

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>.

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Introduction

This plan is the result of collaboration of our local stakeholders and multiple small, rural school districts with similar interests and needs. It is a state-required one-year plan in emergency response to the COVID 19 pandemic. It is an emergency plan to continue to provide high quality, rigorous and standards-based instruction to our students while we comply with state emergency orders for the safety of our students, staff, and families. The rural, “single-school” districts in Tulare County are independent and appreciate the many benefits of being small and close to our students and families. We enjoy tremendous support, are required to do the same things as every other district in the state, and have challenges unique to being small and sometimes isolated from resources. One of those challenges is lack of specialized staff to respond to state and federal requirements. We rely on consultation from partners such as the Tulare County Office of Education. Most of all, we depend on each other to develop solutions. As we have responded to the COVID 19 state emergency, we have depended on each other more than ever before to quickly and collaboratively develop solutions for our students, families, and staff. The new state-required **Learning Continuity and Attendance Plan** presented here is a result of this collaboration. While there are literally hundreds of details unique to every district, the basic elements of the LCP are very much the same for all districts. The state has given us very specific guidelines and protocols we are all required to follow.

The LCP is due September 30, 2020, and is the result of work we have been doing since the state emergency was declared in March, 2020, and our schools had to shut down for public safety. The Governor signed the state budget that requires this new plan on June 30. Two weeks later, on July 17, he ordered Tulare County schools to open online-only due to the pandemic. As a result, many districts had to change their plans for re-opening their schools literally overnight. We received the required template and instructions two weeks later on August 1, and found ourselves in need of each other again, coming together to develop the plan. Continuing to serve our students and further their education has been and remains our mission.

Saucelito Elementary District thanks our local stakeholders (parents, families, teachers, staff, and students) for their advice and collaboration on this plan to re-open our school. We also acknowledge the assistance provided by our community public health agencies, the Tulare County Office of Education, California Department of Education, and the California Collaborative for Excellence in Education. In this emergency, all of our stakeholders and partners have worked together with the same goal in mind: to get our students back to the joy of learning in person together on campus in our classrooms and playing fields.

This one-year Learning Continuity and Attendance Plan (LCP) is therefore guided by stakeholder input and what we have learned about best practices from these and other sources:

- a. [Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools](#) (California Department of Education);
- b. **Distance Learning**, Guidance and resources for teachers and families in K–12 schools regarding high quality distance learning (California Department of Education) <https://www.cde.ca.gov/ci/cr/dl/> ;
- c. **Continuity of Learning, Distance & Hybrid Learning Playbooks** to Support California LEAs (California Collaborative for Educational Excellence <https://k12playbook.ccee-ca.org/> ;
- d. the Tulare County Office of Education advisors and consultants,
- e. and the Tulare County superintendents, especially the Small School District collaborative.

This LCP has four goals:

1. To provide a framework for how Saucelito School will continue to deliver high-quality educational opportunities to students when the school site is physically closed and on-site instruction has been suspended by the COVID 19 state emergency.
2. To provide a framework for how Saucelito School will transition to a hybrid model of onsite and distance learning when state and local conditions allow.
3. To describe the steps Saucelito School will take to ensure that these opportunities are available to all students to the greatest extent possible, including economically disadvantaged students, students with disabilities, foster youth, and English learners.
4. To establish best practices of the schooling process in the distance learning mode and hybrid mode to continue to help our students achieve the social, emotional, and coping skills they need to achieve their school and career goals.

General Information

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

Saucelito Elementary is a single-school district located in southeastern Tulare County. We serve 76 students from Transitional Kindergarten to Eighth grade. We pride ourselves on being able to build relationships with our students and families by creating a learning environment that focuses on fostering our learners' individual needs while developing their academic and social capabilities. COVID-19 has had a dramatic impact on our district and community and our abilities to foster in-person relationships with our students. Being located in a rural, agricultural setting, a majority of our students are in families with careers in agriculture, making one or both parents "essential workers." The in-person closure of our school site has put many of our families in a difficult situation as parents work outside the home and students are at home for distance learning. The disconnect between our working parents, students and staff have left our LEA working around the clock to meet the needs of our students and families. Additionally, our community struggles with internet capabilities and cell phone service. Due to these connection issues, students struggle with daily Google Meets and virtual calls with their teachers and peers. Our LEA is relying heavily on the ClassDojo app to reach out to our parents for constant communication and school updates. We have strived to keep traditions going despite the challenges distance learning brings and have moved school events such as our Friday Flag Salute to a virtual event. Our staff, students and families continue to focus on relationships, routines and resiliency during this unprecedented time.

Stakeholder Engagement

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

Multiple efforts have been and will continue to be made to solicit feedback from our stakeholders during this emergency. They include multiple surveys, telephone calls and messaging, Zoom meetings, individual calls with stakeholders, Board meetings with social distancing and recommended safety measures. Our staff communicate with stakeholders through emails, ClassDojo and Google forms. Monthly updates are provided to all stakeholders as well.

We sought feedback for this plan on these issues:

- a. when can school re-open for onsite instruction and activities and under what conditions;
- b. evaluating the effectiveness of strategies deployed during the spring shutdown period to determine what worked and what must be changed/improved as we move into the fall semester;
- c. how do we maintain our community of practice to support each other during the distance learning phase of re-opening
- d. how do we meet the needs of our economically disadvantaged students, students with disabilities, foster youth, and English learners in a distance learning mode
- e. what can we do to help families help their children at home during this very unusual school year.
- f. when we can return to school, what our distance learning option will entail for those not ready to return to in person instruction.

