for assessing students in the beginning of the year (July), middle of the year (January), and end of the year (May) using the CAASPP website and testing students in reading and math assessments using the IABs. The assessment tool accounts for the grade level of students and target goals can be adjusted depending on growth or decline. If there is a decline in academic achievement then they will be placed in an intervention group. These students will be monitored weekly on a IAB subtest to understand how they are progressing. The IABs are unique for the reason that a student can test multiple times and these test resemble the end of the year state testing. This information will be used to re-teach students. When needed, small groups will be formed within the classroom (using breakout rooms and paraprofessionals) to address specific learning needs.

**ELD:** New students identifying as English Learners will be addressed using the ELPAC. English Learners with 1 or 2 scores on the ELPAC will have opportunities for extra one-on-one or small group instruction with the assigned teacher. English Learners will also be assessed with IABs to receive current academic standing. Paraprofessionals will examine student work and listen to student conversations to understand what vocabulary students are struggling with and inform the teacher of any trends that are surfacing to be addressed in whole-class or small-group instruction.

#### Pupil Learning Loss Strategies

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

**Key instructional strategies:** The district has identified specific problems of practice in ELA and Math. The district has identified three key teaching and learning strategies: Close Reading (3-8th), Reciprocal teaching (K-5th), and Read, Draw, Write with sentence frames (K-8th). These strategies will be closely tracked and studied throughout the year by leveraging the use of key indicators and regular improvement cycles. This will be a focus during professional development, PLCs, and staff meetings. These strategies will address critical thinking skills in ELA including: how to analyze and interpret text, identify key concepts and ideas, and summarize and/or present the author’s perspective. In math, these strategies address the following: how to read/listen to math problems and solve with a conceptual understanding and how to communicate mathematical thinking with visual representations and writing or verbal expression.

**Small group:** There will be structured time for reading and math intervention in which students are separated into different skill level groups and given a curriculum that matches their current level. Small group instruction will be important to give students the opportunity to ask questions in a smaller setting. Furthermore, students will have opportunities for small breakout groups with ELD aides, paraprofessionals, and other students. This will allow more students the opportunity to practice language and collaborate on their learning. Students identified as having exceptional needs and English Learners will be given priority for small group interactions.

**Intensive supplemental support:** Students identified as English Learners and with exceptional needs will be given priority enrollment in supplemental programs including Saturday school and afterschool (homework club). Some teachers and paraprofessionals will receive more hours and compensation to support students with classwork or homework via zoom (or support parents with assignments).

**Universal Design for Learning (UDL) principles:** A few key principles will be utilized when designing curriculum: (1) students will have multiple ways to account for learning; (2) information will be translated to Spanish and text-to-speech (or large print) can be utilized; (3) when requested, paper/pencil teaching will be incorporated. Students will have the opportunity to respond to tasks using recorded video, text, or photos of assignments. This allows for flexibility when approaching the learning standards. For example, a student with an IEP for speech services might prefer typing their response rather than sharing a video recording. Translations, text-to-speech, immersive reader, and large print are options embed in Canvas. Parents and students will be taught how to access these tools by staff/teachers, and they will directly benefit students identified as English Learners or having exceptional needs.

**Disaggregated data:** The administrator and teachers will regularly disaggregate data for students with exceptional needs. This will result in small individual plans for each of the students based on their need(s). For example, the district team, may realize that a student responds better to ELA after having taken their daily medication. This would prompt the teacher to push the synchronous schedule forward for ELA instruction or create a designated time with the special education teacher, specifically for ELA instruction. Moreover, when data is analyzed, students will have their ELPAC score next to it. This will help educators understand which students to target for explicit language instruction and whether or not there are correlations with performance on other formative and summative assessments.

**Low-income, foster youth, pupils experiencing homelessness:** A majority of the students in the district are identified as low-income. Nevertheless, the district plans to hire a SARB officer to do a weekly check-in with each student/family as we continue to distribute food, homework packets, and chrome books (if necessary). The weekly check-in will focus on whether or not the student is experiencing any academic challenges or issues related to truancy. This information will be relayed to the teacher and administrator on record, so they are aware. The district does not currently have students experiencing homelessness or the foster care system. Moreover, if they do, the school district is planning to hire a school social worker that will be the main point of contact and liaison between the teacher and the home environment. The administrator and teacher(s) will closely monitor these cases to ensure the student is getting the academic support needed.

