

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
Traver Elementary School District	Steve Ramirez Principal/Superintendent	sramirez@traversd.com 559-897-2755

General Information

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

Traver School is a single School District in a rural area of Tulare County. Currently Traver has 226 student ranging in grades from TK to 8th with most of our kids living in the community and some busing in from the outline country area. Traver's current enrollment consists of 154 students (68%) socioeconomically disadvantaged; 153 students(68%), students with disabilities is 9 students at 3.98%, 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, extracurricular activities being taken from them, struggles within the home environment, lack of childcare, parents losing their jobs and the academic support from home being difficult. The staff have been affected as well with the amount of work that they have to endure with these challenges to ensure that our students are being taken care of (social emotional well-being, academics, health, and overall stability). The district is working to support families with no internet connectivity in their home as well as technology devices being checked out. During stakeholder meetings we have learned from a number of our parents and community members that this has impacted them as well. Job loss, lack of child care, family family health concerns, family dynamics changing, and struggling to support their children are all struggles our families are facing.

Stakeholder Engagement

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

On March 6th the principal met with a group of Spanish-speaking parents to inform them and gather their input. All Traver parents were invited to attend and participate in these meetings including are special education students, homeless, Foster, an English language learner

populations. the Traver Administration has posted information continuously during this process on website, Twitter, Facebook, our sign out front as well as posters, to keep our community informed but also specific questions were posed for the parents to respond to an English and Spanish. A survey along with a letter in English and Spanish were mailed out to all families with a stamped postcard to return. Traver School met with School Site Council/ DELAC on April 15th to evaluate distance learning and discuss changes to consider if they were to continue in the fall. Question and information sessions throughout the spring and summer. After starting the school year on August 12th, the staff Met again, the plan was shared with staff as well as School site Council and DELAC. To ensure the district was continuing to make informed decisions with a good understanding of the needs, of staff and community. parents we're not in attendance at the school board meetings on 6th and June 30th. Administration held a question-and-answer session on June 30th at the board meeting information is continuously posted on the front page of the school website as well as Facebook and call phone calls, messages, remind text messages, are all kept up to date. Parents have been encouraged to call the office with any questions concerns and to provide input.

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

School board meetings were held on June 6th and June 30th and where offered in person and remotely. School site Council and DELAC were also held remotely.

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

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Summary of feedback provided by specific stakeholder groups

School site Council and DELAC - parents encouraged the district to have students back in school full time. Parents said they feel comfortable with with Traver working hard to keep students and staff safe. They share the great appreciation for communication that teachers have shared with students during their distance learning. Parents also wanted to know what the process was if a student or staff member becomes sick with the virus and how would that affect the rest of the school.

Surveys mailed home-These are continuing to be returned. There have been a few responses of parents considering continue to distance learn. If School were to resume in session that would be a great need for busing.

Facebook, emails, social media post, text messages, phone call communications, and Surveys-Parents wanted clarification on precautions, Safety precautions would be taken by the staff. Parents were concerned about the social aspects of students and how important it was for their child to be with friends. parents were concerned with children not being properly supervised during due to parents working or lack of child care. Parents indicated that they needed the technology if we were going to go back to just if we were going to do distant learning in the fall. Parents indicated that there would need to be a distribution of Chromebooks, iPads, hotspots, in order to assist families especially with

multiple children. Parents were also concerned with the number of platforms that teachers would utilize and the difficulties for families with multiple children.

Staff team meetings - there are a few staff members anxious about having full classes of students, majority of Staff believe that having students back on campus is in the students best interest, not only academically but socially and emotionally. Staff members have been asked to continue to be a part of the planning process. They have share their appreciation on having those opportunities to share their thoughts and provide input.

School board meeting - parents are encouraging the school to offer child care for their students.

Traver teachers union and the classified Union both received a draft of our plan to return to school in August.

