



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.]

Buttonwillow School is a single school district located in a rural area of Kern County. Currently Buttonwillow has 308 students ranging in grades from TK-8th, and an additional 35 students enrolled in our state Pre-School program. We have declining enrollment due to the COVID-19 Pandemic, losing almost 50 students since last school year.

Of our currently enrolled students, 66% qualify as English Learners (EL), 93% Socioeconomically Disadvantaged (SED), and 3% Students with Disabilities (SWD). The Race/Ethnic breakdown of Buttonwillow is: 96% Hispanic, 3% White, and less than one percent of all other documented ethnicities.

COVID-19 has had a tremendous impact on our District. Our students are struggling with the lack of social interaction, mental health issues, inconsistencies in their daily routine, lack of internet access, struggles within the home environment, parents losing their jobs, and the academic support from home being difficult. The Staff have been affected as well with the amount of work that they have had to endure with these challenges to ensure that our student's are being taken care (social-emotional well being, academics, health, over all stability). The District is working to support families with no internet connectivity in their homes, and supporting parents who have little experience and comfort level with the technology required for distance learning. Through stakeholder surveys and conversations with our families, we have learned from a number of our parents and community members that the transition to Distance Learning has impacted them as well. Reports

include parents having to quit their jobs to care for their children, loss of jobs, lack of child care, family health concerns, frustration with technology, and struggles to support their child(ren) academically even when they do not speak or read English..

Stakeholder Engagement

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

The following stakeholder groups were consulted throughout the development of this plan: parents, students, teachers (including Buttonwillow Teachers Association), site administration, other staff, and the Buttonwillow School Board. Buttonwillow does not have a classified union.

Between March and July multiple surveys were completed by Parents, Students, and staff members to gather their feedback on Distance Learning. Surveys were provided in English and Spanish. Questions were asked regarding challenges of distance learning in the spring, their opinion on the return to school, and parent's input on what plan (Distance Learning, Hybrid, Full time on Campus) they would be most comfortable with as well if they needed busing. Staff team meetings were held weekly as information sessions throughout the Spring and Summer. Information is continuously posted on the front page of the School Website as well as all-call messages, Remind text messages, and postings on all the District's social media. Parents have been encouraged to email or call administration with any questions, concerns and to provide input. Administration responded to all of these forms of communication.

The Buttonwillow Core (Leadership) Team used the feedback collected above to develop our Distance Learning Plan goals. The School Site Council/ELAC/DELAC met on September 17, 2020 to review the plan and provide input. No changes were requested. The Buttonwillow School Board reviewed the plan at regularly scheduled board meetings in April, May, June, and July. On September 14, 2020 they reviewed the final Learning Continuity and Attendance Plan (LCAP). The plan was approved by the board on September 18, 2020.

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

Board meetings in March, April, May, and June were held remotely, all links were posted at the District Office with the agenda. July, August, and September meetings were held in person with masks required and social distancing measures were in place. School Site Council/ELAC/DELAC meetings were held remotely, all links were posted at the school office as required.

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

Spring Distance Learning Parent Survey Results: 53% of parents reported that they felt comfortable supporting their students with the technology; 85% felt comfortable contacting their students teacher; 62% reported their students had other responsibilities during the day. Parents reported the most challenging issues they had with Distance Learning included scheduling at home, keeping their children focused, understanding what their students had to complete, lack of internet at home, and no child care while they worked.

Spring Distance Learning Student Survey Results: 77% reported they had parent support, 62% reported they had a daily schedule for completing online work. Some of the materials they enjoyed using included: Chromebook, online programs (Nearpod, Achieve 3000, etc), HotSpots, etc. The most challenging aspect of Distance Learning included: not being able to see teachers and friends, not getting immediate help on work, distractions, not understanding how to do the work, and creating a schedule.

Spring Distance Learning Teacher Survey Results: 95% of teachers reported lessons focused on review of previously taught standards. Engagement data showed that 78% of students were engaging during Spring Distance Learning.

Summer Re-Opening Parent Survey Results: 36% reported they would prefer on-line instruction, if given the option; 34% would utilize transportation; 39% would be very concerned about safety if there were more than 18 students in a classroom; 48% were not concerned about daily temperature checks for students; 31% were not concerned about Breakfast/Lunch Service; 43% were very concerned about Hygiene practices being closely followed; 48% were very concerned about wearing masks.

