

# 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.]

Tipton Elementary School is a single school district in a rural area of Tulare County. Tipton Elementary currently has 522 students that serves TK -8th grade. The school has experienced a decline in enrollment. Tipton Elementary's enrollments consists of 60% English Learners, 82% Socioeconomically Disadvantaged, 2.3% Homeless, 1.3% Foster and 3.6 % Students with Disabilities. The Race/Ethnic breakdown of Tipton Elementary is: 93% Hispanic, .55 % Asian, .55% Black/African American and 4.6% White. COVID-19 has had a tremendous impact on our District. Our students are struggling with the lack of social interaction, mental health affected, inconsistencies in their daily routine, extra curricular activities being taken from them, and struggles within the home environment. The pandemic has caused a hardship and stress for our families. Our parents are doing the best they can to support their children with distance learning. Families are struggling with connectivity issues and the ability to keep their children engaged and on task while learning from home. Many families struggle because they are at work and students are either home alone or with a family member or sitter. The pandemic has caused academic learning loss for most of our students and stopped learning completely for some students. There is urgent need for diagnostic assessments that can reveal where students have experienced most learning loss and where they are currently in the areas of reading, mathematics, and English language development. The Staff have been affected as well with the amount of work that they have had to endure with these challenges to ensure that our student's are being taken care (social-emotional well being, academics, health, and over all stability).The COVID-19 pandemic has caused Tipton Elementary School District to incur extensive costs due to the need to purchase technology for distance learning. All students needed to have technology devices and the majority of our families needed internet access that could support distance learning. The District has had to incur costs for additional professional development and online learning curriculum. Teachers and students were experiencing a new way of teaching and learning with no training or prior knowledge of best practices to meet the needs of learning loss and to advance learning. The District has also had to incur costs for additional PPE and cleaning products. In order to mitigate the spread of COVID-19, PPE needed to be provided for anyone on campus. Hotspots were given to all families who needed internet.

# Stakeholder Engagement

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

On May 18, 2020 TESD held a meeting which included grade level teacher representatives, local bargaining units, the superintendent and the school principal to discuss reopening the school to in-person instruction for the 2020-2021 school year. Scheduling options were provided and discussed along with challenges and protocols that needed to be established. On going meetings were held with administration and managers to discuss plans for reopening. Updates from the Governor were shared with staff via email and parents received letters and posts were made on the school's web page along with Facebook. On July 10, 2020 a survey was sent out to families of TESD to complete and provide feedback regarding which learning model they preferred for their child to participate in beginning the first day of school, August 12, 2020. The school received 306 responses to the survey. TESD also held a drive thru the week of July 27, 2020 to give technology packets along with the survey asking parents to select which learning model they wanted once the school was able to open for in-person instruction. Phone calls were made as well as home visits by the principal. On August 27, 2020 a stakeholder meeting took place virtually to solicit recommendations and comments regarding specific actions and expenditures that were proposed in the the Learning Continuity and Attendance Plan. Efforts were made to solicit feedback from parents, pupils, teachers, principal, administration, local bargaining units and other school personnel. Teachers are communicating daily with students regarding technology and academic concerns. Our Parent Advisory Committees consist of our School Site Council along with our English Learner Advisory Committee. A School Site Council meeting was scheduled for August 31, 2020 and an ELAC meeting to review the Learning Continuity and Attendance Plan. These meeting gave members an opportunity to review and share any comments or ask questions. A translator is provided at all meetings. At the ELAC meeting a presentation was given that shared the purpose of ELAC, services provided for English learners, elections of member, and introduction of Learning Continuity and Attendance Plan. Members were asked for their input. At the SSC meeting a presentation was given that shared the purpose of SSC, Robert's Rules of Order, elect members, and introduction of Learning Continuity and Attendance Plan. Members were asked for their input about the plan.

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

Following all safety guidelines and protocols meetings were either held with small in-person groups or virtually. Questions could also be emailed to the principal. The Learning Continuity and Attendance Plan stakeholder meeting and the SSC/ELAC meetings were offered via Zoom. Phone calls were made and meeting notices were posted on our web page as well as Facebook. Staff were invited via email. School Board meetings were held on 7/16 and 7/23 to discuss the reopening plan. The public hearing for the LCP will be on 9/8/20. A second board meeting to approve the LCP will be held later in September.

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

The following was feedback and discussion items that were discussed at a variety stakeholder meetings.

Schedules to consider and discuss

1. 50% of students

A/B: Mon/Wed and Tues/Th with Distant learning on Friday

A/B: Mon/Tues and Th/Fri with Distant learning on Wednesday (Keeping Cohorts together 2 days a week)

A/B: Monday Distant learning for all students. Cohort groups Tues/Wed and Th/Fri. (Keeping Cohorts together 2 days a week)

2. 25% of students

A/B/C/D: Mon/Tues/Wed/Th with Distant learning on Friday

3. Continue with Distant Learning until we can reopen 100%

4. Open up at 100% - That means shelter in place and social distancing has been lifted and the number of COVID-19 cases has stayed the same for 2 weeks or declined.

