

# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## General Information

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

Springville Union Elementary School is a single school District located in the Eastern foothills of Tulare County. Currently, the T/K – 8<sup>th</sup> grade student enrollment is 291. The District has lost 30+ students to Homeschooling due to school closure and the implementation of Distance Learning. The current enrollment consists of 5.60% English Learners, 59.70% Socio-economically-Disadvantaged, 5.9% Students with Disabilities, .90% Foster Youth, and 0% Homeless. The District student Ethnicity makeup consists of 2.5% American Indian, 1.60% Asian, 1.30% Filipino, 25.0% Hispanic, and 68.10% White. The COVID-19 Pandemic has forced school closure and has had a tremendous impact on our District. Our students struggle with their inability to socially interact with their peers, mental wellness issues have increased in not only our students, but parents as well. Student’s daily routines have been drastically affected with Distance Learning being the only connection they have to their teachers and peers. The use of technology has increased from 50% to 100% across the grade levels, making it extremely difficult for T/K – 2 grades. The beginning of school has impacted our school in all areas. Meeting the needs of all students, as well as, ensuring that English Learners, Foster Youth, Homeless, Low Income, Students with Disabilities, and families without access to the internet individual needs are met as well, is a daunting task when on campus. Distance Learning and meeting those needs virtually adds feelings of being overwhelmed and as anxiety to personnel as they are treading in unknown waters with the loom of legal issues circling. With students being in home environments, many of them strained by Distance Learning schedules, the need to point blame arises and is directly aimed at the school District. Our hands are tied! There are a good majority of parents that are not instructionally qualified to support their child/children which cause an increase in frustration by students/parents and staff. Technology insufficiencies continue to be problematic, in that, our District is located rurally in mountainous areas, which prevent some families from being able to access internet connection. The District is providing internet access and upgrades to existing services, and are awaiting AT&T Hotspots for <10 families that are unable to access the internet due to their rural location which we hope will enable Distance Learning options for ALL Springville students. While Distance Learning may be favorable for some, the vast majority struggles within its confines and requirements. The smallest of technical difficulties are over emphasized raising the frustration level, leaving everyone with questions of which we have limited answers for. The Distance Learning platforms, while beneficial to our District, have been overloaded causing on-going issues. Parents working from the same home students are Distance Learning in is stressful and in most cases, not attainable. Information from received from stakeholders regarding the fall out of COVID-19 speaks to how the current situation stifled our small community, affected our business owners, closed our school, separated our families, children and their peers, changed our entire life, prevented community organizations from meeting, which also ended fundraising opportunities that directly affect the entire community, primarily our school and student opportunities that, over the years, we have come to

depend on. Parents are unable to work, either because they have lost their jobs due to closure or due to their inability to have child care for their child/children and are forced to stay at home. Food Link and Citi-Serve have become common words in our community as they are providing weekly food boxes to assist anyone in our community. Families are grateful for the continued Seamless Free Breakfast and Lunch Program being delivered daily throughout our community. We have gone from a community who helps to a community needing help! Again, there is a concern for the social-emotional/mental wellness of a number of students and parents in our community and believe there will be a rise in needs once things open and the full force of closure is realized.

**Special Circumstances:**

In looking at the map of Tulare County, our community is located in the mountain communities as referred to by the Tulare County Department of Health Services inclusive of an area covering seven (7) zip codes. This encompasses an area from the Northern Tulare/Kings county line to the Southern Tulare/Kern county line. The number of positive COVID-19 cases in this area is minimal, with many of the positive cases reported coming from Hot Shot Crew members who contracted, isolated and/or quarantined out of state (not even in Tulare County or our area of Tulare County during their COVID-19 ordeal) yet we are credited with the positive cases and held to the same restrictions as the area of equal size (the other half of Tulare County) that has had in excess of 12,000+ positive cases since the tracking began. Our community is held to guidelines and executive orders that lack equality and are unrealistic as far as addressing the needs of our community. One size all does not fit for our community and we are suffering because of the constraints.

