

# 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                       |
|---|-----------------------------------|---------------------------------------|
| Strathmore Union Elementary School District | Dr. Shelly Long<br>Superintendent | slong@suesd.k12.ca.us<br>559-568-1283 |

## General Information

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

The major impact on the community of SUESD has been a loss of jobs for many, but at the same time the need for child care for those who continued to work. To deal with the loss of jobs and the resulting financial concerns, the District began a meal distribution plan that provided meals not only to our students, but to all eligible children in the community utilizing the Summer Food Service Program. The Safer at Home order created a fear for many of our families of even leaving their homes. Some did not want to drive to school to pick up lunches or work packets, and some refused to let their children play outside in their own backyards. Because of the Safer at Home order, many of the District personnel started working from home. This created another level of complexity of providing services to our families as not all employees (much less school families) had adequate internet connectivity and/or technology at home to be able to effectively work. In spite of all of the challenges, the District was able to pull the staff together, develop procedures for distance learning and food distribution, and deploy technology to the families that, in addition to weekly paper packets, continued to provide an education to our students. On top of that, District personnel reached out to our families by phone, e-mail, text, and social media to communicate with them what we were doing and solicit input from them on what they needed during this difficult time.

Now, after 6 months, the District and the community we serve have settled into a more comfortable routine. Economic uncertainty is a reality for many of our families (and some of our staff as well). The fear of COVID continues to be real to many of our parents, teachers, and staff. About 1/3 of our families have told us they plan to distance learn all year rather than send their children back to school when schools reopen with students on campus. We have established procedures to ensure that learning continues with our students, whether by distance or on-campus. We have also established procedures for food distribution to students of this District. The uncertainty of when students can return remains a huge issue to all of our stakeholders. Throughout this time we have had frequent conversations with our stakeholders about what we are doing, what we are planning to do in the future, and have encouraged their input on whether what we are doing is meeting the needs of all stakeholders and what we can do to improve it.

# Stakeholder Engagement

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

Prior to the Safer at Home order, the District had stakeholders engage in the process of developing the LCAP for next year. This engagement included meeting with ELAC/DELAC, School Site Council, and PTO groups. In addition to training the members of these groups on what the LCAP is and what it does, feedback from these groups (and employee groups) was solicited. In February, a survey went out to parents, students, and staff seeking specific feedback on what was working well in the LCAP and all were specifically asked “Tell us something positive that we are doing that you would like to see us continue” and “Tell us something that we could do to improve our school.” The results of this survey was shared with District administration, the various parent/community groups, and with the school board at a public meeting. This was used to help guide us as we developed the LCAP for 2020-2023, and was useful as we regrouped for the new school year and the changes it has brought.

Then COVID-19 hit and all of our normal plans and expectations were impacted. Distance learning, while unfamiliar to staff and students (and their parents/guardians/caregivers) became the new reality. We were fortunate to have already integrated 1:1 devices in all classrooms, so our students and staff were familiar with using it. We were also in a position to deploy the devices we already had out to our students to use in their homes. To help guide our efforts to get technology out to everyone we called every family in the District and documented the conversations we had. Through this engagement, we were able to determine that internet access was a major issue for many of them. Through live calls, automated calls, social media, ZOOM meetings, and email, we continued to provide information and solicit feedback from students, family, and staff on our immediate plans to serve our students as well as our long-term plans should we be unable to return to on-campus learning quickly.

This form of stakeholder engagement continued through the remainder of the 2019-2020 school year and into the 2020-2021 school year. As the school developed its plans for online and/or in-person instruction, parents and staff provided input into what they wanted to see. Again, this was done through live calls, automated calls, email, social media posts, and ZOOM meetings with many opportunities to provide input. The District was able to develop a plan and was ready to implement it when Governor Newsome announced that our county would be unable to hold in-person learning until certain requirements were met. Online learning was then implemented for the start of school using the previously designed plan.

With the start of school, staff continued to communicate with students (now on a daily basis) and parents about the needs to successfully implement the distance learning model we had in place. This communication informed us of where we were successful and guided us to modify areas that were not successful.

