



Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

The South Fork Union School District is a Tk-8th grade elementary school in the Kern River Valley. The district consists of one elementary school with 2020-2021 enrollment of 284. South Fork School District vision is “A community united in life-long learners to improve our future through education”. The district continues its commitment to developing and maintaining a positive and safe learning environment with a challenging and meaningful curriculum, which will motivate students to learn and develop knowledge and skills to prepare them for the future. The demographic information is as follows: 83% White (not Hispanic), 16% Hispanic/Latino, 7% American Indian/Alaskan Native, 2% Asian, 6% Decline to state, .35% Filipino, 8% are Multi. Our current unduplicated percentage is 70.

On March 16, 2020 the district was notified that all schools in Kern County would be closed due to COVID-19. All staff and students transitioned to distance learning beginning March 18, 2020. In March, students were provided paper packets as the primary mode assignments until the district was able to secure Chromebooks for all students. On April 27th and 28th the district distributed Chromebooks to all students and transitioned to full distance learning using a combination of the Canvas and Google Classroom platforms. These platforms were used in conjunction with email, zoom meetings and phone as the primary communication tools during distance learning. On August 12, 2020, the district reopened for the 2020-2021 school year in full distance learning using only the Google Classroom platform. The parent survey indicated that the Google classroom was more user friendly for students and families.

The school food services department has been able to serve meals since the closure in March, including most of the Summer months using the Seamless Summer Option. Initially meals were delivered daily to bus stops as well as available for pick up at the school site. In August the district transitioned to a weekly Wednesday pick up for meals. This system has worked incredibly well, as many families live several miles from the school. On Wednesday's families are able to pick up their student's meals and receive/drop off packets and supplies for academic work. This system has been very effective at reaching over 95% of our families. Those families with transportation issues are contacted for a delivery on Thursday mornings. This ensures that all students are receiving food and support needed during this time.

The transition to distance learning has been challenging for our staff, students and families. This unexpected closure has impacted the physical, emotional, social and educational landscape of students. Families have been impacted by the physical separation from targeted supports and services that are typically provided in-person, including services for English Language Learners, Homeless Youth, Foster Youth and students with Disabilities. The Pandemic has also increased isolation due to the physical and social separation from the school and classroom. The South Fork School District continues to work to bridge the gap and meet the needs of all our families and students who reside in our district.

Stakeholder Engagement

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

To promote stakeholder feedback, phone calls, emails, text messages, public meetings and social media post were started in March 2020 to ensure all members of the community had an opportunity to engage in the planning of when and how students would return to school. Teachers, classified staff, administration, including principals, parents, local bargaining units, and the school board were all involved in the development of the plan through varies engagement. Surveys of staff and parents were administered beginning in the spring and are continuing to date.

The district participated in the California Healthy kids survey during the 2019-2020 school year. Data from the survey revealed areas of strengths and needs that were taken into consideration in developing this plan.

The Learning Continuity and Attendance Plan and the Reopening Plan were made available to the School Site Council, Parent Teacher Club, local bargaining units and the public. All parents were also notified through the school website, school application and blackboard messages that the plan would be available for public hearing on September 29, 2020. Parents without internet access were provided either hotspots or local internet connectivity with a partnership from a local company.

The final draft of the plan was presented at a public hearing on September 29, 2020 and approved by the school board on September 30,2020.

SFUSD does not have an ELPAC committee due to the very low numbers of English Language learners in our district. Paraprofessionals and other support staff serve as translators to ensure those families speaking other than English are represented.