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

Methods used to provide remote participation in public meetings and public hearings include: district website; traditional mail; email; telephone; and computer based. These included posting agendas and handouts on our website prior to the meeting and having the public call in with comments and suggestions or email the superintendent with comments and suggestions; Zoom meetings of advisory groups, staff and teachers; materials and handouts mailed home to parents with response forms for sending or dropping off comments or emailing; responses at the district; telephone calls and messaging; a public information line at the district office open during regular district business hours and staffed by a knowledgeable English/Spanish speaker; notices emailed and/or mailed to stakeholders.

All materials and meetings available in English and Spanish with a Spanish-speaking facilitator at all meetings. Our school board meetings have remained in-person during COVID-19 with proper safety procedures in place. A meeting link for the public to join in remote participation is provided for all public meetings and hearings.

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

For all stakeholders, the first concern, and the ultimate goal for all, is when our school can resume onsite instruction and activities. Administration has made efforts to communicate rules and regulations from the state and local authorities in multiple formats and language to assure that every stakeholder is aware of the conditions upon which we will be allowed to resume regular school operations. Student, staff, and family safety (as defined by the public health department and the state) is the factor that will determine when this can happen.

- a. evaluating the effectiveness of strategies deployed during the spring shutdown period to determine what worked and what must be changed/improved as we move into the fall semester;

Teachers identified multiple students who will need additional help to catch up on learning lost during the spring shutdown. In addition, teachers expressed the need for technology training and support for themselves and for their students at home. They feel more confident about their ability to deliver instruction in a distance learning mode but expressed specific training needed to improve and enhance their digital skills and knowledge. Staff have been trained on Google Drive, Google Docs, Google Classroom and Think Central to improve their digital skills.

Parents also have expressed the need to understand the technology and to have support to help their children use the technology (including Internet access). Based on this need, our district has purchased and deployed hot spots for families without internet access and have held family orientation visits to familiarize both our parents and students with the Chromebook and bookmarked sites on the web browser of the Chromebook. Furthermore, the school is providing tutorials and resources on ClassDojo and Google Classroom for additional support.

School staff need training as they take on new duties and roles in a distance learning mode. Teachers have had training in new materials adopted prior to the shutdown and expressed the need to have further training in the online aspects of the new adoptions. Parents and teachers alike will need support for new ways of assessing progress and reporting to parents. School technology support staff expressed the need for expanded staff and flexible hours. Flexibility was a theme that ran through comments of all stakeholders as they recalled instruction during the shutdown. For example, parents who were at work during the school day hours found themselves needing to talk to the teacher in the evenings or even on weekends as their children tried to catch up on the week's work.

Parents expressed the need to have greater support for their children while they are learning at home and to be sure to have language support for them and for their children. Parents also expressed concerns about the social and emotional needs of their children as they try to cope with loss of their friends and supportive staff at school. Students echoed these concerns.

Feedback concerning instructional technology indicates that as many as 30% of our students and parents do not have the technology needed for a full distance learning program at home. This includes the hardware and the Internet access. With multiple children in school, this need becomes more critical. This also contributes to the need to build flexibility into our schedules for students, parents and teachers.

- b. how do we maintain our community of practice to support each other during the distance learning phase of re-opening

Prior to the shutdown, we had worked to create a collaborative community of practice for staff, teachers, administration and support providers, especially regarding strategies and assistance for our high-need students (English Learners, students struggling in language arts and mathematics, high poverty students, and Special Education students) in order to use our growing expertise to help each other and build our capacity to help our students. Administration and many teachers provided valuable feedback as to how we might work to continue these practices under emergency orders for distance learning. Our current plan includes afternoon RTI (Response to Intervention) time for students needing additional support in language arts and mathematics.

- c. how do we meet the needs of our economically disadvantaged students, students with disabilities, foster youth, and English learners in a distance learning mode

Teachers had many concerns about how to provide individualized instruction for our many high need students. Prior to the spring shutdown, teachers had invested much professional development time and classroom practice in designated and integrated instruction in English Language Development and were

at varied levels of proficiency and confidence in supporting their English Learners. Many of the strategies deployed are based in grouping and individualized teacher support as well as with learning stations in the classroom. Replicating these best practice strategies and implementing new strategies is going to be critical for English Learners in distance learning. There has been what can only be described as an explosion of resources to help with our high need students, but scheduling professional development for these will be a challenge for teachers and administration.

d. what can we do to help families help their children at home during this very unusual school year.

Parent involvement and training has always been a challenge. Our parents at Saucelito School are very supportive of our teachers and staff and are very concerned for their children's schooling and achievement. They are also working parents who expect the school to provide the academic education while they provide the home. Taking on the role of "teacher" at home is going to be very difficult for them. During the spring, we heard multiple concerns from parents regarding how to help their children at home. Our research indicates that this is an area of great need, but fewer resources are available. Teachers also expressed concerns about equipping parents and being flexible in expectations. For example, classroom teachers are accustomed to establishing their own rules for behavior in their classroom. They establish expectations for assignments, habits in the classroom, attitudes, and study habits. What does that look like when the "classroom" is the child's kitchen table? Schools have established dress codes, behaviors codes and consequences, bell schedules, snack and lunch breaks, and many such social miens to organize themselves. Announcements come at a certain time each morning, attendance is taken in definite ways...all of which are understood by all staff and students and all of which help to organize the spirit and social fabric of the school. What happens when we do not have those structures? The child's home has become the "school", or at least a critical part of it and parents also have expectations for their home. We saw some of this during the spring shutdown as we tried to coordinate our regular school "schedule" with the parents' schedule.

