

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
Hot Springs Elementary	Tom Byars	Tom.byars@hotspringsschool.org

General Information

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

Hot Springs is a Necessary Small School District with 19 students Kindergarten through 8th grade. The school is located in the small mountain community of California Hot Springs. Even though the District covers 534 square miles, most of the area is National Forest, cattle grazing land and rugged wilderness. Some areas of the District are not accessible in the winter months due to snow and ice. The majority of the students live in Pine Flat and California Hot Springs. There are no gas stations in the District. There is one landline telephone service and no cell service (unless you travel to a higher location to connect to a service). COVID-19 has had a tremendous impact on the students and parents in our District. Our students are struggling with the lack of social interaction among classmates, mental health strains from being isolated for some, inconsistencies in their daily routine, struggles within the home environments, lack of childcare, parents losing their jobs and the academic support from home being difficult. Most families have either no internet service, or a dish with very limited data usage and slow connections. Since there is no tower for a hot spot to connect to, they are not available to use. The district installed a wireless access point in the school parking lot for any family to use while staying in their car. The school has good internet access through a BIIG 2.0 grant. The only access for it is at the school site. No students live in a direct line of sight due to the very mountainous terrain. Families travel 35 to 80 miles to do their shopping. All students ride the school bus due to the dangers of the mountain roads. Students live from 5 miles to 30 miles from school. This has posed a difficult challenge to meet the needs of all students. Our few staff members (two teachers, two-part time aides and one-part time administrator), have been affected as well with the increased amount of work that they have had to endure with the challenges of trying to ensure that our students are being taken care (social-emotional well-being, academics, health, over all stability). Additional responsibilities have been given to staff members in order to cover additional tasks on campus. Due to the challenging terrain and lack of transportation for students, we deliver daily breakfast/lunch to bus stops and each Monday we deliver an individualized learning packet to the students. These packets are picked up on Friday afternoon and taken back to school for grading and assessment of student progress. Teachers make daily contact with each student. These contacts are made online where possible. If no internet is available, the contact is made by telephone. We have one student who does not even have a phone, but he goes to a neighbor's home to use the phone each day. This solution has made a lot of extra work for staff, especially this school year with all of the additional record keeping. The district provides a Chromebook to each student that wished to use one. We are not aware of anyone in the community testing positive for the COVID-19 virus at this time. However, other communities in the county has seen an increase in cases. We have the spacing, with so few students, to have all students back in school and keep the social distancing and other required safety requirement, but are not allowed to do so at this time. We continue to try to improve access to each family in the community. Hot Springs will maintain instructional programs that are standards aligned, intellectually challenging and developmentally appropriate for all learners while using appropriate instructional materials that include currently adopted instructional materials.

This will be done for distance learning as well as in person learning. The District has 16.7% Hispanic enrollment, none of these are English Learners. The District has 70.8% white, 8.3% two or more races, and 4.2% not identifying. There are no homeless or foster students at this time in the district.

Stakeholder Engagement

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

Hot Springs School is somewhat unique in that there are only two teachers and an instructional aide. We have no union for CTA or CSEA. Our limited funds are prioritized by need. The needs are determined and prioritized by the data analysis, administrator evaluation, teacher self-evaluation, student and parent survey/input and input from the school board. All needs are driven by the performance results of all student groups. Effort is made to include all stakeholders. We had a parent meeting related to the LCAP just before the virus required stay at home orders. At this meeting parents and staff discussed the plan, evaluated and prioritized spending that would have been in place if the students were back full time in class. Since the shelter in place and isolation requirements have been in place we have used parent surveys and phone discussions as well as having it as an agenda item on a board meeting that was held using Zoom. This allowed any stakeholder to give input. We have also had staff discussions and planning to add to the process. The general consensus from all stakeholder groups is to keep everything possible from the LCAP and when we can be back to in person learning to add the items that we are not able to do now. Also, the staff and parents felt that we needed to use some of the funding that we haven't been able to use as originally planned for to now be used to hire an additional aide to provide support to students. The School Board agreed and approved this need. Hot Springs School has no union groups due to its very small staff. Our small staff allows daily input and discussion with the superintendent. The small size of the community means that all families know each other and feel free to discuss any issue that comes up. The parents biggest concern with distance learning has been the lack of internet connection in the mountainous community. The district provides Chromebooks to all students, unless the parents refuse the offer. Daily contact has been worked out with each family. For those with no internet staff uses telephones or instant messenger. Ideas and goals are discussed with students as they apply. The Tulare County Office of Education, Special Education Local Plan Area (SELPA) is consulted and feedback is offered as it applies to student needs. They are also consulted as IEPs are discussed throughout the school year. Hot Springs School has no English Language Learners, in fact, it never has had as far back as anyone can remember. However, if we do have English Language Learners enroll every effort would be made to insure equal access to the curriculum and technology. Tulare County Office of Education contract for services would provide assessment and guidance in the effort. Our stakeholders are involved in discussions in which the results of progress will be shared with administration, parents and other instructional support staff.

