

# 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.]

On March 16, 2020, the Seeley Union School District were closed due to the worldwide pandemic, COVID-19. While our buildings remained closed, school was reopened on April 20, 2020, providing distance learning opportunities to all students for the remainder of the 2019-2020 school year. iPads were distributed to students, as well as work packets and school supplies such as pencils, crayons, and paper. Community food distribution began on March 17, 2020 and continued throughout the summer. The district also began surveying parents about their needs pertaining to at-home internet access, devices, preference for modes of school including distance learning and hybrid model, needs for supervision of children, and ability to support their children’s learning and mental health needs. In response to Senate Bill 98, SUSD developed a Reopening Plan Committee in June of 2020, consisting of board members, school counselor, the site administrator, teachers, resource teacher, and other classified support staff. CDE’s Stronger Together: A Guidebook for the Safe Reopening of California Public Schools and CCEE’s Playbook on Distance Learning were used as guidance in the development of SUSD’s Reopening Plan. Four subcommittees were formed to assist with the focus and adherence to the key areas that were established by Governor Gavin Newsom on July 17, 2020: Safe in-person school based on health data, Strong mask requirements, Physical distancing, Regularly testing and dedicated contact tracing for school outbreaks and Rigorous distance learning programs. SUSD’s Reopening Plan Subcommittees (Health, Instructional Programs - General Education, Instructional Programs SPED & Mental Health and Safety) adhered to the following guiding principles and considerations in the development of their plans: Health and Safety for all, Stakeholder Engagement, Continuity of Curriculum and Instruction, Student access and connectivity, Pupil participation and progress, addressing pupil learning loss, social emotional learning and mental health supports and equity for all. Imperial County was designated as a national COVID-19 “hot spot” due to continually rising infection numbers and deaths due to the virus, causing the county to remain in Stage 1. In early July, the county briefly moved to Stage 2A, but was required to return to Stage 1 after the Governor intervened. On July 17, 2020, Governor Newsom announced that all schools that are located in counties on the state COVID-19 Watch List must begin the school year via distance learning. The Governor further stated that schools must stay in distance learning until such a time that the county where the school is located is not on the COVID-19 Watch List for 14 consecutive days. Due to Imperial County’s incredibly high rate of positive COVID-19 test results, it could be several weeks or months before this mandate is lifted. The Reopening Committee and subcommittees immediately switched focus and began developing a Distance Learning Plan to ensure the district provides a

dynamic meaningful educational program for all students. Draft versions of the plan were presented to the Reopening Committee and the Governing Board and public throughout July and August. The Governing Board approved the SUSD Distance Learning Plan on August 11, 2020.

## Stakeholder Engagement

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

As of July 2020, the SUSD Family Input Survey was sent out using the district's website, Blackboard Connect Phone Calls, Social Media, and other district applications. The survey was available in English and Spanish and was available for submission telephonically for those without internet access. The survey collected parents preferences for communication with district schools, information regarding access to devices at home, internet access, models for school including distance learning & hybrid model, needs for supervision of children, ability to support their children's learning and mental health needs. The teachers, staff, and administrators participated in several surveys throughout the planning process. Teachers, staff, and administrators were surveyed on the following topics: Student and Staff Safety, Student and Staff Health Screenings, Distance Learning Protocols, Hybrid Learning Protocols, Daily Schedules and Student Supports.

A Reopening Committee Advisory Group was established by the Superintendent which included certificated teachers, instructional coaches, site level classified staff (Library Technicians, Computer Lab Supervisors & Secretaries) and district level classified staff (Custodians, Senior Secretaries & Supervisors). The Reopening Advisory Committee was provided multiple opportunities to provide feedback regarding the Reopening Plan which encompasses the components required in the Learning Continuity and Attendance Plan. The Plan was presented via Zoom Webinar and attendees were asked for written feedback through the use of the Q & A and a formalized survey accessed on a Google Form. The Reopening Advisory Committee met on the following dates: June 25, 2020, July 2, 2020, July 17, 2020 and August 3, 2020.

Committee members were contacted by phone to provide information regarding the Learning Continuity and Attendance Plan and via Zoom meeting to review, discuss, and seek input. The PAC Zoom meeting was held on September 2, 2020.

ELAC/DELAC - On September 2, 2020, the District English Language Advisory Council met to review and discuss the Learning Continuity and Attendance Plan. Members were encouraged to provide input on actions listed and provide other ideas or recommendations.

