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.

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General Information

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

On March 17, 2020, due to the Covid 19 emergency and Governor's shelter-in-place mandates, the Laton Unified School District Board of Education and Superintendent held an emergency meeting where they unanimously passed a resolution to suspend instruction through April 13th. The manner in which the District provided services for its students and the Laton community is summarized below. The steps taken, and the lessons learned, have had an impact that will last beyond the school closures, helping the District to strengthen relationships with its stakeholders and the community. Those relationships provide a foundation for community input and staff innovations that will inform the Learning Continuity and Attendance Plan.

The safety and wellbeing of the students, staff and community were placed at the forefront of all decisions. Distance learning initiatives began immediately. The district’s leadership team came together to discuss how the closure affected each department within the organization. The Superintendent kept in constant communication with site administrators and directors to communicate updates and plan next steps. Everyone’s focus was to support students and ensure they receive academic, social emotional and nutritional support.

The Monday following school closure, everyone came together to plan and support students and ensure they received academic, social-emotional and nutritional support. Teachers remained at work for the following three days to plan and deploy curriculum to students; two days for planning and the third day for deployment. Site administrators held meetings to explain the curriculum planning and deployment plan and answer any questions. As teachers created curriculum, administrators reviewed it and provided feedback to ensure it met the academic/grade level standards. Curriculum delivery platforms included Google Classroom, Google Hangouts, ZOOM, Class Dojo, online textbook, among the most common. The number of different platforms being used enable the District to gather teacher feedback and determine which platform and/or applications that would best meet instructional needs of our students. Edgenuity, Google Classroom, Zoom, and Class Dojo will be primary, with others supporting as needed.

Cleaning and disinfecting of all hard surfaces with EPA registered Disinfectant for Human Corona Virus was our main response when the situation began. Training on the product’s proper use included stringent safety precautions. An immediate response protocol was established.
in case of suspected virus contamination, which included, but was not limited to, requiring any district personnel exposed to stay home with pay for 14 days. Once the district saw an increase in cases, a flex/rotating work schedule was developed to decrease interaction between staff. The district continued to adjust school operations throughout the schools' closure to adhere to the state health department guidelines and to continue all essential services needed to maintain the well-being of students, staff, and community.

Once the decision was made to close LUSD schools for the remainder of the school year, the District made the commitment to strengthen the support provided to English Language Learners, Low-income students, and Foster Youth through our distance learning program by increasing digital access and providing structured support for teachers and students. Distance learning efforts required the increased use of technology capacity throughout the district and among stakeholders. All efforts were concentrated on purchasing hotspots and identifying families who needed internet access. Distance learning became a priority for the district. Take-home Chromebooks were made available to all 1st through 12th graders. In addition to teachers and staff, support was extended to students and parents in their home environment. As a long-term solution, the district purchased 250 T-Mobile hotspots to provide internet for students who did not have access to it at home. Every student had, and continues to have, access to technology in order to communicate and achieve academically during the school closure.

These platforms were used to ensure students were mastering new standards and receiving the support needed. Hot Spots were distributed to most students, giving them access to online curriculum, and each student had access to school-provided devices. Take-home Chromebooks were made available to all 1" through 12th graders to support the core curriculum packets already sent home. Students were given the option of completing paper packets or online (Google Classroom) work in order to get credit. Because the protocols used for informing families and distributing materials and meals were so successful, those were the bases for the 2020-21 school year distribution.

Teachers were required to attend professional development that focused on strategies and resources to improve distance learning, such as ZOOM and Google classroom. The technology team provided training to support teachers on distance learning. The technology department trained teachers on communication tools and curriculum delivery applications, augmented by training on digital video meetings as another platform to reach students on top of the phone calls, text messages, and various communication apps that were already in place. Teachers communicated with each of their students at least once a week. The district keeps a communication log where administrators reviewed and provided additional support as needed. As a supplement to support the core curriculum, packets were also sent home with the students.

It became clear that staff members varied across a broad spectrum in their comfort and fluency with delivering instruction through distance learning. Consequently, additional professional learning opportunities will be provided to instructional staff during the 2020-21 school year, with available differentiation to address what might be most effective for the staff.

With only two staff working in the technology department, it was a challenge to support distance learning, having to extend support to students and parents in their home environment. The majority of our parents are not tech-savvy, so helping their child presented challenges. In some cases, teachers assisted students with minor tech problems. The district implemented Securly for web filtering on student devices to meet CIP A compliance while they are off-campus. The district’s community liaison was available to help parents understand how technology is being used to provide academic support. Parents also had the option to get step-by-step help to learn how to access the district website to take surveys, stay current with district news, or check student progress.
The support given in our Distance Learning to our English Language Learners was designed to provide the same level of support as a traditional classroom with integrated ELD support. Our ELD Paraprofessionals and ELD resource teacher were assigned a caseload that they monitored and entered in the communication log. Every English Learner was provided designated ELD support. Each Paraprofessional was provided training on ZOOM and Google Hangouts and was given access to their students' Google Classroom assignments in order to provide assistance and support. This allows ELD students to receive specialized support in the area of language development. The district's ELD resource teacher created targeted curriculum and include it in every ELL student's distance learning work packet. Teachers also collaborated to ensure the assignments going out to ELL students were appropriate for each. Classified personnel were trained in this area in order to have weekly contact with students to provide support.

The District also recognized the special needs of its students with disabilities, and in addition to the efforts described above, individual progress monitoring was maintained by our Special Education (SpEd) teacher, ensuring annual goals were met and compliance maintained. The Special Education population was in contact with their general education teachers at least twice per week and another two times with their Special Education teacher. Special Education teachers collaborated with general education teachers to determine if any modifications were needed before sending the curriculum out to our students. SpEd Paraprofessionals had a caseload that they monitored and entered in the communication log. Each Paraprofessional was provided training on ZOOM and Google Hangouts and has been given access to their students' Google Classroom assignments in order to provide assistance and support. The support given through distance learning to our Special Education student population was designed to provide the same level of support as in traditional classrooms.

These efforts supported continued connections between staff and the at-risk students whom they serve. However, the District recognized the need for additional online materials that better supported student engagement, accelerated learning, and English language development. Those supports are addressed in the “Distance Learning,” “Pupil Learning Loss,” and “Mental Health” sections of the plan.

Teachers were required to update grades on a regular basis. Students not turning in work or receiving low grades on assignments were contacted by the teacher and are also given multiple opportunities to make-up the missing work. When the student did not understand a certain assignment, the teacher scheduled a ZOOM meeting to go over instructions. Teachers utilized GoGuardian Teacher as a tool for classroom management and to monitor students’ activity and keep them on task. Google Classroom was the main platform teachers used for delivering digital curriculum to students. Contact was reported on a communication log that administrators could review to provide additional support as needed. The school counselor was constantly monitoring grades and contacting students who struggled academically or required social-emotional support.

Teachers contacted students at least twice per week to provide support, answer questions, and to provide an update on grades. As students turned in work, teachers graded it and input those into PowerSchool to give students a clear understanding of how they performed and to improve. Administration kept track of grades and communication logs kept by teachers to record contacts with students or parents. Students communicated with teachers using email, Google Classroom, Khan Academy, Class Dojo, text messaging, ZOOM Meetings, and phone calls. If a teacher couldn't get in touch with a parent or student, a referral was made to the district's Community Liaison for a home visit. The process of documentation through logs prepared the teachers and support staff for the state’s requirements and proposed template for attendance accounting for distance learning.
In order to avoid exposure to COVID-19, teachers took home any materials needed for distance learning. Teachers were only required to be on campus to have curriculum approved by administration and on the day of distribution. Communication between teachers and students significantly increased in order to provide the support needed by all students. Staff meetings were conducted on a weekly basis via ZOOM. All staff communicated daily through email Google+ (plus) and in small planning teams of three or four (ie. Admin/counseling/Athletics).

The LUSD food service director set in place meal plan waivers through the CDE and utilized the Seamless Summer Feeding Option (SSFO) program, allowing all children in the community, 18 years of age or younger, to receive free meals, and allowing food services to provide meals to the community immediately following the shutdown. Meals were packed and distributed daily (M-F) for the first three weeks of service. Staffing was reduced and rotated to encourage California's shelter-in-place mandates.

During food preparation, many safety procedures were in place. Staff were required to monitor their health and temperature daily before reporting to work. All work surfaces were sanitized daily before meal packing began. All staff were required to wear disposable aprons, gloves, and masks while preparing and serving meals. Food handling, packing, and distribution of meals was done following HACCP guidelines to ensure that food was stored and served safely. Food recommendations for storing and heating foods were included in the meal packs. During food distribution, meals were placed for easy retrieval that maintained social distancing measures. Sanitizing of equipment and hands were completed regularly. Disposable gloves and aprons were changed regularly as well. Daily team meetings were performed to remind staff of safety concerns and safe food handling, and to assure food production concerns were addressed. In-service training was updated to include Covid-19 health and safety tips.

All meals were packed at the Laton Elementary School kitchen and cafeteria area mainly because the kitchen and storage were big enough to accommodate the meal packing process. Meals were distributed currently at the elementary school and high school. Due to a higher volume of distribution, two stations were set up at the elementary school to allow for drive-thru and walk-up meal traffic. One station was set up at the high school for walk up traffic only. Stations were in the front of each site. To prevent Covid 19 transmission/exposure, meal service days were reduced to two days a week (Monday and Wednesday), providing a two-day and three-day meal pack. This allowed the cafeteria staff an additional two days-off per week to stay home and shelter-in-place. Meal service efforts increased to include meal delivery from both the elementary and high school. This was done to reach more families in need and increased our meal distribution by 20%. Community food distributions doubled before the school year ended and, at its peak, the district distributed approximately 1650 breakfast and lunches per week. Because the Food Service staff rose to the demands of the occasion, we now have the equipment in place and the necessary routines established to prepare and deliver a maximum number of meals.

Checking-in on staff and students took priority while the schools were closed. Initially, we kept in constant communication using various platforms to ensure all stakeholders were kept informed of the closure, meal distribution, and distance learning program, and to ensure all were healthy and understood the situation. Weekly check-ins were routine with all stakeholders, either by ZOOM meetings as entire staff, phone calls, emails and/or text messages.