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

Public meetings and hearings have been and will be available on the Zoom format for any stakeholder wishing to listen and participate. The log in information is published and posted in locations around the community and in written materials sent home to parents. We also use instant messenger for families who use that communication tool. Parents have been encouraged to email or call the superintendent with any questions, concerns and to provide input.

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

The general consensus is to keep everything possible from the LCAP and when we can be back to in person learning to add the items that we are not able to do now. Also, to use some of the funding that we haven't been able to use as originally planned for to now be used to hire an additional aide to provide support to students. Performance data of each student (only 19 students) in all content areas with particular emphasis on English Language Arts and Math (the district has no English Learners but would include that group if any enrolled and support would be provided by Tulare County Office of Education staff). Evidence of student academic performance data, student samples, and instructional evidence based conversations determined the need for improved instructional effectiveness especially in the adopted ELA and Math and to add the on line portions of the adopted materials. A consensus decision by all stakeholders was to prioritize funding to focus in these two areas with ELA being the first priority. This will be monitored as the year progresses to measure the success and implementation. This will occur in part through staff evaluations.

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

Basically all aspects of the plan were influenced by stakeholder feedback. Our goal for in person and distance learning is to create and maintain a positive learning environment that will ensure that all students, parents and community members are engaged as partners in the achievement of academically successful outcomes for all students; to improve student participation; to promote a positive learning environment. This was part of the LCAP and all stakeholders wanted this to continue, whether in person or distance learning was in place.

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.]

Since only a few have internet access, we have had to blend various methods to provide classroom-based instruction to all students on as equal a basis as possible. Each student was given a baseline assessment on the first day. This was given by staff in an outdoor setting with one family scheduled at a time. All appropriate and required safety precautions consistent with public health guidelines were taken. Masks were provided to those without as was hand sanitizer. The tables were sanitized between students. At the beginning of the school year, a school bag was delivered to each student. The bag contained all of the textbooks and workbooks that they would have received if they had

been in the classroom. The bag also contained all of the school supplies such as pencils, crayons, paper and other supplies needed to complete the work assigned. Each student is allowed to check out a Chromebook for the year that is set with their unique school e-mail and password that allows them to access work and resources online. Online resources include the on line versions of the adopted texts and additional resources such as e books. Every student gets an individual work packet each Monday morning and turns in completed work on Friday afternoon. These are delivered to each bus stop and handed to students or parents, then collected at each bus stop each Friday afternoon. If a student does not show up at the bus stop, a phone call is made to the parent and arrangements are made to get the work to the student. Breakfast and lunches are also delivered to each bus stop every school day. The work in the packet contains work that the students would get in a regular classroom setting. An effort is made to keep the work challenging. Teachers make daily contact with students using Google Classroom, Zoom for these with internet and telephone for those with no internet access. During these contacts students can get help and clarification with any subject as well as allowing the teachers to check on the progress of the students. The completed work that is collected on Friday afternoon is graded by the teachers and progress is noted and logged. This information is used to work with the student and to provide additions supporting materials in the next packet. Teachers track students lack of work and relay that information to the parent and principal. The principal follows up with parents as needed. The assessments were used to determine students with some learning loss from last school year. When staff are at work social distancing is practiced, masks and face shields are provided and Plexiglas screens are on desks. Hand sanitizer is located in all rooms and each staff member has to do a health screen each morning that included temperature monitoring. Access to the school is strictly regulate with all of the public health department guidelines. Signs are posted with regulations in prominent location on campus. As a Necessary Small School with only 19 students, our campus is small and easily regulated. Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing

<p>PLAN TO RETURN: We had prepared for the school year to start as in person instruction, but just before the start of the school year that was shut down and only distance learning approved. To prepare for in person learning the school had purchased a supply of PPEs for staff and students. We had purchased Plexiglas screens for each student and staff desk. We had set up the school to do the required 6-foot separation of desks and students. Since we only have 19 students we were going to be able to accommodate this distancing. To prepare for 6-foot distancing, the district purchased more on line materials for instruction and assessment. We also added Google Classroom so each student could do more with Chromebooks at their desks (this also transferred to distance learning). We purchased STAR reading and STAR math for assessment. We added on line materials for our adopted textbook materials. These will be used to track and address the needs of those students who may have a learning loss. With only 19 students in grades K-8 and two teachers our plan includes individualizing instruction to help recover any learning loss. The LCFF Supplemental and Concentration funding will help fund an instructional aide, fund one hour per day of a classified support staff, buy some instructional materials and supplies and also provide a portion of funding to take field trips when in person learning resumes and field trip are considered safe and to provide supplemental science related supplemental materials. It will also allow us to buy some new instructional materials including computer programs. To be used by distance learning and in person learning. If and when the students are back on campus, great emphasis and time will be dedicated to sanitizing recess equipment, bathrooms, common surface areas and classrooms throughout the day. Staff has been trained on how to sanitize as well as methods to educating their students on social distancing, hand washing, face masks used, procedures for coughing / sneezing. Plexiglas “sneeze guards” have been added to all student desks and to teacher desks. All desks have been arranged at least six feet apart to accommodate social distancing and a supply of face masks, face shield and other PPE has been purchased and are ready to go. Non-touch thermometers have been purchased and all staff and students will be monitored before they come into the class or get on a bus. Hand sanitizing stations (bottles of hand sanitizer) have been set up throughout the school. Assigned bathroom use procedures that insure only one student at a time access them, separation of recess and lunch times to allow for minimum students in areas as well as to allow sufficient time to sanitize areas. Parents and Staff will continue to be communicated with to ensure we have their input and understanding. Teachers will have Office Hours set for parents and/or students to have the opportunity to talk with the teacher. Educational platforms will be streamlined by teachers only utilizing, Zoom, Google Classroom and perhaps others as needed. School Nurse, psychologist and special education support staff are provided as needed through a contract with Tulare County Office of Education, will be available to families, students and staff as needed to ensure the social and emotional stability of our students.</p> <p>Distance Learning attendance requirements in the 2020-2021 academic year from the State indicate documentation be made of daily student participation and engagement with a teacher, if either of these are missing for each day, the student is indicated as being absent. Hot Springs School staff will track this information daily using a premade State Form that will be shared with the superintendent/principal. It is required that Districts have a tiered re-engagement strategy set up for any student who is not engaging with the teacher or participating with their daily learning. The following procedures are in place to reconnect with chronically absent student that are learning remotely. Those students will be determined by having three or</p>	<p>[\$ 0.00]</p>	<p>[Y/N]</p>
--	------------------	--------------

Description	Total Funds	Contributing
<p>more absences during a five-day period. • After one absence, the home room teacher will attempt to make contact with parent/guardian/student via phone, email, instant messenger or on line. • On the second day the Teacher will make contact with the parent and share the information with the superintendent/principal. • If no contact is made by the teacher or Superintendent, Emergency numbers will be contacted. • On the third day of absenteeism, the superintendent/principal will contact the family and possibly make a home visit at the home address. • If there is no contact able to be made, the superintendent/principal will consult with the Sheriff's Department and possibly Child Protective Services. • Students may be referred to the District Attorney.</p> <p>Students who are inter-district students, their inter-district may be revoked. Re-Engagement Strategies: • The student will be monitored by the teachers and superintendent for consistency with attendance and to evaluate academic needs. • The student will be monitored by staff to address any concern there may be in the home or with mental/emotional health. • Depending on learning loss the student may be supported by staff and/or an Intervention Teacher. The Re-Engagement Team consists of: Superintendent/Principal, Nurse, Psychologist.</p>		
Unknown	[\$ 0.00]	YES