On September 15, 2020, a Public Hearing was held allowing the public to submit written input. The public was provided access to the Learning Continuity and Attendance Plan prior to the public hearing date via the district's website. Hard copies were available in the District office to those without internet access. Those wishing to submit input for the public hearing, without internet or access to email, were provided the opportunity to place written comments in the district's drop box located at the district office.

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

All public meetings and public hearings are now held via teleconference. The public is able to participate in the meetings by dialing in with the number provided on the agenda of each meeting. Members of the public wishing to comment on topics not included on the agenda or any agenda topics are asked to submit comments via email to the superintendent's email address. All comments submitted are read aloud during the public comment section and become a part of public record in the meeting minutes.

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

The Family Input Survey revealed that 84.1% of our parents prefer a distance learning model as they do not feel comfortable sending their children back to the school buildings. 47.7% prefer a hybrid model where students attend school on site for ½ days for at least two days per week, and 29.5% would like to have their children return to the school site just like they did before the school closures in March. Based on this information and the governor's reopening plan, the decision was made to focus on Distance Learning when developing the Learning Continuity and Attendance Plan.

Staff Reopening Survey results were received from both certificated and classified staff members. Staff members expressed that 47.1% would like to return to school campus with all safety protocols in places. 29.4% of teachers would prefer to go back to school on a hybrid model and 17.1% would rather begin on a distance learning model. All input provided was discussed and addressed with the various subcommittee members and reflected in the draft proposals.

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

The stakeholder feedback can be categorized into three different areas of focus: Safety Concerns for staff and students, Professional Development for staff and parents and Curricular concerns. Teachers with school-aged children at home asked about having the opportunity to work from their classrooms and bringing their own children with them. The SUSD plan does indicate that as long as all social distancing requirements are followed, teachers may bring their school-aged children to the classroom during the school day. Another area of concern stemmed from curriculum to be used during distance learning. Teachers expressed their strong desire to maintain a collaborative, creative, and engaging environment while teaching in the distance learning model. Based on stakeholder feedback, additional applications and programs were purchased for the 2020-21 school year. Similarly, staff reported their need to be fully trained in distance learning protocols, as well as the new applications and programs purchased to support the learning of our students. A series of trainings were offered prior to the start of the 2020-21 school year. Teachers were encouraged to take advantage of the variety of training topics to support their teaching in the distance learning model. Several software applications and curriculum were purchased based on teacher recommendation, including: Seesaw, Zoom (business licenses), D2L: Brightspace, Renaissance additions, and Imagine Learning. The third area influenced by specific stakeholder input stemmed from staff questioning safety protocols in the event that they are allowed to be on the school campus during distance learning, safety protocols when distributing materials and supplies to students and having appropriate personal protective equipment. The district developed social distancing and health and safety guidelines for the school and district office and also provided personal protective equipment to all employees.

# Continuity of Learning

## In-Person Instructional Offerings

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

The district Reopening Advisory Committee and Sub-Committees addressed two models of instruction: Distance Learning Model and a Hybrid Model. Significant time has been dedicated to planning which actions will need to be taken in order to offer classroom-based instruction whenever the state and county health department allow us to do so. Both models were presented to the Board of Trustees during the planning process. The hybrid model will include in-person and distance learning with instruction occurring at the school site and online. Synchronous instruction and learning will occur in person at the school site with half of the class in the morning hours and virtually with the other half of the class in the afternoon hours using Zoom. Asynchronous instruction and learning will be offered through Google Classroom and other district-adopted programs and applications. Both elementary and secondary hybrid daily schedules include dedicated time for targeted intervention for students who are at-risk of experiencing learning loss due to the school closures. Students will have multiple opportunities to receive additional support in academic areas on a daily basis. Instructional assistants and academic tutors will be available to provide academic tutoring based on individual student needs. Tutoring will be available during asynchronous instruction as well as after school hours. Daily attendance and participation will be monitored by certificated staff. Staff and students will be expected to follow all social distancing, face covering, and disinfection requirements.

