

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>.

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.]

As a result of the COVID-19 pandemic and under the guidance of the county health department and the county office of education, the district closed its schools and transitioned to remote instruction during the week of March 16, 2020. This involved the discontinuation of students receiving in-person instruction at schools. Instead, all instruction was delivered through a remote learning model in which students participated in activities at home, receiving instruction primarily through digital means.

The unprecedented COVID-19 pandemic has affected the entire LEA community and drastically altered the lives of our students, families, and staff. The unexpected closure of schools has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided through the schools using an in-person model. Many of these services target vulnerable populations such as English learners, foster youth, homeless youth, and students with disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

Because students were unable to participate with in-person instruction in classrooms during this time, progression of learning grade-level content across all subject areas was affected. There was no universal screener to gather assessment data to demonstrate student progress or regression. Remote learning did not replicate the traditional classroom learning experience, nor its outcomes across all content areas. Parents/guardians working outside the home were tasked with juggling the demands of work and providing support for their children's instruction at home. Parents/guardians working in the home faced the challenge of helping their children with learning while also completing their own work responsibilities. Some families experienced stress due to lost income resulting from the COVID-19 pandemic. Remote learning also had an impact on students' social wellbeing, emotional wellness, and physical health. Even though school staff worked diligently to maintain student connections to school, the social isolation at home and lack of in-person interactions was hard for students and families. Also, remote learning increased the amount of screen time that students faced, which elevated stress for some students and decreased their activity level of our students.

In July of 2020, the governor announced that no schools were to open prior to being removed from the state watchlist. This announcement ensured that the LEA would begin the 2020-2021 school year using remote instruction.

Stakeholder Engagement

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

The LEA solicited feedback from parents students and both certificated and classified staff in the late spring and throughout the summer regarding the experience and satisfaction with distance learning, the problems and setbacks associated with this learning platform, distribution of meals, access to the internet for learning purposes and other topics.

In the weeks immediately after the school year began the LEA held specific stakeholder group meetings with the four main stakeholder groups: certificated staff (8/24/2020), classified staff (8/24/2020), parents (8/24/2020) and students (8/24/2020). All stakeholder groups were informed of the meetings. The meetings were conducted remotely via the LEA's Conferencing service. Those who do not have adequate internet service could participate via a phone call. Stakeholders were also notified that they could call their teacher, principal or superintendent to discuss the LCP and provide additional feedback. At all stakeholder meetings translation services were provided. Additionally, the notification messages that went out to stakeholders regarding the LCP process were in English and Spanish.

In each of these meetings the LEA reviewed the following areas with the stakeholders:

1. In-Person Instructional Offerings
2. Distance Learning Program (including: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, Supports for Pupils with Unique Needs)
3. Pupil Learning Loss (including: Pupil Learning Loss Strategies, Effectiveness of Implemented Pupil Learning Loss Strategies, Mental Health and Social and Emotional Well-Being)
4. Mental Health and Social Emotional Well-Being
5. Pupil and Family Engagement and Outreach
6. School Nutrition

Within each of these areas the LEA reviewed the actions the LEA was planning on taking at the time of the stakeholder meeting. The LEA also asked for concerns and feedback regarding the plan and for potential additional actions that stakeholders might think of. Some suggestions were offered during the meeting. All stakeholders were notified of their right to submit additional questions or comments in writing to the superintendent. The LEA took all feedback from stakeholder groups under advisement during development of the LCP both prior to the Public Hearing and between the Public Hearing and the Final Approval.

The LEA held a Public Hearing on 9/8/2020. Prior to the Public Hearing the Draft LCP was posted on the LEA's website. On the website next to the posting, stakeholders were notified of their right to provide additional feedback and were provided with a method to do so. Staff reviewed and integrated all public comments and information provided at the public hearing from stakeholders before the board meeting for final approval. The final approval for the LCP took place at the board meeting on 9/22/2020 .

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

All stakeholder meetings, focus groups and board meetings were open to the public via conferencing due to the shelter in place order. All meetings were announced at least one week prior. Staff were notified via email and regular announcement. Parents were notified through the parent communication system. Students were notified through class and email.