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

Since March all public meetings were hosted through Zoom video conference or phone in. The platform allowed participants in the community in the meeting to use the comment sections to ask questions and provide feedback. Stakeholders without internet access were notified how they could arrange for a paper copy of all documents on the agendas. As required by law, the Learning Continuity Plan was presented for a public hearing at a South Fork Union School District Board of Trustees Meeting on September 29, 2020. The meeting was held virtually and postings for the meeting indicated how the general public could participate in the meeting as well as access a draft of the Learning Continuity and Attendance Plan in advance of the meeting. The agendas for all SFUSD Board Meetings are published on the District Website and at school sites 72 hours before the meeting and the minutes from each meeting are also posted on the website. The SFUSD Learning Continuity and Attendance Plan will be submitted to the Board of Trustees for adoption on September 30, 2020. The meeting will be held virtually and postings for the meeting will indicate how the general public can participate in the meeting as well as access a draft of the Learning Continuity and Attendance Plan in advance of the meeting.

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

All stakeholder groups felt safety of staff and students should drive the method of instruction. All groups prioritized returning to campus under the safest conditions possible. This included preparing buildings with equipment and supplies to clean more thoroughly. Feedback on the need to train staff, students and families on the most effective ways to prevent the transmission of COVID-19 were received.

In a June survey, the parents reported that 73.9% would like to return to in-person classes. 64.7% felt that reopening school as soon as possible was necessary because parents needed to return to work. 60% of those surveyed felt that students would have learning loss due to distance learning. 76.5% of parents felt the cleaning and social distancing could lower the risk of getting virus. A September survey of parents indicated that 74% of parents would like to return to in-person classes when allowed by either a waiver or lifting of State restrictions.

All stakeholder input was taken into consideration while preparing this plan.

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

Due to the overwhelming response from parents and staff the South Fork District applied for a waiver to return (Tk-6th) to in-person classes in early October. The district received a response from Kern County Public Health on September 24, and plans to reopen under this waiver on October 5, 2020. The district has begun cohorting special education students and those at most risk of learning loss. The first cohort groups began on campus support on September 14, 2020.

When in-person instruction can begin, stakeholders indicated that they wanted school to return as normal as possible. The staff requested more PPE, improved technology, and training on virtual platforms and school wide protocols. Support for truancy was also an expressed concern. Additional Chromebooks and hotspots were purchased and will be distributed to ensure access for all students in the district. Hand sanitizing stations were installed in each classroom and portable hand sanitizing stations were distributed around high traffic areas on all campuses. Frequent handwashing was implemented and lessons in hygiene were provided by staff. Egress and ingress areas were established for different grade levels, for students who ride the bus, and for students who are dropped off by a family member or guardian. Outside visitors may make an appointment to enter the office, but will not be allowed on campus. Delivery personnel are required to enter with a mask and exit in a timely manner. Students and bus drivers wear masks and/or shields while being transported. While waiting for the bus, parents and students

are encouraged to wear masks. Students will have their temperatures taken on the bus each morning. Lunch schedules and recess schedules have been staggered to limit cohorts mingling with each other. Students will eat lunches in their classrooms, supervised by instructional aides.

All stakeholders expressed the need for stable technology and additional training to support Distance Learning.

All stakeholders expressed the need to mitigate learning loss for all students

Stakeholders also expressed that Distance Learning is not appropriate for each student. The district will begin Small Cohorts on September 14, 2020 to bring Special Education Students, English Learners, and any other at-risk students to campus for addition instruction, assessment, or support.

Each stakeholder group also expressed a great need for additional social-emotional support for students, families, and staff. The district will utilize our School Psychologist and School Nurse to offer additional mental health support and training for all staff and families. All staff will be trained in SEL and coping strategies as well as equity in distance learning. Psychologist/ Counselor will provide individual and group counseling for struggling students. The PBIS Program will be implemented for continued support of Positive Behavior Intervention and Support. Administrators will monitor and ensure full implementation of PBIS

Stakeholders expressed concern regarding attendance and engagement. Teachers, Support Staff, and Administrators will provide engaging instruction and interaction for all students.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The South Fork Union School District strives to provide students with a quality education while prioritizing health and safety. In an effort to promote this and in accordance with State Mandates, our instructional program will begin the Fall Semester of the 2020-2021 school year using a Distance Learning Format. The SFUSD Board of Trustees has directed the district to have all students return to sites for in-person instruction as soon as it is deemed safe by health officials. The District is also preparing for the potential of switching between in-person instruction and distance learning instruction multiple times throughout the school year.

