



# 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.]

LUHSD staff have worked collaboratively to provide an education to students during the pandemic. In addition to re-tooling instruction for distance learning, the staff implemented a new Learning Management System (LMS) designed to support learning whether in a distance, hybrid, or in-person model. The staff converted to a distance learning model and a new LMS with only days before the new school year began. LUHSD, in partnership with certificated and classified bargaining units, successfully negotiated Memorandums of Understanding concerning changes in working conditions due to the mandate to begin the year in a distance learning model.

Parents/Guardians report that families face significant hardships due to the school closures and "Shelter in Place" orders. Students lost their daily contact with teachers and classmates. Additionally, students lost the ability to participate in extracurricular activities. Some parents lost their jobs, while others were furloughed due to "Shelter in Place" restrictions. While some parents were fortunate to be able to work from home, this created significant demands on home computer availability and internet access. Having whole families confined to the home also

increased the level of household stress. For that reason, sites provide family support information through emails, websites, and counselor phone calls.

## Stakeholder Engagement

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

LUHSD gathered feedback from a variety of stakeholder groups, including students, parents/guardians, staff members including, certificated staff, classified staff, and administrators. Specific outreach was made to stakeholders who did not have internet access and those who speak languages other than English. Educator feedback was collected through a variety of methods, including surveys administered through SurveyMonkey and Zoom meetings. Parents/Guardians were surveyed through SurveyMonkey in English and Spanish. Outreach was made to parents without internet access through phone calls to those who did not respond to online surveys. Teachers provided input through surveys administered through SurveyMonkey and through a variety of meetings involving Curriculum Council, Content Coaches, and Teachers on Special Assignment. Classified employees provided input through surveys administered via SurveyMonkey. Administrators provided feedback both through surveys and several Zoom meetings. Students provided feedback through Zoom meetings. Certificated and Classified Bargaining units provided feedback through Memorandums Of Understanding that were negotiated related to changes in working conditions.

Both the LUHSD District English Learner Advisory Committee and District Parent Engagement Committee provided input in the development of the Learning Continuity Plan through separate Zoom meetings in English and Spanish. These two groups also gave approval to a draft of the Learning Continuity Plan after it was revised based upon their feedback.

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

All stakeholder groups were allowed to participate in public meetings and public hearings in accordance with Executive Order N-29-20. Board meeting agendas were published electronically with links to the Zoom meetings provided in advance of each meeting. Stakeholders were allowed to submit public comments by email and those comments were read aloud during the board meetings. Evidence that this remote participation was successful includes the fact that hundreds of people attended some of the board meetings conducted via Zoom, far more than the number who attended in-person meetings before the pandemic.

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

Educators

Teachers requested the following:

- Flexibility to teach classes from either their classrooms or their homes.
- Support for childcare for their own young children while they were teaching.
- Access to technology if needed for them to work from home.
- Time for collaboration/ongoing professional development.
- The ability to provide assignments to students on a more regular basis than had been done in the previous spring.
- Returning to our district's regular grading policy, with considerations for distance learning.
- Additional support for re-engaging students who were not attending school.

## Parents

Parents requested the following:

- Synchronous learning, with teachers teaching live lessons.
- The ability for parents who needed laptops and internet access to receive them from the district.
- That teachers provide information in a uniform fashion to make it easier for students to understand class expectations.
- Time built in so that students could receive extra help if needed.
- A more uniform platform for teachers to deliver instruction and provide assignments than had been done the previous spring.
- A way for Students with Additional Needs (SWANS, including ELs, Students with Disabilities, Socio-Economically Disadvantaged, Homeless and Foster Youth) to receive extra support services, accommodations and modifications necessary to be successful.

## Students

Students requested the following:

- The ability to have choices in assignments.
- The ability to use a variety of technology to demonstrate their understanding of concepts.
- Understanding and flexibility from teachers when turning in assignments, as some home have multiple people using the same computer for work/school.
- A time/process for getting extra help from a teacher when needed.
- Teachers provide them with formative feedback on their assignments and the opportunity to revise their work based upon that feedback.
- Teachers to demonstrate examples of problems so that they would understand what teachers expect them to do when completing assignments (rather than simply post a list of questions for students to answer).
- Have patience with technology issues.
- Be careful not to assign too much homework.
- Record all Zoom meetings and post for later use.
- Use only Canvas to post assignments and lessons.
- Slow down when teaching during distance learning.
- Link online resources to Canvas modules.
- Conduct wellness checks by surveying students.