The Public Hearing and the Final Approval were both held at regularly scheduled and agendaized board meetings on 9/8/2020 and 9/22/2020. Anyone wishing to speak on this item was given notice of the public hearing as required under CA Ed Code.

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

Each stakeholder group felt safety of staff and students, including physical and mental health as well as social emotional development, should drive the method of instruction and decision making for the LCP. All groups prioritized returning to campuses under the safest conditions possible. This included preparing buildings with equipment and supplies to clean more thoroughly. Consistent feedback was also received on the need to train staff, students, and families on the most effective ways to prevent the transmission of COVID-19. In the meantime, strong feedback was received in the need to continually improve the LEA's distance learning program while acknowledging that the LEA had made huge improvements since March 2020.

Specific stakeholder groups had some of the following areas of emphasis.

Certificated Staff:

The certificated staff was focused on continuing to improve their delivery of distance learning including strategies for engaging students during synchronous online instruction. Certificated staff was also focused on ensuring the social emotional well being of their students; as well as, questions and suggestions about the plan for in person instruction.

Classified Staff:

The classified staff was focused on ensuring the engagement of students during the delivery of synchronous distance learning and on how to best monitor student engagement. Classified staff was also focused on ensuring that students stay health and safe from COVID-19.

Parents:

The parents were centered on the continued improvement of synchronous distance learning and also on the programs that the LEA has for asynchronous learning. Parents also had questions about the plan for in person instruction; as well as, questions and suggestions about the plan for in person instruction.

Students:

The Students were concentrated on continuing to improve the delivery of synchronous distance learning. They also were concerned that activities that benefit student social emotional well-being be in the LCP.

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

The following is a list of specific stakeholder groups, sections of the plan that these groups had an influence on along with specific actions that these groups advocated for.

Certificated Staff:

The certificated staff had influence on the following sections of the LCP: Distance Learning Program: Continuity of Instruction, Distance Learning Program: Pupil Participation and Progress, Distance Learning Program: Staff Roles and Responsibilities, Mental Health and Social and Emotional Well-Being and In-Person

Instructional Offerings. One action that the certificated staff strongly recommended was to, "Provide additional practice in developing social skills, self-regulation, self-management and other SEL skills that have been universally taught."

Classified Staff:

The classified staff had influence on the following sections of the LCP: Distance Learning Program: Continuity of Instruction and Distance Learning Program: Staff Roles and Responsibilities. One action that the classified staff strongly recommended was to, "Effectively utilize Zoom Conferencing, Seesaw, Canvas, Zoom, and Microsoft Teams, etc., for delivery of online curriculum. Using these curricula as a base, teachers provide grade-level curriculum and activities that are organized by daily schedules which are posted on the LEA's website. In the event that students do not have internet access, the LEA provides for pick up of instructional materials."

Parents:

The parents had influence on the following sections of the LCP: Distance Learning Program: Continuity of Instruction, Distance Learning Program: Access to Devices and Connectivity and In-Person Instructional Offerings. One action that the parents strongly recommended was to, "Effectively utilize Zoom Conferencing, Seesaw, Canvas, Zoom, and Microsoft Teams, etc., for delivery of online curriculum. Using these curricula as a base, teachers provide grade-level curriculum and activities that are organized by daily schedules which are posted on the LEA's website. In the event that students do not have internet access, the LEA provides for pick up of instructional materials."

Students:

The students had influence on the following sections of the LCP: Distance Learning Program: Continuity of Instruction and Mental Health and Social and Emotional Well-Being. One action that the students strongly recommended was to, "Provide additional practice in developing social skills, self-regulation, self-management and other SEL skills that have been universally taught."

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.]

The district will closely monitor the state watch list and re-evaluate when it is possible to open up in some sort of in-person instruction. Once the county has been off the watch list for two consecutive weeks, or once the county grants the district a waiver, the district will move towards a phased opening. We likely bring subgroups of students who need additional support onto campus for in-person support. This may include English Language Learners, students with IEPs, or students who are struggling with distance learning.