In preparation for inviting students and families to return to campus, bulk purchases of personal protective equipment (PPE) and cleaning and sanitizing equipment and supplies including, but not limited to, thermometers, sanitizing machines, portable sanitizer dispensers, masks, face shields, gloves and gowns have been purchased.

In order for quality teaching and learning to take place once the district is allowed to resume in-person instruction, staff and students must first feel they are in a physically safe and healthy environment. The District will follow all protocols put in place by the Kern County Public Health Department. These protocols are outlined in the District Reopening Plan and may include: smaller class sizes to accommodate social-

distancing, staff and students wearing personal protective equipment, and procedures for deep cleaning and sanitizing of school sites. In addition, appropriate signage will be placed in all classrooms and high traffic areas to remind all stakeholders to maintain social-distancing, encourage regular hand washing, and to self-check for symptoms of COVID-19.

To ensure the continuity of instruction the district will: Maintain grade-level content and instructional rigor, focus on depth of instruction and pacing, prioritize English Language Arts and Mathematics content standards and learning, maintain inclusion for every learner, focus on commonalities students share in times of crisis and identify gaps in learning through formative assessments, focused instruction and prioritizing essential standards.

The South Fork Union School District board approved a Reopening Plan on August 13, 2020. This plan was developed in conjunction with staff, parents, administration and bargaining unit representatives. The districts Reopening Plan follows the guidance form the California Department of Public Health, California Department of Education and Kern County Superintendent of Schools. Plans for modified/hybrid learning schedule include students participating in a combination of in-person and distance learning. To allow for a return to in-person instruction the district has modified classroom space to allow for 6 feet social distancing. Due to the small size of the district, the schedule will include a minimum day schedule for those students and families wishing to return to in-person instruction, while allowing those who prefer to remain on distance learning to do so. The Reopening Plan addresses; phases of reopening, symptoms, practicing prevention, staff training, social distancing, entering school buildings for staff and students, campus access, serving meals, transitioning form one place to another, conducting large group gatherings, supporting teaching and learning, protecting vulnerable populations, transporting students and cleaning and disinfecting. Training of staff on proper hygiene, cleaning and sanitizing procedures has been implemented.

Plans are in place to cohort the district’s Special Education, Foster youth, Homeless and English Language learners to in-person as soon a safely possible. The South Fork School District’s cohorting plan was submitted to the Kern County Department of Public Health for review. Cohorting began on September 14th with a phased reopening. In order to maintain proper distancing classes will be socially distanced and utilize staggered recess and lunch breaks. All meals will be consumed in the classroom.

To support the social and emotional needs of students and families, the district has a full time school psychologist and part-time school nurse. When appropriate they will link families to community resources available to support the students and families outside the school setting.

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

Description	Total Funds	Contributing
Action #1-Personal Protective Equipment (masks, face shields, gowns, gloves, desk shields)	\$22,500	N

Description	Total Funds	Contributing
Action #2-Cleaning Equipment and Supplies	\$6,000	N
Action #3-Training for Social Emotional Learning will increase staff understanding and implementation of social emotional supports that are available.	\$4,000	Y
Action #4-Student Assessments (SBAC Scoring) SBAC scores will be used to monitor student progress and limit student learning loss.	\$1,500	Y
Action #5-School Nurse will work with staff, students and families to ensure the health and safety of students while on campus. She will help coordinate with Kern County Public Health in regards to COVID-19 tracking and tracing.	\$15,000	N
Action #6-School Psychologist will consult and collaborate with school personnel and families to promote a school environment responsive to the needs of students. The School Psychologist will also provide individual, group, and family counseling sessions.	\$25,000	Y

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.]