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

| Description  | Total Funds  | Contributing |
|--|--------------|--------------|
| Classroom & Offices Personal Protective Equipment  | \$24,907.88  | No           |
| Hire Health Assistant Position (Temporary) to support health and safety of students and staff during in-person learning. | \$ 11,816.93 | Yes          |
| Purchase of safety equipment and supplies to keep students and staff safe during in-person instruction.                  | \$11,954.27  | No           |

| Description | Total Funds | Contributing |
|-------------|-------------|--------------|
|             |             |              |

## 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.]

SUSD’s Distance Learning Plan established daily interaction with teachers through the use of the video conferencing platform, Zoom for synchronous instruction, the use of the parent/guardian communication application ClassDojo and the instructional platform Google Classroom to support asynchronous learning. The required minimum instructional minutes for each grade level will be met daily through a combination of synchronous and asynchronous learning and monitored using the SUSD Student Participation Log. Daily attendance will also be monitored using the district’s student information system. The schedule allows for a daily live interaction via Zoom with the classroom teacher. Social Emotional Learning lessons will be provided to students using the Second-Step curriculum. There will be a district-wide focus in every classroom for the first two weeks of school ensuring the establishment of classroom procedures and expectations, relational capacity building, positive classroom culture, Social-Emotional Learning, and assessing individual students’ needs. The schedule also allows for whole class and small group instruction on a daily basis. Students needing additional support will be provided intervention in small groups, as needed. The first two weeks of school will also be dedicated to establishing regular parent communication. Teachers will communicate with parents through ClassDojo. Daily schedules include a designated time for teachers to reach out to parents.

ASES Academic & Enrichment Tutors will provide additional support to students enrolled in ASES during afterschool hours on Monday-Friday, via Zoom. Teachers will utilize the district adopted, standards-based curriculum, digital resources and additional supplemental materials for all content areas. Curriculum will be assigned through Google classroom and the Brightspace application on district-issued iPads (or family’s personal devices). Students will participate daily in both synchronous instruction using the Zoom platform and asynchronous instruction utilizing Google Classroom. Other instructional applications and curriculum that will be utilized by teachers include iReady, Nearpod, Imagine Learning, Screencastify, Sports for Learning, Flipgrid and Seesaw. Accelerated Resource Teachers (ARTs) will support students during Zoom sessions by working side-by-side with the classroom teacher and by providing individualized or small group support during a intervention block.

To measure and monitor student progress, the district will continue to use iReady Reading and mathematics, STAR Reading, STAR Math, STAR Early Literacy and the BPST. The district curriculum team began developing engaging, standards-based lessons utilizing the district adopted curriculum for use during synchronous and asynchronous instruction this summer. Teachers will work collaboratively throughout the school year to develop additional lessons during grade level collaboration time on Wednesdays. The lessons created can be taught in both the distance learning model and the hybrid model, ensuring a seamless transition of continuity of instruction.

## Access to Devices and Connectivity

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

As SUSD begins the 2020-21 school year in a full distance-learning context and prepares for the possibility that much of the school year will be via distance learning, ensuring access to devices and connectivity for all students is imperative. The technology gaps identified at the outset of school closures deepened the district's understanding of inequities that existed prior to COVID-19 and will continue to require attention even after students and staff have fully returned to an in-person model. SUSD's efforts in the spring to provide all students with access to devices and connectivity have significantly reduced the identified gaps.

During the spring school closures SUSD distributed iPad devices to every student who was in need. In planning for the fall, the district has prepared sufficient devices to supply all those in need. This includes preparations for incoming Kindergarten students, students at other grade levels new to the district, and any continuing students who are in need. Also continuing into the fall, SUSD will provide WiFi Hotspots to any students in need of connectivity with the use of our BorderLink system. . The district will continue to promote this opportunity in its outreach to families and explore how additional partnerships might expand connectivity access. Existing and future communications and information requests concerning district learning will continue to assess technology access and support needs.

## Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

The district has implemented a Student Participation Log that will be used by all certificated teachers to monitor pupil participation in synchronous and asynchronous instruction daily and weekly. Weekly logs will be monitored and kept for documentation purposes. Students who do not meet the required amount of synchronous and asynchronous minimum instructional minutes will be contacted by the school secretary, classroom teacher, principal, and/or counselor. Daily attendance will be monitored through the student information system and daily automated phone calls will alert parents if their children are not logging on to class. The district's pupil services team will also reach out, through personal phone calls, to provide additional support to students and parents. Families needing additional assistance will be referred to the principal to provide supplement support.