The LUHSD DELAC Committee was presented a draft of the plan and recommended the following:

- Ensure that there is a Spanish-speaking staff member on each site to help families with communication/technology issues.
- Make sure all students/parents know how to get in touch with teachers and/or liaison/counselor.
- Provide all teachers with ongoing professional development related to Canvas, Zoom, and other instructional technology.
- Provide English Learners with small group/individual instruction (ex. Zoom breakout meetings).
- Have ALL teachers post assignments in Canvas.
- Have small SPED classes meet in person.
- Ensure that teachers clearly communicate class expectations.
- Provide parents information on how they can better support students through distance learning.

The LUHSD Parent Engagement Committee was presented a draft of the plan and recommended the following:

- Teach lessons using smaller/more collaboration groups to help students, especially those with additional needs.
- Provide technology training for students to navigate Canvas, etc., including how to upload/download materials.
- Develop a series of training videos/PowerPoint presentations for students to learn the basics of the technology, including both hardware and software.
- Study Hall teachers should devote a portion of study hall to technology training for freshmen.
- Send out College/Career information to students and parents electronically.
- Send out athletics information to students and parents electronically.
- Provide additional support to students with special needs. Many struggle using computers at home.
- Counselors should provide parents and students with information on how to access social-emotional support.
- Return to school when it is safe to do so.

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

All of the stakeholder feedback listed above was incorporated into the LUHSD Learning Continuity and Attendance Plan. Additionally, MOUs were collaboratively developed between the District and the certificated and classified bargaining units.

Based upon feedback from stakeholder groups, the following aspects of the LUHSD Learning Continuity Plan were influenced by stakeholder input:

- Teachers were given the option to teach lessons from work or from home.
- Students were provided synchronous, daily instruction.
- Students were provided tutorial periods where they could get extra help from teachers.
- Teachers were provided staff development which included strategies to help struggling students, strategies to help English Learners, and strategies to help Students with Disabilities in a distance learning environment.
- Teachers were provided opportunities for ongoing professional development each week.
- Students attended classes on a regular schedule which included 4 periods of instruction each day.
- All staff members were provided appropriate Personal Protective Equipment (PPE) in accordance with state and county guidance.
- Classified workstations were modified with plastic partitions and appropriate social distancing.

- Parents of English Learners were provided contact information for Spanish-speaking staff members to support communication/technology needs.
- Parents were given a handbook which included support information and ways they could help support distance learning at home, in English and Spanish.

The DELAC Committee approved a draft of the plan on August 24, 2020.

The LUHSD Parent Engagement Committee approved a draft of the plan on August 28, 2020.

## 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 California Department of Public Health issued updated school guidance that includes using existing epidemiological metrics to determine if school districts can start in-person instruction. Any county that does not meet the state's benchmarks is put on the County Monitoring List.

When data indicates that it is safe for schools to reopen, LUHSD will offer our traditional 8 period, A/B schedule. Students will take classes that are 88 minutes long. Students will attend Periods 1-4 on an "A" day followed by periods 5-8 on a "B" day. The schedule will continuously alternate between "A" days and "B" days.

Our LEA has established protocols to ensure safety of students and staff. These protocols are outlined in the following documents: 1) LUHSD ReOpening of Schools (Board Study Session June 17, 2020) and 2) LUHSD Distance Learning Plan (Board Presentation July 22, 2020).

We will utilize a systematic assessment cycle to monitor student learning and competency development by district common assessments administered each quarter in core academic areas. Additionally, teachers will administer formative assessments weekly throughout units of instruction designed to measure students learning and identify areas for additional support. In addition, wellness checks to support social emotional well-being will be conducted by classroom teachers on a daily basis. Secondary wellness checks will be provided by school counselors as students are referred by their teachers or by students self-referring. Targeted Assistance Counselors will perform specific outreach to Students with Additional Needs (SWANs), including Socio-Economically Disadvantaged students, English Learners, Foster

youth, and Homeless students. Special Education case managers will provide out reach to Students with Disabilities. Assistant principals will support students with 504 Plan accommodations.