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

Traver School had About 60 - 80 Chromebooks, about 50 iPods no headphones, no hot spots, to ensure that students and staff equity in education. purchased over the summer we're another hundred Chromebooks, 100 iPads, headphones, and 100 hotspots. if and when students are back on campus, great emphasis and time will be dedicated to sanitizing recess equipment, bathrooms, common surface areas and classrooms throughout the day. Staff will be trained on how to sanitize as well as educating their students on social distancing, hand-washing, face masks used, procedures for coughing/ Sneezing. Hand sanitizing stations will be set up throughout the campus. assigned bathrooms four grade levels, separation of recess will allow 4 minimum students in areas as well as to allow sufficient time to sanitize the areas. Parents and staff will continue to communicate to ensure their input and understanding, as parents and staff have greatly appreciated this. Teachers will have office hours set up for parents and or students to have the opportunity to talk with the teacher. Educational platforms will be streamlined by teachers with a main focus on zoom and Google classroom. School counselors, social workers, and family support service workers, will be available to families, students and staff as needed to ensure the social and emotional stability of our students. The campus is fully staffed, as issues arise parents make contact the school or come to the office.

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.]

Traver School offer in person instruction when the health department and the governor deems it to be safe. When the opportunity arises, Traver will follow all safety precautions with disinfecting off common surface areas frequently, this is the students at all times and in all areas, providing face mask/shields to students and staff, staggered arrival and dismissal times, and limited time to play Outdoors. A designated quarantine area has been assigned for students with symptoms and waiting for parents to pick them up. This area is away from traffic areas of staff and students.

Traver will begin the start of the school year with distance learning. Teachers will have a live interaction daily with their students as well as with their peers. Teachers, classified staff, Administration, social worker, family service worker, school psychologist, intervention teacher/ team and the special education coordinator will be working together to ensure students both academically and social emotional needs are being addressed. This will be accomplished through Zoom meetings, emails, home visits (utilizing safety precautions and with parent approval), small group or individualized instruction and personal phone calls made.

Students will be assessed at the start of the school and continued every two weeks to ensure that students learning and areas of need are being addressed and supported. Students who are new and are English language Learners will also be assessed with the initial LPAC State assessment. This assessment will be given in person utilizing CDC stipulations. Extra support will be provided to students by the teacher as well as the instructional response to intervention teacher / aides assigned of class. In addition to the staff support, Traver School utilizes a few programs in the areas of English language arts and math Lexia, IXL, and EPIC. All of these programs remediate for students academic names. Parents and students will be communicated with regular phone calls by staff and small group breakout sessions for personalized instruction and support. Traver School hopes to transfer to a hybrid learning model offering in classroom-based instruction for all students everyday with all student classes being split in half. teachers as well as instructional staff support will work with students in person, one on one, or small groups to support the student academic needs. Most importantly communication will be frequent between staff members to ensure all needs are being met for our students.

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

Description	Total Funds	Contributing
	0.00	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.]

Zoom used to deliver daily lessons live to students with their peers as well as have a social interaction between teaching staff and students and students with their peers.

Grade level standards covered with emphasis on essential standards to ensure a deeper level of learning.

Zoom meetings and video lessons by the teacher uploaded to Google classroom for later access.

Google Classroom is utilized for lesson assignments and student work submission in 2nd through 8th grade.

Epic reading program utilized in TK through 8th grade.

IXL program utilized in TK through 8th grade.

Lexia utilized in TK through 8th grade.

Checking for understanding and progress assessments administered by teachers.

Intervention support for students by staff through zoom and or by phone (one-on-one or small-group).

IPads used in TK through second grade, Chromebooks used in third through eighth grade, headphones and hotspots will be distributed to students in order to participate in the educational program.

Integrated and designated supports for English learners.

Special education accommodations and support for students with 504 and IEP.

Translation support to families will be provided through our Spanish-speaking staff for communication to parents.

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.]

Families were assigned to come to back to school during the first week of school in the evening to pick up a student box which included a Chromebook or iPad, a hot spot, an individual student work from teachers. Assistance was available.

Technology assistance is available if needed. Staff will continue to inform the office of additional families in need of Technology.

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.]

Google classroom, individual teacher calendars, will be utilized to post homework and assessments for students. Students academic understanding will also be monitored through one-on-one conversations between student and teacher, progress monitoring, exit tickets, rubric scores, both formative and summative assessments and daily work review. Some assessments may be submitted by the students as well as assessments given, via the computer with the student. Staff will be given time to collaborate, to analyze Senate results and work together to support the students needs and intervene with additional intervention supports. Students will be issued to grades this fall. Teachers will keep a log, about daily participation of each student's attendance to live contact times as well as their daily work completion being documented by the teacher. Both teacher and administration will be following up with the students and parents if there is a concern in any of these areas. Teachers will be required to ensure they are meeting the required instructional minutes per week: TK-K 180 minutes; 1st -3rd grade 230 minutes; 4 - 8th grade 240 minutes.

