

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

Board Approved: September 15, 2020

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

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## General Information

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

Mt Baldy Joint Elementary School District is a small, unique, mountain community located at 4,000 feet in the San Gabriel Mountains. MBJESD is a K-8 multi-age school that services 100 students from 9 surrounding cities over 2 counties with 85% of its students on interdistrict transfers. The school relies heavily on its community and has a high parent participation rate.

Like most districts in Southern California, Mt Baldy Joint Elementary began its first day of distance learning March 16, 2020, due to the COVID-19 pandemic. Teacher's scrambled to gather instructional materials to send home with students as they embarked on launching their Distance Learning platform. With the support of District leadership and SBCSS support, teachers quickly established virtual classrooms providing CCSS aligned learning opportunities. In addition, the District established protocols for checking in with families, continuing their free and reduced lunch service, bi-weekly District memos to update families on program changes, conducted student, parent and staff surveys to determine needs and, finally, adjusted their grading and reporting system as to not penalize students but rather support them in times of uncertainty. The District also provided childcare resources and established a partnership with Care Solace to address mental health needs of the school community.

In June of 2020 District leadership was designing a blended learning model for the reopening of school in August. On June 17, 2020 Governor Newsom issued distance learning for all counties on the COVID-19 watchlist. The District responded by creating a distance learning model aligned to the blended learning model. Public and staff input meetings were conducted to receive input on plans. A [Reopening Plan](#) was developed by leadership with stakeholder input and approved by the school board on July 28, 2020.

Staff professional development days prior to students' first day of school was altered to provide instruction in distance learning methods and planning. A professional development day was turned into a floating day to be used prior to conversion from distance to blended learning in order to assure proper training on sanitation and other COVID-19 spread reduction protocols.

Instructional materials such as supplies, textbooks, and consumable workbooks, and Chromebooks for families that had indicated a need, were issued on the first day of school on August 20, 2020.

In a parent/guardian survey conducted at the beginning of July 2020, 68.1% of families indicated that they were concerned about the social/emotional well-being of their children upon return to school in the fall. The district provided professional development and curricular support for teachers to support Social Emotional Learning knowledge and tools for students for the first six weeks of school.

63.8% of parents indicated that they were concerned about their childrens' academics upon return to school. The district encouraged teaching staff to proceed slowly with academic instruction until student proficiency with distance based instruction and social emotional well being supports (such as morning meeting) were mastered. The district will implement iReady diagnostic assessments to all students in October 2020 to identify students in need of further support to rectify learning loss.

68.1% of families indicated they would support their students coming onto campus in a blended learning instructional model once health conditions permit.

36.1% of families indicated they would support a home based instructional model. The district created a home based instructional model using third party online instruction from K12 called BASEcamp to provide a home based model for our families. The families of eight children have opted for this program.

# Stakeholder Engagement

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

1. On May 15, 2020, students grades 3-8 were provided with a Distance Learning survey to gain insight on students' Distance Learning experience as well as concerns for returning to school in the fall and perceptions on engagement and motivation.
2. On May, 28, 2020, all teachers were provided with a Distance Learning survey for feedback on various distance learning instructional platforms, professional development opportunities, district communication and resolving challenges during closure as well as overall personal wellness.
3. On May 16, 2020, parents were provided with a Distance Learning survey for feedback on device needs, technology platforms and instruction, teacher communication and accommodations as well as concerns regarding school reopening in the fall.
4. On June 24, 2020 all staff members were provided with a Staff Reopening survey to share their concerns for school reopening and voice their level of support for various program changes as well as possible instructional models for reopening.
5. On June 25, 2020 parents were provided with a School Reopening Survey to assess technology needs, determine areas of concern and share levels of support for possible program changes as well as possible instructional models.
6. On July 7, 2020, all families were invited to participate via internet or phone in an initial School Reopening Public Input meeting where parent survey data was shared, various reopening instructional models were presented and questions from the community were addressed to the best of the LEA's ability at the time.
7. On July 9, 2020, all families were invited to participate via internet or phone in a follow-up School Reopening Public Input meeting to address community concerns and questions regarding reopening.
8. Beginning on July 13, 2020, staff met every Monday until the start of school to work on developing a blended learning model and a distance learning model focusing on meeting the requirements SB98 and of the LEA's reopening document as well as curriculum and instruction.
9. On July 16, 2020, the Mt Baldy School Board held a regular board meeting to discuss and review the LEA's Guidelines for Re-opening plan.
10. On July 28, 2020, the Mt Baldy School Board held a special board meeting to approve the LEA's Guidelines for Re-opening plan.