Teachers contacted students at least twice per week to provide support, answer questions, and to provide an update on grades. Teachers utilized a variety of platforms to reach students on top of the phone calls, text messages, and various communication apps that were already in place. These additional methods included, but were not limited to, Google Classroom, Khan Academy, Class Dojo, and ZOOM Meetings.
In order to ensure teachers and students and their families could maintain frequent communication, Hot Spots were distributed to most students, giving them internet access, and take-home Chromebooks were made available to all 1" through 1211, graders.

Teachers utilized GoGuardian Teacher as a tool for classroom management and to monitor students' activity and provide additional support as needed. Most teachers did wellness check-ins with students, as well. During this time, the topics of academics, curriculum and student support came up, but the focus was mental health and well-being. The school counselor was constantly monitoring grades and contacting students who struggled academically or required social-emotional support. If a teacher couldn't get in touch with a parent or student, a referral was made to the district's Community Liaison for a home visit.

The school psychologist and site counselors conducted weekly check-ins on students via internet, ZOOM or phone call. Students who were identified as at risk or were receiving social-emotional or mental health support before the school closure were placed on the counselor's or psychologist's caseload and contacted weekly. Everyone who provided any type of service to LUSD students was required to check in with their students and offer academic or social emotional support. Because of the constant communication, students in need of additional services such as hot spots or additional food services were easily identified. ELs got check in calls or Zoom with a Para-educator and an ELD teacher, along with general education teachers. The same support was provided to RSP students, when students needed assistance, and it was common for them to be on a call with a Para educator or RSP teacher for as long as the student needed. A positive outcome to this situation was that every student in our district had the opportunity to have meaningful interaction with staff members a minimum of once a week, sometimes more. Communication between teachers and students significantly increased in order to provide the support needed by all students. Based on such positive outcomes, this system of check-in will continue in the 2020-21 school year.

The teachers checked in with administration and their teams a minimum of once a week. Each site had a spreadsheet that was completed by the site counselor and or psychologist after each check in. Wellness checks were conducted by the site administration once a week. Site administrators monitored entry logs and communicated regularly during the week with their staff to ensure they were doing well. When teachers were on campus for planning and deployment, leadership checked in on every staff member while following all health department guidelines. When teacher communication logs showed gaps, the site administrator immediately checked in with the teacher by phone, email or ZOOM to ensure all was well and to provide support. Frequent communication is key to our relationships with students, families, and stakeholders; the pandemic and school closures underscored its importance.

Additionally, the district began the planning process for when school sites would be allowed to re-open and student and teachers return. The district leadership team, led by the Superintendent, met biweekly, beginning in May, to discuss changes, guidelines and information that might affect school operations. Discussion/planning focused on student/staff safety and spacing, furniture placement, sanitation stations, student entry, student bathroom/office policy, lunch/ break procedures, an assessment plan to identify major gaps that would prevent students from accessing grade level curriculum and finally, a plan to help students transition successfully from distance learning to traditional learning. Throughout this entire process, the COVID-19 Pandemic impact on this school and community has been at the forefront of planning as we continue planning to reopen our schools and providing services to all stakeholders.
Stakeholder Engagement

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

The following groups participated in surveys and/or feedback sessions, such as stakeholder input meetings:

- Students
- District and School Administration
- Teachers
- Other Certificated Staff
- Classified Staff
- Classified and Certificated Bargaining Units
  - Parents/Community members: PAC, DELAC
  - SSCs - The school SSCs were included, as those are often the most familiar point of contact for parents.
  - Community-at-Large

Translation services for Spanish-speaking stakeholders were provided for all in-person and Zoom participants. [https://secure.doc-tracking.com/v2/(X(1)F(yrDKGNGJT)jGel13ZXu70NHqGRiUtB0lp9DrvKFaLfsfuuXbBT1BzyzfLB8wvZf9rcRBlekJ4urjDFqVDKLygUf-y-Rp3J_AU6kKDzZJ5VmM2s6GKdC-__4YM5imGgLThHnbEBQ2))/Home/DocumentSectionEditRteTest.aspx?DefId=103995&SectionId=1985029]

The District produced a video in English and Spanish describing alternatives for reopening schools and delivering instruction that was shared with stakeholder groups. The three options were: Traditional, 50/50 (Hybrid), and Distance Learning. Stakeholder groups were asked to provide input regarding the preferences and challenges for each model. During Stakeholder meetings, participants (migrant, ELD, homeless parents, board members, teachers, classified, and students) provided:
- Clarifying questions and/or comments.
- Input/suggestions for assessing and addressing learning loss, supports for students who are struggling or have special needs, supports for social and emotional well-being, and access to technology. Ideas were solicited in case of each of the three different scenarios presented.
- Concerns and suggestions for providing student meals in each model.

Parents were surveyed to assess:
- What the District did really well in the areas of technology, food services, overall instruction and assessment, social and emotional support, and other areas.
- How the District could improve services in the same areas to improve the quality of remote learning.
From their (parents’) perspective, what are the advantages and disadvantages of beginning the school year with digital instruction.

Students were asked to respond to the same prompts, and the additional, “Where do you think the biggest learning loss occurred during the school closure due to COVID-19?” Responses from the above surveys were discussed at a community stakeholder meeting held on August 18, 2020.

Originally, there was a greater focus on input for the 50/50 and Distance Learning models. Once the Governor gave direction for schools in Fresno and other counties to resume using distance learning only, stakeholder input increasingly shifted to that model. Even after school started and the determined model was implemented, the District sought input to inform the major portions of the plan enumerated above. Every family in the District was contacted prior to the stakeholder input process to ensure all had access to the internet. The District Family Liaison also reached out to families to encourage participation. All materials, surveys, communications, and presentations were provided in English and Spanish.

The Public Comment period ran from August 20 – September 3, 2020. A draft of the Continuity Plan was made available to stakeholders by request at the sites, on the school website and at the district office. Comments could be provided to school site administrators for consideration. Stakeholders were also sent a link to a Google form in which they were asked to, and could comment on, each section of the plan.

Learning Continuity Plan Stakeholder Engagement Timeline-

August 12th - 14th Stakeholder input begins - Parents had the opportunity to provide input after each orientation session at both sites.

August 12th - 14th Stakeholder input begins - Students had the opportunity to provide input after each orientation session at both sites.

August 18th Community Input meeting with DELAC, SSC, and PAC - Stakeholders provided input after presentation focusing on the district’s LCP. The comments from participants in those meetings were very positive in their comments, pleased that the plan addresses the needs of all students and “meets them were they are.” The superintendent responded in writing to comments and questions submitted by the PAC and/or DELAC.

August 21st Bargaining Units Meetings - Presented an overview of the plan and Unit members were provided the opportunity for input.

August 24th Teacher Meeting - Provided an overview of the plan and an opportunity for input.

August 25th & 31st Support Staff - Provided an overview of the plan and an opportunity for input.

August 19th Public hearing - Presented plan at the board meeting for public comment. A draft of the Continuity Plan had been made available to stakeholders by request at the sites and on the District website from August 20 to September 3, 2020. Comments could be provided to school site or District administrators for consideration.
September 15th - Board Adoption of the plan.

September 18th - Send plan to the Fresno County Superintendent of Schools.

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

All meetings open to the public, including PAC, DELAC, SSC, and Governing Board meetings, were in-person and Zoomed. As all families identified as needing internet access were provided a hot spot, and all students provided devices, all families were able to participate remotely if they desired. Links to view the meeting online were published in the posted Board agenda, and/or provided on request.

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

The following responses were garnered from the surveys distributed to stakeholder groups at meetings and during school orientation meetings. Students in grades 7-12 were also asked to complete the survey after their school orientation meetings.

STAKEHOLDER GROUPS:

What the District did really well in the areas of 1. technology, 2. food services, 3. overall instruction and assessment, 4. social and emotional support, and 5. other areas.

- 1. Parents are overall happy with the support on the technology that that was received. They appreciated that Chromebooks, headsets and hotspots were distributed “in the timely manner

that the school did it” and thought that the online programs were very good. Zoom was highlighted as helpful. Some would like more training in the technology, but generally felt that the

District provided good information. 2. Parents expressed that maintaining free meals through the school year and summer “help[ed] out the parent[s] a lot.” There was general praise for the

drive-thru pickup process, and the safety that it provided. 3. Parent responses indicated that they felt teachers worked hard to provide good instruction that was organized and structured, and

“loved that the teachers keep checking in on students to see how they were doing.” The District was lauded for frequent communication with parents and the many different ways they could
Parents appreciated the “very good support” and “good friendly support” children received from teachers and school administrators. Teachers were available for individual help.

There was a strong sense among respondents that the District “pulled together,” “reaching out to students” to “work great...help[ing] kids during this COVID time.” The overall response was very positive – “Everything is very good, and I am happy with the decisions that have been made.”

How the District could improve services in the same areas to improve the quality of remote learning.

- Though positive with the District’s actions overall, Parents had several suggestions for improvement. 1. Regarding technology, some have been addressed, such as providing all students with Chromebooks and hotspots, while others, such as “send kids to school” or “better internet” are out of the District’s control. Another frequent theme was smaller groups or “one-on-one instruction.” Student engagement was expressed as a concern, as were technology issues such as devices always working to maintaining connectivity to anticipating glitches. 2. Extended meal pick-up hours and tastier meals with healthier options were the dominant themes for food service suggestions. Several of the comments in this area re-affirmed the parents’ desire to continue the availability of meals. 3. As with technology, many of the comments are addressed in the Learning Continuity and Attendance Plan. Parents expressed some concerns about the quality of online teaching, including a perceived lack of preparation, and students not understanding how it would be conducted. It was also requested that teachers be more available for questions and tutoring. Many worried about the lack of assessments, “structure and accountability for... learning,” and “making sure all work is counted for and graded.” 4. “Contactability” and “availability” were the dominant themes of parent suggestions for improvement, ranging from providing teachers’ phone numbers to making certain students know how to contact counselors.

Other expressed concerns were the need for students to be able to somehow socialize and not overwhelming students with work. 5. The questions of how 504s will be handled was raised.

From their (parents’) perspective, what are the 1. advantages and 2. disadvantages of beginning the school year with digital instruction.
1. In listing the advantages of beginning the school year with distance learning, safety was among the things most mentioned in some fashion. Respondents also appreciated that they could monitor and connect more closely with their child. Multiple parents also noted that their children will become more fluent with using computers and technology, better preparing them for future success. 2. By far the most responses for any prompt were in this section, the disadvantages of distance learning. Several parents worried about the quality of their child’s education being lessened, whether thorough lack of engagement or outside distractions, and students with special needs suffering even more so. An additional concern, frequently mentioned, was the strain on parents, especially those who work, and the resulting strain on children. Also mentioned multiple times was the lack of social interaction for students.