#### 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.]

**Basic literacy and math skills:** The district will rely on longitudinal data and CAASPP assessments to understand the extent of pupil learning loss. More specifically, the district will return to the beginning of the year data from 2019, 2018, and 2017 to understand how significant the gap is between those years and the new baseline year (2020). Moreover, the same will occur for middle/end-of-year assessment scores. Given this information will allow the administrator and the teachers to establish target goals for the district and students in 3-8th grade. If assessments demonstrate students are not progressing from their baseline, the district administrator will convene to re-examine plans and troubleshoot any high-leverage problems of practice. Nonetheless, professional development and PLC days will be dedicated to examine this data and make adjustments to instruction accordingly.

**Common core literacy and math skills:** The district will adopt the same process listed above to understand common core literacy and math skills; however, teachers will utilize the CAASPP IABs to understand student progress.

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

| Description | Total Funds  | Contributing |
| --- | --- | --- |
| N/A | N/A | N/A |
| N/A | N/A | N/A |

## 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.]

**Connecting with others:** Each student in every grade has a homeroom teacher they can talk to and discuss issues/concerns with mental health, social, and emotional well-being. Each teacher is aware that the administrator at the district also has his PPS credential in School Counseling if students did not feel comfortable communicating with their homeroom teacher. Teachers will be provided with resources on effective mentoring strategies and the importance of each student feeling cared for and connected to the school. Teachers will build rapport with students to build trust and allow for appropriate conversations surrounding their mental health, social, and emotional well-being. The administrator will develop scripts, questions, and conversation starters for appropriate, professional conversations with students. Classified and Certificated staff will work together to develop ideas on how to contact the students such as through phone calls, zoom meetings, email, etc. Staff will also be instructed to speak to each parent prior to beginning regular contact with students. Student contact progress will be monitored and discussed during our weekly staff meetings. This was crucial in the spring of 2020 when school closures occurred due to the COVID-19 pandemic.

**Students support services team:** The students support services team will consists of the school administrator who holds his PPS credential in school counseling, school social worker, and Medi-Cal mental health provider (College Community Services). A student can be referred to any of these individuals on campus. The referral goes directly to the school administrator and will follow a district-adopted process map to see where the case ultimately gets managed. Students will also be monitored by any of these individuals if they fall into yellow or red criteria for student attendance. One-on-one or small group mental health services are provided via telephone, zoom meetings, or email (if necessary). Parents could be referred to support services. If a student has a family member in the hospital due to COVID-19, their case is automatically brought to the SSS team, regardless of whether or not they were referred by staff members or meet other attendance criteria.

**PBIS team:** The PBIS team, which is headed by a staff member, is comprised of multiple stakeholders across the school campus. This year, the team will seek to add more individuals to the team and prioritize key areas for assessments. Some key areas of focus/concern will be parent engagement and teaching classroom behavior expectations. With the parent engagement piece, the team will look at innovative ways to connect with parents and disseminate information about prosocial schools in a remote and school environment. This could consist of brochures (translation to Spanish for ELs), social media posts, and zoom meetings. With teaching classroom behavior expectations, the team will introduce a new behavior section to the behavior model. This should help teachers to gain consistency about online expectations.

**Morning meeting:** Each day teachers will take some time to have a morning meeting with students. In this meeting, teachers can address one or more of the following: (1) check the wellness of each student; (2) review prosocial behavior expectations; and/or (3) teach/reflect on an SEL skill. This meeting could resemble a short google survey to see how students and families are managing shelter-in-place orders. The school administrator and school social worker will train staff on best practices.

**Staff mental health supports:** Staff needing mental health supports will be advised to contact the Kern County Superintendent of Schools (KCSOS) human resources department. Human resources can let staff know how to access services through their insurance providers and help describe associated costs (if any). Further, the district administrator will devote time during staff meetings to simply check in to see how staff members are doing. This will come in the form of conversation prompts or individual discussions. Human resources will work on building a list of substitutes that may help support staff members during a time of crisis.

## 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.]

**Pupil engagement and outreach:** Teachers will track daily/weekly attendance and minutes using a weekly engagement record spreadsheet. A mark on minutes for synchronous connection (whole-class, small-group, and one-on-one/phone call) will indicate the student was present for the day. A time value will be assigned to each assignment prior to giving to students. Once an assignment is submitted, the teacher will assign the time value to that student on the same weekly engagement record. The record spreadsheet will tabulate the weekly number of minutes, ensuring grades K-3rd receive 3.5 hours daily minimum and grades 4-8th receive 4 hours daily minimum. The weekly totals will be color coded into blue, green, yellow, and red based on the total number of minutes for the week. The school social worker will be responsible for monitoring the spreadsheets and intervening with any yellow or red students. Furthermore, teachers will be required to make a phone call attempt home when students are not participating in whole-group synchronous instruction. After a phone call has been made the teacher(s) will document their efforts and send the information to the school social worker and SARB officer. If necessary, those staff do home video calls, phone calls, or home visits to address any challenges the parents might be facing. Staff will refer a case to the school social worker if unable to address the attendance challenge.