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

a. when can school re-open for onsite instruction and activities and under what conditions;

This question is beyond our local control. Concerns about it permeate the LCP, however, as we look to transition into a hybrid model and eventual full onsite instruction when conditions and state rules allow. Saucelito will provide, and in fact will go beyond, recommended safety measures in terms of protective wear for staff and students, social distancing, and deep cleaning of our facility. The district has already purchased PPE for all staff and contracted county employees as well as individual student partitions to use in the classrooms. Plans include continued communication of conditions and state and local rules and regulations with increased frequency. It should also be noted that plans include flexibility and adaptation to change.

b. evaluating the effectiveness of strategies deployed during the spring shutdown period to determine what worked and what must be changed/improved as we move into the fall semester;

This has been of great influence in the selection of strategies to be deployed, materials to be purchased, hardware, applications, assessments, and feedback mechanisms selected for the distance learning program. It also will be of great assistance as teachers develop and deploy strategies to accelerate students who fell behind during the spring shutdown. We learned from the spring shutdown that learning packets were not the most effective strategy for teaching content and assessing students. There was not an immediate option for intervention for struggling students with the packets provided in the spring.

c. how do we maintain our community of practice to support each other during the distance learning phase of re-opening

Staff are currently reporting to school for work. Community of practice meetings are taking place in-person as well as through Google Meets. Meetings are scheduled around teachers' class meetings as to not interfere with the instructional time. The community of practice meetings are held both schoolwide and by grade level based on student needs. Teachers will use this time to examine student work, share successes and best practices, and help each other adjust to the new and developing norms of a distance learning school. The staff have all been given a district benchmark timeline for quarterly assessments for reading and math through Renaissance.

d. how do we meet the needs of our economically disadvantaged students, students with disabilities, foster youth, and English learners in a distance learning mode

This is of highest priority as teachers build lesson plans and implement the online curriculum. Professional development has been conducted and will be ongoing throughout the year. Partnerships are in development with providers and contracts will be finalized as the school year begins. Schedules of current staff (two instructional aides, contracted school psychologist, contracted resource specialist, contracted triage social worker, contracted school nurses, etc.) will be finalized as students return to school and individualized student needs and plans are completed. A shared Google sheet allows support staff to track student and parent contact and schedule time without overlapping with other services or class meetings. Every effort is being made to accommodate these students' needs in scheduling, staffing, curriculum content and strategies, assessment and monitoring of progress.

e. what can we do to help families help their children at home during the distance learning phase

Specifically thus far, we have included plans to assure that every student has the technology tools needed at home (including reliable Internet service) to access and succeed in the distance learning program. We have made certain that every student will have the textbooks and supplemental materials (including print and online) she/he will need in order to access and succeed in the program. Chromebooks have been deployed to every student and hot spots have been given to families without internet or without consistent internet access. We have increased and scheduled technical support for teachers, students and parents. Parents are supportive of the distance learning program. Schedules of daily Google Meets have been created and shared with parents and students to help establish routine in distance learning. We will also remain flexible so as to accommodate parent and teacher needs to the greatest extent possible. The attendance accounting system includes daily tracking of participation and engagement, but also includes flexibility so that students and parents may complete synchronous and asynchronous assignments in a way that is responsive to student and parent concerns. We provided students with school supplies (personal whiteboards, expo markers, notebooks, pencils, etc.) during family orientations and technology deployment and will continue to have supplies available for pick up during our drive through lunch time.

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.]

When classroom-based instruction is permitted by local and state regulations, Saucelito School will implement a hybrid program to allow for social distancing and safety measures. Concern for safety of students, staff, families and the community in the COVID-19 pandemic is the reason schools were

closed. In continuing concern for safety when schools are allowed to re-open for onsite instruction, the district will continue to work with cognizant agencies such as the Public Health Department, the California Department of Education, and Tulare County Office of Education to develop policies and protocols consistent with public health guidance. These include, at a minimum, considerations for campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles.

We have built a schedule that will have half of our students on campus in the AM and half of our students in the PM; online with distance education daily by recommendations in the California Consortium for Educational Excellence Playbooks for both the hybrid program and the distance learning program. As soon as we are cleared to offer in-person instruction, we are ready to begin our modified schedule. We are exploring recently revised (August, 2020) state guidelines that will allow small groups of students on campus for special instructional and support offerings. This new provision of the state mandates might allow us, for example, to have small groups of students on campus in intensive tutoring and extended learning to remediate learning loss.

Students who have experienced learning loss due to the school closures are being identified by teachers using assessments, methodologies and protocols developed by teachers. STAR and Renaissance assessments, combined with classroom-based formative assessments, will be used to identify gaps in skills and knowledge. We will track indicators like attendance and quarter grades throughout the year and identify students who are slipping and need extra academic or social-emotional assistance.

The Playbook addresses essential areas, providing samples, practical advice, and tools used in other districts on how to make each stage successful and productive for students. Considerations of equity underlie all considerations and suggestions in the CCEE playbooks.

1. Setting goals and Defining Success

Example of how we will implement: To the greatest extent possible, we will offer families a choice about when (or if) their students come on campus (which days, aligning days with siblings, etc.). We will aim for a personal touch point with every family ahead of the new term.