STUDENTS:

What the District did really well in the areas of 1. technology, 2. food services, 3. overall instruction and assessment, 4. social and emotional support, and 5. other areas.

1. There were numerous student responses about technology, and they were very positive, generally feeling it was “good and easy to access.” Several also expressed appreciation that the District provided Chromebooks and hotspots for internet access. 2. Again, there were numerous responses, and they were completely positive. Students were grateful that the meals were provided and were in agreement that the quality of the food was good. 3. Responding students noted that teachers communicated well, “checked up with the students,” and “were alway there when I needed them.” They also felt that instruction was “great,” with “clear instructions [we were] able to understand.” Students were glad for the help and support. 4. The level of support from their teachers was lauded by the students. Among the positive things mentioned were the that “the staff listen[ed] to us the students,” that the teachers were “providing extra hours for support,” and it was “very good emotional support.” One of the respondents summed it up as “students need someone to help them in time of need and the school is providing that
5. In addition to the other areas, students noted that the instruction schedule during the closure was well-established and that students were kept well-informed. Laton High was singled out as “[being] there to support the students.”

How the District could improve services in the same areas to improve the quality of remote learning.

- 1. The students who suggested improvement to the technology generally focused on two areas: a.) improving the quality (better Chromebooks, providing mice, better wifi, etc.), and b.) increased support on using it (extra help, classes on tech, one-on-one). One other suggestion was to create rules to be followed on Zoom.

2. Only a small number of suggestions for improving food service were submitted, and most were to increase the amount provided. Improving food quality was also mentioned, as was ensuring the distribution was more reliable and accessible.

3. There were many suggestions for improving overall instruction and assessment, and they covered a broad range. One theme seemed to be a need to have more support, including providing “detailed instructions” and “examples,” “listening to students when it comes to questions about the work,” “checking on students,” and “mak[ing] sure everyone has what they need.” The other theme was more engaging work, such as “fun activity” and “hands-on activities.”

4. The number of suggestions regarding social-emotional support points to the importance of this area to our students. They indicated the need to have relationships with their teachers, and to have those teachers reach out frequently to talk and listen. There was also a concern that students needed more interaction among themselves, with safeguards to prevent online bullying. Another suggestion was that the District make available a therapist to students and families.

5. More positive responses were noted here, along with a suggestion for more tutorials, and increased communication.

What are the 1. advantages and 2. disadvantages of beginning the school year with digital instruction?

- 1. There were many, many responses listing the advantages of digital instruction, around a few themes. The most evident was safety. Students felt good that the District is ensuring that
students will be “Staying safe at home” where they “have more control and are safer” and “practice social distanc[ing]” that will “help stop the spread of covid 19,” while, at the same time, “still

being able to learn” and “stay connected with other students,” “being able to continue our education.” Another theme is “having more experience with technology,” including new ways to learn on the Chromebooks. Some respondents pointed out that “students can get more help from the teachers and online resources” with digital instruction, and “you get to learn and understand

the courses better” with a “schedule [that means] more kids will be showing up online classes” and they will be “provided everything we needed.” Students felt “It will teach us more about

being responsible,” and was better “for focus and less distractions from other students.”

• 2. Just as there were many positive responses, there were a similar number of disadvantages listed. By far, the most mentioned in some way was not meeting “face-to-face.” Some

students expressed that they “learn better in-person,” “miss the connections with teachers” and friends, or the “distractions of home.” In a similar vein, others mentioned the concern that

learning that focused on a computer might be “more confusing” and could be subject to “technical problems.” The danger of “fall[ing] behind” because of “less school time” was also raised.

One mentioned the lack of PE and sports.

Where do you think the biggest learning loss occurred during the school closure due to COVID-19?

The District asked students to identify where they thought the greatest learning loss occurred when school closed in Spring, 2020. Though the intent was to identify curricular areas, the students’ responses focused on causes. Many of the students identified the combination of online instruction with packets to be completed at home as a significant contributor, particularly for students who did not understand the assignments and needed extra help. The lack of interaction with the teacher and their peers was also frequently cited as a cause, with “teachers not being able to bond with students” specifically called out. Students emphasized the need for immediate, sufficient help. Two students did note areas of learning loss, which were FFA, Art, classes, welding, and sports. This input from students was valuable in determining strategies for learning loss, and for overall scheduling and instructional resources to include in the plan

The following responses were garnered from the STAKEHOLDERS who reviewed the draft LCP and submitted comments and suggestions:
Distance Learning: 1. I like the schedules and the plan is good. 2. I consider it to be a little tiring and frustrating at some points for students to be connected for so many hours. I am very pleased with all the school is doing however i just would like to see teachers getting help with students through co-host or assisting the teachers through Zoom.

In-Person Instruction: 1. Well if it is safe it is a great way to reach the neediest of the students. 2. I Like the idea of bringing the kids back to school in a safe manner.

Pupil Learning Loss: 1. I think learning loss was the greatest in the area of writing. Communication in formal writing is almost a lost art. 2. I think Edgenuity will be beneficial to all the kids. 3. The routine of studying and learning has been lost. I would like to see individual help for students. 4. Students attending online classes. I believe the A2A program will help with the improvement of the students’ attendance. 5. It will make parents aware of the importance of attendance through communication letters from A2A.

Mental Health and Social-Emotional Well-Being: 1. I would like to see more teacher training to be able to support students and to be able to detect any child with the need of help. 2. I am happy with the plane in place. 3. I believe the mental health assistance the school is offering will be of great help to students. I would like to see more than one school psychologist at the school helping the students. 4. Bringing the students in groups of 3 is a great idea. 5. I like the plan It appears it would be successful in helping meet kids’ needs. Thank you for All4Youth.

Pupil Engagement and Outreach: 1. After school program seems more screen time for kids. Maybe kids can interact and chat with other kids on-line not on a formal lesson. 2. More games or just talking to other students in the afterschool program. 3. I think the text messaging, phone calls, FB post have help keep parent more informed. 4. I think the text messaging, phone calls, FB post have help keep parent more informed. 5. Can you use incentives for attendance? Can you make attendance contract -- if you attend blank days in a row you get virtual lunch with friends. Food delivery to the family if whole family attendance (pizza party). You can have students select the incentive. 6. The plan in place for attendance is great; A2A really works when used properly. 7. I Like the idea of following the same procedures of regular school attendance.

Increased or Improved Services: 1. I like the individual support for ELD/RSP. 2. Being able to bring 3 students at a time and give them the support they need is great. 3. It’s great for the students to get support face-to-face from the teachers.

Nutrition: 1. I like the idea of it being only 2 times a week. 2. I would like to see the school continue to make food distribution in other areas besides the schools. 3. The free lunch for all student is amazing. Thank you, Mrs. Giles. 4. I feel the meals are nourishing and given in a safe manner.

Additional Comments: 1. Very good study plan and monitoring for the students thank for your support and dedication. 2. I like everything about the plan. 3. I like the plan and I consider that it cover all areas. 4. The school really thought of everything and all the students’ needs.

The District values the stakeholder feedback, and appreciated that is generally affirms the draft that was developed with prior stakeholder input.
The following responses were garnered from the STAFF who reviewed the draft LCP and submitted comments and suggestions:

There were numerous responses garnered from the STAFF regarding each section of the LCP.

Distance Learning: Many expressed concerns about online learning, and their students’ ability or motivation in engaging online for extended periods of time. The importance of face-to-face instruction was noted. Staff also shared concerns about students with unique needs, questioning how Spanish-only students receive appropriate instruction, and how students on IEPs are receiving the support they need.

In-Person Instruction: Teachers seemed inclined to want a return to in-person instruction, though their concerns about safety were repeated throughout. Their recognition of the benefits for students with unique needs was clearly expressed. There was agreement on the need for diagnostic assessments and small-group instruction.

Pupil Learning Loss: A variety of concerns were shared in reference to this section of the plan, along with affirmation that there were good ideas, including the use of Edgenuity. The need to focus on writing was suggested. Mirroring face-to-face routines that will support struggling students was a specific concern. Teachers expressed support for regular, formal progress monitoring and support. It was also suggested that communication with parents about what students were doing in class time, and whether their child was participating would be important.

Mental Health and Social-Emotional Well-Being: The comments for this section generally affirmed the District’s plan, and the need to monitor students’ mental health and well-being, including a suggestion to develop a district wide check-in form that students can access anytime. Concerns were expressed about students experiencing problems due to being at home much more often, and the need for students to stay connected to their peers.

Pupil Engagement and Outreach: Overwhelmingly, the responses for this section expressed concerns about the levels of student engagement and turning in work. It was noted that the TIP - Truancy intervention program – was a good idea, and more information for teachers, students, and families would be good. Having home visits as part of the plan was lauded. The need to give students with limited support access to a school setting was listed.

Increased or Improved Services: The comments included the suggestion to find out what is a more productive way to educate the students during this distance learning. The hope that mental health services could be provided everyday was shared. It was requested that teachers be included in these discussions.

Nutrition: All of the comment on food services praised the District and the Food Services staff for an “awesome job” in continuing with food distribution to all students on the Mondays and Wednesdays “so students stay well.”

Additional Comments: There were only three additional comments: That while connectivity is something the district cannot control directly, it has been an issue; that there are possibly good outcomes with open minded and creative effort; and that the District has developed a good plan.
Much of the input from stakeholders were affirmations of the District’s plan for monitoring students’ progress and using data to determine needs and address those through additional supports and accelerated learning.

The District plans to provide small group and one-on-one Zoom interaction as much as possible, though the capacity to do so and still provide synchronous learning to all students is limited.

Having all student work “accounted for and graded” as the result of added structured classes online will be found in the plan.

The District’s experience from the Spring, complemented by professional development will improved the quality of online instruction.

Both the hybrid (in-person) and distance learning sections of this plan include regular outreach to all students to monitor social-emotional needs, and students who are determined to need one-to-one support will have it provided.

The plan will include descriptions of how IEPs and 504s will be handled, both in-person and through distance learning, including providing continuity for students with exceptional needs.

The students’ responses to the question of learning loss are included in this plan (see “Pupil Learning Loss”) as additional considerations for what aspects of learning loss the District must address.

The idea of incentives for attendance will be furthered explored to determine what is allowable and what students might find most interesting.