During our meetings a variety of topics were discussed. Will parents be allowed on campus? What will a master bus schedule look like? How will we get our students to and from school safely? Staff discussed how to provide lunch/breakfast for students while on and off campus to ensure all of our students had food to eat. Teachers discussed how their lunch break would be shorter to accommodate students and how this would change their schedule. Teachers will have a modified day to allow for planning and office hours to support students. Strategic Planning day for teachers would still be provided. Staff discussed utilizing outside areas for learning and cleaning protocols that need to be taken. Additional shade structures would need to be added to allow students to work outside. We discussed taking students temperatures and who would be responsible for taking them. It was requested that each student have a Chromebook and that students should not share devices or materials once they return to school. Staff discussed how it would work to move teachers instead of students. Staff wanted to know what the protocol for infected students or staff would be. Staff also discussed needing to be better prepared to close the school and provide only distant learning. When the school closed on March 13, 2020 teachers were not prepared for distant learning. The school did not have hotspots or Chromebooks for all students. Stakeholders asked about PPE equipment and who would be providing it. Staff wanted to know if everyone would be required to wear a mask. Staff discussed the entry and exits for students to use and to leave doors open when possible. Staff wanted to know how recess would work for students and if they would be allowed to play on the play structures. Teachers wanted to know how they would handle students outside for PE and if it was required. Staff wanted to know what the procedures would be for using the restroom. The Director of MOT shared the need to have less furniture in rooms to maximize number of desks so that they could be 6 ft apart. There was discussion on what the protocols would be for using Chromebooks at home. We also shared the need to update the technology use agreements. Parents would need to sign paperwork prior to lending out Chromebooks and hotspots. It was asked if the students would be able to use the drinking fountains. It was shared that the fountains would be turned off. Staff discussed how important it was for everyone to stay home when they are feeling sick. This included staff and students. There was discussion on how important attendance is and that we needed to share with families that when students are sick it is okay to stay home. It was asked if there would be sanitizer available. It was discussed that it would be available in all rooms, busses and at all entry points. Staff and parents wanted to know how we would support students and their mental wellness. Staff discussed what the guidelines would be for social distancing. Our parents

suggested that the school provide additional communication to support students with special needs, provide technology support to families who are needing help, continue to provide supplemental materials, provide training for parents on the use of Chromebooks and to limit the amount of screen time. Families felt that it was too much screen time for their students. Students are seeking out social emotional support. They are struggling with feelings of loneliness, sadness and disconnect.

During the spring staff called parents and asked them their thoughts on reopening. They were asked if they would like an A/B schedule or if they would prefer to continue with full distance learning. A survey also went out in July asking parents the same question. 52.3% of parents preferred full distance learning with 47.7 % wanting their students to return to the blended model. Parents were also called and asked if they had internet in the home.

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

All feedback was considered when creating a safe reopening plan for the school district. Safety was the top priority in all decisions that were made. The following were put into place based on feedback.

- A/B: Mon/Tues and Th/Fri with Distant learning on Wednesday. Cohorts will stay together for two days. This will allow for deep cleaning on Wednesday between Cohorts. This item will be revisited prior to reopening for in-person

instruction.

- Distance learning will be an option available to families. A Distance Learning Consent Form must be completed. Parents should expect to work with their child 3-4 hours daily in this scenario.
- Scheduling food pick up times that did not interrupt online learning.
- Provide extra stops to help families who needed food delivered.
- Decreased class sizes to meet the needs of 6 ft social distancing.
- Eliminate “extra” furniture to create space.
- Stagger recess and lunch schedules.
- Maintain 6 ft distance during meal times.
- Limit the number of students on sections of the playground.
- Monitor student health throughout the day and contact parents immediately when necessary.
- Reduce the number of students on the bus.
- Increase opportunities to wash hands.
- Plans to provide additional support and staff development around technology.
- Proving the minimum number of minutes required to allow teachers time for office hours, planning, and helping parents and students.
- Return to work affirmation, daily self-checks of staff to ensure health in order to comply with TESD Safety Protocols, Staff conduct a Daily Self-Assessment to determine if they are well and symptom free prior to coming to work each day.

Staff will notify administrators or TESD supervisor if they experience any of the above symptoms of COVID-19, have been diagnosed with COVID-19, or have recently had close contact with a person diagnosed with COVID-19.

- Students will do a self check daily before coming to school.
- Hand sanitizers in all rooms and portable hand sanitizers located at main gates for use prior to entering campus. Bus drivers will provide hand sanitizer for students boarding the bus.
- Wear facial coverings when at recess and anytime social distancing may not be able to occur and while riding the bus.
- Increased cleaning throughout the day with deep cleaning on Wednesdays between cohorts of students.
- Disinfecting Foggers will be used daily.
- Providing PPE - Personal Protective Equipment for staff and students.
- Turning off drinking fountains and allowing students to bring their own water bottle.
- Updated handbook on school procedures and rules during blended learning/distance learning.
- Code of conduct for school-wide online expectations.
- A re-engagement plan for when students are disengaged with in-class and/or distance learning.
- No volunteers and limited visitors on campus. All visitors will be required to wear a face mask.
- Call or email instead of coming to campus.
- Use the website, Facebook, teleparent for communication.
- TESD will follow directives from the Tulare County Health Department's recommendation for the number of days to close the school.
- Computer Devices will be provided for all TESD students and hotspots for those who do not have internet access.
- Limit sharing materials.
- Tk-5th grade students stay with their classroom all day to minimize contact with other people except for recess and lunch.
- 6th - 8th grade students attend their classes - Keeping safety measures that include social distance, face coverings, staff monitoring hallways, cleaning desks between classes and limit sharing materials.
- Students will be seated from the back to the front of the bus to avoid unnecessary exposure.
- Upon arrival, the students will exit the bus from the front to the rear.
- Students will wear cloth face coverings on the bus.
- Bus drivers will wear cloth face coverings and/or face guards while on the bus.
- Buses will be disinfected between routes.
- Multiple bus schedules have been added to accommodate the health department guidelines for transportation.
- Students will be asked to wash their hands or use hand sanitizer before entering and when leaving a classroom
- Students not feeling well and unable to attend school, must notify the attendance clerk and are encouraged to share if they believe this is due to COVID-19 symptoms.
- When a student has 2 or more unexcused absences the school will make contact and provide education about attendance.
- The 3rd unexcused absence will begin a process where the school principal will communicate with the family.
- Extra monitors for teachers to support online learning
- Cameras for teachers
- Extra supplies for staff and students to assist in distance learning
- Reliable van to deliver food to families
- Zoom Subscription
- Touchless hardware/materials