2. Creating Schedules

Example of how we will implement: We will implement a modified two-day rotation with half of the students on campus two days per week, doing distance learning two days per week, and scheduled for culminating and/or acceleration assignments on the fifth day. The fifth day will also be used to provide small group intensive support on campus for students identified as having learning gaps as a result of the spring shutdown and/or other identified needs.

3. Communicating Plans

Example of how we will implement: To be nimbler in responding to changing circumstances, we will pre-write letters that we can use in case of a sudden school closure, a local outbreak, or a return to campus. This strategy has already been very helpful as we have responded to sudden changes over the past two months.

4. Assessment

Example of how we will implement: Teachers are using the STAR Reading and STAR Math Assessments through Renaissance to measure student growth and areas of improvement. Assessments will be given at the start of each quarter and be used to measure student growth as well as identify areas of improvement and intervention needs.

5. Trauma-Informed Social Emotional Learning (SEL)

Example of how we will implement: We will provide families with information on services available at school and beyond. We will develop a clear referral or support plan to use on-site and external contracted providers to respond to student needs. Our triage social worker and school psychologist have put together teacher, parent and self-referral forms that are linked to a Google form for immediate response.

6. Capacity Building

Example of how we will implement: Through surveys and observation, we will identify needs and provide training for staff to address fill gaps in skills and knowledge. In addition, we will identify strengths and build the capacity of teachers to become onsite coaches for their fellow teachers. Furthermore, having staff on campus works to our advantage as we can create a collaborative environment that allows for staff to interact with one another and share teaching strategies and distance learning methods.

7. English Learners and other students identified as high need (high poverty, foster youth, special needs)

Example of how we will implement: We will create strategic schedules with English Learners in mind to make certain that students get as much language practice as possible while on campus. In addition, we will provide designated ELD in small homogeneous groups on a regular basis. Our ELD instructional aide will focus on small group instruction for language practice and acquisition.

8. Special Education

Example of how we will implement: We will make sure all teachers and parents are clear on what the goals are in the IEP and how they will support the student to meet those goals, providing clear and accessible resources to do so. We will track and measure goals continuously. A daily schedule for our resource specialist and instructional aide will be provided to all teachers and families with special education students.

9. Support Programs (How we will leverage existing and potential ancillary programs to support our families)

Example of how we will implement: We will partner with the Tulare County Office of Education to make sure mental health referrals and food security options are tapped into and made available to our families. We will bring services to our campus as much as possible and offer remote and community-located services as needed.

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

Description	Total Funds	Contributing
Continue to provide classroom materials (including online resources) for for all students and subgroups and teachers to assure that all students have the materials and supplies needed for classroom achievement, project based learning, and differentiated instruction. Curriculum and Content Support through Teachers Pay Teachers School Subscription, Think Central Licenses for Go Math, Journeys (ELA) and Collections (ELA)	\$10000.00	No
Cleaning and Sanitation Supplies: Hand sanitizers for all classrooms, disinfecting spray and towels, proper signage for hand washing and social distancing	\$5000.00	No
Plexiglass partitions and student dividers for all classrooms	\$3000.00	No
Document Cameras for classrooms to allow lesson projection for all students to easily view	\$3000.00	No
Purchase, distribution, and replacement of accessories and supplies for in person learning	\$5000.00	No
Additional desks, tables, shade structures, etc necessary for social distancing measures when onsite instruction resumes	\$7500.00	No

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.]

The district has fully implemented the Google platform for all students in all grade levels. Students received a school Chromebook and charger at the beginning of the school that will stay with them for the duration of the school years, regardless of in-person instruction or distance learning. Google classroom has become our primary platform for curriculum and instructional resources. Teachers utilize the Google Meet link within their individual Google classrooms to hold daily virtual class calls. We have purchased digital licenses for our adopted English curriculum (CA Journeys and CA Collections) and K-5 math (GoMath). These digital licenses allow teachers and students to access district adopted curriculum in an on-line setting. Our 6-8 grade math curriculum (Big Ideas) has an online platform that was being utilized prior to our spring closure and is continuing to be utilized now. Our district has provided teachers with school access to the Teachers Pay Teachers website for additional instructional resources. As part of the planning process, teachers and administration analyzed the yearly course sequence in mathematics, English/Language Arts, and English Language Development, as well as other core subjects in order to develop a plan to cover the content and standards necessary to complete the planned course either online or in-person so as to assure seamless transition for students as delivery methods change over the course of the year to assure continuity of learning. Teachers will base the lessons they create on lessons delivered in the traditional onsite delivery system to assure rigorous, standards-based curriculum content and practices continue through this emergency delivery system, making adaptations as necessary to adjust to the distance learning platform. Students will have copies of all textbooks and supplemental materials at home, as well as access to the online resources embedded in the school’s adopted textbooks and supplemental programs.

Prioritize interaction and collaboration in synchronous learning opportunities. Pre Recorded lectures, videos, and readings will be assigned for students to engage with asynchronously (on their own time) so that synchronous (“face-to-face”) class time can be reserved for active learning and interactive class engagement. The focus—particularly at the outset of distance learning—will be on developing a sense of class community and norms of engagement. All pre-recorded lectures, videos and recordings are available to students through their Google Classroom.

Conduct regular formative assessments and provide prompt feedback to students and families. Students need regular feedback to support their learning and to recognize and encourage engagement, particularly when in-person interaction is limited. In addition to measuring attendance in distance learning, educators will assess student learning frequently and through diverse approaches. Timely and regular feedback will be provided not only to students but also to families.

