



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

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.]

On March 19, 2020, due to the COVID-19 emergency and the Governor's shelter-in-place mandates, in a joint effort with all Merced County neighboring school districts Le Grand Union Elementary School District (LGUESD) enacted a full district closure. The safety and wellbeing of the students, staff and community were placed at the forefront of all decisions by the LGUESD Board of Trustees and the Superintendent/Principal. Due to the emergency nature of the school closure and the lack of technology available to students at home, grade level educational learning packets were sent home with students on Wednesday, March 18, 2020 so as to provide students with opportunities

to continue to develop and review their standards. While the educational learning packets would never take the place of classroom instruction, nor being at school, the packets provided students the opportunity to work on much-needed grade-level skills.

In collaboration with teachers, the Superintendent/Principal immediately began to develop a distance learning plan which focused on academics, educational platforms, interventions, technology distribution, social emotional and nutritional support for all students. Meetings with teachers to explain school closure ramifications and plans, curriculum planning, technology and professional learning needs were held immediately via ZOOM after the school closure. Based on survey responses, approximately 85% of Le Grand students had access to the internet, teachers began to plan with a focus on the continued use of educational learning packets and incorporating technology platforms including Google Classroom, Google Hangouts, ZOOM, Acellus, and grade level adoptions. Teachers immediately began to attend virtual professional learning opportunities focused on Google Classroom, Google Meet, ZOOM, among others so as to prepare for planned distance learning virtual instruction sessions. There was a specific focus on professional learning in the areas of technology use, English Learners, engagement, and intervention supports for students struggling in reading and math, and our adopted ELA, Math, Science and Social Science technology components.

The district developed a flex/rotating work schedule to decrease interaction between all essential workers including cafeteria, custodial, maintenance, transportation, instructional assistants, office staff, and administration in order to safely provide meals to families throughout the school closure. All teachers provided virtual instruction to students via telework from home for the remainder of the 19-20 school year. In an effort to abide by any mandates regarding school closure and preventing the spread of COVID19, new procedures were established for all employees working on campus. Per order of the Health Officer of Merced County, all employers were to screen employees for febrile respiratory illness, therefore, the Screening Checklist for LGUESD Employees Reporting to Work form was created and required to be completed prior to arriving on campus each day by all employees. 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. 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. Cleaning and disinfecting of all hard surfaces with EPA registered Disinfectant for Human CoronaVirus in all classrooms, cafeteria and offices was done immediately. A deep disinfecting cleaning was provided to the entire district by a professional cleaning company. Staff attended training on proper use of cleaning products, stringent safety precautions, and COVID-19 prevention measures. Personal Protective Equipment (PPE) was purchased for all employees including face shields, masks, gloves, and hand sanitizer. In addition, there was posting of safety measures and proper use of PPE districtwide.

In our efforts to fully transition to distance learning on April 20, 2020, all students were provided educational learning packets, access to on-line learning platforms, and devices including a Chromebook and Verizon hotspots. As a supplement to support the core curriculum, and to ensure all students had grade level materials for all content areas, educational learning packets were also provided to students. All educational learning packets and virtual instruction was based on grade level content and utilized board approved adoption materials and technology platforms. In addition to programs students were already accustomed to such as Acellus, AR and Google; students were given access to various free on-line distance learning resources. Teachers provided and continue to provide both synchronous and asynchronous instruction so as to ensure students and families are able to comprehend the instruction and content. In addition, various online resources which provided students the opportunity to demonstrate their learning such as SeeSaw, Flip Grid, Google Drive, and others were incorporated into lessons.

Teachers contacted students to provide support, answer questions, and to provide an update on grades. Students turned in their work to teachers during distribution days. 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, text messaging, Google Meet or ZOOM Meetings, ParentSquare and phone calls. If a teacher could not get in touch with a parent or student, a referral was made to the Superintendent/Principal.

English Learners continued to receive integrated English Language Development (ELD) while in distance learning. Integrated ELD provided by teachers ensured students had access to content and focused on key content vocabulary. Additionally, all Le Grand students, including English Learners had and continue to have access to Acellus which provides targeted intervention in the area of Language Arts and Math as identified by a diagnostic assessment.