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

SUESD has utilized ZOOM meetings to provide for remote participation in public meetings and public hearings. In addition, stakeholders have been encouraged to email comments which are read into the meeting and become a part of the public record of that meeting. During

meetings, the school board has solicited input from those in attendance and have provided multiple opportunities for various stakeholders to respond to questions during board meetings or provide feedback on issues being discussed in these public meetings.

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

- Some parents wanted an all-distance learning option for their children so that they would not have to participate in on-campus activities.
- Some families need improved internet capabilities to fully engage in distance learning.
- Teachers need additional supplies to provide students with tools to work from home. There were also concerns about students touching common supplies and teachers wanted individual items for students to use in the classroom.
- Staff members need a way to care for their own children while working on campus to provide an education for other people's children.
- Staff and parents want to feel safe when coming on campus, including health screening and clean facilities.
- Many parents want their kids back on campus when it is safe to do so.
- Teachers want additional time to complete all of the tasks related to distance learning.
- Additional staff may need to be hired to supervise students to maintain small group sizes and minimize exposures when students are on campus.

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

Teachers were provided with additional supplies to support home instruction and minimize cross contamination by multiple students handling the same tools.

The District has supplied all students with a Chromebook for use at home. In addition, we have worked with the local high school district to help provide internet into all of the households with students in them. The District has ordered a number of hotspots and will contract services for those hotspots to be deployed throughout the District where other internet sources are not available.

Supplies and materials were procured to help create a safer environment for staff and visitors. This includes thermometers for taking temperatures, new and additional signage including stands, additional cleaning equipment and materials, and increased staffing hours to more thoroughly clean.

Schedules have been created for when students return to campus to provide small group sizes throughout the day. Additional staff may be hired as needed to cover additional work areas and responsibilities. These responsibilities may include, but are not limited to health screening at bus stops and campus entry points, additional cleaning, additional supervision to keep group sizes small, and other areas that may be needed based on current health guidelines at that 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.]

While giving everyone the option of at home online learning every day for students whose parents prefer that they stay home, the District has also provided the option for students to be in school as much as possible with three separate scenarios as noted below. The District plans to flow seamlessly between the three instructional delivery methods of our in-school academic program as needed. These three separate scenarios within the “At School As Much As Possible” option include:

**Modified Traditional Academic Method (School is in session for all students):** All school days have in-person instruction in school with a modified full-day schedule, staggered start and end times and access to all programs including school-based activities (where possible). Students are in school where they can enjoy working closely with classmates in their classrooms, sitting together at meal time and visiting during recess or break. Extra-curricular activities, assemblies and field trips could resume as they were before COVID-19. During this time, the District may move to the Blended Academic Learning Method or the Online Learning Method at any time with little or no notice. Should the Governor or local health officer call a shelter in place or give other orders that would not allow an in-school program to take place, students would be sent home to continue their education under the Online Learning Method until in-school learning can resume, based on consultation with public health agencies.

**Blended Academic Method (Instruction is blended with both in-school and online learning):** This is a combination of in-school and online learning where students will practice physical distancing and come to school in smaller groups (cohorts). Each family will be assigned to a cohort and attend school Tuesdays and Thursdays or Wednesdays and Fridays and participate in online learning the other days. This will take place when restrictions such as physical distancing and group size require smaller groups of students on campus. During this blended academic learning program, teachers will provide online instruction on Monday of each week, with half of the class being in school Tuesday and Thursday and the other half being in school Wednesday and Friday. All students would be taught every day; those in the classroom will have the advantage of having the teacher with them all day and those participating in distance learning will have access to the teacher through technology. If space and group size restrictions allow it, some students who may benefit from in-school instruction may be scheduled to be in school additional days beyond this alternating schedule.

**Online Academic Method:** The District will provide online instruction and support every school day. Opportunities will be available for students to connect with classes to maintain relationships with fellow students and participate in activities and clubs. Online learning will be done when in-person learning is not allowed. Under this situation, students will work from home. Teachers and staff will provide the same high quality level of instruction to all students through distance learning as they do when students are in the classroom. This includes providing instruction to students each day school is in session, interacting with students on a regular basis, and evaluating and providing feedback to students and parents on work completed.