Provide regular, individualized contact for each student. Isolation and exposure to stressors related to COVID-19 have increased student social-emotional needs. Students will receive ongoing and reliable contact from school staff about their learning and also their general well-being. These staff members will note areas of concern and connect students to necessary supports.

Focus on accelerating learning of grade-level content. The content that should have been covered in spring 2020 cannot be assumed to have been delivered, received, or retained. As every year, teachers will develop familiarity with their students' prior year content so that they can provide necessary scaffolding as they pursue instruction of grade-level standards.

District support for distance learning

Conduct an after-action review and needs assessment. District and school staff have reflected on what we learned and could improve on from our distance learning efforts in spring 2020. This included taking stock of needs and assets for distance learning in the upcoming year, for example, teacher professional development, technology, and systems for coordinating student supports.

Set instructional priorities and help develop viable curricula. Due to the logistical constraints of distance and blended instruction, it will be challenging for teachers to cover the entirety of grade-level standards in addition to content from the prior year's curriculum. The emphasis is on prioritization of standards, not elimination. Additionally, the district has provided model lessons and curricula that can be used in distance learning to support teachers as they adapt to this model.

Support educator well-being and professional learning. The transition to distance learning has been a personal and professional challenge for most teachers. Educators benefit from support on best instructional practices, curriculum development, and student engagement in the distance and blended contexts. Districts need to support their educators, responding to their needs, protecting time for collaboration, putting protocols in place for connecting students to additional support, and providing high-quality professional development.

Assess student well-being and develop systems to respond to greater student needs. Good district decision-making about how to address student social-emotional and learning needs will depend on access to relevant, timely, and accurate information. Protocols will be developed to get this information and respond to student needs.

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.]

The district has purchased devices for every student in our school and will distribute them prior to the start of school. In addition, the district has purchased hot spots to assure that every student has Internet connectivity. The district provides technical support and repair/replacement as needed and on a flexible schedule. The district also provides other support, such as headphones and supplies as needed by families.

Pupil Participation and Progress

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

Instructional minutes will be recorded through multiple methods using a weekly engagement record approved by the district independent auditor; daily online visual attendance check by the teacher, daily login, and person to person contact via phone contact or in person contact, and the time value of work

as determined by the teacher assignments.. The student will be required to login each day with the teacher via google classroom. Attendance will begin at 8:30 AM Monday through Friday. TK-1 grades required to attend for 180 minutes as 2-8th grades are required to attend 240 minutes.

The time value of the pupil work will be measured through live contact discussion, response, formal and informal assessments. Synchronous time will be recorded on the district’s online platform, all synchronous and asynchronous time will be recorded. In accordance with state law the attendance accounting system will include:

- taking daily attendance for days in which students are in the school building and documentation of daily participation for each pupil during distance learning.
- A pupil who does not participate in distance learning on a school day is documented as absent for that school day.
- Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the LEA and pupils or parents or guardians.
- a weekly engagement record completed for each pupil documenting participation and certified by the teacher.
- If students miss more than three school days or 60 percent of the instructional days in a week, Saucelito will take a tiered approach to re-engagement that includes verifying contact information, notifying parents or guardians of absences, and having a plan for outreach to determine pupil needs—including connection with health and social services as necessary.

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.]

Distance learning professional development has been informed by teacher and student needs and feedback and by best practices identified by the California Department of Education and professional organizations. Community of practice models will continue, through effective use of digital tools, to try new approaches and share results with colleagues, facilitate common planning and peer observation, and provide tailored supports as needed. Instructional leaders will support teachers in building confidence within the new model by providing opportunities to learn and experiment with tools and resources.

Teachers have participated in the following professional development activities during the spring shutdown: Online trainings for Google Drive, Google Classroom, Google Forms, and Think Central, as well as various independent professional development activities chosen by the teacher.

Teachers will complete the following professional development prior to the opening of school: Google platform trainings including Google Drive, Google Classroom and Google Forms.

Teachers will participate in the following professional development during the school year: Think Central online trainings, communities of practice, health trainings pertaining to student wellness and signs of COVID-19, Google Docs and The Distance Learning Playbook.

Resources provided to teachers include: Access to technology needs including computers, laptops, document cameras, desktop stands and online training. Teachers have access to their classroom and the teacher work room on campus. Teachers have been provided with a copy of “The Distance Learning Playbook” and scheduled instructional aide time to assist with small group instruction.

Technology support will be provided by on site administration and the Pinnacle technology team.

Staff Roles and Responsibilities

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

As a result of COVID 19, all staff have taken on new roles and responsibilities. As with “traditional” schooling, the classroom teacher is the primary point of contact with students and has the responsibility of framing the students’ context for learning. In this emergency, that role has taken on even more responsibility at the same time the teacher is under his or her own feelings of isolation from on campus support of fellow teachers, staff and administration. Whether the teacher is working from the onsite classroom or from home, this isolation and responsibility will continue and must be recognized by school and district administration and ameliorated as much as possible.

Other examples of new and changing responsibilities include: converting current content, developing new content and fully implementing an online curriculum and student learning platform; developing student wellness checks and integrating a digital referral form for students to use for support services; managing daily engagement and contact logs for students and parents; identifying students more frequently for intervention needs and working with instructional aides to schedule intervention calls; configuring rooms to adhere to social distancing rules for when we reopen; establish daily cleaning and sanitizing protocols; implementing and incorporating mindfulness virtual lessons with our triage social worker; providing technology support for staff, parents and students.