Distance Learning Program

Continuity of Instruction

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

Distance Learning poses many challenges for Hot Springs School Students. The majority of the students live in Pine Flat and California Hot Springs. There are no cell towers or internet towers accessible in the mountainous terrain. There is one landline telephone service into the community and no cell service (unless you travel to a higher location to connect to a service or are able to connect a cell phone to internet). Most families have either no internet service, or a dish with very limited data usage and slow connections. Since there is no tower for a hot spot to connect to, they are not available to use. The district installed a wireless access point in the school parking lot for any family to use while staying in their car. Some community members have offered to pay for increased data for families with more than one student. The school has good internet access through a BIIG 2.0 grant. The only access for it is at the school site. No students live in a direct line of sight due to the very

mountainous terrain. When school is in person on the campus, all students ride the school bus due to the dangers of the mountain roads. Students live from 10 miles to 20 miles from school. This has posed a difficult challenge to meet the needs of all students. We deliver daily breakfast/lunch to bus stops and each Monday we deliver an individualized learning packet to the students. These packets are picked up on Friday afternoon and taken back to school for grading and assessment of student progress. Teachers make daily contact with each student. These contacts are made online where possible. If no internet is available, the contact is made by telephone. We have one student who does not even have a phone, but he goes to a neighbor's home to use the phone each day. Each student was given a bag with all of the textbooks, pencils, crayons, and other items needed to complete the work assigned. We use Google Classroom and Zoom for those with internet access and have provided links to resources. Each student has a school e-mail and access code that gets them to their assignments and resources. We have also made use of FaceTime and messenger for students with access when needed. This solution has made a lot of extra work for staff, especially this school year with all of the additional record keeping. The district provided a Chromebook to each student that wished to use one. We are not aware of anyone in the community testing positive for the COVID-19 virus at this time. However, other communities in the county has seen an increase in cases. We have the spacing, with so few students, to have all students back in school and keep the social distancing and other required safety requirement, but are not allowed to do so at this time. We continue to try to improve access to each family in the community. Hot Springs will maintain instructional programs that are standards aligned, intellectually challenging and developmentally appropriate for all learners while using appropriate instructional materials that include currently adopted instructional materials, both hard copies and on line materials. Zoom, Google Classroom, Telephone and instant messenger are used to deliver daily lessons and provide help to students. Grade Level Standards covered with emphasis on Essential Standards to ensure a deeper level of learning. Google Classroom utilized for lesson assignments and student work submission. District Assessments Administered: STAR Reading and Math, Go Math, Wonders English Language Arts Unit tests are used and available on line for students with internet access and to those who come to the school parking lot to access the wireless access point. Checking for understanding and progress is monitored by work turned in and teacher/student meetings daily. Intervention support for students is provided by staff through Zoom and/or by phone (one on one or small group). Chromebooks with headphones have been distributed to students in order to participate in the educational program. Tulare County Office of Education supports Special Education students through SELPA agreement, although there are no students identified this year. Tulare County Office of Education also provides support for English Language Learners through a contracted service, although there are no English Language Learners enrolled at this time.



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.]

Since many students have no internet, or very limited data, the district has installed a wireless access point in the school parking if parents chose to bring their student to work in the car. The school has good internet access through a BIIG 2.0 grant. The only access for it is at the school site. No students live in a direct line of sight due to the very mountainous terrain. Hot spots will not work in the mountain community due to no access that can be tied into. Each student has a Chromebook assigned to them. The Chromebook is preprogrammed with access to the Google Classroom that is individually set up for them. Local community members have offered to pay the increase cost to add more

data use for families with more than one student. One community member (neighbor and friend of the family) has offered to let a student connect to their internet.

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.]

Student participation is monitored by teachers and staff on a daily basis. This is done through daily contact with each student, helping with any subject and asking questions about assignments. ON line Google Meet or Zoom is used when student has internet access. Telephone, messenger, or face time is used when needed. Work packets are collected each Friday afternoon. This work is graded and assessed. A record is kept of daily contacts, help given and weekly packet work. Since a base assessment was given at the beginning of the year. The results will be compared to assessment throughout the year. Unit assessments are also used for ELA and Math. On line assessment are used when a student has access to the internet. Progress, or lack, is noted. The weekly work packet can be tailored to meet the need as seen from assessments. Teacher daily meetings by Zoom, Google Classroom, telephone or instant messenger will be utilized to post assessments for students as well as the online STAR assessment Program utilized by the District. Teachers have given initial assessments to students to check their academic level at the start of the school year. Student's academic understanding will also be monitored through one-on-one conversations between student and teacher, progress monitoring with both formative and summative assessments and daily work review. Some assessments may be submitted by the student as well as assessments given live, via the computer with the student. Staff will be given time to collaborate to analyze student results and work together to support the student's needs and intervene with additional intervention supports. Students will be issued grades this fall. Teachers will be keep a log, in a District created document, of daily participation of each student's attendance to the live contact times as well as their daily work completion being documented by the teacher.