## Stakeholder Engagement

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

The District used parent, student, staff, and community member input, gathered through surveys, meetings with School Site Council (May 21<sup>st</sup>), Springville Union School Board meetings with audio/video access (June 14<sup>th</sup>, August 10<sup>th</sup>, & September 14<sup>th</sup>), staff meetings (August 10<sup>th</sup>, August 27<sup>th</sup>, & September 14<sup>th</sup>), and Parent Surveys sent (June 16<sup>th</sup> & July 28<sup>th</sup>), as well as, information received from one to one parent contact (with families of English Learners) either face to face or via the telephone to solicit information regarding traditional, blended, on-line, paper-pencil instructional delivery, transportation options, child care needs, lunch orders, internet capability, and technology (device) needs. CDC Guidelines and Stakeholder input were the driving forces that provided the need to address technology, materials, instructional delivery, attendance, teaching minutes, contract hours, and student support inclusive of the individual support in place for Students with Disabilities, English Learners, Foster Youth, Homeless, and those families without internet access.

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

Remote Audio calls and Zoom Meeting options are made available to access and participate in all school meetings (dated above) including staff meetings, School Site Council, and monthly School Board Meetings. Virtual/audio information is available and posted on agendas for all meetings including public board meetings and public hearings in regularly posted areas in the community.

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

Parents, students, staff, and community members stated they are confused and discouraged with the closures associated with the COVID-19 pandemic and the continual change of information being released by the California Department of Education. Teachers, parents, and students are not happy with the Distance Learning option and/or paper/pencil (packet) instruction. The confusion of information, as well as, the continual inconsistency of information from the State of California and County of Tulare with regards to attendance, grades, and finishing out the school year has caused uncertainty and many new challenges. In the wake of school closure and preparing for August when school would resume, stakeholder feedback on Instructional Preferences and Health and Safety measures was surveyed. Stakeholder feedback noted that the overwhelming majority of parents wanted to return to school in the traditional style, with whatever social distancing measures necessary to allow children to return. Twelve (12) families noted they preferred to continue Distance Learning at home and were fearful of contacting the virus, <5 noted they would not attend school if masks were required, and <5 noted that their children would not attend school if masks were not required. Parents want answers regarding what they are supposed to do with their children. Stakeholders including parents, staff, and community members questioned Distance Learning and asked that the school take into consideration the fall-out from unsupervised students at home during the parent workday, students unable to have peer interaction, clarification of the safety precautions being put into place prior to and once students return to campus, the provision of internet access and technological devices. Parents shared that they want their students back in school. Stakeholder feedback was given top priority in the decision making within our District and the development of the LCP. The COVID-19 Pandemic followed by the State of California's Governor's Executive Orders has tied our hands, as far as, returning to in-person school. The District will submit a Waiver to Re-open Springville School at the request of Stakeholders once we meet the criteria for submission. Until then, the District will continue Distance Learning as we begin the 2020/2021 school year. Parents want their children in school.

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

Springville School has distributed 291 chrome books and supplied and or upgraded internet services to Springville families with limited or no access to internet services to ensure that all Springville School students have internet access. There are still, less than 10 families that are unable to access internet at their homes due to the rural mountainous area which they live. These students currently, however, have temporary places to connect to the internet for instruction. On-going, there has been emphasis put on staff trainings regarding COVID-19, health & safety, temperature monitoring, sanitizing, fogging, disinfecting, hand washing, face coverings, social distancing (lunch area seating), student/teacher barriers, entrance and exit procedures for returning to campus/classrooms, coughing and sneezing, bus transportation cleaning/sanitizing, recess and lunch rescheduling, classroom/restroom cleaning and sanitizing, temperature tracking, illness and procedures to follow regarding students/staff who become ill upon arrival or during the school day, holding area with restroom facility to separate sick individuals until they leave campus. Prior to the students return to campus. Communication with families to provide updated schedules and new procedures in place, inclusive of training on health and safety practices will be distributed. Students will be taught and reminded so as to limit contact and lessen the transmission of germs. Student recess and lunch schedules will be staggered to limit the number of students in specified areas, as well as, allow for cleaning and sanitizing between schedules. Restrooms will be assigned according to grade levels and sanitized at regular intervals following student daily use. Throughout the remainder of Distance Learning, face to face instruction (via Zoom Meetings) will be provided daily from 8:30 – 12:30 with a recess break from 10:20 – 10:40. Lunch will be from 12:30 – 1:30 at which time small groups, student intervention, assessment, and/or teacher office hours will continue through the contracted day. Special consideration is given to those parents who are working and are in need of later opportunities for communicating with teachers. Those times will be scheduled with individual teachers as needed by their parents. Parents express their appreciation for the flexibility