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

Throughout the spring and summer, the Buttonwillow CORE Team met with our team from California Education Partners to use the data from our staff, student, and parent spring survey's to develop plans for the opening of school for the 20-21 school year. A plan was developed for in-person instruction and Distance Learning. Both of these plans included system implementation for the following four components: 1. Communication with Parents 2. Technology Training for Parents 3. Initial Assessments and 4. Instructional Focus on Reading, Writing, and Writing in Math. Once it was determined that we would begin the year in full Distance Learning, the team communicated and began implementing the Distance Learning plan with the whole staff.

In addition to the plan listed above, Buttonwillow has distributed Chromebooks to all students. Hot spots were distributed, as needed, to students to ensure all have equal access and the opportunities to receive a quality education. Teachers are providing daily synchronous instruction from their classroom, which gives them access to their interactive TV, district wi-fi, and their curricular resources. Teachers have communicated times for synchronous instruction as well as times for open communication with students and parents utilizing Go Guardian, Google Classroom, and Remind. Educational platforms are streamlined by teachers utilizing, Zoom, Google Classroom, Google Meet, and Go Guardian. Opportunities for parents to be trained will be provided through the district YouTube channel, district website, district social media, and district Remind notifications.

If and when the students are back on campus, great emphasis and time will be dedicated to sanitizing recess equipment, bathrooms, the cafeteria, common surface areas, and classrooms throughout the day. Staff will be trained on how to sanitize as well as educating their students on social distancing, hand washing, face masks used, procedures for coughing / sneezing. Hand sanitizing stations are set up throughout campus, including a station in every classroom. Assigned bathrooms for grade levels, separation of recess and lunch times to allow for minimum students in areas as well as to allow sufficient time to sanitize areas. Parents and Staff will continue to be communicated with to ensure their input and understanding, as parents and staff have greatly appreciated this.

The School Psychologist has made herself available to families, students, and staff as needed to ensure the social and emotional stability of all stakeholders. She also coordinates the Social Emotional Learning (SEL) program being used campus-wide and distributed through the classroom teachers to the 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.]

Buttonwillow will offer In-Person instruction when the Health Department and the Governor deems it to be safe to do so. When this opportunity arises, Buttonwillow will follow all safety precautions with disinfecting all common surface areas frequently, distancing students at all times and in all areas, providing face masks/shields to students and staff, staggered recess and lunch times, and limited outdoor play time.

Student cohorts will be brought back, following CDE guidelines, by the end of September. Our students with disabilities will be prioritized based on required instructional minutes from their IEP. If there is any remaining space, our high risk students would be invited next. This could include students who are struggling to connect to the internet, EL, Homeless, and SED students that are struggling distance learning.

Based on current enrollment numbers, once allowed by the Governor and local health officials, Buttonwillow hopes to resume full on campus instruction for all students who choose to attend in person. The online teacher will provide distance learning for those students who are not ready to return to campus. If there are not any students who choose Distance Learning, the Distance Learning teacher will become an Intervention Teacher to help support students who have been identified as a struggling reader or writer. Most importantly communication will be frequent between staff and family members to ensure all needs are being met for our students.

The full re-opening plan can be found on our website at: <https://www.buttonwillowschool.com/article/258794?org=district>

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

Description	Total Funds	Contributing
Distance Learning teacher for students not willing to return to campus or Intervention Teacher if families do not choose Distance Learning	99,903	Yes

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.]

Buttonwillow will be starting with Distance Learning. Teachers will provide live instruction daily with their students as well as with their peers. Teachers, classified staff, administration, and the school psychologist will be working together to ensure students needs (both academically and social emotionally) are being addressed. This will be accomplished through online meetings, emails, home visits (utilizing safety precautions and with parent approval), small group or individualized instruction and personal phone calls.

Students will be assessed at the start of school and continued quarterly to ensure the students learning and areas of needs are being addressed and supported for each student. Students who are new to Buttonwillow and are English Language Learners will also be assessed with the Initial ELPAC State Assessment. This assessment will be given virtually. Extra support will be provided to students by the teacher as well as the Instructional Response to Intervention (RTI) aides. In addition to the staff support, Buttonwillow utilizes additional programs for support in the areas of English Language Arts and Math (Achieve 3000, SmartyAnts, NextGen Math, and Reflex Math), which all provide remediation for student's academic needs. Parents and students will be communicated with regularly through phone calls by staff, Go Guardian, Remind, and small group break out sessions for personalized instruction and support. Instructional lessons may also be recorded for students to review at a later time. In addition, we will be utilizing:

Zoom/Google Meet/Go Guardian Video used to deliver daily lessons live to students with their peers as well as to have a social interaction between teaching staff and students and students with their peers.