11. On September 8, 2020, the LEA's Parent Advisory Committee (PAC) met to review and gain feedback on the Learning Continuity and Attendance Plan. The PAC consists of stakeholders who represent various groups, including but not limited to, community members, interdistrict families, families whose children receive special education services, families whose children are identified as English language learners and families who are part of the LEA's free and reduced lunch program. The LEA provided stakeholders with the opportunity to submit written comments on specific actions and expenditures to the superintendent at this meeting and were told they would be addressed at the public hearing. The LEA does not have over 15% of its students who speak a primary language other than English.
12. On September 9, 2020, the teachers met to review and gain feedback on the Learning Continuity and Attendance Plan.
13. On September 7, 2020, the LEA posted its agenda and public hearing notice for its September 10, 2020, public hearing. On September 10, 2020 the school board held a public meeting for the Learning Continuity and Attendance Plan. The LCP was available in the district office for inspection in a draft format.
14. On September 15, 2020 the school board approved the LCP at the regular scheduled meeting.

Stakeholder engagement was considered by the LEA in multiple ways. After reviewing the survey data and comments made at public meetings, the LEA was able to identify parts of the LCP that tied directly to stakeholder concerns. These parts included in-person instruction and student mental health. The LCP was also presented to the PAC with focus questions to gain feedback on the LCP.

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

Starting in April, 2020, in response to COVID-19 emergency closures, all stakeholder meetings including school board meetings have been, and continue to be, conducted virtually using the ZOOM platform (with the exception of the June 16, 2020 school board meeting). A call in feature was also provided for families with internet/connectivity issues. Public is notified of meetings via community posting, notification on the LEA website, and bi-weekly parent/guardian email Memos from the administration.

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

1. From the Student Distance Learning survey the LEA was able to gain feedback from students grades 3-8 regarding challenges in Distance Learning as well as student perceptions on engagement and motivation. According to the survey, 89.6% of students felt confident they can complete their distance learning opportunities. 75% believe they stayed focused at home. 95.8% believe they put forth effort. When asked metacognitive strategies such as, "what they do when they need help" students responded with phrases such as, "ask a parent", "call a friend", "email teacher", "ask a teacher in google meet". When asked about challenges from doing school work from home responses included "distractions" (tv, phone, siblings, pets, parents working), "switching houses", "staying positive", "keeping motivated" Finally, when asked about concerns for next year students included "not getting along with friends", "being behind", "school being different", "getting sick".
2. According to Teacher Distance Learning survey 100% of teachers found the district's professional development around distance learning valuable, 100% felt the district was effective in communicating program and policy changes to staff, 100% felt school leaders were helpful in resolving challenges around distance learning, 100% believe SEL learning opportunities will be important upon returning to school, and 50% felt somewhat connected to colleagues during school closure.
3. Out of the 36 parents who participated in the Distance Learning Survey, 41.7% were concerned about their child's emotional well being during school closure, 52.8% were concerned with their child's learning during school closure and 38.9% identified as being "overwhelmed" with the amount of learning opportunities being provided during school closure. 94.4% believed their child's teacher was effective in communicating with their child and 94.5% believed their child's teacher was accommodating to their child's needs during school closure. 91.7% stated school administration was effective in communicating program and policy changes during school closure. 61.1% stated they utilized a combination of both the digital learning opportunities and the paper/pencil learning opportunities. Finally, at the time of the survey, 55.6% of parents stated they were comfortable with their child returning to the physical school site.
4. Out of the 13 staff responses from the Staff Reopening Survey, 100% said they would support program changes such as late start, early release and delaying the start of the school year. 76.9% stated they would support reducing the kindergarten instructional minutes. 77% stated they would support a blended learning block schedule with students on campus two days a week and distance learning three days a week. Finally, 53.9% of staff stated they are concerned about their physical health upon school resuming in the fall.