The Distance Learning section has been revised to read that LMS and LES are using Edgenuity in a blended model, and LHS is using it in English, math, and PE.

The learning loss input from students was valuable in determining strategies for learning loss, and for overall scheduling and instructional resources to include in the plan.
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.]

This phase would be carried out once a waiver has been granted by the health department/county office of education, and the district is allowed to open for in-person instruction. The district would open partially as described below, enabling school officials to comply with all of the guidelines and regulations required by the health department, which require districts to have a plan in place to mitigate the spread of COVID-19. To provide our community, students, and staff with consistency, this phase would also be in place for one (four-week) grading period. Following, the district and community health officials would once again come together to reevaluate how COVID-19 is impacting the community. The determination will then be made to stay on the current phase for another grading period or move forward with fully opening our schools.

There will be two cohorts of students, district-wide. This model includes having face-to-face (F2F) instruction, with roughly 50 percent of students twice a week. This model would allow the control of COVID-19 infection between students and staff. Cohort A students would come to school for F2F instruction Tuesdays and Thursdays, while Cohort B students would come to school on Wednesdays and Fridays. Mondays would be designated to provide above and beyond support for our high-needs population, and students considered highly at risk and need additional academic and social-emotional support. All safety guidelines and procedures will be followed.

This phase would take effect when Fresno county has been off the watchlist for 14 consecutive days, and the county gives districts the freedom to open for partial or in-person instruction. At this point, the spread of COVID-19 would be less, allowing schools to mitigate/track the spread, reducing the risk of an outbreak and/or another school closure.

All stakeholders would have to abide by strict LUSD safety guidelines and protocols. Under this plan, students will attend school daily for F2F instruction. The school schedule will be similar to past years, with staggered start/end times. Student breaks/lunch will also be reconfigured to adhere to social distancing guidelines with some grades eating lunch in their classroom. Each school site will develop its schedule. Classrooms and office spaces will be cleared of non-essential furniture to maintain social distancing.

School sites would be limited to school personnel and students. Due to the nature of the COVID-19 (asymptomatic) and to keep with state and local guidelines (tracing, tracking), volunteers and parents would not be allowed on the grounds, except for emergencies. Each school site will have a plan describing drop-off and pickup procedures. Students and staff will be required to wear a mask at all times when they are in transit to another location and any situation when social distancing is not possible. Every person will be required to wear a mask when entering LUSD grounds. Health screening will be conducted daily for all staff and students in grades 4-12. Temperature checks will be conducted by a member of our team for students in preschool to 3rd grade.
Transportation may be an issue under this plan. As a result of our survey, most parents indicated they would drop off their child at school if this meant the child could attend daily. Depending on how many students can fit on a bus in August, our staff may be calling parents to solicit their assistance with transportation.

In the survey, some parents also indicated they don’t feel safe sending their children to school. The district is in the process of getting approval to open a school of choice that will be mainly online. This will be an alternative choice. Parents will be asked to commit to one of these two options before the beginning of the 2020-2021 school year. Once assigned, students will be required to be in the program they selected for the entire semester, to not interfere with the health and safety of others.

The District will continue safety protocols that include cleaning and disinfecting of all hard surfaces with EPA registered Disinfectant for Human Corona Virus. If necessary, maintenance staff will receive additional training on the proper use of safety equipment, including stringent safety precautions. The immediate response protocol will remain in case of suspected virus contamination, which includes, but is not limited to, requiring any district personnel exposed to stay home with pay for 14 days. The district will continue to adjust school operations, as necessary, throughout the schools’ closure to adhere to the state health department guidelines and to continue all essential services needed to maintain the well-being of students, staff, and community.

Grades will reflect students’ performance and will be reported on a quarterly basis.

As part of our commitment to student growth and the closing of the achievement gap, Laton unified will utilize "Diagnostic Assessments" in order to identify and measure learning gaps. This will allow for the development of specific intervention plans tailored to the needs of students. Diagnostic Assessments used will include both Reading and Math Inventories that accurately identify the level of each student. Teachers will use these assessments to guide instruction and develop a plan for student growth. Teachers will incorporate the use of “Edgenuity” as a verifier to the online curriculum created. This will ensure continuity of the curriculum and our adherence to State standards.

Formal progress monitoring will take place every quarter. Informal assessment will be ongoing daily, through teacher observation, grades, and checks for understanding.

- Progress monitoring will be provided by the classroom teacher/RSP/ELD/Resource teacher as dictated by students’ needs. Determination of those needs will be data-driven and based on multiple measures. These measures include, but are not limited to, Reading inventories, Math inventories, and IAB district benchmark assessments.
- LUSD students who are on an IEP and or 504 plans will continue to receive specialized instruction and support throughout the different phases of the district’s reopening plan. All student accommodations/modifications (as appropriate and applicable) will continue to be implemented. Families will receive communication from their student’s case manager/counselor regarding coordinating IEP meetings and 504 meetings respectively. Students who receive educationally related mental health services through the school’s psychologist, licensed marriage and family therapist (LMFT) or Counselor will be contacted by the provider to arrange for sessions and services. Similarly, students who receive additional related services (speech and language, occupational therapy, etc.) will be contacted by the speech pathologist to schedule remote or in-person (when deemed essential and safe) sessions.
- The digital learning schedule as described in “Pupil Participation and Progress” will include structured times for students to engage in direct digital instruction. Progress monitoring by teachers for intervention and additional supports will be mandatory for
unduplicated students during the time schools cannot have traditional in-person instruction. As needed, teachers will conduct formal check-ins with students in need of intervention and additional supports in order to discuss areas of concern and provide support in the areas in which they are struggling, or to strengthen academic and social-emotional skills. Parents will be notified by the counselor or classroom teacher when their child is placed on the list for progress monitoring for intervention and additional supports. Once students are caught-up or deemed no longer at-risk, such progress monitoring will no longer be required.

Student work will be accounted for and graded by the teacher as indicated. Grades will reflect students’ performance and will be reported on a quarterly basis.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>The District will purchase appropriate safety equipment (masks, face shields, etc.) to support safe interactions between students and staff in classrooms and on campuses.</td>
<td>150,000</td>
<td>No</td>
</tr>
<tr>
<td>The District will purchase appropriate equipment and materials (hand sanitizers, disinfectant wipes, etc.) to maintain rigorous conditions of cleanliness.</td>
<td>280,858</td>
<td>No</td>
</tr>
<tr>
<td>The District will train staff and follow rigorous safety protocols to ensure the well-being of students and staff on school campuses and other District facilities.</td>
<td>38,135</td>
<td>No</td>
</tr>
<tr>
<td>The District will contract for touchless classroom water dispensers.</td>
<td>50,000</td>
<td>No</td>
</tr>
</tbody>
</table>
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.]

This model complies with the Governor’s announcement on Friday, July 17th regarding school reopening and the criteria for returning to in-classroom instruction. The Governor’s mandate specifies that if a county has been on the state monitoring list within the last 14 days, the school and school district must conduct distance learning until Fresno county has been removed from the monitoring list for at least 14 days. The district can apply for a waiver when COVID-19 cases within the community have been contained. To stay consistent, the district would commit to operating under phase 1 for an entire grading period. At this point, the district and local health officials would reevaluate the COVID-19 impact on the Laton community and apply for a waiver to open the schools.

Under phase 1, students will participate in structured digital instruction/learning from home using Edgenuity, Zoom, Google Classroom, Class Dojo, Remind, etc., district-wide. Teachers will be required to take attendance daily.

The first week of teacher/student contact will focus on becoming acclimated with online routines and expectations, with a significant focus on developing distance learning student-teacher and collaborative student-student relationships. Teachers, counselors, and administrators will stress their availability for students to contact if they are experiencing social and/or emotional difficulties.

Unduplicated students and students who are considered high risk (academically, socially emotional) will be placed on a rotating Zoom schedule or F2F (face-to-face) progress assessment meetings. The structured digital instruction/learning schedule will be site based and will include structured times for students to engage in direct digital instruction/learning. Progress monitoring will be mandatory for unduplicated students during the time schools cannot have traditional F2F instruction. As needed, students will have formal check-ins to discuss areas of concern and get support in the areas they are struggling in or strengthen academic and social-emotional skills. Sites will create intervention schedules to reflect student need. Once students are caught up or deemed no longer at risk, progress monitoring will no longer be required.

Progress monitoring will be provided by the classroom teacher/RSP/ELD/resource teacher as directed by student needs. Student needs will be data-driven and will be determined using multiple measures. These measures include but are not limited to Reading Inventories, Math Inventories, IAB district benchmark assessments, grades, and observations. Formal progress monitoring will take place every quarter and informally daily through grades and checks for understanding. Parents will be notified when their child is placed on the progress monitoring for intervention and additional support list by the counselor or classroom teacher.

LUSD students who are on an IEP and or 504 plans will continue to receive specialized instruction and support during distance learning and throughout the different phases of the district’s reopening plan. All student accommodations/modifications (as appropriate and applicable) will continue to be implemented.

Families will receive communication from their student’s case manager/counselor regarding coordinating IEP meetings and 504 meetings.
Students who receive educationally related mental health services through the school’s psychologist, licensed marriage and family therapist (LMFT) or Counselor will be contacted by the provider to arrange for tele-therapeutic sessions and services. In-person sessions will be scheduled when deemed safe and necessary to provide support for students that need in-person interaction with their support provider.

Students who have been identified as for social-emotional intervention will be placed on a progress monitoring F2F schedule to meet with the school counselor and/or All4Youth counselor. During this time, student goals will be reviewed and monitored. This will also serve as a counseling session for students. As with intervention and additional support, the classroom teacher will coordinate with the site administration to coordinate a plan that best fits the needs of each student.

Students will be required to report for structured online learning between 8 am and 12 pm Tuesday to Friday. Mondays will be designated to provide above and beyond support and closely monitor students who are highly at risk, such as ELLs and RSP students. The schedule will be provided at the beginning of the implementation. Each school site will schedule mandatory in-person orientations with the students and one parent. During the orientation, students and parents will learn how remote learning will take place, how to log in with their device, how to use the learning platform, and what is the expectation for engagements and attendance.

Most importantly, the teachers and students will have the opportunity to begin building relationships and getting to know each other. [https://www.edweek.org/ew/articles/2019/03/13/why-teacher-student-relationships-matter.html] This will provide the teacher with valuable information to assist with lesson design and engagement strategies used to hook students digitally and increase the participation rate. Teachers will be required to take attendance daily. The district’s Digital instruction schedule allows teachers to plan and monitor progress daily. Teachers will be providing instruction from their classrooms. They will have their curriculum as well as their supplemental materials at hand, along with all the technological devices needed to teach remotely.