Assessment data will be used to identify students who have experienced significant learning loss. Identified students will be offered intervention strategies, including additional support from teachers during the Student Tutorial Period, special small group tutoring during lessons, and warm up activities focused upon skills of identified need for students.

Our plan for progress monitoring and communicating student progress to families/guardians include regular updates on student progress in Canvas, teacher communication of progress via email and phone calls, the district LMS, quarterly progress notices sent home to all students, counselor phone call to parents of students needing additional support, and targeted outreach by specific support teachers such as case managers, EL teacher/parent liaisons, and Teachers on Special Assignment.

Identified students will be targeted for ongoing support in the event of school closure by online tutoring sessions during the Student Tutorial period, Zoom breakout rooms with support teachers and paraprofessionals, and small group and individual tutoring as warranted. Counselors will provide additional social-emotional support through Zoom support meetings. Support teachers such as case managers and ELA and math support classes will provide specific Zoom support lessons targeting the students' areas of need.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

**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.]

Full curricula which are standards-aligned will be implemented in both distance learning and in-person learning modes for all students. The LUHSD Reopening of Schools Plan (Board Study Session June 17, 2020) and LUHSD Distance Learning Plan (Board Presentation July 22, 2020) include a comprehensive description of our full curricula and instructional resources for both distance learning and in-person instruction, as well as a for potential rapid transition between these modes of teaching and learning.

During distance learning, LUHSD will offer our traditional 8 period, A/B schedule. Students will take classes that are 60 minutes long. Students will attend Periods 1-4 on an "A" day followed by periods 5-8 on a "B" day. The schedule will continuously alternate between "A" days and "B" days. On Tuesdays and Thursday, there will be a one hour Student Tutorial Period for students to get extra help from their teachers. After August 28, Students Tutorial will increase to 3 days, including Tuesdays, Thursdays, and Fridays.

Essential standards have been developed in core academic courses. A standards schedule with standards broken down by quarter have been provided to teachers. Teachers will emphasize these essential standards in every mode of teaching (distance, hybrid, or in-person instruction).

Our Learning Management System (LMS), Canvas, will be used for distance, hybrid, and in-person learning. Our LMS as well as other adaptable learning platforms will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary. Additional instructional software that will be utilized in any mode of teaching include Clever, MS Office 365, and Turnitin.

LUHSD will work collaboratively with certificated and classified bargaining units to determine expedient transitions between modes of teaching. Through the bargaining process, Memorandums of Understanding have been developed addressing changes in working conditions.

LUHSD is offering on-site Teach Care for employees in need.

## **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.]

In order to determine which students require devices and/or connectivity to be able to access distance learning, we surveyed families in English and Spanish around their needs. Additionally, we called the families that did not respond to our online surveys. Bi-lingual parent liaisons reached out to by phone to families who did not speak English at home. From these surveys we determined that some families need access to technology. Those students were provided laptops by their schools in a socially distanced laptop distribution.

In response to the data, laptop carts on the school campuses were dismantled and several laptops were provided to students in need. A total of 2176 laptops and 297 wireless hotspots were distributed to students in need. Families were given the opportunity to have these devices checked out to them by a socially distanced laptop distribution on their campus. In a few situations where transportation was a barrier, staff drove the laptops and/or hotspots to the students' homes. Additionally, wi-fi access was provided in the student parking lot of each comprehensive campus. This would allow students without internet access drive to the campus to download assignments or upload completed assignments in a socially distanced manner.

If a student's device requires technical service, or if a student's access to a device and/or connectivity changes midyear, we have put a protocol in place to communicate their support needs to the site. Students can call in to the site and receive basic troubleshooting strategies

over the phone. If this troubleshooting does not resolve the issue, then students can make an appointment to come to the school and swap out the laptop with one that works.