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 teaching staff will receive training through Tulare County Office of Education in Common Core standards for English language arts and mathematics. Implement these Common Core standards in the classroom instruction. They will receive training in the effective use of on line resources to enable them to effectively deliver instruction on line. This training will include Google Classroom, Google Meet and Zoom. Training will also include the use of the online portions of Go Math, Wonders Reading Language Arts, Star math and Star Reading, Renaissance Reading. Staff will be trained prior to the start of school in all the safety precautions for themselves and students. Training of all teachers on Google Classroom was conducted by staff from Tulare County Office of Education. The school nurse conducted training in several areas and will be sharing with the staff, signs to be aware of for their students regarding their well-being as well as self-care for themselves. All staff will have availability to all the Professional Offerings that the Tulare County Office of Education offers.



Staff Roles and Responsibilities

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

The two teachers will deliver instruction and connect with students on a daily basis. They will manage and oversee the preparation of the weekly packet of work, making sure that each students learning needs are addressed. The teachers will track progress, or lack of progress of each student on a daily and weekly basis. The instructional aides will assist, as directed by teachers or administrator to provide support for all students, especially those needing additional help. The aides will deliver the packets and daily breakfast/lunches and will collect the packets on Fridays. The teachers will keep the Superintendent/principal updated on the progress of each student as well as their participation. The superintendent/principal will monitor instruction and contact parents for any student not showing progress or lacking daily participation. The superintendent/principal will keep a dialog open to all stakeholders to get feedback on progress or lack of progress and discuss any suggestions for improvement of the distance learning program. The superintendent will keep the school board informed on the distance learning on a regular basis. Attendance and work completed records will be submitted to the administration on a weekly basis. Both teacher and superintendent/principal will be following up with students/parents if there is a concern in any of these areas. Teachers and superintendent/principal will be required to ensure they are meeting the required instructional minutes per week: K 180 minutes; 1st - 3rd 230 minutes; 4th - 8th 240 minutes

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.]

Hot Springs teacher and staff track all students to make sure all receive equal access and the help they need and tailor it to their needs. This includes English Learners, Low-income pupils, Foster youth, Pupils with exceptional needs and, Pupils who are experiencing homelessness. Having only 19 students allows for this to happen much easier than large districts. The two teachers live in the small community and know the students and their families. At this time, we have no English learners, and never have had any. However, we have a contract with Tulare County Office of Education to help with assessments and planning needed instruction of English Learners if any enroll. At this time, we have no homeless students and no students with IEP or special education designation. If any student with these needs enrolled or was so designated, we are part of the County SELPA and Tulare county Office of Education provides the Special Education teacher as needed. In addition to the two teachers, the district will provide two classified staff (aide and secretary/aide) to support and provide intervention to students in math and English language arts.



--

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

Description	Total Funds	Contributing
The District has experienced an increase in costs due to the Distance Learning process. We have had to purchase additional online resources and programs. We have added additional instructional aide time to help with getting work out to students and organizing the Chromebooks and other materials going home to student. Also extending wireless access to the school parking lot to give access to some who do not have internet access. All of these were done to increase access to learning materials, including core curriculum as well as supporting supplemental materials. The extra instructional aide time helps make sure all students receive the materials in a timely manner and provide assistance to teachers as needed.	\$ 19,902.02	YES
Purchased additional on line materials for the adopted curriculum, purchased additional on line testing and assessment materials to identify and support students experiencing learning loss. Provided additional instructional aide time to assist teachers and additional bus driver time to help deliver daily meals and work packets.	\$33,000.00	Yes

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.]

Baseline assessments in math and ELA were given on the first two days of the school year. Those will be used to assess loss of learning and areas of loss of learning. The district also added two new assessment measures that will also be used during the year. The STAR Math and STAR Reading assessments were purchased. These are also available for access on line. Each student can access them as assigned by the teachers. Those with no internet can come to the school parking lot to access the district internet. Each students Chromebook is programmed to access the school wireless ports. Unit assessment materials will also be utilized by teachers to assess progress, understanding and participation. These are available to all students. Students showing learning loss will be provided assistance and materials to help bring them back to where they should be. Additional teacher time and the use of instructional aides will be available to those students.