Students will be required to have proper PPE materials, and temperatures will be taken upon their arrival. To minimize cross cohort interactions, students will remain in their classrooms for the day. Teachers will be assigned to classrooms and the teachers will rotate classrooms.

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

Description	Total Funds	Contributing
<u>01.01</u> : Continue to implement AVID district-wide. - This program helps develop reading, writing, and critical thinking skills as well as deep content knowledge. The LEA will continue to provide this program in the remote learning environment so that when in person instruction returns, students will be on pace to complete the AVID curriculum and will have worked together in a way that is positive, collaborative way.	\$15,000	N
<u>01.02</u> : Continue to support after-school programs to include tutorial, enrichment activities, and the ASES program. - The LEA will continue to provide for the after school program to support students who may be falling behind with additional learning opportunities. (Strategic Plan, NC)	\$29,484	N

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.]

The LEA will take the following actions to ensure that all students have access to a full and rigorous curriculum.

1. Provide instruction in all content required under California law, including science, arts and social emotional learning.
2. Using these curricula as a base, teachers will provide grade-level curriculum and activities that are organized by daily schedules.
3. Provide for pickup of physical instructional materials when needed.
4. Convert classes to online format and host them on Google Classroom.
5. Convert classes to online format and host them on Zoom.
6. Effectively utilize Zoom Conferencing, Google Classroom, Reading Plus, Lexia, Seesaw, Kahoot an Kahn Academy for delivery of online curriculum. Using these curricula as a base, teachers provide grade-level curriculum and activities that are organized by daily schedules which are posted on the LEA's website. In the event that students do not have internet access, the LEA provides for pick up of instructional materials.

The LEA will take the following actions to ensure that all students receive quality synchronous instruction.

1. Providing synchronous instruction with teachers interacting directly with students in large and small groups through Zoom, Google Classroom, or other comparable digital platforms.
2. The LEA provides online instruction in every core class. This instruction includes both synchronous and asynchronous methods of instruction and both digital and physical learning materials.
3. Teachers regularly monitor students' progress toward completion of distance learning activities and progress toward learning mastery as applicable.
4. On a regular basis connect with students during their office hours.
5. The LEA support staff also assists teachers in providing a comprehensive learning experience by helping to maintain personal and individualized contact with each child, especially those students in need of extra support.

The LEA will take the following actions to ensure that all students receive quality asynchronous instruction.

1. Provide Reading Plus, Lexia, Seesaaw, Kahoot and Khan Academy as online asynchronous learning platforms.
2. Effectively utilize Google Classroom for organization of online curriculum.

Access to Devices and Connectivity

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

The district will take the following actions to ensure that all students have access to learning deveices and connectivity to the internet.

1. Ensure consistent two-way communication with students and families around the distance learning experience, including 1-to-1 outreach to every student and family at the start of the LEA year to assess their readiness and needs for distance learning.
2. Distribute devices to any students that need one. This included arranging for pickup of chromebooks / laptops or other devices by parents for students to use at home.
3. Provide students who need them with mobile hot spots with sufficient data limits to access all learning opportunities.
4. Provide a support hotline for students and families to call if they have technology problems.
5. Provide instructions through the district website for students to log into the online learning tools and how to access other helpful guides to the district's online resources.
6. The LEA's website provides instructions for students to log into the Google Classroom platform.
7. During the spring on 2019-2020 students that did not have device access or connectivity were able to pick up instructional materials on a weekly basis or have them delivered.

Through these efforts the district has ensured that all students have devices to use and access to distance learning resources.

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.]

The LEA will define minimum expectations for daily live interaction by grade span, including additional time requirements for English Language development. The minimum expectations will be defined by type of interaction, e.g. through an online learning platform, phone calls, etc. To monitor adherence to these expectations daily attendance will be taken by certificated teachers during all synchronous sessions. The LEA will comply with all state required weekly instructional minutes. Teachers will also record an approximation of how much of the daily instruction is in-person vs remote synchronous vs remote asynchronous. Based on CDE guidelines, teachers will also assign a daily participation code to each student to measure the level of participation. Teachers will provide weekly certification of the attendance and participation data. To assess students progress the the LEA will conduct regular assessments in all core subjects to measure student academic progress.