The District also recognized the special needs of our students with disabilities, and in addition to the efforts described above, our special education director ensured annual goals were met and compliance maintained. The special education students were in contact with their general education teachers and with their special education teacher. Our special education director collaborated with general education teachers to determine if any modifications were needed before sending the curriculum out to students. Instructional aides contacted all students, including special education students to provide assistance with assignments and to ensure students were attending virtual instruction sessions. 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. All students on a speech Individualized Education Plan (IEP) continued to receive virtual speech services through Speech, Language, & Educational Associates (SLEA), our contracted speech service provider.

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. Chromebooks were made available to all TK-8th students and purchased 25 Verizon hotspots. Every student had, and continues to have, access to technology in order to communicate and achieve academically during the school closure.

LGUESD continued to provide meals for all students during school closure. The Superintendent/Principal 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. All Le Grand High School and Plainsburg Elementary students were also able to receive their meals from LGUESD in lieu of driving to their respective schools. Meals were packed and distributed daily (M-F) in front of the school or delivered to students utilizing our bus routes. 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. 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.

Communication with families was a top priority for the district. The Superintendent/Principal provided updates throughout the school closure and into the summer months via letters, ParentSquare, social media and community forums. Parents were also provided assistance with technology issues and step-by-step help on how to access the district website, how to take surveys, stay current with district news, check student progress, and how to use the Google platform from our technology assistant. Parents completed surveys which provided up to date information on needs and desires including technology and internet needs, struggles with student learning, appreciation for district efforts, and hopes for reopening. Communication with students and families was also achieved through Parent Square. Teachers utilized Parent Square to communicate with families so as to inform them regarding the assignments, virtual meeting times and to provide any support, including well-being checks and social emotional checks. In addition, communication tools such as Google Hangout and Google Meet allowed teachers to reach students on top of phone calls, text messages, and various communication apps virtually which provided a venue to truly see and connect with their students. Teachers communicated with each of their students throughout the week and logged all communications. If students were absent from planned virtual sessions, instructional aides were contacted by teachers and asked to make contact with students. Communication between teachers and students significantly increased in order to provide the support needed by all students.

The Superintendent/Principal met virtually with teachers, board members, families and community members throughout the school closure. Staff meetings took place weekly via ZOOM along with communication via email so as to ensure teachers were kept up to date with frequent guidance updates. Communications and discussions included distance learning, current COVID-19 updates, public health and CDE guideline updates. The start of the 20-21 school year required much communication with all stakeholders in order to inform, planning , adjust, and redesign. The LGUESD Reopening Plan focused on student/staff safety, physical distancing requirements in classrooms, furniture placement, hand-washing stations, egress/ingress locations, recess and meal procedures, assessment plans to identify learning loss, curricular needs, staff needs, and a students transition plan for school reopening in a traditional, distance learning or hybrid model and was shared throughout the summer and into the 2020-2021 school year.

## Stakeholder Engagement

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

The District engaged stakeholder groups utilizing various methods including public hearings, face to face, surveys, and virtually to discuss the LGUESD Reopening Plan, the instructional models including traditional, distance learning and hybrid options, learning loss, technology, internet access, meal services, intervention and the delivering of instruction. In addition, safety concerns, COVID-19 updates, and community needs were discussed. Stakeholder groups were asked to provide input regarding the preferences and challenges for each instructional model.

With the start of the school year and directive from the State to reopen school with the distance learning model option due to Merced County placement on the COVID-19 watchlist, the District sought input to inform the LCP plan. All families were encouraged to participate. All materials, surveys, communications, and presentations were provided in English and Spanish. The following groups participated in surveys, feedback sessions, such as stakeholder input meetings and scheduled committee meetings comprised of parents, staff, and community members designated to advise district officials on programs and services.

**Student Feedback:** Students in grades 3rd - 8th completed a Google Form titled Le Grand Student Support Survey (LCP). The survey sought student feedback on what types of things the school can do to support their learning with respect to LCP. Teachers pushed the survey out via Google Classrooms. Comment period ran for 2 weeks.

**Staff, Family, and Community Member Feedback:** The Le Grand Union Elementary Learning Continuity and Attendance Plan: Form to Submit Comments in both English and Spanish posted on the district website and communicated to all stakeholders via district website, social media, and district communication tool, ParentSquare. Comment period ran

Le Grand Community Forum: July 25, 2020

District English Learner Advisory Committee (DELAC) Input Meeting -- August 24, 2020

School Site Council (SSC) Input Meeting -- August 26, 2020

Teachers and other Classified School Personnel -- Administration met with teachers throughout school closure and into start of the 2020-2021 school year.