SFUSD will utilize the district adopted curriculum in all instruction throughout the year to ensure that students have access regardless of delivery methods. Staff will utilize the Google Classroom platform consistently throughout the year to further contribute to continuity. Lessons will be provided with a mix of synchronous and asynchronous time during modified/hybrid and distance learning instruction. The district adopted Reopening Plan will be followed.

Staff has been trained on Google classroom, technology and updated Schoolwise attendance requirements. The technology Coordinator is available full time to assist staff and families with needs pertaining to technology, connectivity and devices.

If a transition between in-person instruction and distance learning is necessary, teachers will use multiple platforms including: Google Classroom, Class DoJo, Google Meets, phone calls, and individual conferences. Teachers and support staff will be expected to take daily attendance and reach out to students that were not in attendance to find out how the school can support their learning. Attendance will be taken daily in Schoolwise, as determined through engagement. Teachers will document student engagement and assign time values to work on a weekly basis. This documentation will be turned into the principal weekly so that administrative and support staff can address lack of engagement, attendance, or progress.

Students in Kindergarten will receive 180+ minutes, while students in grades 1-3 will receive 230 minutes, and grades 4-8 will receive 240+ minutes of both synchronous and/or asynchronous instruction each day. Daily schedules will be provided to parents and students. Students and teachers will have time to interact and build a community of learners in both on-campus and remote pathways.

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 surveyed parents in March on their access to connectivity. Those families that were without proper connectivity were provided a hotspot. This can be challenging in our rural community due to lack of cell phone service in some areas.

All students were issued a Chromebook upon enrollment to ensure access to online instruction and resources. Kern County Superintendent of Schools offered assistance to the district in securing the needed Chromebooks for the students. The district’s technology department has worked feverishly to provide to support to staff and families support during this time. Support includes troubleshooting device issues via phone or email, replacing broken devices and monitoring the internet safety of the devices. The district has purchased 28 hotspots and worked with a local provider to gain home internet connectivity where applicable. In addition, the district purchased 330 Chromebooks to ensure all students and staff had access to the proper devices for distance learning.

Students who are having trouble connecting or whose parents prefer written packets are provided those and supported through interaction via phone or email.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

The South Fork Union School District is completing an attendance accounting and daily engagement plan. This plan provides guidance for synchronous and asynchronous instruction and attendance. All students are provided daily live interaction with teachers. Tk-3 live Interaction Standard: Each elementary student will be offered a minimum of 40 minutes of synchronous live interaction via Google Meet/Zoom by the classroom teacher. Synchronous instruction is designed to progress monitor, instruct and maintain school connectedness. 4th-8th live Interaction Standard: Each student will be offered a minimum of 60 minutes of synchronous live interaction via Google Meet/Zoom by the classroom teacher. Synchronous instruction is designed to progress monitor, instruct and maintain school connectedness. Asynchronous instruction will fill the remaining time to fulfill the state requirements.

Students who are not performing at grade level, have special needs, ELL, Foster, or Homeless are offered additional interventions throughout the academic day.

To ensure equity and access, all district instruction will be available to students via Google Classroom.

English language learners will receive support including assessment of English Language Proficiency, English Language Development with supports and interventions.

Student participation will be determined based on evidence of participation in online activities, completion of regular assignments, completion of assignments and student and parent contact. The student's participation will be recorded and regularly communicated to the families along with academic progress. To ensure that the minimum instructional minutes are met by a combination of the time value of student work, and both synchronous and asynchronous instruction will be certified by the regular classroom teacher. Student grades will be reported on a quarterly basis.

Mandated by Education Code 43504, the District will ensure that students are offered the following minimum number of instructional (synchronous and asynchronous) minutes daily:

- TK/K-180 minutes
- 1st-3rd-230 minutes
- 4th-8th-240 minutes

Teachers will provide synchronous instruction daily through Zooms, Google Classroom, e-mails, videos, and phone calls. Teachers will also provide asynchronous instruction through assignments posted on Google Classroom, and other learning platforms. Teachers will document daily assignments with time values. The principal will direct instructional and support staff to make contact with parents/guardians of students who are not engaging in the learning process to offer intervention or support.