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

| Description   | Total Funds | Contributing |
|---|-------------|--------------|
| *Additional operational costs due to social distancing and other COVID guidelines during in-person instruction, including additional transportation, facility maintenance/cleaning, and health screening services                               | \$50,000    | Yes          |
| *Additional supplies and materials, including personal protective equipment, protective barriers, health screening equipment/systems, upgrades to facilities (i.e. wash stations, water supply), signage, meal service, and communication tools | \$162,000   | Yes          |
| *Additional Teacher to reduce class size in impacted grade levels   | \$96,000    | 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.]

Parents were given the option of at-home online learning every day or having their children in school as much as possible. Even when “at school as much as possible” students may only be at school two days with distance learning the other three days. When in-person learning is not allowed pupils will participate in distance learning all 5 days. Regardless of the option chosen, the District will support all students.

All students were supplied a Chromebook (and accessories) to use at the beginning of the school year. Cases were purchased to protect the Chromebooks should students need to carry them to school when school is back on campus, although the District has considered purchasing additional Chromebooks so students would have one for home and one for school. The District is using Google Classroom to help communicate with students regarding daily work. In addition to daily meetings with the class, teachers provide breakout sessions as needed. They also email and/or call as needed to make sure that all students are able to complete work as it is assigned. All curriculum currently

being used is accessible online by the students. When connectivity issues become apparent, or any time when the teacher or staff believes a student would benefit from paper work (such as younger students), students are provided work through paper packets sent home to the student.

Parents, students and staff have been informed that due to the evolving nature of COVID-19, federal, state and local orders impacting SUESD operations are subject to change without notice. The District will transition between the instructional delivery methods of our in-school academic program during the year based on consultation with public health agencies.

If the decision to move away from in-person learning happens during the week, the school will transition to the Online Academic Method immediately. If the decision is made that physical distancing is required, students will move to the Online Academic Method for the remainder of the week and then move the following week into the Blended Academic Method with students returning to in-school instruction based on their cohort's schedule as allowed.

When a transition takes place, parents will be notified through the usual school communications methods including Parent Square (phone, text, email) and social media as soon as possible after the decision is made. As much as is possible, transitions will happen on the first day of the school week. If we are told to stop conducting in-school activities, we will do so as quickly as possible.

The District and bargaining unit (Strathmore Elementary Teachers Association/CTA/NEA) have agreed to the following Memorandum of Understanding (MOU): Rigorous Distance Learning. The Parties recognize that Senate Bill 98, as well as additional guidance from the Governor and CDE, have added additional requirements to ensure the provision of rigorous distance learning. The Parties agreed to follow SB 98 and all California laws concerning Distance Learning, including Education Code Section 43503. These include daily live interaction for every child with teachers and other students and class assignments that are challenging and equivalent to in-person instruction. All students will receive synchronous or asynchronous instruction and content five days per week either in-person or through distance learning. All content shall be aligned to grade-level standards and provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. All students will receive daily live interaction with certificated employees for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under Public Health Guidelines and consistent with this MOU. When providing distance learning, academic content, classwork, independent work, assignments, projects, synchronous instruction, asynchronous instruction, and live interaction shall all be combined to meet daily minutes.

## **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.]

All students in the District were assigned a Chromebook (and accessories) for their use prior to the start of school (or upon completion of enrollment if they started after the first day of school). The District has been in frequent contact with parents regarding internet access for students throughout the spring, summer, and continued with the start of school. This included providing information on free or reduced priced Internet options for families, as well as reminding them that they have access from our parking lots at all times.

The District has worked with the local high school district to help provide internet to all of the households with students. In addition, the District has ordered a number of hotspots and will contract services for those hotspots to be deployed throughout the District where other internet sources are not available. The District continues to look at other internet options including working with Tulare County Office of Education and other sources for the construction of towers to provide internet to our students long-term. Any LTE network must be CIPA compliant, and with many other schools trying to do the same thing at this time, materials and engineering are delaying implementation. We will continue our efforts to get this installed and operational as quickly as possible while being cognizant of overall ownership costs.