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 LEA will provide the following professional development to staff to support distance learning.

1. Professional development and collaboration in the days before the start of school. The focus will be on continuing to develop staff capacity in remote instruction, building classroom community and connection, and developing student engagement in the distance learning environment.
2. Professional development for staff focused on digital resources and tools, best practices on delivery of synchronous and asynchronous online instruction, setting online norms, Zoom and Google Classroom strategies, etc.

The LEA will provide the following resources to staff to support distance learning.

1. A uniform set of expectations and standards regarding distance learning grading policies and expectations of quality distance learning.

2. Tools and other support to stay connected with students. If teachers cannot reach a student, district administration or staff will follow up with additional outreach.
3. Capacity building for caregivers and instructional staff to ensure they have necessary skills to build successful partnerships to support children's learning.
4. Laptops, internet connectivity if needed, and technology coaching support to ensure the staff has the technical ability to connect and develop remote instruction environments for students.

Staff Roles and Responsibilities

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

The following are lists under different groups of staff that describe changes from the traditional roles and responsibilities of these various staff as a result of COVID-19. The lists include modifications made to staff roles and responsibilities to meet the academic and social-emotional needs of students while ensuring the health and safety of staff and students and changes to an employee's original role or responsibility when that original role or responsibility is not feasible in a remote environment.

In the distance learning environment teachers have had the following changes made to their roles and responsibilities:

1. Developing online learning tools and classroom setup that aligns to current curriculum.
2. Taking daily attendance records for student engagement based on state guidelines.
3. Organizing office hours/synchronous learning so that students/families are able to connect with teachers.
4. Engaging with families on an ongoing basis, including events that may be different under distance learning circumstances.
5. Providing students with increased research based social emotional lessons, instruction and support to cope with the added stresses of COVID-19 and distance learning.

In the distance learning environment administrators have had the following changes made to their roles and responsibilities::

1. Ensuring all students and staff have access to the materials, training, and tools to engage effectively in distance learning.
2. Being available to support teachers, students, and families during the school day.
3. Monitoring teaching and learning virtually to provide feedback and support to teachers to improve student learning.
4. Engaging in collaborative time with teachers virtually and facilitate regular virtual staff meetings.
5. Ensuring that support staff is able to support teachers in the distance learning environment.

In the distance learning environment maintenance and operations staff have had the following changes made to their roles and responsibilities:

1. All Maintenance and Operations staff must actively model and support all required public health measures as well as maintain a stock of personal protective equipment to ensure readiness, order additional supplies as needed. In addition, staff provides routine disinfecting of all high-touch areas on a daily basis.
2. Food Service Staff must shift food service production and delivery to grab and go type meals and away from sit down meals while maintaining nutritional standards.
3. Bus Drivers/Transportation Staff need to ensure adequate space for physical distancing at bus stops and school loading and unloading zones. For active screening, the driver or aide must visually screen each rider for symptoms prior to boarding the bus. Mark or block seats that must be left vacant to ensure physical distancing. Ensure good ventilation and open/partially open windows. Thoroughly clean and disinfect buses daily and after transporting any individual who is exhibiting symptoms of COVID.
4. Support Staff provide remote supports rather than in-person when feasible. Encourage activities and strategies that promote positive coping during times of stress for adults and children.

Supports for Pupils with Unique Needs

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

The LEA will provide the following additional supports to assist students with unique needs including special education students, English learners, homeless and foster care youth, etc.