## 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.]

All staff will be trained on the district's video conferencing platform, Zoom. Teachers will participate in training specific to strengthening their skills in distance learning, Google Classroom learning platform, instructional applications, distance learning classroom management, parent communication, trauma-informed practices/curriculum development and instruction prior to the start of the school year. The District Resource Teacher will provide training, small group instruction and individualized

support for teachers and support staff on all aspects of distance learning. Teachers will continue to participate in trainings, grade level and department collaboration and staff meetings each Wednesday to continue to support their needs. Training will be offered on a regular basis in all aspects of distance learning to ensure teachers develop their proficiencies in this learning environment. Instructional Assistants, the Computer Lab Technician, and Library Technician will receive training in their responsibilities as they pertain to distance learning. Ongoing training will be provided to classified instructional support staff throughout the school year on various responsibilities in supporting distance learning.

Technical Assistance and Resources: The Technology Department will provide technical assistance and training to all stakeholders. A technology email address was established to provide assistance to students and parents with technology assistance. A support request can be sent via email at any time for all employees, students and parents. For those without email or internet access, a phone number is provided. Informational flyers are posted on the district website and are visible at the school site and in the district office. Training will continue to be provided in Internal Pest Management and proper sanitation procedures in accordance with the Healthy Kids Act. All other classified staff (Non-Instructional, MOT & Food Services) will be provided with preservice training, as well as ongoing training throughout the school year. Custodians, bus drivers and transportation aides will complete a certification course on Cleaning and Disinfection Principles with a focus on Covid-19.

## **Staff Roles and Responsibilities**

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

Pupil Supervisors have been assigned to assist with meal and school supply distribution during distance learning. The Computer Lab Technician worked on the contactless distribution of devices and equipment at the school site, as well as proctoring district assessments and monitoring student use of district software programs. The Library Technicians has all been trained on Renaissance Learning's Accelerated Reader Program. She will monitor student reading and progress on the program and provide support to students and parents as needed. She will also be proctoring district assessments and student use of district software programs as well as provide literacy lessons, and read alouds. She will also provide book distribution days and times for all students every afternoon.

## **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 IEPs serviced in the RSP setting will be supported by co-teaching in their general education classroom and pull-out small group/individual services, as necessary. Both will be via the Zoom platform. RSP teachers will collaborate and coordinate with General Education teachers on individual work assigned to students for asynchronous learning. RSP teachers will develop Google Classrooms for their students that will provide asynchronous learning assignments. Students with IEPs serviced in the SDC setting will follow the same schedule as the general education classes with opportunities to mainstream with general education students using Zoom. The SDC teacher will use the district adopted curriculum and intervention curriculum and will make accommodations and modifications as needed in order to

provide access and support to grade level instruction. The SDC teacher will provide guided practice activities that will be delivered via Zoom. Packets of materials will be provided for younger aged students to include some of the following: manipulatives, crayons, scissors, markers, writing materials, etc. Co-Teaching during virtual sessions with grade alike General Education teachers will be promoted for art/music, physical education and science.

English Learners will receive instruction in both integrated English Language Development and Designated English Language Development. Online after school tutoring sessions will be offered to support English Learners. A supplemental software, Imagine Learning, will provide additional language support to English learners in levels. Rosetta Stone will also be provide Afterschool and Safety Education staff will provide academic support to students enrolled in the program using Zoom and Google

Classroom. ASES Academic and Enrichment tutors will incorporate Social-Emotional Learning lessons and activities for their students. Foster and homeless youth are given priority enrollment in all ASES programs. The school site has a psychologist/counselor assigned to work with students and families. They support student social-emotional needs, student attendance, student engagement, family referrals and provide focused support for homeless families and foster youth.

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

| Description   | Total Funds  | Contributing |
|---|--------------|--------------|
| D2L licenses  | \$15,000     | Yes          |
| Renaissance PD and licenses   | \$10,190     | Yes          |
| Purchase devices, headphones, monitors, and document cameras for staff and student use. | \$168,640.78 | Yes          |
| Imagine Learning  | \$22,000     | Yes          |
| Coast to Coast: Sports For Learning   | \$5,025.63   |              |
| Illuminate  | \$6300       |              |
| Distance Learning ELA and ELD professional development                                  | \$10,000     |              |

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
|  |             |              |
| Contract with Zoom   | \$2,250     |              |
| Allocate classroom funds to be used at district's discretion to improve student engagement and support academic progress | \$10,000    |              |

## Pupil Learning Loss

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

The district will use the Renaissance Learning suite of assessments: STAR Early Literacy, STAR Reading, and STAR Math, along with the Basic Phonics Skills Test (BPST) to assess the current status of all students at the beginning of the school year (Beginning of Year/Fall Screening Window) in the areas of English Language Arts, Mathematics and English Language Development and to monitor progress in these areas in three additional screening windows (Winter, Spring, and End of Year) throughout the school year. Students qualifying for district intervention curriculum in language arts and math, will also be assessed with the Phonics, Reading, and Math Inventories three times during the school year. Teachers will also assess the current status and monitor progress of all English learners using the district adopted ELD curriculum and corresponding assessments for each unit.