## **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.]

Every teacher in the District provides their students with a daily work schedule that is documented in the teacher's weekly lesson plans. These lesson plans show what will be covered in each subject and how long that activity should take. Within the schedule, the teacher identifies the times that the class meets together through Google Meet and/or ZOOM (synchronous learning) and how much time other asynchronous activities should take. The lesson plan creates the time value for each subject and activity. Teachers measure participation in a variety of ways such as by noting the physical presence of the student during synchronous instruction, and/or the completion of assigned online activities (most programs identify the actual time engaged in the program), and/or through the completion of work assignments. In addition to the academic programs being used, our student information system (AERIES) is used to track and help monitor grades and attendance. For students unable to participate in the online activities, the teachers and aides review work packets that have been returned and evaluate pupil participation and progress through them.

## **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.]

Teaching staff received four days of professional development prior to the start of the school year, much of which was specific to online learning. This included Google Classroom, Google Meet, Google Docs, and other online components of our curriculum, supplementary materials, and tools that benefit online learning. Professional development continues during teacher meetings and additional professional development days during the school year. Instructional aides and office staff receive additional support as needed. Teachers and staff also have the ability to utilize pre-recorded online training sources to work on specific skills they need for their class.

The District understands the extra time teachers are spending on developing skills as well as the extra preparation time needed to support students in changing instructional contexts, including distance-learning and has provided additional compensation for the extra time for teachers to become better prepared to offer quality distance learning to our students.

## Staff Roles and Responsibilities

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

Roles within the District continue as before COVID-19, although the way they are played has changed due to social distancing and distance learning. Teachers and aides had to transition to online learning. Although familiar with the curriculum and the use of 1:1 devices in the classroom, changing and adjusting it to online learning took some effort on everyone's part. Teaching to a computer screen is very different than teaching to a classroom full of students. Instructional aides who support the efforts of the teachers continue to provide that support, but online or by phone with the students. When we start bringing students back on campus, this will all become complicated and new again. Providing quality instruction and support for students learning on-campus while also providing that same high quality instruction and support to students learning from home will be a new challenge for everyone. Instructional aides also help with food and instructional packet distribution while students are distance learning and not on campus.

Secretaries and office staff have had to adjust the way they work to include limiting access to outsiders, checking temperatures of those who come in, using phone calls, email, and texts to communicate with parents instead of having them walk in the door and conduct their business in person, and other ways too numerous to mention.

Cafeteria staff have the same responsibility to feed our students, but now that has shifted to preparing multiple meals for delivery twice each week. In addition to being outside helping with food distribution at the drive-through line, one of our cafeteria staff members rides on each of our buses to help deliver food to our students in outlying areas. Much of their old routine has been removed and a new routine has been established.

The Maintenance/Operations/Transportation staff has had to adjust as well. Helping with meal delivery is a big part of what they do each week, including setting up for and cleaning up after the walk-in and drive-through service. They also drive the buses through all of our routes, stopping to deliver meals to those who live at a distance from the school. Cleaning continues, but with greater emphasis on sanitizing surfaces and touch points, as our staff continues to work from the school sites. This will become even more critical when students come back on site.

We added another social worker to work one day each week, giving us one for each campus now. They continue to work with families, but with all that is going on they have a higher demand to provide support for families and students struggling with the changes. The District pays for an extra day of the school psychologist (3 days instead of 2) who also sees an increased demand for support services. We anticipate that as students return to on-campus learning, the demand for their services will continue to be high.

Administration has never worked harder. All of the routines continue, with principals directing teachers and aides in providing curriculum and instruction to all of our students and the vice principal dealing with student attendance and discipline. But a layer is added to all of this with distance learning. Not having students on campus does not make anything easier, it just complicates how we do things. When students start to return, that will add even more complications in managing those on campus as well as those in distance learning on any given day.

Once students return to campus, additional staff may be required to cover changed responsibilities due to smaller instructional groups and increased cleaning and support services.