## **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.]

LUHSD will use the following strategies to track and monitor student progress through live contacts and synchronous instructional minutes  
Attendance:

Attendance will be gathered in several different ways: Live interaction, pupil and/or parent contact, assignment completion, assessments, and engagement in the Canvas LMS.

Participation and Engagement:

Teachers will evaluate and assess student work, completion of assignments and collect metrics on our students daily/weekly progress to ascertain the level of participation and progress.

Time Value of Pupil Work:

The time-value will be provided through lesson plans and student assignments from each teacher. Teacher collaboration time is built in to the weekly schedule. During this time, teachers will calibrate the time value for student assignments.

## **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.]

LUHSD will provide high quality, rigorous professional development to ensure positive, equitable outcomes for all learners. Teacher collaboration time is built in to the weekly schedule 3 hours per week for the first month of the school year and 2 hours per week thereafter. Staff development activities include: Introduction to Canvas, Onboarding Students, Social-Emotional Learning and Mental Health, Designing Lessons in a Distance Learning Environment, Student Engagement Fostering Equity, Culture, and Curiosity, Using Zoom, Supporting Struggling Students, Supporting English Learners, Supporting Students with Disabilities, and Re-engagement Strategies. LUHSD is also providing thirteen 70-minute professional development days on Wednesday mornings approximately twice per month.

If a teacher's device requires technical service, or if the teacher needs technical support with our adopted electronic platforms, the LUHSD has a protocol in place for them to receive support. LUHSD has identified 10 teachers from throughout the district as Canvas Coaches. The Canvas Coaches will provide technology support to teachers. Additionally, they will lead training sessions for teachers in the beginning, intermediate and advanced stages of development in the use of instructional technology. The Canvas Coaches will also develop short training videos that teachers can watch to increase their level of skill.



## Staff Roles and Responsibilities

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

A wide variety of student needs, including trauma, lack of mental wellness, stress and anxiety, and low academic performance have been intensified as a result of the COVID-19 pandemic.

In light of this, the traditional role of a educator has changed and expanded. Teachers are writing lessons which engage students in a distance learning setting. They are providing additional support to students through Zoom breakout sessions and/or virtual office hours. Counselors are providing virtual counseling sessions, a virtual "Calming Room", and support materials to students and families who may be experiencing social-emotional and mental health challenges. Paraprofessionals are reaching out to students who need additional support through tutorials and virtual office hours. Case managers are providing Students with Disabilities virtual Tutorial Support classes. Administrators and classified support staff provide socially distanced activities such as registration, textbook checkout, laptop distributions, and assessments such as Initial ELPAC testing.

These new responsibilities have been codified in Memorandums of Understanding collaboratively developed with both the certificated and classified bargaining units through the collective bargaining process.

## 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.]

English Learners will receive daily Designated and Integrated ELD instruction to practice language and achieve academic standards, and instruction targeted at their proficiency level. The following schedules demonstrate ELD instruction: English Learners scoring at ELPAC Performance Levels 1 and 2 take double-blocked designated EL language courses. They receive integrated ELD instruction in elective classes. English Learners scoring at ELPAC Performance Levels 3 and 4 take integrated language courses. These students receive designated ELD support through individualized classroom instruction.

To mitigate learning loss and prevent additional learning loss, for Pupils with Unique Needs, we will utilize benchmark assessments and ongoing formative assessments to monitor student progress, including LUHSD Quarterly Common Assessments, and individual teacher formative assessments given on a weekly basis. Students identified with learning loss will be provided a range of support options, including a Student Tutorial Period, warm up activities addressing areas of need, and small group/individual tutoring support from teachers and paraprofessionals.

The Foster and Homeless Youth Services programs will provide school supplies to foster and homeless students in need. A consistent process will be used to identify student needs and address barriers to education. Targeted Assistance Counselors will call the homes of Foster Youth and Homeless students every two weeks to support students as needed.