Teachers will encourage active engagement each day from every student. Active engagement means a student is active in his/her coursework. The student is marked present when one of the following has been achieved:

1. Completion of lessons- activities, assessments, projects on a daily basis
2. Attending synchronous (live lessons) for tutoring, intervention, enrichment
3. Daily contact with the teacher.

A teacher will input the student's attendance into Schoolwise, based on the student's engagement. Course completion is based on demonstration of academic proficiency.

The student is only considered absent only if they do not participate in distance learning for at least part of an instructional day by; participating in online activities, completing regular assignments, or having contact with a school employee.

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 SFUSD provided certificated staff with training in the areas of Google Classroom, Canvas, Google Meets, Pearson, Schoolwise Attendance Tracking/Grading and Zoom. An additional professional development day was added to the calendar for certificated staff prior to the 2020-21 school year. In addition, elementary staff received training in Success for All Reading Interventions. Professional Learning Communities meet each week to allow time for educators to stay in touch with each other and discuss needed interventions. This time is also available to facilitate planning and share best instructional practices. Technology professional development was provided and support is available at all times. Classified staff received additional training on Success for All intervention that is conducted online in order to support our most in need students.

Staff Roles and Responsibilities

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

SFUSD is a small rural school district that maintains multiple subject teachers in self-contained classrooms. This made the transition to distance learning much more streamline, and did not require teacher reassignments. Teachers quickly adapted to an online format that ensured distance learning maintained similar quality and rigor as in-person instruction. Teachers are also responsible for evaluation of the instructional time value of student work and tracking of participation in the distance learning and modified schedules to determine attendance. Teachers will be responsible for managing daily live interactive sessions with students' online communication using Google and Zoom. In addition, teachers will need to communicate with families more to assist with social-emotional issues and as part of the District's reengagement strategies for students who are absent form distance learning.

Classified employees will need flexibility in worktimes, duties and worksites as needed to support the district. This includes helping with other assignments as needed.

Special Education Paraprofessionals will support instruction within the distance learning classroom and collaborate with teachers to provide students interventions and reteaching as needed.

ELPAC assessments will be given by ELPAC Coordinator.

The SFUSD School Psychologist has taken on a critical role in responding to the social emotional, attendance, and academic needs of students. They provide additional resources for staff and families on an as needed basis. Weekly meetings with school administration help to ensure the district is meeting the needs of families.

The School Nurse will train staff on how to reduce exposure and protocols. Assist in temperature checks and monitor isolation room on each campus. Make contact with family's/home visits to assess health issues of students/families to improve attendance and engagement. Offer referrals to outside health agencies.

Supports for Pupils with Unique Needs

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

Foster Youth, Foster Care and Homeless Students:

Extended hours of support for students is primarily directed at supporting students with unique needs to help personalize instruction. Any resources or manipulatives will be purchased. Online intervention and tutoring will be available. Foster youth and homeless students will be provided school supplies to allow students to fully participate in all school activities.

English Language Learners:

Designated and Integrated Instruction in English Language development will be provided including ELPAC assessments.

Special Education:

Special education and related services required by the Individualized Education Program will be made available as appropriate with accommodations necessary to ensure that the IEP or 504 can be provided in a distance learning environment. Check-in's and communication through zoom and phone with students and families to ensure appropriate and meaningful access to curriculum and technology. Informal assessments will be utilized to measure present levels and monitor progress. Collaboration between general and special education teachers on meeting students IEP goals and accommodations will continue. Provide written materials and other resources when necessary for access to curriculum and meeting learning needs. IEP meeting will be conducted virtually to address goals, supports, accommodations, services, and progress in the distance learning environment.