1. Providing expanded learning opportunities to students most impacted by COVID and opportunities for small group instruction for all students.
2. Continue to develop and refine the MTSS tiered intervention system for all students (K-8) in need of strategic or intensive academic, behavioral (PBIS, Restorative Justice, anti-bullying), and social emotional (Second Step) interventions. The academic interventions will include both ELA and Math, will comply with SBE time requirements, and will include after LEA tier II academic support.
3. Provide counseling services to support student and family needs along with classes for parents to assist in supporting their children academically through the PHP (People Helping People) organization.
4. Staff all intervention classrooms with appropriately assigned, and fully credentialed teachers.
5. Provide workshops to build parent capacity in the following areas: supporting children academically, learning at home strategies, health and wellness, etc.
6. Special education students are able to meet with the speech therapist, the psychologist and the teacher on-site one on one or in very small groups to receive services listed in their IEP.
7. The ASES program is providing online after school support primarily to those students with unique needs.
8. Provide classified positions to support Tiers II and Tier III of the MTSS program.
9. Students with home connectivity issues are able to come to campus to connect to remote instruction in a socially distanced environment and to receive and one on one support.

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

Description	Total Funds	Contributing
<u>02.01</u> : Staff all classrooms with appropriately assigned, and fully credentialed teachers in all subject areas, and appropriate to the students they are teaching. (12.5 FTE @ \$133,520 / FTE)	\$1,237,325	N
<u>02.02</u> : Staff an ELD classroom with a fully credentialed teacher. The ELD teacher provides additional services to the EL students and their families over the ELD base program. (1 FTE @ \$133,520 / FTE)	\$133,520	Y
<u>02.03</u> : Staff an intervention position to support the academic intervention of tier 2 and tier 3 students with an appropriately assigned, and fully credentialed teacher. (.25 FTE @ \$133,520 / FTE)	\$33,380	Y
<u>02.04</u> : Utilize Zoom Conferencing, Google Classroom, Reading Plus, Lexia, Seesaw, Kahoot an Kahn Academy for delivery of online curriculum.	\$14,534	Y

Pupil Learning Loss

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

The LEA leadership team reviewed results from assessment data trends at the beginning of the 2020-2021 school year. This group includes teachers, site administrators and LEA administrators. This group reviewed the following data:

- Student performance on DIBELS.
- Student performance on the CAASPP Interim assessment.
- Student performance on teacher administered content assessments.
- Student performance on the ELPAC along with additional ELD formative assessments during the school year.
- Teachers' holistic assessment of student progress.
- Surveys of students and parents

Upon review the team created an action plan with interventions to address student learning loss. These interventions are listed in the box below under actions and strategies. Students performing below grade level will receive tier 1 instruction and tier 2 interventions with the classroom teacher in the Reading and Math programs. Students will be regularly re-assessed to monitor progress towards standards.

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.]

Pupil learning loss strategies are divided into tiers with tier 1 being the first level universal support and tiers 2 and 3 being proportionally more intensive interventions

Tier 1:

1. All students will receive high quality daily standards-aligned instruction focused on priority standard clusters.
2. Additionally, all teachers will receive professional development focusing on distance learning strategies for student engagement, behavioral engagement, cognitive engagement, and emotional engagement.
3. During the summer of 2020 the LEA implemented programs designed to combat learning loss, give students extra time and opportunity to reach grade level standards, and to make up credits to become on-track for graduation and/or a-g course completion.
4. Students will be placed into groups such as advanced, benchmark, intensive or strategic. This placement will be based on assessment data mentioned in the previous response.
5. Staff will use a universal screening process and identify students in need of Tier 2 strategies.

Tier 2:

1. Small-group instruction that is targeted to identified student needs. This is provided primarily through synchronous online platforms. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to

provide additional support.

2. Specific supports for students with IEPs including adhering to all support listed in the IEP.
3. Specific additional supports for students for English Learners including ELD curriculum.
4. Use of Universal Design for Learning (UDL) to plan and deliver lessons.
5. Teachers will engage students in ELA content and instruction from the ELA program's intervention support materials and from other sources. This instruction will be targeted to the areas that data show students need additional support in.
6. Staff will use a universal screening process and identify students in need of Tier 3 strategies.