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

Description	Total Funds	Contributing
Action 1: Nutrition Services - salaries and extra duty expenses for food service staff	\$450,000	No
Action 2: Teach Care - child care for employees in need	\$95,436	No
Action 3: Testing of Students with Disabilities - extra time for psychologists	\$10,519	No
Action 4: Updating IEPs for Students with Disabilities - extra time for case managers	\$7,500	No
Action 5: Canvas - Learning Management System	\$50,000	No
Action 6: Canvas Trainer - Staff Development Day	\$3,500	No
Action 7: Wi-fi for parking lots	\$20,000	No
Action 8: Mobile hot spots for families needing internet access	\$48,000	Yes
Action 9: Online Textbooks	\$84,500	No
Action 10: Director of Technology - 20% of salary	\$40,661	No
Action 11: Professional Development for Certificated Staff - First 3 days	668,487	No
Action 12: Purchase of Additional Laptops	\$355,000	No

Description	Total Funds	Contributing
Action 13: Canvas Coach - certificated stipends for 10 teachers	\$24,090	No
Action 14: Virtual Automobile Diagnostic Software for Auto Shop	\$7,518	No
Action 15: Headphones for PE Teacher	\$1,524	No
Action 16: Art Supplies for Distance Learning	\$15,091	No
Action 17: Mac Book Pro for Yearbook during Distance Learning	\$3,000	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.]

LUHSD will administer District Common Assessments to students in ELA, math, science, and social science. The District Common Assessments will be administered quarterly. It will measure learning loss as a result of COVID-19, as well as help to monitor student progress throughout the school year. Teachers in the core academic departments will also work with their leadership teams to develop common formative assessments to measure student learning loss and determine the next step in the areas of English Language Arts, English Language Development and mathematics. In addition, teachers will administer formative assessments in their classes designed to identify learning loss and provide students with targeted remediation.

## 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.]

There is an understanding that school closures may have impacted student learning. This has been referred to as the COVID-19 slide. To address the COVID-19 slide LUHSD will implement the following strategies and actions to address learning and accelerate learning progress.

- Teachers will provide students with warm-ups at the beginning of class reviewing previous topics that students have not learned.
- Teachers will ask students to come to Student Tutorial for small group/individual tutoring.
- Teachers will work with students needing extra support in small group/individual Zoom breakout sessions during class time.

Additionally LUHSD provides strategies and actions that are differentiated to support the diverse academic needs of our students. These strategies and actions will be tailored to the needs of the individual student groups:

English Learners:

Instructional and support strategies for English Learners will be congruent with both the California English Learner Roadmap and the California English Learner Roadmap Toolkit. Teachers who teach Designated Language Support classes will provide ELs with specific strategies, including:

- Aligning prompts and response frames
- Aligning verbs to function
- Sentence Deconstruction
- Story Re-Writing/Reconstruction

Teachers who teach Integrated Language Support will provide ELs with the following strategies, including:

- Explicitly teaching academic vocabulary
- Using Cultural as an asset when completing assignments
- Scaffolding
- Sentence Frames

Low Income Pupils:

- Support classes in ELA and mathematics to supplement regular classwork
- Tutoring available outside of class time
- Targeted Assistance Counselors will contact students and identify and mitigate any barriers to learning.
- Small group/Individual tutoring

Foster/Homeless Youth:

- Support classes in ELA and mathematics to supplement regular classwork
- Tutoring available outside of class time

- Targeted Assistance Counselors will contact students and identify and mitigate any barriers to learning.
- Small group/Individual tutoring

Pupils with exceptional needs:

- Support classes in ELA and mathematics to supplement regular classwork
- Tutoring available outside of class time
- Targeted Assistance Counselors will contact students and identify and mitigate any barriers to learning.
- Small group/Individual tutoring

Social-emotional counseling will be available from counselors, including referrals to outside agencies.

## 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 implementation of pupil learning loss strategies is a necessary step in addressing the needs of students. Student data is essential in understanding the effectiveness of implemented learning loss strategies. For data to lead to meaningful change in student outcomes, teachers and administrators need designated collaboration time to analyze data, identify shifts and changes in instruction to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies. (Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools - (<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>))

LUHSD committed to the following protocols and processes to monitor the effectiveness if implemented pupil learning loss interventions:

- Administering District Common Assessments quarterly, as well as teacher generated formative assessments throughout the semester. These District Common Assessments are aligned to the essential standards in the core academic subjects (English, math, science, and social science).
- Generating individual and group progress reports is based on current formative and summative assessments.
- Individual and group progress reports will be generated using Illuminate, the district's common assessment analysis software. Teachers will be provided copies of the assessment results and analysis reports to review items such as response frequency and wrong answer analysis.
- Comparing student levels of growth to growth in previous years.
- Using the same District Common Assessments this year as in previous years, allowing teachers to make year-to-year comparisons of the achievement of students.