McKinney-Vento Liaison will work with each of our Foster Youth to provide the necessary support needed to succeed both inside and outside of school. The Liaison will work to connect the foster youth families to outside resources when necessary. Foster Youth, Homeless Students, and Special Education Students may attend more in-person instruction, as needed, during at-home learning days. Home visits will take place by our Homeless/Foster Youth Liaison, Counselor/Administrator when students are not engaging with school.

Our most at-risk students will be assigned a staff member that will provide regular weekly or daily check-ins to ensure students are receiving the necessary support to be successful. Teachers, Administrators, Special Education Teachers, School Psychologist, and Support Staff will work collaboratively to ensure all students have contact with the school and are engaging in the learning process.

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

Description	Total Funds	Contributing
Action #7-Library Media Tech will assist with technology support and offer online interventions to students.	\$ 23,700	Y
Action #8-Technology Coordinator will provide technology support to staff, students and families to fully implement Distance Learning. He will also monitor the educational technology and safety/firewall protections regarding technology.	\$54,000	Y

Description	Total Funds	Contributing
Action #9-Technology updates, Chromebooks, software, Promethean, hot spots, internet connectivity to ensure full access to and participation in Distance Learning.	\$70,000	Y
Action #10-Consumable Supplies for distance learning	\$1,000	Y
Action #11-Parent Engagement Conferences/Meetings	\$2,000	Y
Action #12-Parent Communication System & Support	\$7,700	Y

Pupil Learning Loss

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

With the closure from March to June, we are expecting skill deficiencies. Although teachers and learning coaches (parents/guardians or other adults/older children in the home) may have taught the lessons, the depth of the concepts and expectations within the units may not have been met by all students. Data collection, lesson design, interventions, enrichments, and support for students, teachers, and families are in place to support foundational understanding of grade level concepts. Students will be assessed in English language arts, mathematics and English proficiency within the first 30 days to identify gaps and areas of need. Assessments include: iReady, Pearson, Success for All, SBAC and Benchmarks. These assessments will be administered at least quarterly. All teachers are expected to access the state standard documents, which include the highest leverage standards in each subject by grade level. Other resources include: district formative assessments, grade level pacing guides, and the ELD curriculum and teaching strategies, which teachers can implement and leverage to identify gaps prior to teaching the grade-level standards.

Weekly Professional Learning Community Meetings will examine each student's achievement and evaluate each student's need for additional support. Once a student has been identified as needing intervention or support, each student will receive the appropriate help in a timely manner. Students, who are experiencing difficulty, are identified to receive additional support targeted to the areas of his/her deficiency.

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.]

The South Fork Union School District continues to assess learning loss and accelerate learning progress for students on a regular basis. Administrators will collect data on student learning by conducting classroom visits both virtually and in-person. Administration will continue to ensure that paraprofessionals and other support staff are assisting with opportunities to help small groups of students who need additional support.

Interventions and supports will be focused on English Language learners, Foster Youth, Low-income, Homeless and those with exceptional needs. For students who have demonstrated learning loss, especially those who are most at risk for past and ongoing learning loss during school closures, these supports would include targeted small group and individual instruction. For students with disabilities this may include collaboration with additional staff such as paraprofessionals or school psychologist. For Foster and Homeless students, this might involve collaboration with Homeless Youth Services or Foster Youth Services to coordinate services for the student or family. After school Expanded Learning staff may also be involved in the efforts to support any and all of the students in these groups through additional instruction.

The use of the following programs to assist students in these groups include; Google Classroom, Daily Live Instruction, Specific supports for students with IEP's and Language Learning needs, Use of ELA and Math scope and sequence to focus on priority standards, pre and post assessments, weekly communications with parents, professional learning supports for staff.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of these services and supports will be measured by ongoing assessments of student progress. This will include benchmark assessments (ELA & Math), Interim Assessments, Pearson assessments (ELA & Math) and I Ready scores over the course of the 2020-2021 school year. Based on these scores teachers will be able to assess the impact of these interventions and support provided. Professional Learning Community model is used giving teacher colleagues and leadership the ability to work in collaboration to reflect on the data and focus on student learning, and develop strategies to close the learning gap among various student groups; including foster youth, EL's and low income students. Staff can then replicate or adjust the learning loss strategies to best meet the student's needs to help bridge the learning gaps that have occurred due to COVID-19 school closures.