5. Out of the 53 parents who participated in the School Reopening Survey, 66% are concerned about their child's social-emotional well being upon returning to school in the fall. 64.4% are concerned about academics upon returning to school in the fall. 56.6% are concerned about exposure to COVID-19 upon returning to school in the fall. 60.4% of parents said they would support mask wearing and 60.3% said they would support social distancing. When asked about LEA schedule changes such as late start times, early release and transportation, 70% said they would support program changes. Finally, when asked about various reopening models, 34% would support distance learning for the entire year, 57.4% would support distance learning for a portion of the year, 66% would support a blended learning block schedule and 49.1% were interested in a home-based program through the LEA.
6. At the July 7, 2020 public input meeting questions were clarified regarding the parent reopening survey results and the blended learning cohort model that was presented. Questions regarding a possible independent study option for families were brought up along with the possibility of recording classroom instruction.
7. At the July 9 public input meeting the difference between the home based instruction option and the blended learning model was clarified. Curriculum concerns regarding outdoor instruction were addressed along with the logistical concerns of the blended learning model to the best of the LEA's ability at the time.
8. At the Monday teacher meetings established on July 13, 2020, the teachers were able to provide the LEA with more input regarding their needs, their desire to focus on social-emotional learning and scheduling around both synchronous and asynchronous instructional time.
9. At the July 16, 2020, board meeting the board reviewed the LEA's reopening document and there were no questions from the community regarding the document.
10. At the July 28, 2020, board meeting the board approved the LEA's reopening document as a living document with the understanding the reopening document will change based on policy revisions from the CDE and the SBCSS office.
11. At the September 8, 2020, PAC meeting stakeholders reviewed the LCP and shared their input on three main areas including how to mitigate learning loss, how to support student mental health and wellness and ideas for student reengagement. Stakeholders shared their desire for the LEA to assess students to identify their current skill sets and help them move forward, not necessarily compare data to before school closure last spring. They also expressed a desire for parents to be provided with resources and intervention tools to help support

their child. Appreciation was shown for the way the LEA has continued to provide mental health resources on their school memos. Comments were also made about the value students have on seeing their peers and wondered how more peer interaction, possible on Wednesdays, could be safely facilitated. No other ideas for student reengagement were shared other than possible home visits if appropriate.

12. At the September 9, 2020 meeting, teachers reviewed the LCP focusing specifically on providing feedback on student learning loss and student reengagement. Teachers echoed other stakeholder concerns with their priority of meeting students academic needs where they currently reside not necessarily where they “left off” last year before school closure. Teachers also discussed possibilities for reporting out on different academic traits for the first trimester reporting period to better reflect the skill sets they are developing in distance learning.
13. At the September 10, 2020, public hearing, no written questions were submitted therefore, no written questions were addressed by the superintendent. Information regarding the services that align with the various aspects of the LCP were presented along with the expenditures associated with each service. There was a question regarding plexiglass and whether or not it would be placed on each student’s desk. It was shared by the superintendent plexiglass would not be on each student desk but possibly in small group areas.
14. At the September 15, 2020, school board meeting, the Board approved the LCP.

Trends from stakeholder feedback include an overwhelming response to support a blended learning cohort model where students are on campus two days a week and distance learning three days a week. Stakeholder feedback also resulted in the LEA developing a home based instructional program, called BASEcamp, using a third party state approved curriculum from K12.com to provide families with a home based education option. Stakeholder feedback also shows the importance of focusing on student and adult wellness upon returning to school, especially in the first six weeks of school, and establishing safety and trust along with predictable routines before introducing academics and administering assessments.

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

Stakeholder engagement was considered in the areas of in person learning with regards to scheduling, curriculum and instruction and safety protocols.

Stakeholder engagement was considered in distance learning with regards to scheduling, curriculum delivery and instructional minutes. Finally, stakeholder engagement was considered when the LEA considered mental health and social emotional well-being professional development and resources, as well as designing it's and pupil engagement and outreach strategies.