Tier 3:

1. Provide 1 on 1 or small group instruction through individual sessions. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class.
2. Staff will use a universal screening process and identify students in these categories and ensure follow up and monitoring for these students.
3. Staff a resource assistance for most Tier 3. Monitored by RTI teacher every two weeks. Using the Wonders program intervention component.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The LEA leadership team will conduct a review of curriculum implementation, instructional strategies efficacy and assessment results. This group will include teachers, site administrators and LEA administrators. They will review data to determine if the strategies in tiers 1, 2 and 3 are leading to student improvement on various measures of improvement. The data reviewed will be the same as is mentioned in box 1 of this section. Upon review the team will create a new action plan to make modifications to any learning loss mediation strategies that need change.

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

Description	Total Funds	Contributing
<u>03.01</u> : Continue to modify and expand the MTSS tiered intervention system for all students (K-8) in need of strategic or intensive academic, behavioral (PBIS, Restorative Justice, anti-bullying), and social emotional (Second Step) interventions. The academic interventions will include both ELA and Math, will comply with SBE time requirements, and will include after school tier II academic support.	\$10,000	Y

Mental Health and Social and Emotional Well-Being

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

The district will take the following actions to support the mental health and social emotional well-being of students and staff.

Students:

1. Connect students to community resources that support both mental and physical health.
2. Provide mindfulness instruction and encourage it's use on a regular basis.
3. Conduct parent-teacher virtual home visits when appropriate to support students.
4. Provide staff development in some of the following: mindfulness, mental health crisis response, etc.
5. Continue the previous years' district-wide efforts focus on promoting students well-being.
6. Hold parent outreach & engagement sessions focused on topics such as self-care, building resilience, suicide prevention, etc.
7. Provide additional practice in developing social skills, self-regulation, self-management and other SEL skills that have been universally taught.
8. Provide staff development on COVID-19 topics.
9. Provide virtual calming rooms and brain breaks during the instructional day.
10. Continue offering a rigorous virtual PE program.
11. Provide school-based mental health individual counseling (in person or virtually) for students and their caregivers.

Staff:

1. Connect staff to community resources that support both mental and physical health.
2. Continue the previous years' district-wide efforts focus on promoting students well-being.
3. Continue to encourage families to use the People Helping People services.
4. Provide staff development on COVID-19 topics.
5. Provide school-based mental health individual counseling (in person or virtually) for staff.

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 will use the following tiered strategies to engage pupils who are absent from distance learning:

Tier 1:

- Identify students who are not fully participating or identified as "low participation" for tier 2. (Full participation is defined as full participation in both synchronous and asynchronous instruction.)
- Use the parent communication system to inform families that their pupil is not fully participating in distance learning.
- Use a universal screener to identify, track and document needed supports & outreach.
- Teacher calls home to make contact with parents.
- Translate all attendance and engagement documents as needed.
- Use a translator as needed for all parent/guardian conversations regarding attendance and engagement.

Tier 2:

- Make person to person direct contact with parents/guardians of students with low participation.
- Use the parent communication system to inform families that their pupil is not fully participating in distance learning.
- Use the student information system (SIS) to document contact student and parents regarding academic progress and attendance.
- Email and/or use social media platforms to contact students.
- Send home a mailer to schedule virtual/ in person meeting.
- Hold virtual/in-person meeting or home visit with student and parent/guardian for habitually low participation students.
- Use a universal screener to identify, track and document needed supports & outreach.
- If a student is absent a second time, the teacher will call the parents/guardians.
- Use a translator as needed for all parent/guardian conversations regarding attendance and engagement.
- Identify students who are not habitually low participation for tier 3 support. (habitually low participating is defined as three or more days of low participation in synchronous and asynchronous instruction.)

Tier 3:

- Meet Monthly with Attendance Coordinators/Registration Coordinators.
- Support Attendance Coordinators/Registration Coordinators with parent meetings/attendance issues.
- Send home a certified mailer to inform parents of habitually low participation.
- Use a universal screener to identify, track and document needed supports & outreach.
- Hold virtual/in-person meeting or home visit with student and parent/guardian for habitually low participation students.
- If a student is absent a third time, the administration will either call the parents for a virtual discussion or make a home visit.
- Use a translator as needed for all parent/guardian conversations regarding attendance and engagement.