Grade Level Standards covered with emphasis on Reading and Writing to ensure a deeper level of learning.

Google Classroom utilized for lesson assignments and student work submission.

Next Gen Math Program used in grades TK-8th for intervention and acceleration of math.

Reflex Math Program used in grades 1st - 5th for intervention and acceleration of math.

SmartyAnts Reading Program used in grades TK-3rd for intervention and acceleration of reading.

Achieve 3000 Reading Program used in grades 3rd-8th for reading.

District Assessments Administered: Smarter Balanced ICA/IAB (3rd - 8th ELA and Math); AIMSWeb (TK - 3rd, Reading); Core Growth (TK - 3rd ELA and Math); SmartyAnts/Achieve 3000 Lexile Sets

Checking for understanding and progress assessments administered frequently

Intervention support for students by staff through Zoom/Go Guardian and/or by phone (one on one or small group).

Flipgrid platform used for student and/or teacher created videos or photos of work submitted.

Chromebooks, headphones and hot spots will be distributed to students in order to participate in the educational program.

Integrated and Designated supports for English Learners.

Special Education accommodations and supports for students with IEPs.

Communication with parents through Infinite Campus, Remind, and/or Go Guardian

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

Access to Devices and Connectivity

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

Buttonwillow has offered a one-to-one program for the past 5 years. At the beginning of the 19-20 school year, a pilot program with 6th grade students was began to send HotSpots and computers home with students daily. Once we were placed in Distance Learning in the spring, the pilot program was expanded to include all students.

Prior to Distance Learning at the beginning of the 20-21 school year, families were assigned a day/time to come on campus to pick up a chrome book, headphones, textbooks/materials, school supplies, and hot spot for their student(s). Staff have agreed to teach from their classroom so that they have access to all of their technology, wi-fi, and curricular resources. Staff are available via phone or email to assist with any trouble shooting throughout the school year their emails are being shared with families and accessible thorough our website. Parent technology trainings will be held virtually (as needed) to provide training for using Remind, Google Classroom, etc. Staff will continue to inform the office of additional families in need of technology and for technology support.

Pupil Participation and Progress

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

Google Classroom will be utilized to post assessments, meeting schedules, and communicate with students. Teachers will administer initial assessments to students to check students academic level at the start of the school year. Students academic understanding will also be monitored through one-on-one conversations between student and teacher, progress monitoring, exit tickets, rubric scores, both formative and summative assessments and daily work review. Some assessments may be submitted by the student as well as assessments given live via the computer with the student. Staff will be given time to collaborate to analyze student results and work together to support the student's needs and intervene with additional intervention supports. Students will be issued grades this fall. The PBIS team has developed a weekly incentive programs where students can earn the opportunity for college gear, sports equipment, etc for work completion, PE participation, Achieve 3000/Smarty Ants use, etc.

Teachers will be keep a log in a District created document, recording daily participation and attendance. Weekly lesson plans will show the live contact times as well as their daily assignments. Teachers will be required to ensure they are meeting the required instructional minutes per week: TK-K 180 minutes; 1st - 3rd 230 minutes; 4th - 8th 240 minutes. A district created document will allow teachers to record students that are struggling with engagement. Both teacher and administration will be following up with students/parents if there is a concern in any of these areas. All documents will be submitted to the administration on a weekly basis.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Staff were trained prior to the start of school of all the safety precautions for themselves and students. For the past five years our district has provided technology training for our teachers including Google Suite, FlipGrid, Curricular Platforms, supplemental resources, etc. During the summer, all staff had availability to all the professional offerings through the Kern County Office Superintendent of Schools as well as the California Collaborative for Educational Excellence.

Trainings will continue for all staff throughout the year including, but not limited to, use of the following programs in a Distance Learning setting. Achieve 3000, Smarty Ants, NextGen Math, Go Guardian, NearPod (SEL Curriculum, Express Readers (Reading Intervention), and any other areas or programs requested by teachers. In addition, certificated teachers have weekly professional development time during late start Wednesdays. Classified instructional aides received training on Google Suite and Zoom.