## 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.

At the time it is determined by San Bernardino County Department of Public Health, San Bernardino Superintendent's Office, the Mt. Baldy School Board, administration, and Mt. Baldy Teachers' Association that it is safe to conduct classroom-based instruction, the LEA will convert to a blended learning instructional model. In the blended learning cohort model, students are on campus two days a week and distance learning three days a week. This model allows for students to remain in learning "pods" reducing possible exposure to COVID-19 and allows for a pupil free day on campus so staff can clean and prepare necessary PPE for the rest of the week before a new cohort is on campus. Additional plans and protocols to ensure safety during in-person learning are included in the district's [Guidelines for Re-opening Our School document](#).

The district will ensure learning and competency development while considering students' social emotional well-being by focusing on priority standards for 2020-21 and balancing those with social emotional competencies. Through morning meetings, Wellness Wednesday activities and other developmentally appropriate social emotional activities, students will increase their social emotional learning. The first six weeks of school will focus on building these social emotional competencies so that teachers and students are in a safe space for learning to take place. Teachers will then focus on the



priority standards to ensure learning and competency development while continuing to build upon the social emotional learning base that was developed the first six weeks.

In October of 2020, the initial iReady assessment will help identify students with learning loss. Teachers will provide targeted and differentiated small group remedial instruction based upon performance data provided through this iReady assessment. Students will be assessed again in the Spring of 2021 as part of the systematic cycle. As well, identified students will continue to be monitored and supported using Lexia for support in reading and language arts. In addition, teachers will use formative assessments during synchronous and asynchronous instruction to identify areas of need.

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

Description	Total Funds	Contributing
The District will continue to implement adopted CCSS aligned textbooks and materials for all students.	\$0.00	N
The District will provide teacher time to prep paper materials from adopted CCSS aligned curriculum for all students principally directed and effective in increasing performance of EL, low income and foster youth.	\$2,328	Y
The District will provide individual instructional materials and school supplies for in-person and distance learning principally directed and effective in increasing performance of EL, low income and foster youth.	\$335	Y
The District will implement COVID-19 safety precautions.	\$9,729	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.]

After gathering stakeholder input, a hybrid schedule was developed reflecting the identified needs and trends. The distance learning schedule was then developed to mirror the hybrid schedule. For distance learning, students grades K-4 meet with their teacher via Google Meet for daily live interaction. For grades 5-8, students meet with at least one of their teachers each day for daily live interaction. Each month, teachers provide instructional materials from the State adopted curriculum to students during packet pick-ups. These materials will be used consistently throughout the school year to ensure instructional continuity for pupils if a transition between distance learning and in-person instruction and if a transition between in-person instruction and distance learning is necessary. In both distance learning and in-person instruction, staff and students will utilize the district adopted learning management system, State adopted materials (both digital and print), Thinking Maps, and district identified digital instructional tools. During the adoption period for instructional tools and Web 2.0 tools, one of the multiple considerations was the ability to implement and utilize across distance learning and in-person learning for continuity of instruction purposes.

In addition, the district created a home based instructional model using third party online instruction from K12 called BASEcamp to provide a home based model for our families. This program follows the District calendar but students will continue to be enrolled in the home-based program for a minimum of two trimesters thus differing from the hybrid/distance learning model. Instructional continuity and instructional materials will remain consistent as long as the student is enrolled in the home based model.

## **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.

Technology support for students was provided in multiple ways. First, the District provided families with videos on how to access student district emails along with how to use Google Suite and Google Classroom. Second, teachers also provided support to students and their families during weekly check-ins. Some technology support, specifically digital citizenship, was embedded in the curriculum during school closure.

A parent/guardian survey assessing access to devices and connectivity was administered on June 30, 2020. 47 families (roughly half our population) responded. Of those that responded, 100% indicated that the children had access to a computer for

school work, and have internet access to support distance learning. However, 51.1% of the respondents indicated that their children would have to share a computer in order to complete their schoolwork.

Based upon that data, families with multiple children attending the LEA were given priority consideration while issuing Chromebooks for loan for the 2020-21 school year. Twenty-two Chromebooks were issued to students at the beginning of the 2020-21 school year.

The District ordered six hotspots for family use last spring and are still awaiting arrival.

The District continued to support students without connectivity through paper/pencil learning opportunities. The District arranged packet pickups every three weeks for families to ensure that families who didn't have connectivity or who preferred a non-tech option would have access to learning opportunities.