## 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.]

The District continues to support all of its students during distance learning, including pupils with unique needs, English learners, pupils with exceptional needs, pupils in foster care, and pupils who are experiencing homelessness. English Learners are supported with designated and integrated instruction during distance learning as they would when in the classroom. To support families whose first language is not English, a bilingual instructional aide has been assigned to work with teachers who are not able to communicate well in Spanish (100% of our ELs have Spanish as the language spoken at home). In addition, the Learning Lab targets EL students in grades K through 4 with additional language and reading support. Students with exceptional needs continue to receive all service minutes as required in their IEP, along with the regular support they receive from their general education classroom teacher. Pupils in foster care and pupils who are experiencing homelessness are specifically targeted to be contacted by the Vice Principal, school psychologist, and social workers who provide additional support as needed. When appropriate, students are referred to the Student Study Team (SST) to determine if additional supports, procedures, or interventions would be beneficial for them.

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

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| *Help provide internet access to homes not served in the rural community   | \$45,000    | Yes          |
| *Purchase additional Computing Devices and accessories (Chromebooks, laptops, web cams, headsets) to ensure access and functional devices for instruction and learning<br>*Procure new software and services as needed | \$145,000   | Yes          |
| *Additional supplies to allow students to have instructional and support materials at home.<br>Cost of additional duplication  | \$20,000    | Yes          |
| *Staff training and compensation of additional time related to challenges of educating in the current environment (pre-service and ongoing)  | \$95,000    | Yes          |

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

## 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.]

At the start of the school year, all students’ reading levels are evaluated using running records and/or the STAR Reading Assessment. This gives teachers a baseline for where the student is starting this year. Since we keep historical records of the STAR reading assessment for each student while they are in our District, this number can be compared over time to see the growth (or lack of growth).

All students including those who are English Learners in Kindergarten through 4th grade are evaluated using running records, STAR reading assessment, LEXIA Placement assessment, High-Frequency Words assessment, an attitude toward reading survey, and teacher observations and informal assessments. Those who have the largest deficits in literacy are identified for additional language support through our Learning Lab. This is led by a Reading Teacher (credentialed teacher) who works with multiple instructional aides one on one or in small groups with the identified students to build language skills. The intervention includes guided reading opportunities and instruction on targeted reading skills. Concepts are taught in a multitude of ways to reach all learners better. These students will receive immediate feedback and reinforcement during the intervention. Progress monitoring is ongoing, and literacy skills are reevaluated to assess student learning of skills taught in the intervention. Students are reevaluated at the end of the trimester and are either exited from the program or continue to receive support if warranted.

Students in grades 6-8 also take the Reading Plus Insight Assessment at the beginning of the year. Reassessments are done during the year and at the end of the year. This helps the teacher provide instruction at the level of the student and shows them where additional focus may need to be made.

Students are reassessed near the end of each trimester to evaluate growth and to help identify new or continuing areas that need additional support. Throughout the trimester, teachers use tools embedded in the curriculum as well as LEXIA and Reading Plus to monitor student progress and modify lessons as appropriate. At the end of the trimester, all students are evaluated and re-leveled. Those with the highest need will receive additional services the following trimester.

In addition to these supports, the District offers a call-in help line where students (and parents) can receive additional support. Callers are directed to the appropriate source of help which can include academic support as well as support with technology.

Students needing additional support in math are identified and will be eligible to participate in a contracted math tutoring program in addition to the daily support that they receive.

Some students benefit from a smaller student to teacher ratio. The District provides this support through a Student Academic Center classroom. A certificated teacher and an instructional aide work with a smaller group of students to give them the support needed.

## **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.]

With over 95% of our students socioeconomically disadvantaged and over half of our students identified as English Learners, actions and strategies the District uses to address learning loss and accelerate learning progress for pupils are always targeted toward the special needs of these populations. The vice principal has been tasked with checking on all foster youth and pupils experiencing homelessness so that intervention with these students can begin immediately as warranted. In addition to the homeroom teacher that pupils with exceptional needs are assigned to, they have the support of a Resource Specialist (RSP teacher), instructional aide, school psychologist, and the broader support of staff at the SELPA level who can intervene or provide resources to help mitigate any learning loss with these students.

The Learning Lab provides reading intervention for all students in 1st through 4th grade including those who are English Learners, low-income, foster youth, pupils with exceptional needs, and/or pupils experiencing homelessness. This program offers them more guided reading and works to strengthen their reading skills in smaller groups. They meet every day of the school week on a regular schedule.