Staff Roles and Responsibilities

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

Instructional Aides were trained in technology tools and platforms that they will use in supporting students. If a Hybrid Model is implemented, Instructional Aides will be assigned to multiple duties due to the additional recess and lunch times being offered to ensure social distancing and student safety. Maintenance staff are dedicating more time to sanitizing equipment and the facilities. Bus drivers will be taking temperatures as well as certificated and classified staff. Cafeteria staff will also assist in monitoring students health in addition to extra cleaning of the cafeteria and surrounding areas. Administration have become health screeners. Administration will be used to teach students if needed to replace the teachers live interaction. A new position has been created to allow for an extra teacher to provide Distance Learning for those families that are not comfortable returning to school. It is more crucial now then before for all staff to have non-academic check ins with students, from the cafeteria staff to the office staff.

Supports for Pupils with Unique Needs

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

Students with unique needs will be supported by their teacher as well as through the District's Classified Staff, Resource staff, and School Psychologist to ensure they are receiving additional supports in all areas, academically and social/emotionally. Virtual small group break out

sessions, one-on-one sessions, phone calls, and tele-conferences to the home will be made during the teacher's instructional hours. This time will not only be used for academic check ins but also for personal connections with students. Teachers will be assessing students and meeting each student's individual needs. Students who are English Learners will be provided the Designated and Integrated lesson supports from their teacher. Students with IEP's will be supported through the certificated and classified staff and goals monitored. Teachers will set academic goals for their student and celebrate accomplishments. Our Psychologist will work to provide guidance to families/students of outside resource supports as well as being a resource and support for them. Students who are Homeless, English Learner or Socio-economically disadvantaged will be contacted by the Instructional Aides and Resource Center staff to ensure their academic and emotional stability. Resources will continued to be updated on the District Website as well as parent trainings and question/answer sessions as needed throughout the year.

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

Description	Total Funds	Contributing
School Psychologist on campus to support students and families, especially those that are Homeless, SED, EL, and SWD	82,093	Yes
Additional Chromebooks, hot spots, to allow for educational access to all students	82,261	Yes
Instructional Aides to provide intervention and support for students that have experienced learning loss, and those that are struggling academically, socially, and/or emotionally	30,626	Yes
Professional development to better serve the needs of Homeless, EL, and SED students	5,000	Yes
Resouce Center to support families, especially those who only speak Spanish, are Homeless, and/or SED	41,200	Yes
Remind to communicate with parents and families	1400	No

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.]

Before school began, grade level teachers collaborated to work towards teaching with greater emphasis on reading, writing, and writing in math. This will allow for a deeper level of understanding for the student and benefit them as they move onto the next grade level. All students will be assessed with the District Assessments and ELA and Math ICA's from the previous grade at the start of the school year to develop a

plan to meet the needs of each individual student. EL students that are new to California will be tested with the Initial ELPAC. Teachers will create intervention plans for those students who may need additional support. Teachers as well as Instructional Staff will work with individual or small groups of students to regain the student's loss of learning and support the English Learners.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

In addition to teacher support, the students will be utilizing software programs (Achieve 3000, Smarty Ants, NextGen Math, and Reflex Math) to remediate and/or accelerate their learning. Instructional support staff's time will be focused on supporting the students within the targeted groups (English Learners, Homeless, Special Needs students, Socio-Economically Disadvantage) in both Math and English Language Arts during their dedicated small group instructional time.

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.]

Students will be assessed on a regular basis as well as daily connection and check ins on their progress. Communication between all staff supporting these students will be frequent and regular. Students participating in intervention will be assessed on a quarterly basis using the AIMSWeb Plus assessment. Results from this assessment will help determine if the students will continue, need a new group, or exit from the program.

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

Description	Total Funds	Contributing
Classified Staff supporting students with exceptional needs, English Learners, Homeless, and Socio-Economically Disadvantaged students.	30,626	Yes
School Psychologist and Special Education Teachers monitoring IEP's and working with students to meet their goals	82,093	No
Speech Pathologist to meet the needs of students requiring Speech services	89,463	No
Go Guardian Video to provided one-on-one and small group support specifically for EL	500	Yes

Mental Health and Social and Emotional Well-Being

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

The Buttonwillow PBIS team reviewed a variety of SEL programs and consulted with all staff members prior to choosing NearPod as our school-wide program. Teachers will distribute weekly SEL lessons to students that are appropriate for their age and topics that are determined to be areas of need. Topics may include:

Teacher received training in the use of NearPod and the lesson schedule was distributed by the PBIS team to ensure all students had the opportunity to participate.