- Designated/Integrated English Language Development Professional Development
- Teacher Document Cameras
- Computers for support staff
- Reading Intervention Curriculum
- Mental Health Support
- Mental Health Services Support- (Books) Social Stories for Students Dealing with Anxiety
- Mental Health Services Support- Fidgets
- Mental Health Services Support- Wiggle Seats for Sensory Kids
- Tutoring services
- Additional Tech Support for families
- Reached out to T-Mobile to get help for our families who are having technology issues with the hotspots that were given. A phone number was provided for families to call for support.
- Special Education staff provide supportive services and feedback to parents. Phone calls are made to explain and answer any questions in regards to distance learning or supportive services.
- TESD has currently distributed about 516 Chromebooks, headphones, chargers and 293 hotspots to students to ensure all have equal access.

## 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.]

TESD will offer In-Person instruction when the Health Department and the Governor deems it to be safe to do so. When this opportunity arises, TESD will follow all safety precautions. During this time that we cannot return to our traditional school model, the District will make every effort to ensure that our students' education continues uninterrupted. Although a combination of in-class and on-line distance learning poses challenges for teachers and students, The District's Learning Continuity and Attendance Plan allows teachers the continued flexibility in delivering instructional content and communicating with students in the manner that is most familiar and effective to ensure continuity of service. On July 17, 2020, Governor Newsom unveiled details about the revised guidance for opening schools amid the COVID-19 pandemic. The guidelines require a county to meet specific criteria in order for schools to open for in-person instruction. Tulare County currently does not meet the criteria to open its schools to on campus instruction. Tulare County is on the COVID-19 monitoring list. Below are the two learning options to be implemented for the beginning of the 2020-2021 school year.

As they have done in their classrooms in the past, teachers will have the choice and flexibility to deliver standards-based instruction to students in class and through district-provided Google Suite components or through administrator approved, teacher-identified and vetted resources, or a combination of both. This practice will continue until we are able to return to a traditional school model.

Teacher-directed in-class instructional model:

Teacher will present high quality lesson using explicit direct instruction

Instruction will be recorded or live sessions through digital platforms in Google Suite for Educators

Use of teacher-selected materials (e.g. StudySync, Lexia, MobyMax, GoMath, Studies Weekly, Journeys, other district-adopted textbooks, etc.)

Use of frequent, brief progress monitoring formative, assessments

On-line, distance learning instructional model:

Use of teacher-selected materials (e.g. district-adopted textbooks, digital content, district-provided online math and reading fluency programs)

Instruction recorded or live sessions through digital platforms in Google Suite for Educators

Personalized instruction through menu-driven activities allowing for self-pacing, monitoring of student time on task and task completion

Student communication through district-licensed digital platform

Use of frequent, brief progress monitoring formative, district diagnostic and summative assessments

Safety:

Students and staff will do a self check daily before coming to school.

Do not come to school if you are feeling any symptoms of COVID-19.

Fever (100.4 or higher) or chills, must be fever free for 24 hours without using fever reducing medication

Headache, cough, congestion or runny nose

Sore throat

Shortness of breath or trouble breathing

Loss of taste or smell

Nausea, vomiting or Diarrhea

All students and staff will be provided face masks/shields.

Call the school office to let them know your child is experiencing symptoms of COVID-19 and you will be given further instructions on when it is appropriate to return to school.

No volunteers and limited visitors on campus. All visitors will be required to wear a face mask

Call or email instead of coming to campus

Website, Facebook, teleparent

If students or staff have any signs or symptoms of COVID-19, they will be sent home.

Education and training will be given to staff regarding signs and symptoms of COVID-19.

Decreased class sizes to meet the needs of 6 ft social distancing.  
Eliminate “extra” furniture to create space.  
Stagger recess and lunch schedules.  
Maintain 6 ft distance during meal times.  
Limit the number of students on sections of the playground.  
Monitor student health throughout the day and contact parents immediately when necessary.  
Reduce the number of students on the bus.  
Increase opportunities to wash hands.

Hand sanitizers in all rooms and portable hand sanitizers located at main gates for use prior to entering campus. Bus drivers will provide hand sanitizer for students boarding the bus.  
Wear facial coverings when at recess and anytime social distancing may not be able to occur and while riding the bus.  
Increased cleaning throughout the day with deep cleaning on Wednesdays between cohorts of students.  
Disinfecting Foggers will be used daily.  
Limit all visitors on campus.  
Encourage all students and staff to stay home when sick.  
Parents must inform the school administrators if someone in their home has traveled abroad in the last 14 days, had close contact with a confirmed case, or been diagnosed with COVID-19. Students must be kept at home in all these situations.

TESD will follow directives from the Tulare County Health Department’s recommendation for the number of days to close the school.  
CDC deep cleaning and disinfecting protocols will be followed.  
Some students and some staff may be required to quarantine for a specified number of days.  
Teachers and students may need to transition to distance learning 5 days per week.  
Families will be notified of the current situation and given expectations for students. TESD will keep continual communication as the situation changes or the school moves towards reopening safely.

Students will be taught how to social distance while waiting for the bus to arrive.  
Bus Driver’s will take their temperatures prior starting routes.  
Parents will be asked if possible to wait with their child at the bus stop in case the child is sick and cannot board.  
Student temperatures will be checked. Students with a temperature higher than 100.4 or other COVID-19 symptoms will not be allowed to get on the bus. If a parent is not present the student will sit in a designated area on the bus and will be taken to the office upon arrival to the school. Parents will be contacted.  
Students will use hand sanitizer while boarding the bus.  
Students will have individual assigned seating with 6ft social distancing, unless more than one student shares the same address.  
Students will be seated from the back to the front of the bus to avoid unnecessary exposure.  
Upon arrival, the students will exit the bus from the front to the rear.