During the course of daily instruction, teachers make modifications of lessons for individual learners. Based on feedback (formal or informal) teachers will reteach material to the whole group or break out into smaller sessions to work with those students struggling in a particular area. After remediation, any students who continue to struggle with the skill or concept receive small group intervention allowing the majority of the class to continue moving forward. An instructional aide is assigned to work with each teacher in a classroom. This aide also works with individuals or small groups as needed to help mitigate their learning loss and to accelerate learning progress.

On-line tutoring hours have also been set, so that students who need additional help can call in or distance meet to get additional support. This can be initiated by the student as well as by the teacher. Students needing additional support in math are identified and will be eligible to participate in a math tutoring program.

The District also offered a summer school program for students to help maintain what they know and mitigate learning loss over the summer. This program was operated through distance-learning. The district plans to offer it next summer as well.

## 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.]

We are using Reach for Reading (grades TK-5) and McGraw Hill Study Sync (grades 6-8) for ELA/ELD, with GOMATH (grades K-5) and Big Ideas Learning for math (for 6-8). Transitional kindergarten uses a modified pacing calendar for all curriculum. These curriculum materials, as well as the curriculum materials for science and social studies, include online components that allow staff to monitor usage and progress data at the classroom, site and district level. In addition, we use Renaissance Learning assessments for ELA and math as an ongoing tool to measure student progress. Because these tools track across the school years as well as within the school year, we will be able to identify whether the programs and processes are effective. Transitional kindergarten students receive intervention through small groups in the classroom with the teacher and instructional aide.

Student progress is monitored in real time by the teacher as they work with the students on the daily assignments. Teachers also evaluate the work weekly as work is completed and submitted by students. In addition to the above mentioned processes, teachers will formally and informally assess student work and incorporate that assessment into a gradebook. This gradebook is always accessible to students and their parents through the student information system with information instantly updated as it is graded or assessed. Formal grades are provided to parents when a progress report or report card is generated every 6 weeks which informs parents of the progress their child is making in all subjects being taught.

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

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| *Acquire new software and services necessary to improve instruction, communications and support                    | \$12,000    | Yes          |
| *Provided a remote-learning summer session to support academic retention and enrichment                            | \$42,000    | Yes          |
| *Maintain additional service days sourced from county office for access to a Social Worker and School Psychologist | \$75,000    | Yes          |

## Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The first level of monitoring mental health and social and emotional well-being of our pupils is through the daily live interaction that teachers have with their students. Just as this daily interaction in a live classroom provides insight into how our students are doing, talking to them via Google Meet or other methods gives the staff a basis for understanding how each student is doing. Follow up calls to the student and family from the teacher and instructional aides can take place with students who may need additional support. In addition, teachers can refer students to the Vice Principal, School Psychologist, or Social Workers for more support when warranted. They will conduct virtual/over the phone check-ins with these identified students. The school psychologist can also send support materials or other resources to parents who need strategies for students staying on task at home. While all students on 504 plans and/or with IEPs are intentionally supported, general education students are also supported as needed. When appropriate, students will be referred to the Student Study Team (SST) to determine if additional supports, procedures, or interventions would be beneficial for them.

The District has a social worker one day per week at each campus. They are able to do school-based counseling virtually with general education students and their families as needed.

The District has traditionally provided a very positive workplace for our employees. When people truly care about each other and work well together, the work environment helps everyone maintain positive mental health and social and emotional well-being. Polite conversation and friendly checkups with one another to see how each other is doing help us stay mentally and emotionally healthy and provide an informal outlet for venting and supporting one another during difficult times.

The District is a member of SISC (Self-Insured Schools of California). Through our employee health insurance plan, many things are offered. The Employee Assistance Program (EAP) is extended to ALL employees, their dependents and anyone living in the household. The EAP provides one-on-one counseling by phone, in-person and online. They also offer web-based tools and resources including articles, checklists, quizzes and other educational materials. In addition, webinars, podcasts and eLearning modules about everything from parenting and identity theft to disaster preparedness are available. LiveCONNECT instant messaging with a work-life specialist is available as well. The online and mobile myStrength program serves as a “health club for the mind,” connecting employees and their families to emotional health resources for managing depression, anxiety, stress, substance use and sleep issues. If needed, they can contact LiveHealth Online for virtual visits with a licensed therapist. During this time, resources specific to challenges from dealing with COVID-19 are also available. This includes Parenting in Challenging Times, Managing Time at Home with the Kids, and Helping Kids Manage Stress.