Teachers will be reporting to their worksites/classrooms on a daily basis and will have minimal contact with other staff.

After each online learning session, teachers will take their lunch and proceed with progress monitoring until the end of their workday.

One day a week, teachers and staff will conduct progress monitoring to identify students in need of intervention and additional supports, and provide face-to-face support for students considered highly at risk and unduplicated students.

Monday’s will continue to be used for PD and PLC/Collaboration but will be reduced every other Monday to allow for face-to-face progress monitoring and to provide above and beyond support.

Participation is mandatory and students will be held accountable for all work assigned. The district’s grading policies and procedures will be enforced. Teachers will have the opportunity to plan to proceed with progress monitoring until the end of their workday. Grades will reflect students’ performance and will be reported quarterly.

Notable Exceptions- Although students are not using paper packets, students will be expected to still produce the same level of
demonstrated learning and in many cases will still submit hard copy assignments to demonstrate outcomes learned. (i.e.- ROP/CTE, Art & P.E. classes)

**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 provide technology for students to use with distance learning.

Students will be able to check out a take-home Chromebook and charger from their school’s office.

If a student does not have reliable internet at home their parents can notify the teacher or office staff. The technology department will verify eligibility and assign a hotspot for the student (household).

LUSD recognizes that technology is essential for distance learning. A district priority is to make sure our students, teachers, and staff have the technology they need to be able to continue educating.

For students:
- All students will be able to check out a take-home Chromebook and charger.
- All students will be provided with a pair of headphones to use with their devices.
- For the students who do not have reliable internet at home, they can check out a T-Mobile hotspot from the IT department to use with distance learning.
- The IT department will filter and monitor student content in compliance with the Children’s Internet Protection Act (CIPA).

For teachers:
- Teachers will have access to a Windows desktop computer connected to a Promethean board (smart interactive panel) as their main set up for teaching. Also, an HD webcam will be available to use for video conferencing with students.
- In addition, each teacher will have access to a 14” Chromebook to use as a supplemental device for providing instruction and attending meetings.
- On-campus, teachers, will have access to high-speed gigabit internet to ensure no bandwidth issues as they provide live instruction.
- Teachers can utilize GoGuardian Teacher as a digital classroom management tool to eliminate distractions, connect with students, and keep them on track.
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.]

Students will participate in structured digital instruction/learning from home using Edgenuity, Zoom, Google Classroom, Class Dojo, Remind, etc., district-wide. Unduplicated students and students who are considered high risk (academically, socially emotional) will be placed on a rotating schedule for face-to-face (F2F) progress monitoring. The structured digital learning schedule will be site based and will include structured times for students to engage in synchronous (live direct) digital instruction/learning.

Attendance taking will follow the same procedure regardless of distance learning or in-person.

Laton Elementary School Daily Digital Learning Schedule:

One 240-minute instruction block. One lunch block. One Zoom and Face-to-Face progress monitoring block.

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>START TIME</th>
<th>END TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synchronous Instruction</td>
<td>8:00 am</td>
<td>12:00 noon</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:00 noon</td>
<td>1:00 pm</td>
</tr>
<tr>
<td>Zoom and F2F Progress.</td>
<td>1:00 pm</td>
<td>3:00 pm</td>
</tr>
</tbody>
</table>

Laton Middle School Daily Digital Learning Schedule:

Two 115-minute core instructional blocks. One 55-minute elective block. One 50-minute tutorial block. P.E teacher will deliver health lessons during one of the core blocks on selected days of the week. One 10-minute break and one 40-minute lunch.

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>START TIME</th>
<th>END TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8:00 am</td>
<td>9:55 am</td>
</tr>
<tr>
<td>Break</td>
<td>9:55 am</td>
<td>10:05 am</td>
</tr>
<tr>
<td>2</td>
<td>10:05 am</td>
<td>12:00 noon</td>
</tr>
</tbody>
</table>
P.E. The P.E. teacher will deliver health lessons during either period 1 or period 2 on selected days of the week. Lessons will be no longer than 20 minutes.

Laton High School Daily Digital Learning Schedule:

Seven 40-minute periods, starting at 8:00 am, with 10 minutes of passing time between periods. In general, synchronous (live) teaching will take place during the period. Some lessons may be recorded for later viewing or to be shared during the time of instruction. One 40-minute lunch break. Small group instruction and tutoring will occur between 2:10-3:45 pm, as needed.

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>START TIME</th>
<th>END TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8:00 am</td>
<td>8:40 am</td>
</tr>
<tr>
<td>2</td>
<td>8:50 am</td>
<td>9:30 am</td>
</tr>
<tr>
<td>3</td>
<td>9:40 am</td>
<td>10:20 am</td>
</tr>
<tr>
<td>4</td>
<td>10:30 am</td>
<td>11:10 am</td>
</tr>
<tr>
<td>5</td>
<td>11:20 am</td>
<td>12:00 noon</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:00 noon</td>
<td>12:40 pm</td>
</tr>
<tr>
<td>6</td>
<td>12:40 pm</td>
<td>1:20 pm</td>
</tr>
<tr>
<td>7</td>
<td>1:30 pm</td>
<td>2:10 pm</td>
</tr>
</tbody>
</table>
Online Learning Non-negotiables:
- Daily, digital and live instruction by each teacher for each scheduled class.
- No instructional packets or paper copies to be used for grades 1st-12th. (All digital)
- Progress monitoring is mandatory and grades will be assigned quarterly.
- TK and Kindergarten may assign worksheets depending on the skill being taught.
- Edgenuity will be used at teacher’s discretion. Teachers have the option of using it as a core curriculum or as a supplemental curriculum. LMS and LES are using Edgenuity in a blended model.

and LHS is using it in English, math, and PE.

- Mandatory one-on-one orientation to be conducted by each teacher in the district to describe remote learning processes and procedures in-person preferably. Zoom session/phone conferencing will be acceptable when health concerns are an issue.

- Teachers will provide one-on-one instruction in the classroom when the district is in phase one (remote instruction/learning) of the reopening plan to students who are considered highly at risk and/or don't have access to connectivity.

The Monday Intervention and Support Schedule is described in the “Pupil Learning Loss Strategies” section of this plan.

The district collaborated with instructional staff and stakeholders to determine that a 75% completion rate of assignments will count as a full day of participation. Anything less will be considered a partial day, unless the student was absent.

Notable Exceptions- Although students are not using paper packets, students will be expected to still produce the same level of demonstrated learning and in many cases will still submit hard copy assignments to demonstrate outcomes learned. (i.e.- ROP/CTE, Art & P.E. classes)

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 District understands that a teacher’s belief in his or her ability to impact student learning is one of the most powerful determiners of student success (Hattie, 2008) and will provide professional development and support that builds each teacher’s self-efficacy.
Teachers will collaborate regularly online to share insights into effective practices for distance learning and supporting a positive online classroom culture. Monday’s will continue to be used for PD and PLC/Collaboration. Teacher will use early out PD/collaboration time to determine what is working and what isn't working when engaging students remotely. Adjustments will be made as needed as we begin with remote instruction as a result of teacher collaboration and planning sessions.

Effective online learning environments as well as the daily Zoom meetings for all classes will be required. Therefore, additional set-up and preparation time will be provided to teachers with professional development opportunities and grade level meetings from 12:30pm to 3:45pm daily.

To prepare for blended learning and remote learning, the district adopted Edgenuity. This program was used to deliver summer school instruction for at risk students, so training took place in May. When it became obvious the district would have to begin the 20/21 school year remotely, It was decided to use Edgenuity as another resource for teachers to provide blended instruction. At that point, teachers already using Edgenuity were asked to prepare a PD training for the rest of the staff. Each site prepared a training geared toward their grade levels that explained and described how Edgenuity could be used to supplement or be used to deliver instruction at grade level.

Teacher in our district were required to participate in the Fresno County Superintendent of Schools Distance Learning Academy. After each session, teachers were required to reflect of their learning by completing a reflection PD document where they describe how the session, it's impact on their craft and the skills and strategies learned that will be used to deliver instruction and enhance student's learning experience. Teachers participated in a variety of sessions focusing on how to run a ZOOM session to how to provide support for high risk student populations.

District teachers have participated in ZOOM training provided by the district's Tech team. Teachers were grouped in their teams and were rotated in to the training which took place over a two day period. Our tech team is available upon request to provide ZOOM or tech training to our staff. A few teachers have been provided with one-on-one Zoom training, as requested.

The district's dual language teachers are also registering to participate in professional development through CABE. This PD is focusing on providing teachers with distance learning strategies and how to engage dual language students remotely and how to provide support for English Learners.

The district realizes there is a need to provide additional training in the areas of social emotional support training and engaging students via remote learning and will be looking for additional professional development opportunities as the school year progresses, allowing for more targeted PD development opportunities geared toward teacher/students immediate needs. The district will continue to provide professional learning in effective distance learning practices, how to support students’ mental health and social-emotional well-being, and other distance learning-related topics as the need is recognized.
**Staff Roles and Responsibilities**

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

<table>
<thead>
<tr>
<th><strong>Staff</strong></th>
<th><strong>District</strong></th>
<th><strong>with Paraprofessionals</strong></th>
</tr>
</thead>
</table>

### Attendance
- Attendance taking will follow the same procedure regardless of distance learning or in-person.
  1. Attendance will be taken by each teacher, each period, using PowerSchool.
  2. Teachers will need to mark any student not in attendance or unaccounted for during the allotted period as “absent.”
  3. The front office will make the same notifications and take the same actions and protocols when a parent notifies that a student is out ill.