## 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.]

English Learners - The weekly schedule includes time for designated English Language Development as well as time to work with small groups of students. This ELD time and small group instruction time is in addition to the minimum instructional minutes per grade level, allowing extra support for English Learners. English Learners are also provided an extension of the regular school day through after school tutoring. Rosetta Stone software will be used as additional support for English Learners at ELPAC levels 1 and 2. All English Learners will be supported with Imagine Learning. An additional hour of intervention support in small group settings is also provided throughout the week.

Foster Youth & Homeless - Foster Youth and students experiencing homelessness are closely monitored by teachers, administrators, and site counselors. All Foster youth identified as being at risk of a learning loss or in need of additional academic or emotional support, will be referred for additional Student Study Team meetings. An intervention plan will be developed and discussed based on individual student needs to include additional counseling, academic tutoring, additional small group or individualized instruction provided by the classroom teacher or instructional assistant during intervention block, enrollment in ASES for after school tutoring and enrichment, or use of district adopted intervention programs. Foster Youth and Homeless students social-emotional and mental health well-being will also be monitored by the site counselor on a weekly basis. These students will also receive additional support with school supplies and intensive attendance monitoring.

Pupils with Exceptional Needs - Students in grades 3-8 who qualify for special education services will be screened with the Phonics Inventory, Reading Inventory and for students in grades 5-8 with the math inventory. These results will be used to place students in the appropriate intervention instructional materials. Students will be supported with direct instruction at their needed academic level by their classroom teacher and/or instructional assistant and with the adaptive software program. Students in grades K-2 will also be screened and placed in the iReady software at their adaptive level. Mathematics instruction for students in grades 1-4 will be supported with supplemental math interactive curriculum. Students in Transitional Kindergarten and Kindergarten are supported with Seesaw software and other skill appropriate applications on iPads.

### Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of Pupil Learning Loss Strategies will be measured quarterly through analysis of student data. Students who do not show progress will be referred for the Student Study Team and individualized intervention plans will be created and monitored.

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

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| Imagine Learning   | \$22,000    | Yes          |
| Maintain Illuminate data systems to support implementation of district's common assessment system. | \$6,330     | No           |
| Curriculum Associates licenses for Reading and Mathematics and PD                                  | \$24,000    | 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 school counselor will support students from a multi-tiered approach. All students will be provided with supports via the classroom and other site-specific social-emotional activities. Targeted students will receive small group and/or individual counseling sessions via Zoom. A Counseling Corner has been established on the district website which offers additional resources and activities for students and parents. During distance learning, counselors and psychologists will respond to crisis situations as needed and will work collaboratively with outside agencies for students who may need more extensive services. The counselor will collaborate with the principal and teachers to develop SEL activities and lessons. They will also provide professional development in Trauma-Informed Practices, SEL Activities and Supports, Levels of Emotional Safety and Risk as well as other social emotional topics as needed. Clubs such as Circle of Friends will be developed and offered via online platforms.

In order to maintain positive emotional well being the following protocols will be followed: Employees will review and complete the district checklist for symptoms relating to COVID-19 daily. Upon entering the school grounds staff will have their temperatures checked. Employees will be monitored for any obvious signs of illness. Employees exhibiting signs or symptoms will be sent home and encouraged to seek medical assistance, as appropriate. Personal Protective Equipment will be provided to every employee. Every classroom will be supplied with hand sanitizer, paper towels, tissues, disinfectant wipes, gloves, face coverings face shields, and a trash can with an open lid. Tracking of any active or questionable cases will occur for both students and staff as per CDC/CDPH guidelines.

## 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.]

Parents within the SUSD will be provided assistance and support by the offering of online trainings and face to face guidance when needed. Support staff will be dedicated to provide outreach to pupils and parents (in English and Spanish) when pupils are not meeting compulsory education requirements. Students who are not engaged in instruction and are at risk of a learning loss will be involved in a multi-tiered

system of support led by the principal, classroom teacher, counselor, and other support staff. Edulink and Class Dojo will be used to communicate with parents on a regular basis.