Students will wear cloth face coverings on the bus.  
 Bus drivers will wear cloth face coverings and/or face guards while on the bus.  
 Buses will be disinfected between routes.  
 Multiple bus schedules have been added to accommodate the health department guidelines for transportation.

**System of Identification of Students:**

Student who have experienced a significant learning loss due to the school closure of 2020 will participate in local diagnostic assessments to provide baseline data. Tipton Elementary will utilize STAR reading and math, San Diego Quick Assessment, Santa Clara Quick Assessment, Brain POP ELL, Reading A-Z phonemic awareness, Reading A-Z phonics assessment, and Go Math curriculum assessments for ongoing progress monitoring. District benchmarks in the areas of reading, writing and math will be given in October, January, and April. Summative assessments in the Study Sync English language development curriculum will be used to progress monitor growth in language proficiency levels in the domains of reading, writing, speaking, and listening.

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

Description	Total Funds	Contributing
<p>Tipton Elementary School will move to in-person instructional offering in phases. Students will begin with in-person instruction two days per week.</p> <p>The following actions contribute to increasing improved services:</p> <p>State adopted curriculum will be utilized alongside pacing guides focused on essential standards</p> <p>Teachers and instructional aides will be provided professional development for hybrid instruction (Eduprotocol)</p> <p>Instruction will be recorded or live sessions through digital platforms in Google Suite for Educators to support transitional learning from in-person to remote learning (Zoom is provided a quality platform for continuity of small group instruction)</p> <p>Use of teacher-selected materials (e.g. StudySync, Lexia, MobyMax, GoMath, Studies Weekly, Journeys, other district-adopted textbooks, etc.)</p> <p>Formative assessments will be used to drive instruction with programs such as Reading A-Z, RAZ kids, Moby Max, and Nearpod)</p> <p>Professional Development in Integrated ELD in mathematics (county office of education consultant)</p> <p>Extended cleaning and disinfecting of all classrooms and high traffic usage</p>	30,151	Yes
<p>Family Service Worker, supports for families especially those who are Foster, Homeless, Socio-economically disadvantaged and/or English Learners.</p>	45,305	Yes

Description	Total Funds	Contributing
Resource Teacher working with students who have experienced learning loss.	85,167	Yes
Certificated Teachers	468,340	Yes
Two shade structure to support outside learning	55,000	No

## 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.]

On-line, distance learning instructional model

Use of teacher-selected materials (e.g. district-adopted textbooks, digital content, district-provided online math and reading fluency programs)

Instruction recorded or live sessions through digital platforms in Google Suite for Educators and Zoom

Personalized instruction through menu-driven activities allowing for self-pacing, monitoring of student time on task and task completion

Student communication through district-licensed digital platform

Use of frequent, brief progress monitoring formative, assessments

Learning Continuity Pacing Guides

Due to the nature of the combination instructional model and limited time that students will be on campus, teachers have developed instructional pacing guides that will help teachers to develop distance learning lessons/assignments for students with essential standards in mind. Teachers will continue to develop and revise pacing guides as the school year progresses and they respond to student needs through formative assessments.

Students have access to all learning materials needed for in person and distance learning. Parents came to school to pick up supplies, textbooks, Chromebooks and hotspots. Home visits were made to deliver materials and computers for families who were unable to come to campus. Once students return to in person instruction, all students will have access to all learning materials. Chromebooks will stay at home with students until 100 percent of students are able to return to full in person instruction. To ensure a smooth transition to the blended model the district will provide devices for online learning platforms in small groups. Teachers will provide collaborative interactions among students on line and in the classroom.

## **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 were provided a Chromebook. A few parents did not need a device for their student and declined taking a Chromebook. Parent surveys were administered in the spring of 2020 and over the course of the summer. Families who needed hotspot support for connectivity, will receive it. Two days were provided to allow families an opportunity to come and pick up devices. An additional day for pickup was added to support families who still needed to pick up devices and hotspots. Home visits were made to reach families who had not picked up devices for their children. Additional hotspots were provided to families who have multiple siblings in one household. Technology support will be provided by the Tipton Elementary Technology Technician, teachers, and the principal. T-mobile offers hotspot support for families having difficulty.

## **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.]

Tipton Elementary School District provided the state approved combined weekly engagement and daily participation template for all teachers. Teachers will monitor synchronous instruction, asynchronous instruction, and assignments. In addition, teachers will document communication with students and families with the district's monthly communication log. All tracking forms are turned in each Friday to the principal. Teachers receive a reminder every Friday morning that the tracking form is due. Any student who has an unexcused absence for synchronous learning will be monitored by the attendance clerk and principal. Students who do not participate in asynchronous activities or do not complete assigned work will be contacted by the classroom teacher to determine what level of support is needed. Lesson plans are turning in weekly. Attendance reports are signed by teachers weekly after review. Any combination of three missing synchronous, asynchronous, or incomplete assignments will trigger the District's re-engagement plan.

## 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.]

The following professional development will be provided to staff:

- Engagement strategies for distance learning
- Designated and integrated ELD in distance learning
- Math frameworks and mathematical practices
- RAZPlus for differentiated reading
- Moby Max for English learner support in math
- Google Suite platform
- Zoom platform

## Staff Roles and Responsibilities

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

Teachers:

- Develop high quality in-class and on-line lessons/ assignments for students that address standards while balancing both learning environments and fostering student/teacher interaction.
- Use designated and integrated ELD instructional strategies for English learners, provide appropriate accommodations and/or modifications for students who receive special education services, and students with Section 504 plans, to the fullest extent practical.
- Observe established office hours during the regularly scheduled work day that include, but are not limited to, communicating with and providing feedback to students, facilitating synchronous/asynchronous lessons, or answering student/parent questions.
- Provide instructional resources and materials through on-line learning means through components of Google Suite or other administrator approved platforms.
- Communicate regularly with parents and families regarding expectations and student progress: if student are not engaged in lessons and assignments, teachers should contact: parents, attendance clerk, and/or school principal.
- Participate in professional development and virtual learning sessions intended to support distance learning and support for unduplicated pupils.
- Monitor District communications for up-to-date information regarding school closure, instructional continuation plans, and distance learning resources.