afforded them so far. Instruction is being received through Zoom Meetings, state adopted curriculum, Google Classroom, Seesaw, Mind Play, Reading Eggs, Math Seeds, Zearn, Mystery Science, Brain Pop, Study Island Prodigy, Exact Path, and Khan Academy. Students and their families have access to TCOE Social Workers, a full time Resources Specialist, Mental Health & Wellness Support, Psychological Support, Instructional Aide Support Staff, and community resources for basic needs. Free Breakfast and Lunch is delivered daily to bus stops on request by families. Our school community is thankful for the state provisions for the free nutrition services recently made available to our student community during school closure.

## 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.]

Springville Union Elementary School will offer In-Person Instruction, as soon as, Tulare County meets the guidelines set by the Tulare County Department of Health, the CDC, the California Department of Public Health, and Governor Gavin Newsom. Once conditions are deemed safe for our students/staff to return to In-Person Instruction on campus, Springville School will again be OPEN to service our community. The District will follow all guidelines, all precautions pertaining to safety, cleaning, sanitizing, and disinfecting all common surfaces frequently (before, during, and after school each day). District office staff will receive training in Covid-19 Tracing Procedures and have them implemented with training to all staff on procedural safeguards connected to actions following contact and Positive test results. Information will be provided to families prior to re-opening so parents will fully understand the need to monitor their family health on a regular basis, staying home when illness strikes to slow the spread of any germs. Social Distancing measures will be in place, taught, and followed at all times to the greatest extent possible. If required, the District will require face coverings and will have PPE supplies on hand to ensure that all staff and students are protected. Scheduling adjustments will minimize the number of students in specific areas at a given time. The overall goal is to decrease the gathering size through the use of staggering schedules for student arrival, dismissal, recesses, physical education, and lunch times. Classroom 27 has been designated a holding room pending parent pick-up for students/staff who come to school ill and/or become ill during the school/work day. Room 27 is away from the main area of the campus yet close to the front gate for pick-up. Springville School began this year with Distance Learning. Teachers instruct live, via Zoom meetings where students not only experience communication with their teacher, they have the opportunity to connect with their peers/classmates on a daily basis. Certificated/Classified staff, administration, social service workers, mental wellness service providers, school based psychologist, TCOE support staff and TCOE Resource Specialist work together to support and ensure that all student needs (socially, emotionally, and academically) are being addressed/met. The instructional team accomplishes their work through the use of Zoom meetings, audio calls, e-mails, home visits (when necessary with prior parent approval), individualized and small group intervention is available and used daily to support students and their families. Student assessment to access learning loss began the second week of school. Teachers will use student data to address specific student needs. Initial English Language Learners will be assessed using the Initial ELPAC State Assessment which will be given virtually. Extra support is available by way of small and/or individual breakout groups with sessions for intervention, re-teaching, enrichment opportunities for all students including Special Needs, English Learners, Foster Youth, Low Income, and Homeless. The District utilizes

resources including Mind Play, Read Naturally, Think Central, and Exact Path, to support and provide additional practice for intervention and/or remediation to support student academic needs. Teacher/student/parent communication is important and will occur daily via Zoom, phone calls, and small breakout sessions. Instructional video resources are available for student/parent lesson review. Frequent collaboration between the Springville Instructional Team is of high importance and a key piece leading to student success. Staff meets frequently to share successes, new strategies, and techniques which continue to assist staff with adjustments and shortcuts to streamline their Distance Learning practices. Our team has worked diligently to develop our current Distance Learning Program. A program we believe will easily transition our students back to school on campus once we are able to return, switching from instruction via Zoom to In- Person Instruction with all other aspects of our Distance Learning Model remaining in place. Should there be a need to return to Distance Learning due to an outbreak of positive cases of COVID-19 (highly unlikely, however, possible) the transition back to Distance Learning would likewise be the substitution of Zoom Meeting Instruction for In-Person Instruction.