## **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 track and monitor student progress through multiple measures. Teachers will use formative and summative assessments during synchronous instruction. Teachers will use the assessments embedded in the state adopted curriculum along with iREADY, a screening tool that measures growth and provides follow up diagnostics when needed.

Teachers will turn in a Weekly Engagement form that documents both time value of assignments and student participation the week of instruction to the administration and attendance clerk. Teachers will complete daily attendance and participation sheets with participation codes as specified by CDE. Participation will be measured in multiple ways including in person instruction, full or partial synchronous instruction and full or partial asynchronous instruction.

## **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.]

Beginning on July 13, 2020, staff met every Monday until the start of school to work on developing a blended learning model and a distance learning model focusing on meeting the requirements SB98 and of the LEA's reopening document as well as curriculum and instruction. Staff professional development days prior to students' first day of school was altered to provide instruction in distance learning methods and planning. Professional development was focused on social-emotional learning. Topics included brain research, trauma, adult stress, and social emotional learning planning for the first six weeks of school.

The school schedule was designed to include designated professional development and collaboration times were scheduled every Wednesday of the 2020-21 school year. During this time, professional development topics will be focused on supporting staff in the distance learning program as well as technology support. Topics have included or may include additional social emotional learning sessions, utilizing Google tools to support student learning, and implementation support on diagnostic assessments that will be utilized to measure learning loss.

Additional supports include support from the district Teacher on Special Assignment (TOSA) through instructional and technology support videos and mini lesson demonstrations. Additional support through the San Bernardino County Superintendent of Schools (SBCSS) as trainings, webinars, and support is also included. There will also be staff training in K12 for the homeschool option identified through stakeholder feedback. Resources that are included or will be included are Common Sense, Responsive Classroom books, Seesaw Mystery Science, Nearpod, Screencastify, and Flipgrid.

## **Staff Roles and Responsibilities**

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

School recess proctors and classroom aides were unable to provide services to students during the emergency closure commencing in March of 2020. These employees have agreed to provide services to meet student needs that may not be face to face or in the same capacity as in brick and mortar during distance learning.

Proctors/aides will assist with the preparation of instructional materials for distance learning and help facilitate monthly instructional packet pickups. They will also support assigned families and students with keeping families engaged via telephone conversations. The PE teacher will provide weekly distance learning based lessons for

teachers to incorporate into their weekly lesson plans. When the time comes for students to return to school, all school staff, including proctors and teachers, will support the district in school sanitization, temperature checks, hand washing and monitoring social distancing and PPE when appropriate.

Our lunch proctor was able to collect and distribute lunches for our families last spring, and will continue to do so during distance learning closure and blended learning as well.

Modifications to teacher's roles and responsibilities include preparing instructional materials for monthly packet pickups and to be fluent in the district's learning management system as well as various district approved technology platforms. Teachers are also now responsible for submitting time value of assignments and student participation to the district administration and clerk. In addition, teachers are pivoting their instructional delivery and the student engagement found in their brick and mortar program to the virtual classroom.

In addition to supporting students' academic growth as stated above, teachers also recognize the possible collective trauma the COVID-19 pandemic has had on students and their families. Teachers are converting the in-person classroom community and trust building routines to their virtual classrooms as well as embedding stress reducing activities and mindfulness into their synchronous and asynchronous instruction. Teachers are taking the time in the first six weeks of school to establish clear routines and procedures to foster classroom community, safe working norms and autonomy in their virtual classrooms before introducing academics and assessments. Teachers are also facilitating "Wellness Wednesdays" that focus on individual SEL lessons, whole school mental health wellness as well as individual class community, inclusion and trust building activities.

## **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 resource teacher will maintain weekly face to face virtual contact with students receiving services and work with general education teachers to ensure IEP goals are met in distance learning. In addition, the resource teacher will establish office hours via web or phone to assist parents and students with academic and technical difficulties. Students receiving county support services such as speech and language, occupational

therapy and counseling will continue to receive services via Zoom and Doxy/Me during regular school hours.

The District EL coordinator will consult with teachers to assure supports are provided to our EL students. Classroom teachers utilize SDAIE strategies in both distance learning and in person instruction along with EL curriculum support provided by the state adopted curriculum.