## **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.]

The first tier of response is the daily taking of attendance by teachers in the classroom. Students who are not in attendance are contacted that day in an effort to get them engaged or understand what barriers they may be experiencing that prevent them from being engaged. On a daily basis, or as otherwise needed, the teacher or teacher's aide contacts parents of students who are not engaged in distance learning. This is defined as those students who are not participating in the Google/Zoom meetings and also not completing the online assignments or work packets. The attendance clerk at each school site will send out notifications to parents or guardians of absences using ParentSquare™, our platform for parent communication.

The second tier of response happens when, on a weekly basis, or as otherwise needed, a report is generated utilizing our student database software (AERIES) to determine which students have been absent from distance learning for more than three school days or 60% of the instructional days in a school week. Based on this report, the Vice Principal will communicate with parents in an effort to ensure that their child(ren) are fully engaged in learning. This process will follow similar steps that are used for SART/SARB. These steps include conducting a phone conference with the parents/guardians. This phone call will help to formally identify and address any barriers that are preventing the student from engaging in Distance Learning.

The third tier of response happens if the parents/guardians do not answer the phone calls and/or do not respond to messages left by the Vice-Principal. At least three attempts will be made and documented, after which the Vice-Principal will make a home visit using appropriate social distancing precautions and be accompanied by the school psychologist, the school social worker, the school nurse, or another district administrator. In all cases, efforts to speak with the parents/guardians will be documented.

District staff make significant efforts to work with families to help keep their children engaged in school. If the absences continue, the fourth tier of response moves to meetings (online or following social distancing procedures). If parents fail to respond appropriately to these meetings, the District may initiate the SARB process which could ultimately end up with a referral to the District Attorney for a court hearing.

## 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.]

The District participates in the Community Eligibility Provision (CEP) program for schools participating in the National School Lunch and School Breakfast Programs. Thus we are able to provide healthy breakfasts and lunches each day at no charge for all students enrolled in all of our schools during the school year. All students enrolled in our District will eat at no charge this year.

Meals are provided for every day of the school week and include one breakfast and one lunch for each day. Meals can be picked up at the designated pick up locations at Strathmore Middle School between 11:30 and 12:30 on Tuesdays and Thursdays (unless announced otherwise). Normal locations are a walk up location by the main entrance and a drive-through location in the parking lot. Buses are sent out to the regular bus stops where students can pick up meals starting at 11:30 with buses running approximately 4 hours after the normal morning pick up time at each stop. When the District was given permission to operate under the summer food guidelines, we were able to extend our meal program to all children between 1 and 18 years old to help feed our community. We will continue this as long as allowed.

When the school transitions back to having students on campus some days and not on others, meals will continue to be available to all students. When on campus, they will eat single-serve prepackaged meals under social distancing guidelines. For the days they are not on campus, meals will be provided as take-home meals.

When school transitions to having all students back on campus every day, meal service will continue with students receiving all meals on campus.

During all of these situations, students who have chosen the distance learning only option will be provided meals through pick up options as long as it is allowed under reimbursement guidelines from federal and state agencies.

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

| Section | Description  | Total Funds | Contributing |
|---------|--|-------------|--------------|
| N/A     | Maintain the additional services, programs, staff, and supplies planned in the Local Control Accountability Plan, which serve targeted students through increased and improved services. | \$2,338,475 | 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 |
| 40.1%                                      | \$2,338,475  |

## Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The student population of Strathmore Union Elementary School District includes over 95% socioeconomically disadvantaged students, over 50% English Learners, and about 2% foster youth. Thus, these actions are effective in meeting the needs of these student groups who make up close to 98% of our student population.

[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 is using a quantitative and qualitative expenditure approach to demonstrate compliance with this requirement. The district has added actions and services to address the needs of foster youth, English learners, and low-income students, including, but not limited to, those listed throughout this Plan.