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

Description	Total Funds	Contributing
Classified Instructional staff to provide additional student support daily during the school day.	\$148,447	Yes
One (1) Certificated staff to provide supervision of essential Springville Union School Staff members children and provide counseling services to support mental wellness for students and staff.	\$28,197	Yes
Seventeen (17) Certificated staff onsite providing instruction via Zoom TK – 8 <sup>th</sup> grades including Classroom and Instrumental Music	\$1,804,043	Yes
One (1) Certificated Curriculum Coordinator Consultant for staff support	\$37,185	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.]

Springville Union School Certificated and Classified Staff members are using our current State adopted Standards based curriculum, in addition to, a number of additional resources including Zearn, Google Classroom, Seesaw, Mystery Science, Brain Pop, Mind Play, Reading Eggs, Math Seeds, Study Island, Prodigy, Edmentum, and Khan Academy. The LEA believes that the continuity of instructional curriculums, support, and resources will provide a seamless transition back to in-person instruction once the District is allowed to re-open for face to face instruction.

## Access to Devices and Connectivity

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

Springville Union Elementary School has one to one technology via chrome books for our student population. Parents were surveyed regarding their internet capabilities and technology needs. Students needing devices have received a school chrome book that will be used to access on-line instruction via Zoom classrooms and small group sessions, as well as, other academic resources as necessary to complete their daily assignments. There are still a small number of families that do not have internet capability. Our District is mountainous and rural in location with particular areas that make internet service difficult. The District is working with a local provider to meet that challenge, as well as, look into providing an internet hub for student device access. Technology support is available and provided to staff, students, and parents by the District.

## 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.]

Certificated Staff will meet with their students each morning via Zoom to check attendance, lunch orders, and provide curriculum instruction and student/teacher/peer interaction. Student assessment will be handled on-line whole class and/or individual/small group afternoon sessions during staff office hours. (Instructors will post office hours that address parent work schedules) Due to the Executive Orders from the Governor, live, in-person meetings are prohibited. Live face to face instruction/assessment will resume once school re-opens. Student assessments will be handled via Zoom meetings with their certificated classroom teacher or classified staff member. The District experienced unrealistic assessment scores for a number of students prior to the end of the 2019/2020 school year as parents assisted with student assessments, ultimately falsifying student assessment scores. It is our hope that re-assessment will result in a realistic student outcome with regards to student ability.

## 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.]

Professional Development through Keenan Safe Schools On-line Services covering Mandated Reporting, Child Abuse, Employee Practices, Health and Safety, Nutrition Services, Social and Behavioral Wellness, Blood Borne Pathogens, Sexual Harassment Prevention, Security, Transportation, and a variety of Technology Platform Trainings through Tulare County Office of Education have been made available to all certificated and classified staff members, in addition to, curriculum specific opportunities of staff choice based on instructional needs. The District has on site technology support and training staff available daily for staff and student assistance. Additional Professional Development will include COVID-19 Requirements, Health and Safety Practices, Contact Tracing, Disinfecting and Sanitizing, Social Distancing, Face Masks, Staff and Student Safety indoors/outdoors, Classroom Instruction as it relates to Tulare County Health Services/California

## Staff Roles and Responsibilities

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

One Certificated Staff member, who provided support services school-wide, will move back into a 5<sup>th</sup> grade teaching position. Classified staff members with dual job descriptions including Bus Driver/Maintenance as part of their work day, will use additional time to provide morning/afternoon individual and/or small group instructional support, via Zoom, as directed and requested by certificated general education/special education/resource staff members. Instructional Aide Staff will monitor students with special service requirements (for example IEP, Behavior Intervention Plans, 504, etc.) via Zoom with the ability to go into breakout sessions to address individual needs during instruction.

## 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 Differentiating student Instruction to meet the individualized needs of students and their unique needs, grade level, whole class instruction, small group, and individualized one to one instruction/re-teaching and instructional groups are available daily and organized by certificated staff based on student data, unique needs, engagement, and effort. Classified staff will implement resource platforms to assist student academic success.