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.]

Staff will be trained prior to the start of school of all safety precautions for themselves and students. Training of all teachers on Google classroom and zoom are scheduled prior to starting school. Counselors will be sharing with a staff, signs to be aware of for students regarding their well-being as well as self care for themselves. All staff will have the availability to all the professional offerings at the Tulare County Office of Education offers as well as the California collaborative for educational excellence. Trainings will continue for all staff throughout the year. Teachers are currently working alongside m e l a coach as well as a math coach but come on site to work in plan with them.

Staff Roles and Responsibilities

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

Instructional aide will be trained in technology and platforms that they will be supporting students with if a hybrid model is implemented. Instructional aides will be assigned to multiple DVDs due to the additional recessed X offer to ensure social distancing and student safety. Maintenance staff are dedicating more time to sanitizing equipment and Facilities. Administration have become Health screeners. Administrators and counselors will be used to teach students if needed to replace the teachers live interaction.

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.]

Students with unique needs will be supported by their teacher as well as through the district's classified staff, resource staff, intervention teacher, county social worker, family service worker, and the district counselors to ensure that they are receiving additional support in all areas academically, socially and emotionally. Traver held orientations prior to the start of school to provide the opportunity to establish a relationship with the students and parents, discuss concerns, preview technology platforms, answer questions, and most importantly to begin to develop a trusting relationship to ensure a positive experience. Small group breakout sessions and teleconferences to the home will be made during the teachers office hours. This time will not only be used for academic check-ins but also for personal connections with students and for teachers to be available for parents to call them. Teachers will be assessing students and meeting each student's individual needs. Students who are English Learners will be provided the designated an integrated lessons support from their teacher. Students with IEPs will be supported through the certificated and classified staff. Teachers will set academic goals for their student and celebrate their accomplishments. Our social worker, family service worker and counselors will work to provide guidance to families and students about side resource support as well as being a resource and support for them. Students who are Foster, homeless, English learner or socioeconomically disadvantaged will be contacted by councilors, liaison and social worker to ensure their academic and emotional stability. Resources will continue to be updated on the schools website homepage as well as the parents training and question answer session does needed throughout the year. A tab Will also be added social emotional support which will take students and parents directly to referral forms for the counselors and or social worker.

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

Description	Total Funds	Contributing
School psychologist on campus to support our students and parents	18,000.00	Yes
Additional Chromebooks, iPads, hot spots, headphones purchase to allow for additional access for all students.	30,000.00	Yes
Virtual platforms purchase to support distance learning and learning of all students.	9,000.00	Yes

Description	Total Funds	Contributing
Staff training to better serve all populations of our school.	19,000.00	Yes
County nurse to provide support and service for students with medical needs.	18,000.00	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Grade-level teachers have collaborated to work towards teaching with greater emphasis on the essential standards. This will allow for a deeper level of understanding for the students and benefit them as they move on to the next grade level. All students will be assessed with the district assessment at the start of the school year to develop a plan to meet the needs of each individual student. Teachers will create individual learning plan for those students who may need additional accommodations to the instruction. Teachers as well as instructional staff will work with individual or small groups of students to regain the students loss of learning and support English learners.

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 addition to teacher support, the students will be utilizing software programs like Lexia, IXL and EPIC books, to accelerate and remediate their learning. Instructional support staff time will be focused on supporting the students within the learning groups English learners, Foster, homeless, special needs students, and socio-economically disadvantaged in both Math and English Language Arts during their dedicated time supporting the classroom teacher. Certificated reading intervention support will monitor student growth regularly.

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.]

Teachers, along with para professionals, RTI teacher will monitor students and their progress. Teachers will outline where paraprofessionals and RTI will need to focus with students that show signs of learning loss.