A draft of the Continuity Plan was made available to stakeholders by request and on the school website. All comments could be provided to Superintendent/Principal for consideration and response provided as applicable.

Public Hearing for LCAP and Budget: 9/8/2020

Board Adoption: 9/29/2020

Submit to Merced County Superintendent of Schools: 9/30/2020

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

Due to the Governor's Executive Order N-33-20 for COVID-19, meetings of the Board of Education were initially held via video conferencing. To comply with Executive Order N-29-20, public meetings were made accessible remotely utilizing YouTube Live. The public seeking to observe the meeting and/or address the Board of Education were able to do so via a YouTube link which was published along with Board agenda per required 72 hour requirement on district website and hard copy posting on LGUESD bulletin board near the district office.

Public comments were accepted via gmail utilizing the district board email published on the board agenda and on website. Once board meetings resumed in person, public comment was called during meeting. Email and remote options were provided for those seeking public comment and not able to attend in person.

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

Key takeaways from survey responses and stakeholder feedback:

- \*64% families expressed the need and desire to have their children return to school in a traditional in-person setting.
- \*expressed appreciation for all LGUESD and what has done for their children in regards to instruction, safety, meals, and continued support
- \*gave praise to teachers and administration for all that has been provided during school closure and reopening of school
- \*expressed desire to have students return to traditional learning setting on campus
- \*feedback, ideas and suggestions regarding distance learning, specifically with difficulty in student learning new material and parents' lack of background knowledge and ability to teach
- \*clarifying questions and/or comments regarding reopening plan and distance learning
- \*ideas for supports for social and emotional well-being
- \*expressed need for access to technology and internet in Le Grand
- \*appreciated meals services provided by Le Grand Elementary
- \*appreciation of safety measures put in place
- \*Need for high speed internet in the community of Le Grand
- \*lack of parent familiarity with on-line educational platforms
- \*difficulty for parents who do not speak English to teach their children
- \*request for less work for students to complete as it takes longer to accomplish the assignments
- \*lack and need for student to socialize and interact with fellow students

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

Stakeholder input received throughout the summer months and direct feedback from the Draft LGUESD Learning Continuity Attendance Plan (LCP) influenced and guided administration on the development and refinement of the LGUESD LCP, LGUESD Reopening Plan, and the LGUESD Distance Learning Plan.

- \*Offer students opportunity to return to school
- \*Continue to offer distance learning for families who are afraid to return their children to the school setting due to various reasons including medical and elders at home.
- \*Need for more time with teacher for daily live instruction.
- \*Concern for the TK-2nd grade students who are learning to read.



The Learning Continuity and Attendance Plan is therefore, written with stakeholder feedback and input in mind. Additionally, the LGUESD Re-opening Waiver has been submitted along with continued refining of the LGUESD distance learning program.

## 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.]

#### Classroom-Based Instruction Offerings

Through mid-July, LGUESD had planned to reopen school with two models, 1) students on campus for traditional in-person instruction and 2) distance learning. Based on the orders provided by Governor Newsom to schools in his July 17th press conference, LGUESD would begin the 2020-2021 school year with a distance learning model for all students. This guidance detailed the conditions under which schools will be allowed to reopen, and provided for a potential waiver. While current health conditions do not permit traditional in-person instruction, the district is continuing to plan for students to return to a traditional in-person model so it will be prepared to bring students back once it is safe to do so. LGUESD will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom. The following plans describe both a full re-opening of schools based on guidelines and that of a re-opening based on an approved waiver.

The following program with safety protocols for LGUESD will be implemented for all TK-8th grade students when permitted by State for a full reopening and/or when Merced County is removed from the State COVID-19 Watchlist currently in place: The traditional in-person program provides for one in person option and one distance learning options:

\*Students will return to school in a traditional setting five days a week in accordance with the district's calendar.

\*Families wanting to continue with the distance learning model will continue to meet virtually with designated "Distance Learning" teachers per daily schedule.