- Providing professional time for teacher and administrator review, assess, and plan, using the assessment results reports and student work. This professional collaboration time has been set aside each week for teachers to review assessment data and identify area of targeted remediation. Additionally, the review of student work will allow teachers to discuss best practices and modify future instruction to better meet the needs of their students.

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

Description	Total Funds	Contributing
Action 18: 1 additional FTE at each comprehensive site to reduce class size to address Learning Loss	\$150,000	No
Action 19: 1:1 virtual tutoring of direct instruction for Students with Disabilities	\$359,037	No
Action 20: 1:1 virtual tutoring of direct instruction for Foster Youth	\$10,696	Yes
Action 21: 1:1 virtual tutoring of direct instruction for Homeless Students	\$38,375	Yes
Action 22: 1:1 virtual tutoring of direct instruction for English Learners	\$95,613	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.]

LUHSD will provide staff development on the following topics:

- Identifying verbal and visual clues of students who are struggling with SEL issues
- Cognitive, physical, emotional, and behavioral responses to stress
- Discerning "red flags" which warrant further support and intervention
- Facets of Social-Emotional Learning (Self-Management, Self Awareness, Responsible Decision-making, Relationship Skills, and Social Awareness)
- Strategies and activities for supporting Social & Emotional Learning in the classroom
- Supporting mental health of students
- Supporting the mental health of staff (self-care)

We will deliver staff development on Staff Development Day and will be conducted by a team of counselors and psychologist from our school district.

The following resources will be provided to pupils and staff to address trauma and other impacts of COVID-19:

- CASEL-Social and Emotional Learning Roadmap for Reopening Schools
- Teaching Tolerance: A Trauma-Informed Approach to Teaching Through COVID-19
- CASEL-Teacher Practices
- CASEL –Resources During COVID-19

The following resources will be provided to parents to address trauma and other impacts of COVID-19:

- 211.org Database of resources
- Food Services
- East County Resource Guide
- Know the Warning Signs

## 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.]

In order to provide outreach to all parents/ guardians, we have included a parent guide/handbook to our distance learning plan.

Included in our program/plan we have written procedures for tiered re-engagement strategies for students who are absent. Based upon an MTSS framework, our plan provides 3 tiers of support:

Tier 1 - Universal Outreach = connection with all students and follow up when student is missing from distance learning. (Ex. Student is missing "1" assignment, class or interaction.) Strategies include:

- Verify current contact info
- Create pathways for parents to maintain ongoing communication
- Daily notice to parent regarding absences
- Outreach plan to determine student's needs, including: technology, support, health, mental health, social services, etc.
- Communicate clearly with parents about academic progress

Tier 2 - Early Intervention = teacher, aide, clerk cannot reach the student or continued absence from distance learning. Refer to outreach support team. (Ex. Student is missing 3 days or 60% of the week.) Strategies include:

- Address access issues
- Parent contact (call, email, text, etc.)
- Student and parent meeting
- Work organization session
- Counseling
- Weekly/daily check in/check out
- Before/ after school meetings
- Positive contact from teachers
- Match with a mentor
- Connect with needed resources

Tier 3 - Intensive Intervention = loss of contact despite offering needed supports and intervention. (Ex. Extensive absenteeism) Strategies include:

- SART is appropriate.
- Move student to in-person instruction when feasible.

Targeted Assistance Counselors, working with bi-lingual parent liaisons will communicate with families who do not speak English at home to ensure that those students receive appropriate support for attendance and re-engagement.

## School Nutrition



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

**In-Person**

School breakfast will be served to students before school and lunches will be served during the lunch periods. School personnel will wear the appropriate PPE, including glove and masks. Students will be spaced at least 6 ft apart both in the cafeterias and outside on the campus. The schools will have two different lunch periods, so only half the student body will be eating lunch at any one time. Food carts will be used outside to further minimize the number of students eating inside the cafeteria.