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

Description	Total Funds	Contributing
Classified staff supporting students with exceptional needs, English Learners, Foster youth, homeless and socioeconomically disadvantaged students.	50,000.00	Yes
County nurse to provide support and service for students with medical needs.	15,000.00	Yes
Speech pathologist to meet the needs of students on an IEP for speech.		No
Reading support teacher for intensive reading intervention.	35,000.00	Yes
Intervention teacher working toward recouping learning loss and the area of ELA and Math.	12,000.00	Yes

Mental Health and Social and Emotional Well-Being

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

Traver School uses Sprigio as a way for kids to report or notify adults if help is required. The system is also available on the Traver School website and can be utilized to report a concern for themselves, family or a peer. This system generates an email with a text directly to the administration quickly and accordingly. Staff will continue to be trained by counselors to look for other signs in students as well as encouraging our staff to care for themselves during this time. Trauma enforced practices will be shared with the staff and procedures to follow for our students and parents. Staff will also be trained on how they can be aware of their own well-being and mental stability. All staff members will participate and suicide prevention training as well as mandated reporter training geared toward looking for signs during distance learning. Administration will ensure to continue staff relations and support during this time. Traver school will benefit from the on-site social worker one day a week, school psychologist one day a week, and several interns on other days. Traver will continue to celebrate Student Successes in the area of character and academics. Administrators and counselors will also be part of a live interaction Zoom meetings with students but not to replace the teacher.

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 district shall develop written procedures for tiered re-engagement strategies for All Peoples who are absent from distance learning from more than 3 days of school or 60% of the instructional days in a school week. these procedures Cell include, but are not limited to, verification of current contact information for each and roll pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine people's needs including connection with Health and Social Services as necessary, and, when feasible, transitioning the pupil to full-time in person instruction. Teachers will track daily connections with students and academic engagement. Teachers will work to communicate through email, remind, Google classroom, or by phone to parents who students are not in attendance on a daily basis. For students whose teachers are not able to connect with, those names will be shared with the principal to follow up with the parents as well as after 2 absences. The county social worker, family service worker, and school counselors will also support this by making home visits with the principal as needed. Teachers will also be tracking students Target tardies to their virtual meetings at communicating those with a parent and principal as well.

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 cafeteria staff will provide meals for students on a daily basis if parents used to participate. Grab-and-go curbside meals will be available at the same designated Times Daily in front of the cafeteria from 12 to 1 during distance learning. the school bus will also run its daily route delivering lunches to those students that live on the outskirts of town. Traver School averages about 120 school lunches dispersed daily. a majority of the students are low socioeconomic disadvantaged. once the school moves to in-person learning. The students will be scheduled old to have a sack lunch at noon and be released. The cafeteria will not be used the school year.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
38.08%	652,125.00

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.]

Instructional staff will support the students as a priority during class time. Counselors will be checking in with the students as a priority to ensure their social emotionally stable and attending for their virtual class lessons. County social worker will contact families to address their needs and provide resources as needed to help provide stability for families. Instructional aides will be utilized to meet with the students have experienced learning loss in math and or English language arts.

Additional technological devices, iPads, Chromebooks, headphones, and hot spots have been purchased to accommodate virtual learning and provide all students with equal access to the curriculum and lesson delivery. Additional time given to students from the classified staff will help teachers to focus on the needs of our foster youth, homeless, English Learners, and low-income students.

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

68% of students in the district are low income, foster youth, or English Learner pupils. There are no areas of the District not impacted by poverty, in addition, English Learner students, and foster youth are at every school site. The district subscribes to the US Department of Education's guidance around utilizing funds in a School Wide Program in order to improve the entire program with the most impact for students with the most need. The majority of actions do not target specific, but are instead LEA-Wide or grade level initiatives aimed at improving the entire educational program in all cases using strategies principally directed to improve the educational outcomes of unduplicated students. In order to ensure the monies are targeted with those groups in mind and in order that they receive the most benefit from, monies given to the sites for their determined needs will be allocated on an unduplicated per pupil count of low income, foster youth, and English learner students. The use of the monies is determined by the School Site Councils based on student achievement data and survey results and are accounted for in the site's Single Plan for Student Achievement (SPSA).

The expenditures are focused on:

1. Increasing the variety and ensuring the quality of educational experiences at all grade levels
2. Maintaining school atmospheres that are free from bullying and encourage students to attend and achieve
3. Maintaining and modernizing facilities and technology resources to ensure students can connect with the curriculum and provide continuity of learning between models of instructional delivery.

The 38.08% to increase or improve services is reflected in providing additional monitoring, supports, enrichment opportunities and interventions for low income, foster youth, and English learner (EL) students as well as continuing to focus professional development on evidence-based approaches to best support students with the most need.