One of the following programs for LGUESD will be implemented once students are able to return to school in the traditional in-person setting with safety protocols upon approval of Reopening Waiver by the Merced County Public Health Department for grades TK-6th and agreed to in collaboration with teaching staff: The traditional in-person program provides for two daily options and a distance learning option:

\*Small groups of 10/12 students per classroom attend two full days of in-person instruction and 1 full day of online instruction. Students are split into group A and group B, Group A students attend school in person on Monday and Thursday. Group B students attend school in person on Tuesday and Friday. Wednesdays will be completely online so as to provide students the opportunity to engage with all classmates and to remain consistent with the current early release schedule in order for teachers to attend professional learning training.

\*Small groups of 10/12 students per classroom attend four half days of in-person instruction and 1 full day of online instruction. Students are split into group A and group B, Group A students attend school in person Monday, Wednesday, Thursday and Friday in the morning. Group B students attend school in person Monday, Wednesday, Thursday and Friday in the afternoon. Tuesdays will be completely online so as to provide students the opportunity to engage with all classmates and to remain consistent with the current early release schedule in order for teachers to attend professional learning training.

\*Families wanting to continue with the distance learning model will continue to meet virtually with teachers per daily schedule.

Both plans were specifically designed to provide extra support for students who have experienced significant learning loss due to the school closures in the 2019-2020 school year while ensuring students and staff are safe at school. Each student will be assessed with the NWEA Reading and Math diagnostic in grades 4th-8th, Acellus in grades 2nd and 3rd, and with ESGI (Education Software for Guiding Instruction) in grades TK-1st during the first few days of school to determine their needs (especially in terms of learning loss).

### Measuring Learning Loss and Tracking Progress

LGUESD utilizes a purposeful and in depth diagnostic assessment system given three times a year to all TK-8th grade students. The on-line diagnostic assessments pinpoints students' strengths and knowledge gaps at the sub-skill level, provides meaningful differentiating instruction for students, and tracks progress throughout the year. In addition, the data obtained from the assessments provides teachers an understanding of their students' needs. Finally, the coordinating on-line intervention component provides all students with individualized learning practice in the areas of reading and math. Teachers will remotely administer the NWEA and/or Acellus Reading and Math diagnostic assessment. NWEA and/or Acellus data will help teachers plan for both whole group and small group instruction to meet the needs of all learners. Teachers will also be using multiple measures to track student progress, some of these include: CAASPP Interim Assessment Blocks and Interim Comprehensive Assessments (3-8), benchmark assessment (3-8), ESGI (TK-1), writing prompts, and curriculum based assessments.

### Safety Measures to Re-open School

LGUESD purchased Personal Protective Equipment (PPE) for staff and students and established several safety protocols, following the guidelines set out by the Center for Disease Control and Prevention, the Merced County Department of Public Health, and the California Department of Education in order to re-open school safely. The following purchases and procedures are followed as directed and/or required.

\*All employees and visitors complete the 2020-2021 COVID-19 Daily Illness/Health Assessment form prior to entering campus. This includes questions related to COVID-19 exposure and taking their temperature.

\*Commercial Clean-Up Disinfect and Sanitize Classrooms, Office, Library, Staff Lounge, Cafeteria, Restrooms, Play Structures



\*Daily clean-up and disinfecting and sanitizing of the school.

\*All HVAC filters have been upgraded to the Merv-13 filters, which promotes a healthy breathing environment by filtering out very small particles.

\*Hand sanitizers

\*Digital non-contact forehead thermometer

\*Masks and face shields will be provided as needed to students and/or staff.

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

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks and face shields) to ensure that students, staff, and family entering schools sites.	\$10,000	No
Digital non-contact forehead thermometer will be utilized.	\$1,000	No
Desk plexiglass dividers will be utilized in the cafeteria and by the special education department in order to provide one on one instruction.	\$5,000	No
HVAC filters: All filters will be replaced with MERV 13 filters monthly as recommended rather than quarterly as has been past practice with MERV 8 filters.	\$24,000	No
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	\$3,000	No
Disinfectant wipes and other disinfecting products will be available to support healthy hygiene behaviors. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol. Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, face shields, aprons, bleach, etc.	\$20,000	No

Description	Total Funds	Contributing
Provide additional funding for teachers to purchase additional student books and supplies to avoid sharing and for distance learning needs.	\$16,000	Yes
Provide additional instructional aides to supervise students during breaks and lunch.	\$9,000	No
Hand washing stations will be set up near entry gate for students to use upon entering campus and outside classrooms with no sink.	\$750	No
Provide teachers additional time with instructional aides to assist with student contact during distance learning.	\$9,000	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.]