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

Description	Total Funds	Contributing
One (1) Classified TCOE Resource Aide to provide support for students with unique needs (3.5 hours daily) Cost of this position is paid by TCOE	\$0.00	Yes
Platforms used for Distance Learning/classroom instruction listed in Continuity of Instruction	\$21,732	Yes
Purchase of additional Technological devices (laptops/chrome books), head phones, projectors	\$21,776	Yes
Provide Remote Internet Access through installation, upgrade, and/or AT&T Hotspots	\$1,932	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.]

The actual loss of learning experienced by Springville School students will not be realized until beginning of the year assessments are given and scored, review through instruction of subject matter given and progress report assessments given. Once scored, data will be compared to monitor student growth. Students learning loss will be addressed through small group targeted instructional support in ELA, ELD, and Mathematics provided in individual or small group settings via Zoom during afternoon contract hours with certificated and/or classified staff.

## 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.]

Our District uses a tiered system mirrored after the Response to Intervention Model. All students receive grade level, whole class instruction in order to experience curricular content in all subject areas. In order to address learning loss and the variety of individual levels of student development, differentiated learning and additional individual or small group support will enable the learning loss gap, created by the COVID-19 closure, to minimize and/or close.

## 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.]

Students will be assessed and monitored daily/weekly to track the effectiveness of the Learning Loss strategies implemented by the District. Strategies will be reviewed for effectiveness and revised as needed to meet student needs. Student academic growth will be an indicator of the effectiveness of the support and services being provided.

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

Description	Total Funds	Contributing
Reading Inventory/Math Inventory to provide assessment to track student progress	\$1,214	Yes
Eureka Math Digital Access & Digital Suite	\$2,970	Yes

Description	Total Funds	Contributing
Mental Wellness Social Worker	\$0	Yes
Certificated Staff to support students with exceptional needs	\$28,197	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.]

Professional Staff Development will address the availability of resources for staff members, as well as, provide an updated student history and current known needs assessment. Based on family outreach at the end of the year, qualified support staff will make contact with parents and students to provide services, contacts, and additional resources available for families. One to one Zoom meetings are available as needed and/or required to support student success. Springville School has additional support staff from Tulare County Office of Education including a full time Resource Specialist, School Based Psychologist 2 days a week, a Speech Therapist 1.5 days per week, and additional special service workers as needed or required to meet the needs of our student/parent population. Springville School is current providing a certificated staff position to fulfill a 2 year Mental Wellness sustainability requirement, as part of a two year grant we are involved in. Currently we are part of Mental Wellness Social Services Grant where the District has access one day per week to a licensed therapist to provide counseling services for our students, parents, and staff through Zoom, audio, and/or home visitation as requested by parent and agreed upon by District personnel. Facial coverings and social distancing guidelines are followed.

## 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.]

Distance Learning will begin daily at 8:30am with Flag Salute, Attendance, and Lunch count taken. Students who are absent at the time of attendance being taken will be contacted by phone (in the language spoken by the parent/student) by support staff to encourage their participation in Zoom instruction and remind them of the importance of school attendance and the positive effect regular attendance has on their academic success. Direct instruction lessons will be recorded daily for student access, as well as, allow students, who have missed teacher instruction, the opportunity to access the missed lesson. Recorded lessons will remain available to students for a period of one week. Certificated staff will monitor student work completion daily to assess student ability to access, understand, and master the subject area content. Students not completing daily assignments and/or in need additional help will be arranged in individual/small group cohorts for intervention and academic support in the afternoons during contracted hours with certificated and classified employees. Students not

progressing in small group instruction will be given one to one instruction via Zoom to help with student understanding of subject content. Parents will receive notification verbally and written indicating students at risk in ELA, Mathematics, or Report Card. Students/parents not adhering to attendance and work completion guidelines will receive a letter at 5 Days, 10 Days, and SARB procedures will followed. Student loss of learning, due to the COVID-19 closure will be monitored and tracked using periodic student assessments. Assessments will start at the beginning of the school year. Remediation and student support through small break out intervention sessions will be used to assist students towards achieving academic success, ultimately filling loss of learning gaps based on individual student needs inclusive of English Learners, Foster Youth, Homeless, Low Income, Students with Disabilities, and families without internet accessibility.