Classified:

Support student learning through online platforms and support the teacher where needed.

Maintenance Operations and Transportation"

Deliver meals to families, disinfecting protocols, staging classrooms that follow CDC guidelines, and distributing PPE supplies.

#### Cafeteria Staff:

Prepare all breakfast and lunch to be handed out. Once school opens to the blended model staff will serve breakfast and lunch in person as well as prepare meals to go for students who are distance learning. All meals have to be packaged for grab and go delivery. Staff follow all disinfecting protocols.

#### Administration:

Continue to support families, students and staff with distance learning needs. Provide or connect resources to families who are in need. Developed a plan for assessment for learning loss, developed a plan for misuse of technology (code of conduct) and built a master calendar to ensure rigorous learning. Developed a reopening plan multiple times that included bus schedules, lunch schedules and daily schedules to accommodate the Governors constant weekly changes. Update the schools IIPP plan to address COVID-19. Research was done to select hotspots for the families. Communication with internet provider to ensure connectivity or address issues families are facing. Daily online meetings to support the needs during COVID-19. Multiple online trainings to support staff. Creating an reengagement plan. Researching ways for teachers to complete the weekly engagement and daily participation requirement. Updating and sharing information with the School Board regarding the blended model and distance learning. Regulating and updating new Board Policies related to COVID-19. Many hours were spent synthesizing the inconsistencies with guidelines from the CDE and the Governor.

All staff have had to adjust to new ways of communicating with each other and students. All staff have to adhere to the social distancing guidelines and PPE requirements.

## 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.]

Additional supports to assist pupils with unique needs, including English learners, pupils with exceptional needs, pupils in foster care, and pupils who are experiencing homelessness:

The master schedule holds places for both intervention and designated ELD. Placement tests will be given every three to six weeks to determine student's independent work level and zone of proximal development. Computer programs such as Lexia (TK-5), Lexia Power Up (6-8), Moby Max, Reflex Math, and RazPlus to meet students' individual reading and math needs. Teachers will provide remediate when appropriate. Tutoring will be explored for students to access grade level content. All school materials will be provided. Support services are available such as the school psychologist and the family services worker. When the school site reopens, transportation will be provided. Attendance will be closely monitored for to maintain the educational program continuity and stability. TESD will expedite the enrollment process for these groups of students. Specifically identified cases of special education students will be brought to campus, following CDC guidelines, for testing to ensure validity and reliability of results. Students will be brought to campus, following CDC guidelines, for initial LPAC testing. Frequent communication via phone calls, texts, emails, and home visits will be utilized for communication so that the school staff monitor for needs.

Students on IEPs will receive Specialized Academic Instruction in the form of virtual pull-out sessions that align with the amount of time that is reflected on the Services page of their IEPs. In addition, they will receive Instructional aide support through a virtual platform in order to help them access the general education curriculum and complete assignments. Students will receive individual accommodations when necessary including such things as: reduced assignments, extra time, individual assistance during office hours, adapted work/curriculum, and breaks.

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

Description	Total Funds	Contributing
ZOOM	1,800	Yes
Tulare County Office of Education Triage Grant- Social Worker	0	Yes
Additional Chromebooks, hot spots to allow for educational access to all students	200,451.29	Yes
Supplies needed for distance learning earbuds, chargers, scanners etc	14,827.74	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.]

Tipton Elementary School District will perform diagnostic assessments in the month of September to analyze the extent of learning loss in the domains of English language arts, mathematics, and English language development. Since the diagnostic assessments will be for the purpose of assessment for learning, they will highlight the self-monitoring process for our students. Based on the analysis of the results, instruction for whole class, small group, and individuals will be adjusted according to student need. Students will track their progress in the different domains. Tipton Elementary will utilize STAR reading and math, San Diego Quick Assessment, Santa Clara Quick Assessment, Brain POP ELL, Reading A-Z phonemic awareness, Reading A-Z phonics assessment, and Go Math curriculum diagnostic assessment. The

diagnostic assessments will be given once and subsequent brief formative assessments will take place each week in the form of exit tickets. District benchmarks in the areas of reading, writing and math will be given in October, January, and April. These summative assessments will be given for the purpose of assessment of learning. In the area of reading, TESD will measure learning progress over time in the domains of teacher chosen essential standards. Summative assessments in the Study Sync English language development curriculum to progress monitor growth in language proficiency levels in the domains of reading, writing, speaking, and listening. Chapter assessments in the Go Math will be used for the purpose of summative assessment in the area of mathematics.

## **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.]

In general, pupil learning loss will be address by acquiring baseline data provided by local diagnostic assessments in reading and math. Teachers will collaboratively backwards map instruction during built-in time for planning. In considering English learners, there is protected designated English language proficiency instruction each day for 30 minutes within the distance learning day. TESD will leverage digital integrated resources from the state adopted curriculum that the district has purchased for ELD content. Teachers will use packets when necessary and use alternatives to online learning resources. Integrated English language development will be provided across the school day in all content areas. Scaffolded language stems and frames will be provided for English learner support in articulating their understanding. TESD will post link to EL newsletter provided by CDE. TESD will provide guidance on how and where to get technology support as well as internet access in Spanish.

Provide all English language learners, low-income, foster youth, pupils with exceptional needs, and students experiencing homelessness with:

Access to technology and resources for student research and distance learning.

Access to ancillary materials including leveled readers and workbooks in an online platform for distance learning.