### Progress Monitoring
- Formal progress monitoring will take place every quarter. Informal assessment will be ongoing daily, through teacher observation, grades, and checks for understanding. Both informal and formal progress monitoring will allow teachers to provide clear, actionable feedback, which research (Hattie, 2008) shows is crucial to fostering each student’s ability to recognize when they are learning, when they are not, and how to go about improving. [https://tinyurl.com/StudentTeacherRelationships].
- Progress monitoring will be provided by the classroom teacher/RSP/ELD/Resource teacher as dictated by students’ needs. Determination of those needs will be data-driven and based on multiple measures. These measures include, but are not limited to, Reading inventories, Math inventories, and IAB district benchmark assessments.
- The digital learning schedule as described in “Pupil Participation and Progress” will include structured times for students to engage in direct digital instruction. Progress monitoring by teachers for intervention and additional supports will be mandatory for unduplicated students during the time schools cannot have traditional in-person instruction. As needed, teachers will conduct formal check-ins with students in need of intervention and additional supports in order to discuss areas of concern and provide support in the areas in which they are struggling, or to strengthen academic and social-emotional skills. Parents will be notified by the counselor or classroom teacher when their child is placed on the list for progress monitoring for intervention and additional supports. Once students are caught-up or deemed no longer at-risk, such progress monitoring will no longer be required.

The Community Liaison will assume additional duties to support effective communication and outreach to families.

Paraprofessionals will also assume new duties that may include, but will not be limited to: escorting the bus delivering meals, helping nurse with health screenings, cleaning and/or disinfecting equipment and materials.

District maintenance staff will deliver professional development activities in safety practices and protocols.
Supports for Pupils with Unique Needs

The San Diego County Office of Education has identified three distance learning equity needs:
1. We must meet students' basic needs, including their emotional well-being.
2. We must ensure equitable access to learning resources.
3. We must proactively design and implement responsive, restorative structures. (Additional learning supports and accelerating learning)

Every section of this plan has been written with these student needs in mind.

Progress monitoring will be on-going for pupils with unique needs at all grade levels. All teachers and paraprofessionals who provide services to English Learners, Foster Youth, homeless youths, and students with exceptional needs, will assess those students formally and informally to determine students’ needs for intervention and additional supports. Determination of those needs will be data-driven and based on multiple measures. These measures include, but are not limited to, Reading inventories, Math inventories, and IAB district benchmark assessments, grades, and observations.

As needed, teachers will conduct formal check-ins with students in need of intervention and additional supports in order to discuss areas of concern and provide support in the areas in which they are struggling, or to strengthen academic and social-emotional skills. Parents will be notified by the counselor or classroom teacher when their child is identified for intervention and additional supports. Once students are caught-up or deemed no longer at-risk, such progress monitoring will no longer be required.

LUSD students who are on an IEP and or 504 plans will continue to receive specialized instruction and support during distance learning and throughout the different phases of the district’s reopening plan. All student accommodations/modifications (as appropriate and applicable) will continue to be implemented.

Families will receive communication from their student’s case manager/counselor regarding coordinating IEP meetings and 504 meetings respectively.

Students who receive educationally related mental health services through the school’s psychologist, licensed marriage and family therapist (LMFT) or Counselor will be contacted by the provider to arrange for tele-therapeutic sessions and services. In-person sessions will be scheduled when deemed safe and necessary to provide support for students that need in-person interaction with their support provider.

Similarly, students who receive additional related services (speech and language, occupational therapy, etc.) will be contacted by the speech pathologist to schedule remote or in-person (when deemed essential and safe) sessions.

Teaching students remotely with special needs is challenging. However, it's important to note that first and foremost they are part of the general education instructional program and will be included in remote learning. Through structured progress monitoring, working as a team...
and communication is in place with all stakeholders, it will be evident when further supports and accommodations or modifications are needed. As learning unfolds, special education teachers will monitor progress closely and connected with students throughout the week.

Teachers will communicate with students and families via email, ZOOM, phone conferencing, and when deemed essential, in-person meetings will be conducted with all health and safety guidelines enforced to discuss students’ progress and plan accordingly to address any concerns and plan next steps for intervention. Support will look differently for individual groups of students as it will be need driven. Mondays have been designated as a day for the teacher to provide additional parrot for students via small (3 to 1) group intervention or fact-to-face support whenever it’s deemed safe. When students are able to attend face-to-face sessions, all safety and health precautionary measures will be observed. Teachers will develop schedules for Monday’s that will allow for multiple groups of students to rotate in for support. For students that require additional individualized time, will be scheduled throughout the week in the afternoons as needed, depending on the subject area of concern.

Experts have long known that difficult childhoods often experienced by Foster youth, Homeless youth, Immigrant youth, and children in poverty are linked with a wide range of health risks later in life. “Stressful events that don't necessarily meet the psychological definition of trauma can still cause problems…and might lead to…anxiety or depression.” (Harvard Health Publishing, February, 2019) Those who have been identified for social-emotional intervention will be placed on a progress monitoring face-to-face or Zoom schedule, as appropriate, to meet with the school counselor and/or All4Youth counselor. During this time, student goals will be reviewed and monitored. This will also serve as a counseling session for students. During face-to-face meetings, all health and safety guidelines will be strictly enforced.

The district also employs a full time ELD and Dual Language Intervention/Resource teacher and ELA and Reading Intervention/Resource teacher that work with all teachers to provide support for students performing below grade level or falling behind. Each site also has paraprofessionals assigned to provide support for ELD and SPED students. Currently, the district has Five ELD paraprofessionals and 6 special education paraprofessionals. They will be added to teacher zoom sessions and provide support for students in break-out sessions during remote learning. In the afternoon, they will provide small group Zoom support and when deemed safe, and it's considered essential, they will provide the support in person in a 3 to 1 small group setting.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional development in effective distance learning practices and providing students with social emotional supports.</td>
<td>50,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>2. Teachers will schedule an additional support and acceleration period (minimum 30 minutes) for students to attend in person during the Monday hours with the teachers, based on individual student’s academic needs.</td>
<td>50,000</td>
<td>Yes</td>
</tr>
<tr>
<td>3. Purchase hotspots for students who need home-based internet access.</td>
<td>50,000</td>
<td>Yes</td>
</tr>
<tr>
<td>4. The District will purchase Edgenuity to support online instruction for distance learning.</td>
<td>35,000</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**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.]

Multiple measures will be used to assess learning loss from 2019-20, and in monitoring potential learning loss during the 2020-21 school year. To measure current learning loss, the district will use the following protocol:

Gather available assessment information on current students from Fall, 2019, through Spring, 2020, including, at a minimum, ELA/Reading, Math, and ELD assessments. These assessments may include reading and math inventories, ELPAC and other ELD assessments, IAB assessments, student diagnostic assessments, and standards taught.

- Students will again be assessed using the same multiple measures, as appropriate, for which there is 2019-20 data.
- The difference in scores will be determined as 2019-20 academic growth.
- The 2019-20 academic growth will be compared to what would have been constituted a year’s growth for those assessments. Any difference that indicates less than one year’s growth in that academic area will be considered learning loss for 2019-20.

This same protocol will be used to measure learning loss after the conclusion of the 2020-21 school year. However, the District will follow a more rigorous on-going assessment process to support all students, with particular focus on unduplicated students in need of intervention and additional supports.
The District asked students to identify where they thought the greatest learning loss occurred when school closed in Spring, 2020. Though the intent was to identify curricular areas, the students' responses focused on causes. Many of the students identified the combination of online instruction with packets to be completed at home as a significant contributor, particularly for students who did not understand the assignments and needed extra help. The lack of interaction with the teacher and their peers was also frequently cited as a cause, with “teachers not being able to bond with students” specifically called out. Students emphasized the need for immediate, sufficient help. Two students did note areas of learning loss, which were FFA, Art, classes, welding, and sports. This input from students was valuable in determining strategies for learning loss, and for overall scheduling and instructional resources to include in the plan.

Formal progress monitoring will take place every quarter, including ELD assessments of English Learner progress. Informal assessment will be ongoing daily, through teacher observation, grades, and checks for understanding.

- Progress monitoring will be on-going and provided by the classroom teacher/RSP/ELD/Resource teacher to determine students’ needs for intervention and additional supports. Determination of those needs will be data-driven and based on multiple measures. These measures include, but are not limited to Reading inventories, Math inventories, and IAB district benchmark assessments.
- The digital learning schedule as described in “Pupil Participation and Progress” will include structured times for students to engage in direct digital instruction. Progress monitoring by teachers for intervention and additional supports will be mandatory for unduplicated students during the time schools cannot have traditional in-person instruction. As needed, teachers will conduct formal check-ins with students in need of intervention and additional supports in order to discuss areas of concern and provide support in the areas in which they are struggling, or to strengthen academic and social-emotional skills. Parents will be notified by the counselor or classroom teacher when their child is placed on the list for progress monitoring for intervention and additional supports. Once students are caught-up or deemed no longer at-risk, such progress monitoring will no longer be required.

For English Learners:

- Currently, the district uses ELPAC as a summative assessment but formative informal assessments as well as the SOLOM are used to assess in-class progress. Teachers are provided with the ELPAC summative data and with their students' latest levels. They review the data for gaps to assist the teachers to plan accordingly, based on class needs.
- Although the SOLOM is not technically an assessment, it is a rating scale that is used for both ongoing monitoring of current and recently RFEP’d students, as well as for reclassification purposes.

Teachers provide their input, based on in-classroom observations, to rate the language development of EL students.

- ELD curriculum is tied into the ELA curriculum, the daily, weekly, unit, and benchmark assessments that teachers use in class provide data on the progress of EL students as well. From observations during PLCs, this assessment data is disaggregated and attention is paid to the progress of the teacher’s EL students. Teachers are very purposeful with this data to guide their reteaching and
intervention objectives. Grade level teachers work closely in planning their ELD lessons and leveling students, consistently revising groups as needed.

- The district has put in place Edgenuity which has an ELL program component called Middlebury. This program has structured assessments and monitoring built in and aligned with the lessons.

Because we know that social-emotional factors can impact learning loss, students will be regularly monitored for social-emotional needs. Those who have been identified for social-emotional intervention will be placed on a progress monitoring F2F or Zoom schedule, as appropriate, to meet with the school counselor and/or All4Youth counselor. During this time, student goals will be reviewed and monitored. This will also serve as a counseling session for students. During F2F meetings, all health and safety guidelines will be strictly enforced.

**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.]

Examining the available research on learning loss, we found that “Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions.” (NWEA, Collaborative for Student Growth, April, 2020.)

Experience and prior years’ data show that any learning loss experienced by the general student population is exacerbated among Unduplicated Pupils, homeless youth, and students with exceptional needs. To address that loss, and to accelerate learning for these students, the District will implement the following strategies:

**Monday Intervention:** 8:00 am – Noon and 12:30 – 1:30 pm
- Any student with two or more period absences in a week is required to attend Monday Intervention for each class. Teachers will schedule an intervention period (minimum 30 minutes) for students to attend in person during the Monday hours with the teachers.
- IEPs, SST’s, ELD and RSP interventions and and additional supports for low-income students, Foster Youth, and homeless youth will also take place on Mondays. These are scheduled by the appropriate staff member. Students and teachers will need to be present as needed.