## 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.]

National School Lunch Program (NSLP) lunches are provided daily in accordance with state and federal nutritional guidelines. During Distance Learning, school lunches will be prepared on site and delivered by school bus, to student homes including free and reduced-priced meals. Lunch counts are collected during attendance each morning and lunches are prepared accordingly. As of August 31, 2020, the District received information that we would be able to, once again, serve Seamless Free Breakfast and Lunches daily to our students and their siblings 1 – 18 years of age. The District began delivering meals on Tuesday, September 8<sup>th</sup>. This service will continue until the District re-opens for In-Person Instruction. During in-person instruction, school lunches will be prepared on site and picked up by students in the cafeteria following social distancing measures. Students will take and eat their lunch in an outdoor lunch area unless extreme weather prevents out of doors eating. In the event of bad weather, the cafeteria will be used limiting student numbers with social distancing measures in place. Outside eating will have social distancing seating to ensure students remain 6’ apart in distance.

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

Section	Description	Total Funds	Contributing
School Nutrition	School Buses used to transport student meals daily and instructional materials as needed weekly	\$62,021	Yes
Maintenance Equipment	Cleaning/Sanitizing/Disinfecting School Buildings, Vehicles, and Grounds	\$1,377	Yes

Cafeteria Staff	Additional staff for meal preparation , cleaning, and sanitizing cafeteria/kitchen	\$21,070	Yes
Classified Staff/Bus Drivers	Transportation of meals daily	\$21,562	Yes
Social Distancing Barriers, Thermometers, Buildings/Grounds Foggers and Disinfectant	Materials to provide student/staff barriers for in-person classroom attendance. Foggers including handheld, back pack, and gasoline powered.	\$2,768	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
13.17%	\$306,601.00

### 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.]

In all grade levels, as well as, all areas of instructional development, individualized student needs and abilities are taken into consideration. Instruction is differentiated is the method the District uses to meet the needs of all students including Foster Youth, English Learners, and Low Income Students. Additional instructional support, social-emotional support/services, and mental wellness support/services are provided as needed or required on an individualized basis through qualified support staff provided by both the District and Tulare County Office of Education. Additionally, student/family counseling is available with both school and home support (current COVID-19 School Closure restrictions apply). Student growth over time indicates the effective of the use of Differentiated Instruction with the afore mentioned student subgroups.

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

The District has increased the number of technological devices/home connectivity (chrome books, AT&T Hotspots head phones, and internet access) by purchasing and placing devices in the hands of our students to accommodate Distance Learning needs, enabling all students (inclusive of Foster Youth, English Learners, Homeless, Students with Disabilities, and Low-Income), equal access to state adopted

curriculum and rigorous daily face to face instruction with highly qualified certificated staff with additional support provided by a contracted Reading Specialist/Curriculum & Assessment/Coordinator. Intervention Support is available daily, delivered during contract hours, and/or scheduled office hours by both certificated and classified staff members. Certificated Staff share student progress and work samples at the end of each year by providing the next year's instructor with individualized student information contained in the student's portfolio. The student portfolio contains work and assessment samples from student first enrollment in Springville School and will follow the student yearly through the 8<sup>th</sup> grade. The Springville School Staff will use the Response to Intervention model to focus on the learning loss of individual student's needs, inclusive of our Foster Youth, Homeless, English Learners, Homeless, Students with Disabilities, and Low-Income, student data collected through daily assignment, local measures, and assessments is used to address the support needed to promote student academic success. Data collected indicates the need for small group and/or individualized instruction for individual students at risk of falling behind and/or failing. Social/Emotional Services have been increased with the addition of a licensed Social Service worker provided through the Tulare County Office of Education's Mental Health Student Services Grant Act 1 day per week and hiring/filling a Mental Wellness Sustainability position increasing services from 1 to 5 days per week. These services are in addition to the Tulare County Office of Education's Special Services personnel which includes a School Based Psychologist (2 days per week), Speech and Language Therapist (1.5 days per week), Special Education Instructional Aide (3.5 hours daily), and a full time Resource Therapist. These increased and improved services help to provide our students and their families with the support necessary to be socially, emotionally, and academically successful. The additional technological devices, internet connections provided, and support through available services for our students and their families, inclusive of Foster Youth, English Learners, and Low Income have both increased accessibility and improved the likelihood of academic success.