Classroom aides will be assigned to provide general support to families who are experiencing homelessness. The administration will keep in contact with and provide access to county resources to support families experiencing homelessness.

Additional social-emotional support will be provided to EL students, foster students and students experiencing homelessness through various LEA staff members and Care Solace if needed.

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

Description	Total Funds	Contributing
All teachers, grades K-8, will use Thinking Maps across the curriculum, principally directed at and effective in increasing performance of EL, Low-Income and Foster Youth students	\$1,280	Y
As an alternative to the hybrid/distance learning MBS program, the LEA will offer students a quality online CCSS aligned home-based education provided by <a href="http://K12.com">K12.com</a> for the 2020-21 school year.	\$15,914	N
The District will support and guide teachers in preparing students' 21st Century Skills, principally directed at and effective in increasing performance of EL, Low-Income and Foster Youth students	\$1,090	Y
The District will ensure student access to devices and connectivity for Distance Learning principally directed and effective in increasing performance of EL, low income and foster youth.	\$3,700	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.]

Students will be assessed for learning loss using multiple measures. Teachers will use formative assessments in the classroom during instruction, particularly in the areas of English language arts, English language development, and mathematics on a daily basis. The state adopted curriculum, Savvas Envision and HMH Collections and Journeys, in addition to CCSS aligned i-Ready, contains online and paper-based re-teaching and remedial lessons that can be used for differentiation in the areas of English language arts, English language development, and mathematics to address pupil learning loss. Due to the unique reading needs of 3rd and 4th graders, Lexia, a reading intervention program, will be utilized. This program has been used by the district for reading intervention and will continue to be used for students identified with a reading need. This program can be used in distance learning and in-person learning.

In addition, all students will be assessed using i-Ready in the areas of English language arts and mathematics. The i-Ready diagnostic assessments will be administered twice in the school year and the results will be used to identify specific areas where instruction or intervention may be needed to improve student learning. The district will utilize the instructional component of i-Ready to address the identified pupil learning needs that results from COVID-19. For continuity purposes, i-Ready will be used in both distance learning and in-person instruction.

Other subject areas such as science, technology, history-social science and art will be addressed through interdisciplinary lessons and project based opportunities.

## **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.]

Designated collaboration time every Wednesday allows staff to analyze data, identify shifts and changes in instruction to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies. The general education teachers, the special education teacher, and the District EL Coordinator are

able to collaboratively plan and learn from each other. This supports the feedback loop for staff to see how well students are engaged in their learning, whether the instructional supports and accommodations are working, and whether the material is relevant and accessible to the student.

For students identified as English learners, the District EL Coordinator will collaboratively plan with the general education teachers and the special education teacher to support in the measure of learning status. The LEA resource teacher will measure learning status during individualized contact with students receiving services. For students identified as foster youth and pupils experiencing homelessness, the district will establish a common protocol for regular and consistent communication to parents.

Due to the unique reading needs of 3rd and 4th graders, Lexia, a reading intervention program, will be utilized. This program has been used by the district for reading intervention and will continue to be used for students identified with a reading need, principally directed and effective in supporting foster youth, English learners and low income students. This program can be used in distance learning and in-person learning.

In addition, all students will be assessed using i-Ready in the areas of English language arts and mathematics. The i-Ready diagnostic assessments will be administered twice in the school year and the results will be used to identify specific areas where instruction or intervention may be needed to improve student learning. The district will utilize the instructional component of i-Ready to address the identified pupil learning needs that results from COVID-19. For continuity purposes, i-Ready will be used in both distance learning and in-person instruction.

CommonSense is an online curriculum, with embedded assessments, that provides essential instruction for students on all aspects of web based interaction, including internet safety, effective online instructional methods and social emotional well being in the virtual environment and during COVID-19 that is principally directly and effective in meeting the needs of foster youth, EL and low-income students.

ScreenCastify is a technology platform that provides recorded instruction for students to refer to on their own which allows high needs students to access instructional materials at their own pace principally directed and effective in meeting the needs of foster youth, EL and low-income students.