**Additional Planning & Student/Parent contact:** Tuesday through Friday, 2:10 – 3:45 pm
Because we know that the online environment may create the need to provide students and families with more technical and social-emotional supports, as well as the additional time for the set-up and preparation required to conduct daily Zoom meetings for all classes, we have provided the last 90 minutes of the day to serve these purposes.

Academic Supports and Acceleration

The LEA is required to provide integrated English language development and any other necessary accommodations to English learners for content classes that are held remotely. Many accommodations may be effectively provided online. These may include extensions of time for assignments, videos with captioning or embedded interpreting, accessible or translated reading materials, other language services provided through video conferencing, an online translation dictionary, or other technological solutions. When or if a student is in a situation where meaningful access to remote instruction is not possible, hard copy packets, teacher check-ins, or tutorials, or other methods may be implemented. All EL students must receive appropriate language services and supports to the greatest extent possible by the district classroom teacher, ELD teacher, and ELD paraprofessional.

With the support of the district’s community liaison, parents, educators, and administrators will continue to collaborate on ways to meet the needs of EL students. Communication strategies will take place via remote instruction, phone calls, meetings held on digital platforms, online options for data tracking, and documentation of services, supports, and accommodations provided.

The actions or strategies that the district will put in place to address learning loss and accelerate learning will be to identify learning gaps through purposeful formative assessments in all grade levels and reteach the concepts or skills needed to be successful.

- Have structured schedules that allow students to have more F2F, individualized, or small group support from their teacher.
- Track students closely and identify those who have been disengaged from instruction. Identify the cause for disengagement and create an intervention plan that would include having participated in Monday’s intervention schedule and possibly coming an additional day in the afternoon to recover instructional time and ensure we are able to help them connect.

- Provide instructional opportunities for blended learning through Edgenuity.

Teacher and support providers are using manipulatives to provide students an alternative way to communicate their feelings and mental state.

Low-income pupils these students will receive all the supports mentioned earlier. They will also be monitored frequently by our Community Liaison and school counselor to ensure they are being provided with all the services they need and our district has to offer.

Foster youth - All of the above, students(very small number) would have the option to come daily and work in our libraries and receive support for academics and connectivity from our paraprofessionals and or teachers. We have provided numerous hot spots to multiple families who share the same home.
Pupils with exceptional needs - These students are rotated in every Monday and in the afternoons as needed to ensure they are able to connect, for progress monitoring, and to receive academic support.

Pupils who are experiencing homelessness - All of the above, students (very small number) would have the option to come daily and work in our libraries and receive support for academics and connectivity from our paraprofessionals and or teachers. These students live with a family member so these families were also provided multiple hot spots and are checked on weekly to ensure they have what they need to be successful.

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.]

Our goal at LUSD is to provide students with the familiarity of the traditional school routines in social/emotional/academic learning through a digital learning experience. The routines developed in our digital learning will mirror those often found with in-person, F2F school environments. Daily lessons will be designed to provide practice for consolidating skills and focus on some new learning, where possible. We understand that students have been through a lot this past couple of months and will need to adjust. Teachers will use teaching materials, strategies, and teaching styles that are familiar to students. The academic work for students will be accessible and mirror a traditional setting but will require the daily use of technology.

Multiple measures will be used to assess the effectiveness of learning loss strategies. The district will use the following protocol:

Gather available assessment information on current students from Fall, 2020, including, at a minimum, ELA/Reading, Math, and ELD assessments. These assessments may include reading and math inventories, ELPAC and other ELD assessments, IAB assessments, student diagnostic assessments, and standards taught. Instructional staff will triangulate the measures to determine each student’s baseline for the 2020-21 school year.

Progress monitoring will be on-going and provided by the classroom teacher/RSP/ELD/Resource teacher to determine the effectiveness of the learning strategies and to pinpoint students’ needs for intervention and additional supports. Determination of those needs will be data-driven and based on multiple measures. These measures include, but are not limited to, Reading inventories, Math inventories, and IAB district benchmark assessments. Informal assessment will be ongoing daily, through teacher observation, grades, and checks for understanding. This protocol is intended to uncover what students already know and may lack in order to minimize wasted instructional time and focus on accelerated learning experiences.

Formal progress monitoring will take place every quarter, including ELD assessments of English Learner progress. Both will allow teachers to provide clear, actionable feedback, which research (Hattie, 2008) shows is crucial to fostering each student’s ability to recognize when they are learning, when they are not, and how to go about improving.

In Spring, 2021, students will again be assessed using the same multiple measures, as appropriate, from the Fall, 2020 assessments.
• The 2020-21 academic growth will be compared to what would have been constituted a year’s growth for those assessments. Any difference that indicates less than one year's growth in that academic area will be considered additional learning loss for 2020-21.

Strategies implemented to address learning loss and accelerate learning will be evaluated based on the multipole measures use by teachers.

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

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<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers will schedule an intervention period (minimum 30 minutes, to an hour) for students to attend in person during the Monday hours with the teachers, based on individual student’s academic needs.</td>
<td>25,000</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Teachers, administrators, and instructional support staff will collaborate to assess the levels of individual student’s learning loss from 2019-20, using the protocols described above.</td>
<td>25,000</td>
<td>Yes</td>
</tr>
<tr>
<td>3. Laptops/desktops and Webcams for teachers, headphones for students, tablets for TK and K.</td>
<td>250,000</td>
<td>No</td>
</tr>
</tbody>
</table>

**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.]

Experts have long known that difficult childhoods often experienced by Foster youth, Homeless youth, Immigrant youth, and children in poverty are linked with a wide range of health risks later in life. “Stressful events that don't necessarily meet the psychological definition of trauma can still cause problems…and might lead to…anxiety or depression.” (Harvard Health Publishing, February, 2019) Because we know that social-emotional factors can impact learning loss, students will be regularly monitored for social-emotional needs.
LUSD will monitor mental health by conducting health and mental check-ins with students throughout the week. The school counselor and classroom teacher will stay connected with students by engaging digitally in a small group or one-on-one interaction specifically geared toward checking on student's physical, social-emotional well-being, and mental health status. The counselors are in the process of creating a referral form that teachers will use to refer students to one-on-one intervention counseling sessions that will take place a minimum of once a week or more if needed.

When students are identified as at-risk and it is safe to bring students on campus, they will be rotated in for face to face intervention sessions with their counselor. Small groups (no more than 3 to one counselor) will also be scheduled when the students need peer group intervention and/or intervention.

The district also has additional resources throughout the county, one valuable resource is All4Youth that provided mental health services for a number of our students and families. We will continue to work with All4Youth during this time and will continue to refer students to the program as needed.

School staff will participate in professional development activities on how to support the social and emotional well-being of students and adults. The District is researching different programs and will offer training during the Fall.

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.]

Regardless of the reopening phase, the students’ schedules are designed to create a consistent environment for students, allow opportunity and access to a rigorous curriculum, and provide safety through limiting the movement and size of groups of staff and students throughout the school. Each phase will offer a schedule that mandates daily instruction that involves the active participation of both teacher and student. Students are required to attend online, in the same fashion that they would through attending a traditional school environment.

With each phase, LUSD schools will communicate the specific schedule that students and parents will need to follow. In order to enhance awareness, all parents will attend an orientation that specifically addresses the collaborative requirements of each reopening phase. Attendance will be monitored daily. The district’s attendance policies will be followed. When students are truant and are absent from remote
learning or miss learning sessions, parents will be contacted by our community liaison to determine the reason for the absence and discuss the next steps. Meetings will be held to create an intervention plan for students. Such plans will include support services that would allow students to become engaged in daily instruction. In severe cases, and when deemed safe, face-to-face progress monitoring will be assigned when students' participation does not improve. In such instances, transportation will be offered. Our community liaison communicates and will continue to communicate with parents in Spanish when students are absent from distance learning. All communication will be in the home language in every situation.

Families were sent a letter from the Superintendent on July 23, 2020, that included a description of the schedule for opening school and information on who to contact for information.

Attention 2Attendance (A2A) system allows the district to track and redefine "attendance" to participation or check-ins and structured engagement and provide information on who is showing up and determine who is not showing up and why. This program allows for secure communication throughout with parents by mail to ensure parents are being notified when there are attendance issues. This program also allows us to look at data to help the district with decision making. A minimum of twice a year, the site administrators and an A2A program leader review the trends that allow us to see where the greatest increases and decreases in attendance are throughout the year by class and grade level.

The district is part of the Fresno County Superintendent of Schools Truancy Intervention Program (TIP) so looking at A2A data and information gathered from our student's information system, we will be sending truancy letters to parents when students are truant. We will follow the district's attendance policy and schedule an intersection as needed with patents. When we are unable to communicate with patent's we will work with the TIP officer to conduct home visits.

To support student and family engagement, the District will create an online FAQ for each school's website that includes:
Where can I find weekly and monthly schedules?
Where can I find assignments and materials?
How does my child submit work?
How does my child retrieve graded work?
How do I contact the teacher for academic help?
How do I get technical help?

Tiered Plan for Learner Re-engagement –
Research studies clearly demonstrate links between absenteeism and an increased likelihood of poor academic performance, disengagement from school and behavior problems. Early absenteeism negatively impacts academic achievement in reading, math, and general knowledge in the early school years. An average of one in 10 students younger than grade 3 nationwide is considered chronically absent, defined as missing 10 percent or more of school. The greater the number of absences in kindergarten, the greater the number of absences in first grade. Over one-half of chronic absences in kindergarten also were chronic absentees in first grade. Low-income and Latino children are especially at a disadvantage in first grade, particularly when they were chronic absentees in kindergarten: they score, on average, 10 points less in first grade reading achievement than white children with the best kindergarten attendance. A common pattern is for chronic absence to be high in kindergarten, decrease by grade 3, but then start to increase substantially, especially during the transition to
middle and high school. By grade 6, chronic absence can be associated with dropping out of school. By grade 9, missing 20 percent of school can be a better predictor of dropping out than grade 8 test scores.

This re-engagement plan describes practices and strategies that work to help improve levels of educational participation and attainment of disengaged learners. Focusing on grades K-12, it provides 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 is not engaging in instruction and is at risk of learning loss.