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

Description	Total Funds	Contributing
Action #13-Intervention Teachers (additional support) to support students and staff with smaller class size and appropriate social distancing requirements.	\$133,000	Y
Action #14-Intervention Paraprofessionals will implement interventions and support to those students who have been identified as at risk of learning loss.	\$98,209	Y
Action #15-Gate Coordinator will provide instruction to mitigate learning loss.	\$2,200	N
Action #16-Academic Instructional Coach will collaborate with teaching staff to ensure academic content and scope and sequence are followed.	\$5,100	Y

Mental Health and Social and Emotional Well-Being

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

SFUSD will support the mental health and social and emotional well-being of our students and staff by utilizing the expertise of our School Psychologist and School Nurse. In coordination with school and district administration, they provide supports to students and families experiencing trauma due to the COVID-19 Pandemic. They offer further assistance to students and families struggling with school attendance and participation, including conducting home visits. Some supports offered include; school meal delivery, food, counseling, referrals to outside agencies, immunization or medical referrals.

Distance Learning Teachers are also available to students who need more access to small group instruction to be able to benefit from the Distance Learning Program. Students in need of further intensified services have access to ongoing engagement intervention including individualized planning between the school, family and community providers, daily home or virtual contact, reward programs, and individual counseling. Individual counseling may be delivered on campus or virtually. Student/staff relationships are the foundation of students’ connectedness to the school community and learning. Staff to staff relationships provide the space for staff collaboration and growth. Student-to-student relationships allow peers to connect to each other and begin to understand diverse perspectives, helping them become more compassionate human beings. When schools shut-down in the Spring, these relationships suffered.

Plans are in place for outreach to students who do not return, given the likelihood of separation anxiety and agoraphobia in students. We anticipate that some students may have difficulty with the social and emotional aspects of transitioning back into the school setting, especially given the unfamiliarity with the changed school environment and experience. Special considerations will be provided and warranted for students with pre-existing anxiety, depression, and other mental health conditions; children with a prior history of trauma or loss; and students in early education who may be particularly sensitive to disruptions in routine and caregivers. Students facing other challenges, such as poverty, food insecurity, and homelessness will be provided additional support and assistance. We will incorporate academic and behavioral accommodations for all students who may still be having difficulty concentrating or learning new information because of stress associated with the pandemic.

Social Emotional Learning Supports will be inter-woven in daily lessons by teachers and support staff
All Staff has been trained in Social-Emotional Learning, PBIS Supports, Mandated Reporter Training, Suicide Prevention, and Trauma-Informed Response. Support Staff have been trained in Crisis Prevention and Intervention, Aggression Replacement Training, and Parent Project. Additional professional development and resources will be provided as additional needs become evident.



Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

The district has established an outreach team to engage with students that have been absent from online classes, not returned written work, or have not picked up food distribution on a regular basis. Teachers are tasks with daily check ins with students or parents, when there has been no contact for three consecutive days the teacher forwards the name to administration. Teachers forward student referrals to the principal, she then shares this information with the team and assigns a member with the task of contacting the student and family. The team meets weekly to collaborate and monitor student engagement and concerns. The outreach team will conduct home visits providing food, curriculum and any other needed support. These families continue to me monitored by the team until they have successfully stay engaged for at least 3 weeks. Spanish speaking families are contacted using a bilingual aide when necessary.

Using our existing tools and social media platforms we will inform, engage, and train parents in supporting their students both academically and socially. Every attempt will be made to reach out to families, in English and Spanish, when students are not meeting learning and attendance standards, not engaging in instruction, and are at risk of learning loss.