The district will monitor the following activities to determine when pupil is in need of the reengagement strategies listed above.

Monitoring:

- Active participation in the distance learning program as evidenced by satisfactory completion of assigned.

- Active participation in the distance learning program as evidenced by engagement in online classes.
- Substantial and substantive direct contact between the student and teacher.
- Attendance in class during distance learning instruction.

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.]

In planning for the 2020-2021 school year the district recognized that there is still a need for access to food in the community. During the school year the district will use the following strategies to provide nutritionally adequate meals for all pupils.

1. The district will partner with Solvang Elementary District to provide “grab and go” lunch to students in need. This service is provided 5 days per week.
2. When the district moves to a hybrid in-person learning program the meals for students attending will be provided in the cafeteria while adhering to all social distancing requirements. The district will also continue with the program listed above for those student not on campus during a given day.

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

Description	Total Funds	Contributing
<u>04.01</u> : Provide counseling services to support student and family needs along with classes for parents to assist in supporting their children academically through the PHP (People Helping People) organization. - PHP assists families and students with behavioral, social emotional and other situations that may benefits from community supported counesling services.	\$0	Y
<u>04.02</u> : Hire a part-time health aide to support the district's critical health information and monitoring, referrals, and support. - This position will support district's broader efforts to educate community about COVID, support contact tracing, and engage in direct outreach to students and families.	\$0	Y
<u>05.01</u> : Continue implementing a 1 to 1 environment for district approved technology. (i.e. Chrome Book, Surface, Ipad, Netbooks, etc.; 50 units/year, 25 replacements, 25 for a new grade level @ \$400/unit) - These devices shall be available so that all students can have secure access to the LEA's distance leaning instruction.	\$5,000	N
<u>05.05</u> : Staff all appropriate instructional support positions. - These positions primarily support the LEA's unduplicated students with additional small group and one on one instruction.	\$264,880	Y
<u>06.01</u> : Purchase additional supplies to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	\$0	Y

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
17.08%	\$255,702

Required Descriptions

For each action 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 goals for these students.

The College Elementary School District LCFF Supplemental / Concentration Grant is projected to be \$255,702. The percentage of unduplicated students is 64.1%. Stakeholder groups provided input and feedback on the most effective use of these dollars to meet the LEA's goals for unduplicated students. Because the percentage of unduplicated students is so high the stakeholders agreed that the following actions / services will be provided LEA-wide. The list below has the action in italics followed by an explanation of how the needs of unduplicated students were considered first, and how these actions are effective in meeting the needs of these students.

02.03: Staff an intervention position to support the academic intervention of tier 2 and tier 3 students with an appropriately assigned, and fully credentialed teacher. (.25 FTE @ \$133,520 / FTE) Over 90% of students service my the MTSS intervention program are unduplicated. This action will be offered LEA-wide because this position may work with an unduplicated student if they meet the criteria for a tier 2 or tier 3 intervention and if there is appropriate space in the intervention time.

02.04: Utilize Zoom Conferencing, Google Classroom, Reading Plus, Lexia, Seesaw, Kahoot an Kahn Academy for delivery of online curriculum. This actoin will be provided LEA-wide because it is more efficient for teachers to have one system for all students. In addition, part of teh action is funded out of LLMF which is funding for all students.

03.01: Continue to modify and expand the MTSS tiered intervention system for all students (K-8) in need of strategic or intensive academic, behavioral (PBIS, Restorative Justice, anti-bullying), and social emotional (Second Step) interventions. The academic interventions will include both ELA and Math, will comply with SBE time requirements, and will include after school tier II academic support. Over 90% of students service my the MTSS are unduplicated. for this reason MTSS will be offered LEA-wide.