There are many strategies or interventions that target disengaged learners; we have attempted to identify interventions that have been evaluated as effective with evidence of impact. Characteristics of disengaged learners are drawn in disproportionately large numbers from key groups including, children with disabilities, the culturally and linguistically diverse including English language learners, and those from socio-economically disadvantaged families. They often report relationships with learning best described as disjointed and problematic.

Key factors contributing to disengagement relate to four main areas: access, achievement, application and aspiration. Given the high-level needs, disengaged learners require targeted support across these dimensions in order to promote re-engagement. Strategies that are effective in helping re-engage learners fall into one of four categories related to the focus of the program and the conceptual foundations at play within effective programs: (1) outreach, (2) learner well-being, (3) pedagogy, and (4) pathways.

Outreach:
Laton USD employs several site and district level positions that ensure students remain connected to school and provide outreach. These include support staff who monitor student attendance and identify students who fail to attend school on a daily basis. Our Community Liaison reaches out to students and families as to the cause of lack of attendance and to connect students and families to needed services. School counselors and administrators identify students as a habitual or chronic truant. Once a student has an unexcused absence, the teacher contacts the parents to notify them, and discuss the importance of attendance. This initial contact is documented with date, time, and outcome of the attempt. If a student has more than a single unexcused absence, the classroom teacher completes a District form referring the student for a home visit from the Liaison. Continuing absences may result in a referral to the School Attendance Review Board (SARB).

At the district level, the Superintendent oversees the School Attendance to help truant students and their parents or guardians solve school attendance and behavior problems prior to referring them to the district level SARB. The district level SARB is composed of representatives from community and county agencies, and helps chronically truant students and their parents or guardians solve school attendance and behavior problems through the use of available school and community resources. The Laton USD SARB is convened as needed throughout the school year.

Learner well-being:
LUSD employs several site and district level positions that ensure the well-being of students is addressed. This includes school site administration and the school counselors. Administrators and counselors are responsible for identifying students who are disengaging in learning due to an issue with their welfare. Counselors are specifically trained to seek out and address student issues around health and
Pedagogy:
District teachers have been trained in engaging lesson design with an emphasis on hands-on learning, for which it is finding innovative ways to allow through distance learning. Teachers access prior knowledge and scaffold lessons to ensure students find success. Laton USD will use Edgenuity, Zoom, Google Classroom, Dojo, Remind, and other digital applications to provide engaging instruction and increase connectedness between students and school. Synchronous (live) instruction will take place at least four hours a day, Tuesday through Friday, providing more frequent “check-ins” and live interaction between students and teachers. LUSD provides technology devices to all students and provides subscriptions to learning applications.

Pathways:
The District provides each high school student with orientation to develop a career and/or college pathway, which is reviewed every Spring. Laton High School provides Career Technical Education Pathways in:
- AG Biology ? CTE Vet Science
- AG Bio/AG Earth Science ? CTE Floral Design
- Computer Applications/Graphic Design AND Eng 10 ? CTE Video Production and Broadcasting
- AG Mechanics ? CTE AG Welding Fabrication and CTE AG Construction & Maintenance
and is exploring how to effectively provide distance learning CTE.

The strategies across the four elements are the basis for the Laton Unified School District re-engagement program. While the strategies appear to be independent, the prevention programs work together to address disengagement from school and to re-engage students into the learning process.

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.]

To prevent COVID-19 transmission/exposure, meal service days will continue to take place two days a week (M & W), providing a 2-day and 3-day meal pack. Meals will be available from 11:00am - 12:30pm. To reach as many students as possible, meals will be provided at both the high school and elementary school. A bus meal pickup location will also be available to students too far from the schools to obtain them or who have working parents that are not able to drive to the school sites. Those meals will be available from 11 am-11:30 am at n.
follow the National School Lunch Program (NSLP) and School Breakfast Program (SBP) guidelines, and will only be available to students enrolled in Laton Unified School District. Parents will be able to pick up meal packs from either site but will need to provide the students’ names. To prevent cafeteria employees from cross-infection, cafeteria staff will work from their individual sites and serve meals from those sites. Should a cafeteria employee become exposed with COVID-19, then that site will close, and all meals will be served from the existing open site(s) until it is deemed safe for the closed site to re-open.

When we are allowed to bring student's back on campus, they will be provided with a meal. LUSD has been granted CEP approval so all district students are eligible to receive a free breakfast and Lunch. Cafeteria personnel will follow all local and health food service guideline. All meals will be served in/on disposable, one-time-use containers, or bagged for to-go meals. (Like our curbside meal packs). The snack cart in the cafeterias will not be utilized at the beginning of the school. Once it is deemed safe to sell from the vending cart, we will open it during lunch meal service. Plexiglas sneeze guards will be in place to ensure there is a barrier between the students and cafeteria staff.

Distancing decals for meals service and seating will be utilized so students will have visual reminders for standing in line and eating in the cafeteria. Line stations will be arranged to keep separation from the students in line to get a meal and seating area. Multiply hands-free hand sanitizer dispensers should be located at all cafeteria entrances at both sites. Dispensers will be checked daily. Students will be encouraged to sanitize their hands when entering the cafeteria. Cafeteria personnel will be sanitized between feeding sessions. This will include sanitizing tables, seats, doors, serving line equipment, and any other equipment or tables that may come in contact with our students and staff. 2-day meal packs will be available on Thursday and Friday in the cafeteria at the end of the day. This may require the assistance of staff other than Cafeteria due to schedules. Student support may also be an option for distributing meals.

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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</thead>
<tbody>
<tr>
<td>School Nutrition</td>
<td>1. Meals will be delivered, as necessary, to District families, through District transportation. Paraprofessional staff member(s) will accompany the delivery to assist in meal distribution.</td>
<td>100,000</td>
<td>No</td>
</tr>
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</table>
### Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
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</thead>
<tbody>
<tr>
<td>35.40%</td>
<td>$1,911,960</td>
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</tbody>
</table>

#### 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.]

In determining the need for increased services for the District’s Unduplicated Pupils (low-income students, English Learners, Foster Youth), the District examined available data for objective indicators of academic risk. Because we were not able to reliably conduct the assessments that would normally give in the Spring of 2020, we used the most recent state assessment (SBAC, ELPAC) data available, and used our most recent local data (iReady, IAB, reading and math inventories, diagnostic assessments, standards taught).

2019 ELA – District-wide, though each group had shown improvement from the prior year, Low Income Students, English Learners and Students with Disabilities were significantly below standard. Current English Learners were 86.7 points below standard. Homeless and Foster Youth did not have results reported.

2019 Math – The same results as described above were also true for math, with current English Learners scoring at 95.3 points below standard.
We also referenced the available research on learning loss, which indicated that “Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions.” (NWEA, Collaborative for Student Growth, April, 2020.)

Experience and prior years’ data show that any learning loss experienced by the general student population is exacerbated among Unduplicated Pupils, homeless youth, and students with exceptional needs. To address that loss, and to accelerate learning for these students, the District will implement the following actions/services:

Distance Learning Program
Action #1 -- Professional development in effective distance learning practices and providing students with social emotional supports. Quality professional development for a staff will support greater collective teacher self-efficacy, shown by John Hattie (2008) to be one of the most powerful determiners of student success.
Action 2 -- Teachers will schedule an additional support and acceleration period (minimum 30 minutes) for students to attend in person during the Monday hours with the teachers, based on individual student’s academic needs. Feedback and acceleration in a small group setting is expected to have an effect size on improvement of almost twice the threshold for gains (.40).
Action 3 -- Purchase hotspots for students who need home-based internet access. Students whose families cannot afford sufficient internet service will need a hot spot to be able to access the synchronous learning and the online activities.
Action 4 - The District will purchase Edgenuity to support online instruction for distance learning. Edgenuity supports accelerated learning for English language learners by providing multiple exposures to vocabulary, setting high expectations, offering explicit instruction, activating background knowledge, making instruction accessible, using home language strategically, providing scaffolds to support close reading, and teaching metacognitive skill. It is designed to include evidence-based instruction that better meet the needs of students with disabilities and students at-risk:
   a. Provide explicit instruction
   b. Model learning strategies
   c. Make instruction accessible through multiple means of representation, expression, and engagement.
   d. Provide tools that support learning
   e. Provide appropriate feedback
   f. Capitalize on technology by using direct video instruction, interactive web links, virtual labs, graphic organizers, manipulatives, and simulations to encourage active engagement

Pupil Learning Loss
Action 1 -- Teachers will schedule an intervention period (minimum 30 minutes, to an hour) for students to attend in person during the Monday hours with the teachers, based on individual student’s academic needs. (See “Distance Learning Program”, Action #2.)
Action 2 -- Teachers, administrators, and instructional support staff will collaborate to assess the levels of individual student’s learning loss from 2019-20, using the protocols described above. This protocol is intended to uncover what students already know and may lack in order to minimize wasted instructional time and focus on accelerated learning experiences. This will allow teachers to provide clear, actionable feedback, which research (Hattie, 2008) shows is crucial to fostering each student’s ability to recognize when they are learning, when they
are not, and how to go about improving. (Effect size, .73)

**Additional Actions**

**Action 2** -- All staff will receive training in supporting students' mental health and social emotional well-being. Research shows that SEL not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students (Durlak et al., 2011) [https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta](https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta)

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

By directing all the supplemental and concentration funding toward actions principally directed toward our unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided for all students.

The following describes the are increased or improved actions and/or services being continued from the District’s 2019-20 Local Control and Accountability Plan (LCAP) that will be provided for Foster Youth, English Learners, and low-income students:

- Dual Immersion program that accelerates the acquisition of bi-literacy
- Supports to access a broad course of study
- Social-emotional counseling so students feel safe at school
- College visitations and incentives for AVID participation
- Professional development for staff to provide implementation of ELD, ELA, Math, and other state standards in a manner that meets the needs of struggling learners, including integration of ELD

and universal access for unduplicated pupils.

- Staff to support participation in the afterschool program.
- Supplement afterschool program funding so all students who wish to participate have access
- Truancy prevention and reduce chronic absenteeism
- Provide Edgenuity for credit recovery
- Continuing Illuminate to provide real-time, high quality, actionable data to meet the needs of unduplicated pupils
- Educational field trips to broaden the experience base and support English language development
- Expanded parent education programs
- Support and expand communication between schools and families
- Support and expand opportunities for students to participate in the District music program
- Contract with CABE for professional development services