Supports for Pupils with Unique Needs

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

In addition to supports noted above, other planned supports include:

Presenting new instruction in multiple modes (video, synchronous instruction, audio, or slides), with graphic organizers, to aid comprehension.

Using videos with closed captions or subtitles when possible.

Establishing schedules for how and when integrated ELD and designated ELD supports will be provided.

Making use of the embedded EL components of the adopted district textbooks

Ensuring students have access to grade-level appropriate materials in addition to learning level materials

Distributing tutorials and guides describing how to access translation extensions or apps such as Google Translate, Microsoft Translator, and Microsoft’s Immersive Reader.

Setting up virtual meetings via video calls to teach lessons or check in with students. Small groups of 5-8 students for 20-30 minutes work best. Ideas for virtual meetings include: discussing a book, teaching content, reviewing instructions, modeling process, checking student wellness, discussing current events.

Creating a system to provide students opportunities to interact with peers and practice basic interpersonal communication skills (e.g., chats, comments on assignments, virtual meetings, group activities).

Assigning students an “online tech buddy” who shares the same home language.

Sending books home with students to foster literacy-rich environments.

Coordinating an adult (teacher or another adult the student knows well) to regularly check in with families.

Special needs students:

IEP meetings: will be convened remotely with family involvement and will be scheduled whenever possible.

Individualized communication with student and family: For students with disabilities, especially those with high support needs, individualized communication with the student, their family, and personal care providers is critical to ensuring families know we are considering their needs and are a part of the effort to meet them.

Caregivers: We will connect with and support caregivers directly and train them in how to support their students in accessing the online curriculum. The modifications will have to be implemented in the home as opposed to in the classroom.

Leveraging on site and County office of Education support staff to plan for and deliver support for high-need students

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

Description	Total Funds	Contributing
District will provide students with hot spots to access distance learning materials, content, curriculum and daily live interaction within their teacher.	\$15000.00	No
The district will purchase additional Chromebooks for at home use by students during distance learning.	\$15000.00	No
Maintenance, repair and replacement of devices for online learning program	\$10000.00	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.]

The area of learning loss is extremely difficult. In addition to strategies noted above, the district will deploy multiple assessment strategies, under the direction of the classroom teacher and administration, to identify and quantify learning loss that results from the COVID 19 emergency in the 2019-20 and 2020-21 school year. [CDE Guidance on Diagnostic and Formative Assessments](#) recommends, “teachers can use tools such as rubrics to clarify expectations and to provide feedback; journals, quick writes and discussions to see what students are thinking; pre-tests and exit tickets to see where they are at the beginning and end of class; strategic questioning and performance tasks during the lesson; observations of students working in small groups;

student work samples and a variety of others.” The district will also use available state and local assessments as well as curriculum embedded assessments to identify and quantify learning loss. When the state testing system comes back online, this will also be used. The focus will be on learning loss in mathematics, language arts (including English Language Development), history/social science, and science. Researchers and educators emphasize that there are ways to mitigate the damage that will inevitably be done to students as the pandemic rages on. They are rooted in good practices already in place at Saucelito but require considerable planning and hard work to transition them to the online environment. Thanks to work we have done through the LCAP process over the last seven years, Saucelito has key elements already in place as the 2020-21 online school year begins: a solid curriculum based on state standards; a commitment to grade-level teaching; and strategies to engage all students, including identifying those who have experienced learning loss and a proven track record of success helping students overcome them. To overcome learning loss we will build on that foundation to implement current interventions in the online environment and construct additional interventions based on unique opportunities of an online approach. We will prioritize: grade-level teaching for all students, implement multiple ways to track each student’s whereabouts, provide a curriculum linked across grade levels and delivery methods (in-person and remote), assure plenty of uninterrupted teaching time, and create flexible schedules that benefit the students most likely to need additional help. Learning status of students in English/Language Arts, Mathematics, English Language Development and other core subjects will be measured using curriculum embedded classroom assessments, schoolwide assessments such as STAR and Dibels, daily teacher assessment of student performance and progress on assignments, mutually agreed upon grading and reporting protocols across grade levels. Students will be assessed informally daily in the classroom and with aggregate reports of progress made at least quarterly.

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.]

The first step in an effective intervention is identifying the students who need extra help. Early-warning systems are interwoven with the individual teacher-led gauges of student learning. We will track indicators like attendance and quarter grades throughout the year and identify students who are slipping and need extra academic or social-emotional assistance. Interventions will include: sending text messages to students who are repeatedly absent, earn low grades or post poor assignments; ramping up parent engagement; prioritizing high-need students for counseling; assigning one or more staff as case coordinators to regularly check in with students; providing supplemental materials based on individual student needs; providing mental/emotional assistance; and providing extended learning time (tutoring, small group, etc);

Researchers and educators emphasize that there are ways to mitigate the damage that will inevitably be done to students as the pandemic rages on. They are rooted in good practices already in place at Saucelito but require considerable planning and hard work to transition them to the online environment.

Building on a strong foundation: Thanks to work we have done through the LCAP process over the last seven years, Saucelito has key elements already in place as the 2020-21 online school year begins: a solid curriculum based on state standards; a commitment to grade-level teaching; and strategies to engage all students, including identifying those who have experienced learning loss and a proven track record of success helping students overcome them. To overcome learning loss we will build on that foundation to implement current interventions in the online environment and construct additional interventions based on unique opportunities of an online approach. We will prioritize: grade-level teaching for all students, implement multiple ways to track each student’s whereabouts, provide a curriculum linked across grade levels and delivery methods (in-person and remote), assure plenty of uninterrupted teaching time, and create flexible schedules that benefit the students most likely to need additional help.