**Distance Learning**

Meal pick-up is every Monday before school (6 – 8 am) and after school (2:30 – 4:30 pm). If parents cannot pick at those times, they can make other arrangements with Nutrition Services.

Parents can pick-up at FHS, HHS, or LHS regardless of where the student attends school. At the pickup, breakfast and lunch for the entire week (5 breakfasts and 5 lunches) is provided for students.

Staff members follow all social distancing protocols, and all wear the appropriate PPE. The process is set up in a drive thru manner. At the first station, the student name is provided to an employee more than 6 ft away. The car moves to the station, where a passenger picks up the food in a contact-free manner. Staff members disinfect the tables and wash their hands frequently, following all county health department requirements. This program is solely for the pickup of meals and consuming meals on site is not permitted. Families may not congregate in the area.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Action 23: Suicide Prevention Training PD by Stephen Edward Brock	\$2,000	No

# 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
6.35%	\$100,557

## 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.]

Action 8: After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that these students had disproportionately less access to the internet than our general student population.

In order to address this condition of our unduplicated students, we will provide mobile hotspots designed to address some of the major causes of low participation in online classroom meetings and assignment completion, including the inability to connect to the internet. With mobile hotspots, our unduplicated students will be able to logon to our Learning Management System, participate in online lessons, and complete assignments.

These actions are being provided on an LEA-wide basis and we expect/hope that all students without internet access will benefit. However, because of the significantly lower online participation of unduplicated students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the online participation for our unduplicated students will increase significantly more than the online participation of all other students.

Action 20: After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that our Foster Youth struggled in large classroom settings and that it was difficult for them to process information and fully participate in online lessons.

In order to address this condition of our Foster Youth, we will provide 1:1 virtual tutoring using direct instruction designed to address some of the major causes of non-participation, including incorporating a wait-time for the students to process information and reduce the fears associated with contributing answers in a large group setting.

These actions are being provided to Foster Youth, English Learners, and Homeless students. We expect/hope that these students will benefit from the 1:1 instruction and will avoid the stigma of having foundational gaps based upon the chronic stresses and experiences related to a socio-economically disadvantaged status.

Action 21: After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that our Homeless students struggled in large classroom settings and that it was difficult for them to process information and fully participate in online lessons.

In order to address this condition of our Homeless students, we will provide 1:1 virtual tutoring using direct instruction designed to address some of the major causes of non-participation, including incorporating a wait-time for the students to process information and reduce the fears associated with contributing answers in a large group setting.

These actions are being provided to Foster Youth, English Learners, and Homeless students. We expect/hope that these students will benefit from the 1:1 instruction and will avoid the stigma of having foundational gaps based upon the chronic stresses and experiences related to a socio-economically disadvantaged status.

Action 22: After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that our English Learners struggled in large classroom settings and that it was difficult for them to process information and fully participate in online lessons.

In order to address this condition of our English Learners, we will provide 1:1 virtual tutoring using direct instruction designed to address some of the major causes of non-participation, including incorporating a wait-time for the students to process information and reduce the fears associated with contributing answers in a large group setting.

These actions are being provided to Foster Youth, English Learners, and Homeless students. We expect/hope that these students will benefit from the 1:1 instruction and will avoid the stigma of having foundational gaps based upon the chronic stresses and experiences related to a socio-economically disadvantaged status.

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

The services in the Learning Continuity Plan listed above contribute to the increased or improved services requirement for Foster Youth, English Learners, and low-income students and contribute to meeting the percentage calculated as compared to the services provided for all students. Providing mobile hot spots will allow unduplicated students access to the internet. Since our district has adopted Canvas and our Learning Management System, these students will not be able to logon and participate in online lessons. Additionally, they will be able to submit assignments and receive feedback from their teachers. This would lead to a very large percentage of increase in participation of unduplicated students.

Additionally, by providing 1:1 virtual tutoring for Foster Youth, Homeless students and English Learners, we will provide them academic support, as well as social-emotional support in an environment in which they feel safe to participate. This will lead to significantly more online participation of our unduplicated students.