Additional school psychologist hours to assist with increasing student attendance and decreasing the chronic absenteeism rate for distance learning and to assist with establishing a positive distance learning climate and implementation of the re-engagement plan.

Availability to family support services shared by the family services worker. The family services worker will assist with parent outreach and establishing a positive distance learning climate for family outreach and student support

an LVN to assist with health issues and family outreach during distance learning.

Additional counseling support for TK-5 students to assist with increasing attendance, decreasing chronic absenteeism and developing a positive distance learning environment.

A Resource Teacher to support the implementation of school wide distance learning. To provide support with online interventions and for students struggling with distance learning. To monitor student performance and ensure that no student is left behind.

Online programs with a differentiated intervention component to accelerate acquisition of oral language fluency, academic vocabulary, and writing proficiency.

Online programs with a differentiated intervention component to accelerate math proficiency.

The opportunity for tutoring to accelerate acquisition of oral language fluency, academic vocabulary, and writing proficiency and the opportunity for Saturday school to accelerate acquisition of oral language fluency, academic vocabulary, and writing proficiency.

### 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.]

Measurements for effectiveness include, but are not limited to:  
Renaissance Reading Program, STAR Reading analysis, 3 times per year, beginning, December, & May.  
Renaissance Math Program, STAR Math analysis, 3 times per year, beginning, December, & May.  
Examination and archiving of lesson plans to maintain 100% implementation of academic content/performance standards.  
Track and evaluation of usage of online resources for unduplicated pupils.  
Local math benchmark analysis, 2 times per year.  
Local reading benchmark analysis, 2 times per year.  
ELPAC assessment analysis.  
Examination of attendance rate, weekly.  
Examination of chronic absentee rate, weekly.  
Examination of student suspension rate.  
Examination of student expulsion rate.  
Examination of student dropout rate.  
Examination of student participating in re-engagement plan.  
Healthy Kids Survey analysis.  
Examine parent- teacher conference rate.

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

Description	Total Funds	Contributing
Provide Extended Learning hours for support and or enrichment on Specific Saturdays or after school hours.	20,000	Yes
Classified Staff supporting students with exceptional needs, English Learners, Foster Youth, Homeless and socio-economically disadvantaged students.	183,257	Yes
Special Education Teacher monitoring IEP's and working with students to meet their goals.	31,625	Yes

Description	Total Funds	Contributing
School Psychologist on campus to support our students and parents	30,000	Yes
LVN to provide support and services for our students with medical need	25,560	Yes
County Nurse to provide support and services for our students with medical needs	7,000	Yes
		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.]

TESD has added a Triage Social Worker for the purpose of providing a variety of triage services, mental health support and services, as well as consultation, training, linkage, and referral for students and families. The Triage Social Worker will provide direct and indirect services to students with a variety of mental health needs, as well as engage in mental health disorder prevention and early intervention supports.

A school psychologist is available two days per week. The school psychologist will assist with increasing student attendance and decreasing the chronic absentee rate. The school psychologist will assist with establishing a positive school climate during distance learning and support unduplicated students. The school psychologist will provide resources via email on a weekly basis regarding self-care strategies and coping skills in order to support staff's social-emotional well being. Additionally, staff will also be provided resources regarding implementation of trauma-sensitive practices to help support their students. The school psychologist emails staff each week to help with their emotional temperature. She has shared mindfulness practices including guided meditation, fully present with senses and gratefulness writing. The school psychologist provides weekly videos to support professional development for staff. The district will provide PD that will support mental health and social emotional well-being during the school year.

School personnel will have the knowledge to implement trauma-sensitive practices to help support their students. Some of these practices include building protective factors and relationships, creating safe environments, and incorporating supportive activities throughout the day. Students who demonstrate a need for more individualized support with their social-emotional needs will be referred to the school psychologist and/or social worker in order to receive an additional layer of support.

The Resource Teacher will support the professional development plan for mindfulness and help to increase the emotional well-being of unduplicated students through family outreach.

A trained staff member will provide the Special Friends Program for primary students. This program will support students in the areas of: shyness, being easily distracted, low self-confidence, aggression or “acting out”, or having experienced a significant or traumatic life event. A referral system is in place to indicate a student need in this area. A protocol is in place for attaining parent permission and determining a schedule for support for the student.

TESD will monitor and support students by creating a referral system for staff to refer students who are in need of mental health and or social and emotional support. Students have the ability to report bullying or any issues through the online platform, Sprigeo which is located on the schools website. Administration is notified immediately through email to allow for immediate response to emergencies or student concerns.

As part of understanding the root causes for student absenteeism, including but not limited to, academic conditions, safety concerns, social dynamics, home situation, health status, school culture, student voice, parent voice, and attendance barriers for students with identified disabilities. There are a series of questions that help our team uncover the underlying issues that require additional support with the social work or other trained staff at TESD.

Administration will check in with staff weekly in person, through phone calls, emails and google meets.

## **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.]

### **Attendance:**

Daily student participation will be documented each school day. If a student does not participate in class and/or online, the student will be marked absent. Daily participation includes, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments and contact with teachers. Weekly engagement records will be reviewed by the attendance clerk

and reported to the principal. The Tipton staff is dedicated to developing engaging lessons for both in-class and remote learning so that students are motivated to participate and attend school daily. Classes with perfect daily attendance will be recognized in morning announcements.

Students who are absent for three schooldays, including in class and distance learning, or 60% of the instructional days in a week, will be considered at risk of not being academically successful.

The student's teacher and/or attendance clerk will make daily phone calls to families for students who have one unexcused absence. Parents are encouraged to call Tipton Elementary School at 559-572-4213, if they know that their child will be absent from school.