## School Nutrition

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

The district currently has partnered with the Kern High School District (KHSD) to provide grab-and-go meals for all students. This allows the distribution of free meals to all district students.

**In-person:** When students are participating in in-person instruction, students will receive a free breakfast, lunch, snack, and supper daily. School will add additional breakfast and lunch periods to accommodate for social distancing. When weather conditions permit, students will eat outdoors. When eating indoors, students will be sitting (6 feet apart) and at staggered times to allow for small groups.

**Distance learning:** When participating in distance learning, the district will provide five (5) meal locations. Meals will be prepared in the district’s cafeteria and transported in coolers to each location. A minimum of two staff members will be assigned to each meal location. Grab-and-go meals will be distributed from 10:30 a.m. to 1:00 p.m. on Mondays and Wednesdays. Students will receive meals on Mondays for Monday and Tuesday then receive meals on Wednesday for Wednesday, Thursday, and Friday. Families will also be provided with clear instructions on how to properly store and prepare the meals.

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

| Section | Description | Total Funds  | Contributing |
| --- | --- | --- | --- |
| N/A | N/A | N/A | N/A |
| N/A | N/A | N/A | N/A |

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

| Percentage to Increase or Improve Services  | Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students  |
| --- | --- |
| 16.80% | $85,370 |

### Required Descriptions

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

**Needs, conditions, or circumstances of unduplicated pupils as a result of COVID-19:** Consistent with parent, staff, and stakeholder feedback along with data collected from multiple sources, a few trends have surfaced for unduplicated students: (1) less to no access to high-speed Wi-Fi services; (2) issues with transportation and/or vehicle problems that do not allow for families to meet at designated bus stops; (3) less opportunity to isolate with synchronous learning sessions because of limited area in the home; (4) training for parents to understand how to use technology.

**How proposed actions are effective in meeting the needs:** In order to best meet the needs, the district is respectively proposing the following: (1) free high-speed Wi-Fi access that the district would compensate for; (2) SARB officer and school social worker serving as liaison for physical and mental health services due to COVID-19 illness; (3) flash drives to receive direct instruction for students without Wi-Fi accessibility and/or internet services; (4) provide a block schedule for students to safely return to campus to receive direct instruction.

Apart from the areas listed above, COVID-19 is impacting the entire school community in similar ways. Moreover, the majority of services written into this plan will benefit all students. The district will continue to disaggregate data to understand the extent to which unduplicated pupils are improving and compare to the entire school community. If the district finds disproportionate growth/improvement, the district will problem solve during all staff meetings and PLC meetings to understand how to improve services.

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

**How services contribute to meeting the percentage calculated as compared to the services for all students:** Services will be tailored to unduplicated students in a variety of ways: (1) the school social worker and SARB officer will prioritize services for unduplicated students by having a marker on the internal referral form and tracking data separately; (2) a paraprofessional will be matched with students who are identified as unduplicated; (3) regular check-ins at food distribution sites (from staff, school social worker, and SARB officer) to see how low-income students are doing; (4) transportation for afterschool and Saturday school that prioritizes enrollment for low-income students; (5) parent engagement events for this specific subgroup; (7) regular professional development supporting low-income students both academically and socio-emotionally; (8) regular coaching on how to use improvement principles to disaggregate data and measure success for these subgroups.

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

**Quality (improvement):** The technology tools (Canvas) being adopted have options to meet the needs for all unduplicated pupils such as, text-to-speech, larger print, translation, and immersive reader. This will help parents and students better access the academic materials. The district administrator, school social worker, and teachers will receive regular professional learning and ongoing coaching to understand how to best teach these subgroups of students and how to infuse improvement practices by examining disaggregated data.

**Quantity (increase):** This subgroup of students will be prioritized for mental health and socio-emotional service with an internal referral process. A paraprofessional will be used specifically to target instructional support for low-income students. Transportation access for this subgroup will be provided for afterschool (homework club). Regular parent engagement practices will happen via zoom meetings and regular teacher/parent communications.