## **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.

Throughout the school year, there are multiple measures that will assess the effectiveness of the services or supports provided by the district to address learning loss. I-Ready diagnostics assessments will be used twice during the school year. Support by i-Ready and the county will support teachers in gathering the data, interpreting the data, and identifying next steps. In addition, teachers will utilize formative classroom assessments. Formative assessments and progress monitoring take place during the lesson and provide actionable information about students' learning status relative to the desired lesson goal. Teachers can use data from formative assessments immediately to adjust their instruction and ensure students progress towards learning goals. Formative assessments will also be reviewed during professional development and collaboration times to support teachers in the cycles of inquiry around student data.

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

Description	Total Funds	Contributing
Teachers will use i-READY diagnostic assessments to identify areas of academic need and use the individualized learning lessons provided in i-READY to differentiate instruction to meet the needs of all students, principally directed at and effective in increasing performance of EL, Low-Income and Foster Youth students, to remediate pupil learning loss across the curriculum.	\$12,980	Y
Grades 3-4, and students identified with a reading need, will use Lexia to remediate foundational reading skills, principally directed at and effective in increasing performance of EL, Low-Income and Foster Youth students, to remediate pupil learning loss increase across the curriculum.	\$400	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 LEA will support the mental health and the social emotional well-being of all pupils through tier 1 supports including relationship and community building activities, SEL lessons and classroom routines focusing on the five CASEL competencies, coping strategies to deal with stress and, finally, modeling, teaching and enforcing classroom norms and expectations. The LEA will monitor all pupils through the use of a SEL competency survey, school climate surveys, office hours and “check ins” with students. The LEA will support student and staff mental health through the development of “Wellness Wednesdays” where students and staff participate in stress reducing movement and mindfulness activities as a school then meet in grade levels for whole class wellness and relationship building sessions. Students needing tier 2 supports will go through a behavior intervention process with teacher, administration and parent or student study team as needed. Finally, students, their families and staff needing tier 3 supports have access to Care Solace, a mental health concierge service that matches individualized mental health needs to vetted resources.

Professional development was provided to all staff regarding the impacts of trauma on the brain and trauma informed teaching practices as well as how to manage adult stress. Mindfulness and relationship building activities, such as Morning Meeting, were modeled and resources were provided for classroom support. Digital citizenship tied to CASEL’s social-emotional competencies were provided to teachers and families. Staff and family mental health will be monitored through the use of program surveys including wellness questions.

## **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 LEA recognizes the stress and challenges the COVID-19 pandemic has created for students and their families as well as the engagement strategies teachers used in the

classroom may need to be adapted for the virtual classroom. The LEA has identified a multi-tier approach to re-engage students who are absent from distance learning and how they will provide outreach to students and their families.

The LEA will gather and keep current student and parent/guardian contact information through initial enrollment forms. Teachers will submit weekly attendance forms that document not only if a student was present or not but also how the student participated in instruction for the day with participation codes as specified by the CDE. Teachers will also submit time value of assignments on a weekly basis to ensure students are meeting the minimum number of required instructional minutes. In the event a student is absent or is not completing assignments or at risk of learning loss, the following tiered outreach system will be implemented.

### **TIER 1 – Creating an atmosphere of inclusion and attendance**

Actions:

- Train teachers on morning meeting (Responsive Classroom)
- Implement daily attendance routines and documentation
- Whole school Wellness Wednesdays to foster inclusion and reduce stress
- Bi-weekly District Memo emailed to families with important school information
- Weekly updates from teachers
- Updated district website with parent tutorials on technology platforms
- Parent/guardian surveys
- Student surveys for grades 3-8
- Parent notification from Google classroom regarding missing assignments
- Parent “round table” virtual workshop for parents to discuss challenges with virtual student attendance and engagement ( tentative, September 2020)

### **TIER 2 – Assure students with attendance problems receive applicable support and interventions from the school**

Actions:

- Teacher contact with documentation
- Clerk contact to determine nature of absences
  - Three absences -- meeting scheduled with administrator
- Parent Buddies--assigned support for parents/students from classified employee
- Administrative support in sharing county resources as applicable
- Support with technology to the extent practicable

### **TIER 3 – SARB & Resources**

Actions:

- SARB process by administrator
- Support from Care Solace or SBCSS program specialists if applicable
- Connection to health and social services as necessary

## 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 LEA receives lunches through a contract with Claremont Unified School District (Los Angeles County). Due to an extension of waivers by CDE and USDA, our students will be provided free lunch through the Claremont Summer Meal Program. Our students may go to designated sites to pick up meals daily.