When a student has two unexcused absences the student's teacher and/or attendance clerk will make daily phone calls to families for students who miss one day of school. The student will receive educational material that includes research on learning loss when a student is absent and information regarding the legal process that includes the Student Attendance Review Board (SARB).

A third unexcused absence will start a process in which the school principal will make parent contact via phone call or home visit. An attendance Student Study Team will meet to determine an attendance action plan for support.

A fourth unexcused absence will result in the beginning of the SARB process wherein the principal and parents will attend an legal hearing to attain support from the county legal system. The principal and parents will follow the SARB recommendations with fidelity.

A fifth unexcused absence will result in the SARB process progressing to the county level, wherein a judge will determine the next steps for parents and/or if a fine is warranted. The principal and parents will follow the judge's recommendation with fidelity.

At Tipton Elementary, our staff is committed to building supportive partnerships with parents. Together, we will work to identify challenges that are keeping a student from attending school. As we determine needs, the school staff will do their best to maintain the most current contact information so that regular communication can occur.

#### Re-engagement Plan:

The principal, attendance clerk, and teacher will conduct a root cause analysis for the student's absenteeism. The analysis will include considerations of academic conditions, safety concerns, social dynamics, home situation, health concerns, student input, parent input, and any barriers for students with disabilities.

An educational session that emphasizes regular attendance and academic implications of disengagement will be offered.

Based on the student's need, he/she will be provided an attendance incentive plan. A check-in/check-out system will be put in place by the family support services staff.

Students with chronic health or mental health challenges will be supported with services from, but not limited to the school psychologist or school social worker.

Students who are nervous about coming to school, will be supported with a check-in/check-out system with, with but not limited to. the classroom teacher, school nurse, school psychologist, school social worker, or administrator.

For parents who are unsure about their student returning to school safely, a home visit by the school principal will be offered. The principal will share information regarding the school's safety measures established at the school site and on the bus. The parent liaison will reach out to the parents and address concerns.

The principal will conduct home visits, following safety guidelines, to support parents in getting students engaged in the online learning. All correspondence and social media posts will be translated into Spanish. Teachers will hold reoccurring office hours, weekly.



## 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.]

All students are eligible for free nutritious meals. While students receive in-person instruction, students will be taught how to social distance while walking to and from breakfast and lunch. Students will have staggered nutritional breakfast and lunch times. Students will wash or sanitize hands on the way in and out of the multipurpose room. Students will be seated at least 6 ft apart from one another. Students will have grab and go lunches or individually packaged items for lunch. Students will not be allowed to share food items. Cafeteria staff and supervision staff will wear cloth face coverings/face shields while serving and supervising students. Food will be delivered to bus stops while students are engaged in distance learning twice a week from 7:00 am - 8:00 am and families may pick up meals twice a week from 7:00 am - 9:00 am behind the Multipurpose Building.

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

Section	Description	Total Funds	Contributing
School Nutrition	Due to economic disadvantage, some of our students do not have transportation to get to the school site to pick up meals. A school van will need to be purchased in order to provide	45,000	No

Section	Description	Total Funds	Contributing
	delivered meals to students who are participating in distance learning.		
Distance Learning Program (Distance Learning Professional Development)	Professional Development for staff in the areas of instruction through the use of technology, Designated and Integrated ELD in distance learning.	1,312.50	Yes
Mental Health and Social and Emotional Well-Being	Purchase equipment such as fidgets, wiggle seats, books to deal with social stories for students dealing with anxiety, gratitude journals etc.	1,000	Yes
Distance Learning Program	Document cameras, additional monitors and web cameras to support online learning for teachers and students. Cables, and necessary tools to connect document cameras and monitors.	11,403.53	Yes
Distance Learning Program (Access to Devices and Connectivity)	computers for support staff and subs to support online learning	15,000	No
In-Person Instructional Offerings	Touchless dispensers to promote safety for students and staff	50,750	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
37.28%	1,589,081.00

## 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.]

After conducting a data analysis of our English learners, low income students and foster youth it was determined that these students need increased services in English Language Development, Language Arts and Math. Foster youth, English learners, and low income students are provided access to a large variety of programs in order to support their growth and achievement. Included in this is access to differentiating computer based programs, instructional aides, leveled texts, and highly qualified teachers. Students are also offered small group instruction and intervention, speech and language services when appropriate, provide behavior intervention services as appropriate. English learners have access to computer based programs that differentiate instruction based on the language proficiency levels. Our increased psychologist and counseling support allowed us to provide increased services for students with behavior and emotional needs.

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

The Tipton Elementary School District provides the following direct services specifically for Foster Youth, English Learners, and Low Income Students:

- Additional School Psychologist hours to assist with increasing student attendance and decreasing the chronic absentee rate, and support for behavior and emotional needs.
- Provide a Family Service Worker to assist with establishing a positive school climate and increase our capacity for family outreach and support of Foster Youth, English Learners, and Low Income Students.
- Provide a Triage Social Worker for mental wellness/social support to students and families
- Provide ELD Professional Development for teachers to support their English language learners
- Counseling support for TK-5 Foster Youth, English Learners, and Low Income Students.
- Provide a Resource Teacher to support the implementation of the school wide CSS based professional development plan to help increase the achievement of all students.
- Computers for distance learning
- Hotspots for those who do not have internet during distance learning.
- Provide home visits to provide additional support if needed.

The Tipton Elementary School District is committed to cultivating a 21st century learning environment. The purpose of our goals and supporting actions is to provide the highest quality well rounded educational experience in a small nurturing environment while offering the

support services necessary to reach our students and families who need extra academic, social, and emotional support. We want all of our students to exceed their potential and our plan creates the structures and supports necessary to achieve this goal.