## 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.]

During Distance Learning, parents will be required to bring a meal card to pick up the school meals and students will not need to be present. All meals provided will follow the USDA guidelines through the National School Breakfast and Lunch Program. Any changes to the meal distribution schedule will be communicated with parents via phone calls and school site communication tools. Students will be provided with breakfast and lunch in a weekly package including 5 breakfasts and 5 lunches per student. A drive-thru process for parents to pick up food will be established. Once we are able to provide in-person instruction, students will be provided breakfast in the classroom on the days that they are assigned to come to the classroom. Students will be provided a lunch to take home with them at the conclusion of the school day.

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

| Section          | Description  | Total Funds | Contributing |
|------------------|--|-------------|--------------|
| School Nutrition | Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment. | \$5,000     | No           |

| Section   | Description  | Total Funds | Contributing |
|---|--|-------------|--------------|
| Mental Health and Social and Emotional Well-Being | Social Emotional Learning (SEL): Maintain existing staffing and supports to implement district programs and support school initiatives. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing practices that increase connectedness and address trauma within the remote context. | \$5,000     | Yes          |
| Mental Health and Social and Emotional Well-Being | Support district's broader efforts to educate community about COVID, support contact tracing, and engage in direct outreach to students and families.  | \$5,000     | No           |
| N/A   | School Psychologist: Maintain existing staffing and supports to assess, screen, and identify learning disabilities and to recommend appropriate interventions/modifications for students.  | \$34,000    | Yes          |
| Pupil Engagement and Outreach                     | Hello Sign   | \$3,000     | No           |
| Distance Learning Program                         | Salary and benefits for Library Technicians to provide literacy activities, monitor and promote Accelerated Reader, and Read Alouds  | \$29,074.76 | Yes          |
| N/A   | Technical Support Services: Technology Assistant to assist with district technology needs and services   | \$46,811.03 |              |

# 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 |
| 39.95%                                     | \$ 1,209,857   |

## 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 percentage of unduplicated pupils is 97% in our district. The needs of these students are always considered first when school or district-wide decisions are made. With a majority of our students qualifying for additional supports, increased and improved services are district and/or school-wide and are in addition to the district's core program. District-wide implementation of these practices will not only have an impact on the learning environment as a whole but also have a disproportionately positive impact on the targeted unduplicated student groups (English learners, low income students, and foster youth). These programs and services could not be increased or improved if it was not for this additional funding. 48% of our students are identified as English learners, and 93% low income students. 15% of the student population receive special education. Foster Youth in our district represents less than 1% of our enrollment and homeless students are also less than 1%. All identified services are aligned to district goals and state priorities and are principally directed to and effectively designed to meet the unique learning needs of English learners, low income pupils, and foster youth. Strengthening districtwide focus on professional development directed at Distance Learning with extra support for new teachers. Provide funding to sites to align site goals to district goals specific to the needs of each site. Literacy is supported with the purchase of MyOn, an online digital library and additional book collections to extend offerings to students in grades 7-8. The Library technician support distance learning by monitoring MyOn online library and assisting with STAR Assessments and Accelerated Reader. We will provide access to distance learning with the purchase of additional iPads for all students. Increase teacher knowledge, skill, and instruction incorporating technology through continuous professional development and one-on-one support from the district Resource Teacher and principal focusing on success with distance learning. Purchase of additional district licenses for educational technology applications to support distance learning including ongoing professional development to support implementation. Continued support for music education with the purchase of instruments for student rental. Provide an instructional assistant in the TK and Kindergarten classrooms to support student small group instruction.

All stakeholders agreed the district's investment in access to counseling services at the school site is even more important during this time. Increase access to student counseling by providing Social-Emotional Learning (SEL) lessons to be taught during morning meetings including training for teachers. Improve student participation with tiered reengagement intervention provided by the Counselor, including personalized outreach to students and families. Ensure the safety and health of all students and staff with social distancing signage, protocols, personal protective equipment, and remodeling of school offices. Support student behavior expectations by adapting the student expectations to the distance learning setting and incorporate social distancing requirements. Distribution of student materials and school supplies to students and families on a regular basis to ensure continuity of learning. Continue to make parent engagement and involvement in their child's education a priority with training from the Principal and support staff.

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

(Pending)

Following final determination of the funds to be allocated to specific actions, this section will be updated.