In the blended learning instructional delivery model, students will not be served lunch on campus. Students may receive lunches to take home.

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

Section	Description	Total Funds	Contributing
Mental Health and Social Emotional Well Being	The LEA will support students in social emotional learning through the use of cohesive practices, such a Morning Meeting, and/or universal language, including CommonSense, to increase student wellness, principally directed at and effective in increasing performance of EL, Low-Income and Foster Youth students.	\$129	Y

Mental Health and Social Emotional Well Being	The LEA will support students' mental health through partnering with Care Solace to increase student wellness, principally directed at and effective in increasing performance of EL, Low-Income and Foster Youth students.	\$300	Y
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students	To address the learning needs of EL students, the District will provide additional support to teachers and students through the availability of an English Language Coordinator, principally directed and effective in increasing performance of EL students.	\$1,075	Y
Pupil and Family Engagement and Outreach	The District will use multiple aspects of social media, information software and systems to update and inform stakeholders, principally directed at and effective in increasing performance of EL, Low-income and Foster Youth students to foster communication in support of reducing pupil learning loss.	\$6,058	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
5.76%	\$54,327.00

### 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.]

The following actions are principally directed and effective in increasing performance of English learners, low income and foster youth students:

Social emotional education-Responsive Classroom Morning Meetings is an evidence based approach to teaching that builds inclusion, self awareness and equity in the classroom that is directly related to meeting the needs of foster youth, EL and low-income students.

Thinking Maps & TMLC Thinking Map resource and creator -- to provide consistent use of research-based graphic organizers across all grade levels and content areas, providing continuity for students with unique learning needs.

Mental Health-Care Solace is a mental health concierge service provided to all students, their families and staff members principally directed and effective in increasing performance of English learners, low income and foster youth students.

iReady assessments will be conducted on a quarterly basis starting in October to identify and monitor progress for all students, but particularly in order to identify specific areas of learning needs, and monitor progress for students with unique learning needs. IReady also provides teachers with individualized lessons to help support students in meeting grade level expectations.

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

The following actions are measured qualitatively:

Social emotional education-Responsive Classroom Morning Meetings is an evidence based approach to teaching that builds inclusion, self awareness and equity in the classroom that is directly related to meeting the needs of foster youth, EL and low-income students.

Mental Health-Care Solace is a mental health concierge service provided to all students, their families and staff members principally directed and effective in increasing performance of English learners, low income and foster youth students.

The District will ensure student access to devices and connectivity for Distance Learning principally directed and effective in increasing performance of EL, low income and foster youth.

The District will provide teacher time to prep paper materials from adopted CCSS aligned curriculum for all students principally directed and effective in increasing performance of EL, low income and foster youth.

To address the learning needs of EL students, the District will provide additional support to teachers and students through the availability of an English Language Coordinator, principally directed and effective in increasing performance of EL students.

The District will use multiple aspects of social media, information software and systems to update and inform stakeholders, principally directed at and effective in increasing performance of EL, Low-income and Foster Youth students to foster communication in support of reducing pupil learning loss.

The following actions are measured quantitatively:

Implementation of iReady, a robust and comprehensive research-based diagnostic and remediation program geared to identifying and assisting with remediation of learning loss encountered by our students principally directed and effective in increasing performance for English learners, foster youth and low-income students.

Thinking Maps & TMLC Thinking Map resource and creator -- to provide consistent use of research-based graphic organizers across all grade levels and content areas, providing continuity for students with unique learning needs.

Grades 3-4, and students identified with a reading need, will use Lexia to remediate foundational reading skills, principally directed at and effective in increasing performance of EL, Low-Income and Foster Youth students, to remediate pupil learning loss increase across the curriculum

The District will support and guide teachers in preparing students' 21st Century Skills, principally directed at and effective in increasing performance of EL, Low-Income and Foster Youth students

The actions listed above meet the LEA's required percentage of 5.76% to increase or improve services for its English learner, low-income and foster youth students.