All truancy guidelines for absences are followed during distance learning.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The SFUSD Food Services utilized waivers provided by the USDA to feed students in non-congregated settings, allowing meals to be brought home and consumed when students are participating in hybrid or distance learning. Grab and go meals have been set up for parent pick up at the school campus. Families are picking up meals for a five-day period on Wednesday’s using a grab and go process. This enables parents who work to have better access to receiving meals. It also decreases the amount of driving for our parents who live out in our rural areas. When the district transitions to in-person learning the students will receive their meals in person at the school site. When students return to full time in person instruction, students will receive and consume their meals on campus following proper hygiene and social distancing requirements. Meals will be served in the classroom or outside.

All students receive free meals through the NSLP (National School Lunch Program) program regardless of distance learning or in person instruction.

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

Section	Description	Total Funds	Contributing
Action #17-Pupil Engagement and Outreach	Transportation of meals, academics, home visits, cohorting. (Van)	\$13,000	Y
Action #18-Pupil Engagement and Outreach	Saturday School/Additional Intervention(Personnel) & Supplies (Distance Learning if Needed)	\$11,500	Y
Action #19-Pupil Engagement and Outreach	Summer School- Teacher/Para (Personnel) & Supplies (Distance Learning if Needed)	\$11,500	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
21.95%	\$444,832

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The South Fork Union School District's student population consist of 70% low income households. Surveys conducted indicated that 37 % of families lack devices or connectivity to perform online distance learning. The District was able to secure Chromebooks, with the help of Kern County Superintendent of Schools, for all students. In addition, the district purchased 28 Hot Spots for low income, foster, homeless and English learner families with no connectivity. Additional actions contributing to improved or increased services for our most needy students include: Trainings to respond to student's social emotional needs, attendance and participation, Supplies for students, Diagnostic Assessments, Support services, online speech services, Intervention, training for paraprofessional, professional development for teachers, additional time for home visits. These services help to mitigate learning loss for our most needy students.

All actions and services will be provided on an LEA-wide basis in our small rural school district. The supplemental funds will be principally directed to support the unduplicated pupils and enhance the overall program. In determining the most effective use of supplemental and concentration funds, the following information will be principally directed to support the unduplicated pupils and enhance the overall program. In determining the most effective use of COVID funds, federal funds, supplemental and concentration funds, the following information was considered:

- Review of survey results from stakeholder groups
- Review of one-on-one feedback from parents, staff, students, and community members
- Review of the CA School Dashboard student group report to identify which student groups need additional support
- Current local and state metrics with actions and services in place
- History of success with actions and service in district program
- Refinement of district programs to improve services to students
- Validity of services based on best practices of effective schools and relevant research

With this analysis, the District has determined that the implementation of the following actions and services are the most effective uses of the supplemental dollars to meet the needs of our identified student group populations of Socioeconomically disadvantaged, Foster Youth, Students with Exceptional Needs, and English Language Learning students.

We believe these actions are effective in meeting the goals for these student groups as they provide the additional resources needed to support our most at-risk students. Using engagement and local assessments as a measurement, we will be able to see the progress students made during the first trimester/quarter. After we review the data, we will reevaluate the actions and services that support these student groups and adjust accordingly.

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

The South Fork Union School District has prioritized our low income, foster youth, homeless and English language learners have access to Chromebooks, internet, distance learning, interventions and tutoring to help assist with the learning loss during the COVID-19 pandemic. Access to mental health and social supports are being prioritized for these students. The district will continue to offer professional development to all teachers and staff on designated ELD instruction and instructional strategies to improve distance learning. The School Psychologist, School Nurse and administration will continue to engage and contact families at risk in all targeted areas.

For the 2019-20 school year, the District’s estimated unduplicated count percentage of students identified as low income, foster youth, and English learner was approximately 70%.