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.]

Since Hot Springs has only 19 students and two teachers, assisted by two aides, attention will be given to address the learning loss utilizing our unique situation for each student. This will be individualized instruction with addition supplementary support by staff. All student will have the same access to this process. This includes English Learners (if we have any, none at present), Low-income pupils, Foster youth (none at the present time), Pupils with exceptional needs and, Pupils who are experiencing homelessness (non at the present time). With our small student population this is very easy for our staff to track, especially since our staff knows all of the families in the community.

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 will be measured by the assessments given and staff observation of student work.

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

Description	Total Funds	Contributing
Purchasing additional on line materials, connectivity materials. Materials to help teachers better reach each student.	\$18,859.00	YES
Part time Intervention teacher working toward recouping learning loss in the area of ELA and Math.	\$12,000.00	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.]

Staff will monitor emotional well-being and mental health of student through daily contact with students. Concerns will be discussed with the school superintendent/principal to form a plan to meet the need. Contact with parents will also be used as well as referrals to county mental health or child welfare if needed. Hot Springs contracts with Tulare County Office of Education for special services that include school psychologists and school nurses. All of these services will be used as needed. Staff well-being will be monitored by the superintendent/principal through daily discussions and observation. Concerns and issues will determine the plan that would be implemented.

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.]

Hot Springs school has no English Learners and no family identifying a primary language other than English. So at this time all communication is in English. Should that change the District would make every effort to communicate in another language. Students who fail to show up for the daily contact are followed up on during the day. Parent contacts are made to find the reason for the failure to participate. The follow up is done by the teachers, aides or the Superintendent/principal. Should we have a continuing problem with a student's participation, the superintendent sends a letter to parents detailing the issue and schedules a meeting to work out a plan to assure a daily participation. Every effort would be made to work with the family and resolve the issue. Should those efforts fail, a contact is made with the school nurse, school psychologist, sheriff's office or child welfare services depending on the cause and circumstance. Should all of those fail, a complaint would be filed with the District Attorney. However, before this stage we would exhaust every option to work with the family.

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.]

School breakfast and lunch will be delivered to each student on a daily basis at each bus stop. Any student who does not pick up a meal will be contacted by phone to see why they didn't pick up the food. If the student just missed the bus an attempted to redeliver the meal will be made. All meals are prepared by a larger school district. Hot Springs school contracts with Porterville Unified School District for student meals. They assure the correct content and amounts for all meals to meet the School Lunch Program guidelines.

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

Section	Description	Total Funds	Contributing
None Known at this time.		unknown	YES
None Known at this time.		unknown	Yes

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
16.04%	\$38,031

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 district’s Minimum Proportionally Percentage for low income pupils is 13.81%. Increased and improved services include Instructional materials, instructional aides, professional development for staff, technology upgrades, student incentives, parent education, and field trips. Currently the demographics of the district indicate 75% of the district’s students are qualified for free and reduced meals. 0% of the district’s students are English Learners. Given the large group of low income students, all district goals are designed to close the achievement gap and meet the needs of these targeted students. By implementing goals and programs to close the achievement gap of these students. At the heart of the district’s goals is a personalized learning approach to teaching our entire students district wide. Each student in the district has an individual personalized learning plan based on their individual strengths and needs. By providing these services district wide, we are able to reach and serve the population that generates the funds. Our school operates under school wide Title I programs. The district added Accelerated Reader to its reading program as well as newly adopted core curriculum with online components. The District also added STAR Reading and STRAR math for additional assessments to better track student progress or learning loss. The District added the on line portions of the adopted curriculum for better access and ease of use for students during distance learning.

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

At the beginning of each school year, Hot Springs School does a survey of residency of each student to determine eligibility of homeless, to assess primary language of students and families and income level of families. Since the district only has 19 students, all are included in the individualized instruction including those from low income families. All students have equal access to all areas of learning and the material provide by the district. We have no English Language Learners. All students are fluent in English and English is the primary language spoken in each home. Should any English Learners enroll, they would be included in all subject areas, special assistance would be provided and additional support would be provided by Tulare County Office of Education staff. To date the District has never had a homeless student. However, the District sets aside an amount of money to help provide support and help to homeless students should any appear. These funds

would be used to help with school supplies and to connect students to additional resources in the community and county for such things as health care, housing, etc.