Our unduplicated count of English learners, low income, and foster youth is 95%, which is why we believe that a school wide program best meets the needs of our students. In order to increase our unduplicated pupils academic achievement we have principally directed the following supplemental services to Foster Youth, English Learners, and Low Income Students:

- Provide highly qualified highly trained staff in all TK-8 classrooms.
- Provide reading intervention support for students who are performing below grade level with the purpose of accelerating student learning and closing the achievement gap. Our intervention approach is data driven and employs flexible

groupings based on student need. Intervention support is designed to address learning loss and accelerate academic progress.

- Provide our students with access to a variety of technology in order to develop 21st century knowledge and skills.
- Provide our students with access to computer based programs that will individualize instruction in order to accelerate their learning.
- Provide all students with access to rich reading material and other media for both instructional and recreational purposes with the goal of engaging students in powerful reading experiences.

In order to create a school culture of inclusiveness the TESD has committed to improving school attendance, reducing suspensions and expulsions, as well as increasing parent participation and voice in local decision making. In order to achieve these goals we will provide the following direct services to our students and school community:

- Provide an LVN to assist with student health issues and family outreach.
- Provide virtual parent events, meetings, and workshops in order to increase participation in school decision making and improve school climate during distance learning.
- Provide parents with real time access to grades and attendance in order to improve school to home communication.

The implementation of all the actions listed above will be school wide as it will benefit the needs of all students.

# ***Tipton Elementary School District***

## ***Attendance Re-engagement Plan***

### ***Vision:***

*Tipton Elementary School District's vision is to be a nationally recognized school model that is a caring and patient education system where students feel safe and supported by the very best instructional, facilities, support staff, and food service team in the country. We focus on high academic and behavioral expectations that inspire students to be active learners and models of great character.*

### ***Mission Statement:***

*Tipton Elementary School's mission is to provide a quality educational program that is manifested through a demanding curriculum taught by dedicated professional educators and develops productive citizens.*

### ***Core Values and Beliefs:***

- ❖ We believe that all students' have the ability to thrive academically, socially, and emotionally.*
- ❖ We believe in uplifting one another through encouragement, communication, teamwork, and caring enough to hold one another accountable.*
- ❖ We believe in including Tipton families in making decisions that are best for students by sharing a collective community responsibility in student learning and achievement.*

### ***Introduction***

*As we continue to navigate the uncharted waters of educating during a pandemic, Tipton Elementary School District has thoughtfully considered the necessary steps to support our consistent attendance for all students.*

### **Attendance**

*Daily student participation will be documented each school day. If a student does not participate in class and/or online, the student will be marked absent. Daily participation includes, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments and contact with teachers. Weekly engagement records will be reviewed by the attendance clerk and reported to the principal. The Tipton staff is dedicated to developing engaging lessons for both in-class and remote learning so that students are motivated to participate and attend school daily. Classes with perfect daily attendance will be recognized in morning announcements.*

*California compulsory education law requires everyone between the ages of six and eighteen years of age to attend school, except sixteen- and seventeen-year-olds who have graduated from high school or passed the California High School Proficiency Exam (CHSPE) and obtained parental permission to leave. Some students, however, violate compulsory education laws and have a pattern of unexcused absences. Although truancy and excessive absenteeism are not new problems, they cause costly, long-term problems for the students, school, and the community.*

*Ed Code Section 48321 provides several organizational structures for School Attendance Review Boards (SARBs) at the local and county level to create a safety net for students with persistent attendance or*

*behavior problems. Although the goal of SARBs is to keep students in school and provide them with a meaningful educational experience, SARBs do have the power, when necessary, to refer students and their parents or guardians to court.*

*Students who are absent for three schooldays, including in class and distance learning, or 60% of the instructional days in a week, will be considered at risk of not being academically successful.*

- 1. The student's teacher and/or attendance clerk will make daily phone calls to families for students who have one unexcused absence. Parents are encouraged to call Tipton Elementary School at 559-572-4213, if they know that their child will be absent from school.*
- 2. When a student has two unexcused absences the student's teacher and/or attendance clerk will make daily phone calls to families for students who miss one day of school. The student will receive educational material that includes research on learning loss when a student is absent and information regarding the legal process that includes the Student Attendance Review Board (SARB).*
- 3. A third unexcused absence will start a process in which the school principal will make parent contact via phone call or home visit. An attendance Student Study Team will meet to determine an attendance action plan for support.*
- 4. A fourth unexcused absence will result in the beginning of the SARB process wherein the principal and parents will attend a legal hearing to attain support from the county legal system. The principal and parents will follow the SARB recommendations with fidelity.*

5. A fifth unexcused absence will result in the SARB process progressing to the county level, wherein a judge will determine the next steps for parents and/or if a fine is warranted. The principal and parents will follow the judge's recommendation with fidelity.

At Tipton Elementary, our staff is committed to building supportive partnerships with parents. Together, we will work to identify challenges that are keeping a student from attending school. As we determine needs, the school staff will do their best to maintain the most current contact information so that regular communication can occur.

### Re-engagement Plan

**What happens when a student is disengaged with in-class and/or distance learning?**

The principal, attendance clerk, and teacher will conduct a root cause analysis for the student's absenteeism. The analysis will include considerations of academic conditions, safety concerns, social dynamics, home situation, health concerns, student input, parent input, and any barriers for students with disabilities.

An educational session that emphasizes regular attendance and academic implications of disengagement will be offered.

Based on the student's need, he/she will be provided an attendance incentive plan. A check-in/check-out system will be put in place by the family support services staff.

*Students with chronic health or mental health challenges will be supported with services from, but not limited to the school psychologist or school social worker.*

*Students who are nervous about coming to school, will be supported with a check-in/check-out system with, with but not limited to the classroom teacher, school nurse, school psychologist, school social worker, or administrator.*

*For parents who are unsure about their student returning to school safely, a home visit by the school principal will be offered. The principal will share information regarding the school's safety measures established at the school site and on the bus. The parent liaison will reach out to the parents and address concerns.*