Early warning system: The first step in an effective intervention is identifying the students who need extra help. Early-warning systems are interwoven with the individual teacher-led gauges of student learning. We will track indicators like attendance and quarter grades throughout the year and identify students who are slipping and need extra academic or social-emotional assistance. Interventions will include: sending text messages to students who are repeatedly absent, earn low grades or post poor assignments; ramping up parent engagement; prioritizing high-need students for counseling; assigning one or more staff as case coordinators to regularly check in with students; providing supplemental materials based on individual student needs; providing mental/emotional assistance; and providing extended learning time (tutoring, small group, etc);

Considerations for remediation and acceleration will be based on each student’s need and may include:

- Remediation in class
- Daily schedules that allow for grouping students according to need with staff trained in remediation/acceleration best practices and programs
- Professional development for all teachers on remediation/acceleration strategies
- Supplemental materials and applications for students to address their identified needs
- Specialized staff trained and experienced in remediation/acceleration
- Socio-emotional supports for students who have fallen behind both in the classroom and schoolwide
- Individual student plans identifying needs and strategies to be deployed
- One-on-one tutoring to address student needs
- Restructuring of curriculum content and strategies

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 strategies will be measured according to pre-post assessment of student learning loss and objectives addressed. Baseline for each student and schoolwide will be established using STAR assessment as well as mutually agreed upon tools such as rubrics to clarify expectations and to provide feedback; journals, quick writes and discussions to see what students are thinking; pre-tests and exit tickets to see where they are at the beginning and end of class; strategic questioning and performance tasks during the lesson; observations of students working in small groups; student work samples and a variety of others. These may take place in the individual classroom by the teacher and/or program-wide and schoolwide. These same tools will be used at the end of the year to measure and evaluate progress as well as effectiveness of strategies deployed to ameliorate learning loss.

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

Description	Total Funds	Contributing
Professional Development and support for teachers, administration and staff in the evaluation of effectiveness and identification procedures of learning loss.	\$ 2500.00	No
Premium subscription to Renaissance’s Freckle Math and ELA program for all students and teachers	\$1700.00	No
Tutoring Support through increased hours and additional hire of tutor for after school program and distance learning	\$10000.00	No

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.]

We will monitor and support mental health and Social and Emotional Well-Being of students and staff using multiple strategies including:

The district agrees with the CCEE Playbook that “ Emotional safety is the foundation for all learning and success. The pandemic has caused widespread trauma (personal, vicarious, collective, and historical), heightening the need for trauma-informed SEL to care for ourselves, our students, and their families.” Strategies to address mental health and social and emotional well-being will include:

leveraging all staff to maximize adult-to-child interaction;

maintaining connection with students via text, phone, live video, small groups, or one-on-ones, leveraging adults with strong existing relationships with students;

Working with on-site and outside providers to be responsive to students’ needs, possibly establishing video-conference social groups or counseling groups;

Supporting staff members experiencing [secondary trauma](#) or compassion fatigue;

Opening each class period with a welcoming activity or routine to build (or re-build) the community and helps connect students to each other and the work;

Assigning projects in which students get to become helpers. Helping can include making a video teaching a math concept, recording a book for younger students, or making thank-you cards;

Offering students an opportunity to reconnect and create a sense of closure regarding the previous school year through journaling or writing letters to their former classmates or teachers;

Continue school traditions through a virtual method (Friday flag pole on Google Meet; Virtual Rock Garden Google Slide; Virtual Back to School Night; Virtual Awards Assembly);

When school re-opens, bring back family appreciation activities and traditions as health and safety rules allow in order to honor the traditions of family and school connections.

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 is not engaging in instruction and is at risk of learning loss.]

Saucelito will implement a tiered re-engagement plan per recommended guidelines.

First Tier of the Re-engagement Plan.

The first tier of the re-engagement plan involves welcoming students and parents and engaging them to promote a culture of attendance. Messages will be sent to the school community that will raise the awareness of school personnel, parents, guardians, and caregivers about the effects of chronic absenteeism and other challenges to full participation in the educational program. The school will respond as quickly as possible to the needs and questions of the school community. Teachers will emphasize building relationships with students and families and will work to encourage students to develop healthy relationships amongst themselves. Teachers will work to engage in and take ownership of the learning process. Attendance staff will send out mailers and make phone calls to parents of students who are absent. Students with previous attendance problems will be referred to the school social worker so they can establish a relationship with the families.

Recognition of Chronically-Absent Student

The following procedures will be in place to reconnect with chronically absent students that are learning remotely. Those students will be determined by three or more consecutive absences during a Distance Learning period. Instructional Staff will use a weekly engagement record that is shared with the administrator to track daily student attendance, completion of required assignments and participation. The Attendance Secretary will check attendance daily. Staff will also alert the Attendance Secretary of a student on a second consecutive day being absent to prepare for a 3rd day of monitoring. Administration will also do a daily visual review of attendance looking for patterns of absences.