In addition, the school psychologist has access to individualized lessons for higher levels of social emotional need that can be implemented through Zoom in a one-on-one setting.

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 developed written procedures for tiered re-engagement strategies for all pupils who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week. These procedures shall include, but are not limited to, verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including technology issues, connection with health and social services as necessary, and, when feasible, transitioning the pupil to full-time in-person instruction. Teachers will track daily connections with students and academic engagement. Teachers will work to communicate through Go Guardian, Remind, Class Dojo or by phone to parents whose students are not in attendance on a daily basis. For students whose teachers are not able to connect with, those names will be shared with the instructional aides and the Principal to follow up with the parents as well after three absences in a week. Resource center staff, the Principal, and/or Superintendent may make home visits if needed to meet with families. Inter-district families may have their contracts revoked. All communication with parents is provided in English and Spanish. Personal communications are down by a translator, all apps and written communications are provided in the language that parents have selected to receive them in.

School Nutrition

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

The cafeteria staff will provide breakfast and lunch on a daily basis if parents choose to participate. Grab and Go curbside meals will be available for all students daily during Distance Learning and will be distributed at the school site and delivered to the normal bus stop locations.

Once the School moves towards in person learning, the students will be scheduled at various times for their lunch, eating both inside and outside. Students will have designated seating areas. Students will not sit across from each other and will be 6 feet distanced.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Nearpod-SEL Curriculum provides social emotional support to students. Specifically our homeless, EL, and SED students who may be experiencing higher than normal stress due to the addition of the COVID virus.	1,000	Yes
School Nutrition	Cafeteria staff packaging and serving breakfast and lunches	32,964	No
School Nutrition	MOT Staff delivering breakfast and lunches	9,000	No

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
38.96%	975,997

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.]

As a single school district, the funds are allocated in a district-wide and school-wide manner. The unduplicated pupils represent approximately 94% of the population. Therefore, all services listed in this plan are principally directed to the unduplicated pupils.

In response to our SED and EL students traditionally lacking support at home due to language barriers, parents not being at home, and/or lack of parental understanding of the school system we will:

Provide support/training to parents in the use of technology and technology programs to support their students
 Spanish only families will receive support from Resource Center staff and communication tools that provide translation
 Communicate regularly with parents through Remind, district social media, and the district web page

We are also aware that our unduplicated students may not all have access to internet or Wi-Fi at home which further puts them at an educational disadvantage, especially during full distance learning. In response we will:

Provide Chromebooks to all students and hotspots to those without internet access at home

Understanding the increased gap that has been created for our unduplicated pupils by COVID and the Distance Learning requirement, in addition to core instruction, we will:

Utilize Go Guardian Video for teachers to be able to provide access to targeted instruction and the support unduplicated students need in order to succeed
 Provide Integrated and Designated supports for English Learners
 Implement Response to Intervention Aides to provide small group instruction targeting students struggling with distance learning or with identified learning gaps

Knowing that our Homeless, SED, and/or EL students may be experiencing greater than normal stress due to addition of COVID, we will:

Provide Social Emotional support through school-wide lessons, daily teacher connections, and the Psychologist for one-on-one support
Provide professional development for staff to better serve the needs of Homeless, EL, and SED students

By providing these services, our unduplicated pupils should be able to maintain or increase their academic growth toward grade level standards.

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

The district is increasing services for the unduplicated pupils by 38.96% by ensuring access to distance learning, providing targeted intervention through small group and individual instruction provided by teachers and instructional aides, ensuring communication with parents, and providing technology training/support for parents in English and Spanish. As the district's unduplicated pupil rate is 94%, the actions listed in this plan are designed to support our students during distance learning while also addressing the achievement gap that has been increased as a result of the COVID pandemic. Systemic implementation of the following four components: 1. Communication with Parents 2. Technology Training for Parents 3. Initial Assessments and 4. Instructional Focus on Reading, Writing, and Writing in Math and SEL support and training of our students are the keys to this plan.