04.01: Provide counseling services to support student and family needs along with classes for parents to assist in supporting their children academically through the PHP (People Helping People) organization. - PHP assists families and students with behavioral, social emotional and other situations that may benefits from community supported counesling services. If non-unduplicated students need this service it will be provided, but the primary target for this service is our unduplicated students.

04.02: Hire a part-time health aide to support the district's critical health information and monitoring, referrals, and support. - This position will support district's broader efforts to educate community about COVID, support contact tracing, and engage in direct outreach to students and families. If non-unduplicated students need this service it will be provided, but the primary target for this service is our unduplicated students.

06.01: Purchase additional supplies to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment. If non-unduplicated students need this service it will

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

be provided, but the primary target for this service is our unduplicated students. The LEA does this because of the expansion of state requirements to serve the entire community.

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

The increase in proportionality for English Learners, Low income, and Foster Youth (unduplicated) students is 17.08%. The following actions / services are being increased or improved. These actions / services are principally directed to and effective at assisting unduplicated students in meeting the LCAP goals. Each action is listed in italics and is followed by a description of how the service is being increase or improved for the LCAP year.

The first list are the actions that are not provided LEA wide. The second list are those that are provided LEA wide.

Not provided LEA wide:

- *02.02*: Staff an ELD classroom with a fully credentialed teacher. The ELD teacher provides additional services to the EL students and their families over the ELD base program. - The ELD teacher provides additional services to the EL students and their families over the ELD base program. The district will provide an additional 1.0 FTE assigned to the ELD program and to work with parents of English learners in improving outcomes of this unduplicated group. Funding this position gives the unduplicated population someone who can provide services to ELs and parents of ELs in addition to the 30 minutes of ELD instruction they receive. This is also an improved service because this teacher is focused on the EL students and this content area, and thus is very skilled and knowledgeable on how to best improved the English Language proficiency of the EL students.

- *05.05*: Staff all appropriate instructional support positions. - These positions primarily support the LEA's unduplicated students with additional small group and one on one instruction. - An additional .25 FTE (approximately 2 hrs / day) bi-lingual instructional support position will be provided to assist EL students and parents of ELs. RTI and ELD.

Provided LEA wide:

02.03: Staff an intervention position to support the academic intervention of tier 2 and tier 3 students with an appropriately assigned, and fully credentialed teacher. (.25 FTE @ \$133,520 / FTE) The district will provide 1.5 FTE assigned to the assist primarily unduplicated students on interventions in ELA and Math. This is an increased service because this instruction does not replace, but supplements the core instruction of these students. The teachers also serve as an additional non academic support for these students.

02.04: Utilize Zoom Conferencing, Google Classroom, Reading Plus, Lexia, Seesaw, Kahoot an Kahn Academy for delivery of online curriculum. These additional support materials are designed to provide increased access to CASS to unduplicated students.

03.01: Continue to modify and expand the MTSS tiered intervention system for all students (K-8) in need of strategic or intensive academic, behavioral (PBIS, Restorative Justice, anti-bullying), and social emotional (Second Step) interventions. The academic interventions will include both ELA and Math, will comply with SBE time requirements, and will include after school tier II academic support. The MTSS program will also be expanded to include social emotional supports. This is above and beyond the standard intervention and is a qualitatively better more systemic intervention system with more regular assessment of needs and multiple tiers. This action is principally directed to the unduplicated students who make up the majority of the students in the intervention program.

04.01: Provide counseling services to support student and family needs along with classes for parents to assist in supporting their children academically through the PHP (People Helping People) organization. - PHP assists families and students with behavioral, social emotional and other situations that may benefits from community supported counesling services. The PHP is a counseling service that serves primarily low-income families. More workshops will be offered this year

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

than in the past.

04.02: *Hire a part-time health aide to support the district's critical health information and monitoring, referrals, and support. - This position will support district's broader efforts to educate community about COVID, support contact tracing, and engage in direct outreach to students and families.* The PHP is a counseling service that serves primarily low-income families. More workshops will be offered this year than in the past.

06.01: *Purchase additional supplies to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.* The PHP is a counseling service that serves primarily low-income families. More workshops will be offered this year than in the past.