Initial Student/Parent Contact

The teacher will attempt to make contact with parent/guardian/student by email, informational app (e.g., ClassDojo), or by phone. Instructional aides will also attempt contact and will translate as needed. Cell will be highlighted in **YELLOW** when attempted contact is made to indicate effort to re-engage. On the 3rd day of absenteeism, the Attendance Clerk will request support staff to attempt to contact parent/guardian/student via phone call throughout the 3rd day to re-engage the student and assess for any other concerns. Attendance clerk will assist with calls. If no contact is made by the end of “school day”, a designated employee will make an attempt to contact parent/guardian/student at home address. If at the end of 4th day there is still no contact, the School Superintendent/Principal and/or Attendance Clerk will search other contact information to engage with the parents of the absent student. Upon contact Superintendent/Principal and/or Attendance Clerk will speak to the parent/guardian. School Assigned Social Worker will become involved in parent contact and re-engagement. Should there be failure to re-engage students after 4th day Child Protective Services will be contacted. SARB hearings will be held for students as defined by SARB procedures. If a student is not re-engaging and students are physically attending school in a hybrid situation, the attendance team will consider having the student attend school every day that students are present.

Re-engaged Student

Once a student is re-engaged, they will be monitored for consistency in attendance. Students will also be contacted by support staff to address any concerns that may be occurring at home or with mental/emotional health. To mitigate any learning loss during absence the student, after evaluation by the teacher, the student may be placed into an intervention/remediation instructional group. Should there be significant educational, mental, physical or emotional concerns the Student Services Team may request a meeting with the family which may lead to a screening in any area(s) of concern.

Periodic Administrative Review

The Administration and Support Team will hold regular meetings to discuss any attendance concerns, re-engagement strategies, re-engaged student and negative patterns in family dynamics. These meetings will help to plan for possible concerns and re-evaluate school plans for student engagement during Distance Learning.

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.]

Saucelito Elementary School contracts student nutrition through Porterville Unified School District. In collaboration with their central kitchen manager, we have developed a weekly lunch pick up for our students. A weekly lunch count is taken the week prior to our pick up day. Students that have asked for lunch are then able to pick up their meals on Monday during a set hour. Arrangements are made for families unable to pick up their lunch to ensure the student(s) receive their meals. All students eligible for free or reduced-price meals were given applications during family orientation visits with the majority of our parents filling out the application during the visit.

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

Section	Description	Total Funds	Contributing
Distance Learning Program	Professional Development for all staff on the Google Education Platform, the Distance Learning Playbook, and various technology trainings based on each staff member's individual needs.	\$7000.00	No
Distance Learning Program	District will contract with Lightspeed Classroom for internet safety, student device monitoring and data reports on usage	\$5000.00	No
In Person Instructional Offerings	Wired access points on campus for internet use outside of the classrooms	\$7000.00	No
Engagement	Additional staff, realignment of current staff time, contracted assistance as needed to implement tiered intervention plans and requirements	\$7500.00	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
32.21%	\$194,007

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.]

Saucelito has worked hard to close the achievement gap by designing and implementing high-quality and effective strategies to meet the needs of our English Learners, low income, foster youth and students with unique needs. We have a strong foundation of standards-based materials of instruction and supplemental materials to meet the needs of every student. When shifting to online-only, our first concern was to assure that every student continues to have equity of access through high-quality devices and connectivity. We had identified students who did not have this access during the spring shutdown and made sure each of these students had devices and connectivity. At the start of the school year, we again contacted every family and either delivered or had them pick up devices and supplies. As teachers design online delivery of instruction, the needs of these students are of the highest priority so that we can maintain the gains we have made in the past years. Additional technology devices (chromebooks, headphones and hot spots) have been purchased to accommodate virtual learning and provide all students with equal access to the curriculum and lesson delivery. Additional time given to students from the Classified Staff through Response to Intervention Support to focus on the needs of our Foster Youth, Homeless, English Learners and Low-Income students. Increased services in the area of Social Emotional support with a Social Worker on campus as well as with the County Psychologist to support students and families who may be experiencing difficulty. LCP actions and services are about the delivery system of instruction, whether by distance learning or hybrid onsite/distance learning. Needs of low income, foster youth, English Learners and other special needs students were highlighted during the spring shutdown and exacerbated by the move to online-only curriculum delivery. This included more than access to devices, accessories, materials and supplies. It includes adaptation of teaching strategies based on one-on-one strategies, small group collaborative strategies, provision of support such as English Learner support and adapting these to the online delivery system. The needs of these learners thus became the overarching concern both in terms of equitable access but also pedagogy as teachers convert what had become normal classroom routines to the online platform.

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

For actions in the LCP: Actions in the LCP are being deployed schoolwide, including actions designed to meet the needs of unduplicated count students, in order to assure equity in the distance learning and hybrid program during this emergency. These actions are not considered as contributing to the required increase/expansion of services to unduplicated county students. Our first concern must be that every student continues to have access to the high quality standards-based instructional program at Saucelito School. Both classified staff members have time scheduled at the end of the school day to make contact

with English learners, foster youth and low-income students needing additional support. These staff members can provide support on classroom assignments, parent communication, and technology assistance. Our primary concern for our foster youth, English learners and low-income students was access to technology. By providing our students with chromebooks, headphones and hot spots, we have targeted their specific needs. We also recognize that the social emotional well-being of our students is significant to their success in the academic setting and have contracted with the county office of education to have a triage social worker on campus once a week for the current school year.

For actions funded by LCFF Supplemental and Concentration grant funds and not included in the LCP: Saucelito will continue to deploy S/C funds for the purpose of improving/enhancing/expanding services to unduplicated count students and close the achievement gap between these students and mainstream students schoolwide and statewide. These services include, for example, a reading specialist, professional development for teachers, support for English Learners, and supplemental instruction and materials to meet the needs of these students. These actions meet or exceed the required 32.21% MPP.