In compliance with the Governor's announcement on Friday, July 17th regarding school reopening and the criteria for returning to traditional in-person instruction, LGUESD began instruction on August 13, 2020 with distance learning. The Governor's mandate specifies that if a county is placed on the state monitoring watch list, schools and school districts must conduct distance learning until the county is removed from the monitoring list for at least 14 days. In addition, a waiver option was made available for districts which allows schools and school districts to open in a traditional in-person model although county remains on the watch list but has a lower number of COVID-19 active cases. LGUESD has applied for the Reopening of School Waiver to open Le Grand Elementary School. LGUESD will continue to provide continuity of instruction for it's students by providing full access to district adopted core content materials including on-line resources for both traditional in-person or distance learning models.

The Le Grand Elementary School Distance Learning plan was created to ensure every student receives a high-quality education, which provides equitable access to learning and instruction in response to the Coronavirus (COVID-19) pandemic and school closure. The Le Grand Distance Learning plan is based on the California Department of Education COVID-19 Guidance for K-12 Schools and grade level standards. The program is a fluid program based on the most recent guidance provided by the CDE. The most important factor in the development of the program is the focus on meeting the needs of all students in the Le Grand Union Elementary School District. The Le Grand Elementary Distance Learning plan incorporates both online and offline instructional plans, allowing continued, standards-aligned educational experiences utilizing a distance learning model for grades TK-8. Asynchronous and Synchronous instruction will be provided on a daily basis to students. English Language Development (ELD) will continue to be provided to English Learners. Students currently receiving specialized services will have access to relevant services and support. The following highlights the Le Grand Elementary Distance Learning plan:

Daily live interaction -Teachers will connect with their students each school day through online small group instruction. Synchronous and Asynchronous instruction embedded in daily schedule.

Daily instruction will be a combination of daily teacher instruction and assignments.

Students will be provided instruction as a whole class, small group, one on one and/or phone check-ups.

Students will be able to meet with their teacher one-on-one at minimum once a week virtually or in-person if permitted.

Students who receive special education services will have scheduled time to meet with a Special Education teacher.

English Language Development will be provided to English Learners.

Daily attendance and engagement records will be maintained by the teacher.

Engagement record will document synchronous and asynchronous instruction for each whole or partial day of distance learning. Records will verify daily participation and tracking of assignment completion.

Students may come on to campus for 1-on-1 and small group instruction once a week at their scheduled appointment time.

Students will be able to check out books from the library on a weekly basis.

Communication with parents on student progress and attendance.

Students will be able to engage with their peers each day through daily live instruction.

Social-emotional support and referrals for mental health services is available for families.

Students will be provided a healthy breakfast and lunch daily.

Students may email, call or check-in with their teacher to ask for assistance.

Teachers will set office hours to assist students live throughout the day. See daily schedule for specific time.

School Office hours remain the same.

Parent communication will be provided on letters and notes sent home, district website, Social Media, ParentSquare App, and phone dialers.

Parents are encouraged to attend SSC, DELAC, PTC and Family Nights. All meetings will be held virtually.

## **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.]

Chromebooks will be provided to all students in grades TK-8th. Families who indicated they did not have internet access on the survey will be provided a Verizon hotspot. Technology agreement forms were added to registration packets within the updated Le Grand Union Elementary

Parent Handbook. More than 95% of Le Grand students and a family member met with their teachers on a one-on-one basis to receive their devices and to teach students how to log in and use the Google programs and other district on-line programs. Students and families who were unable to meet during the scheduled times, either met during another time or connected via computer or telephone. An IT staff member is available to assist students and parents as needed. Students will utilize District approved on-line resources and programs. Chromebooks and internet access will also provide a filter to ensure online safety. The district website offers resources for parents, students, and staff that includes tutorials on how to use the various programs and access to various free online programs. Merced County and neighboring districts are collaborating on a possible expansion of broadband to all high-speed access to all Merced County residents. By the end of August, 100% of Le Grand students had access to distance learning curriculum and face-to-face synchronous instruction through MiFi distribution and/or access to on-site learning pods. The Le Grand Community has been incredibly supportive of the efforts to do their part in making sure distance learning is as successful as possible for all of our students.

Teachers will work from their respective classrooms. Teachers also have access to district high-speed internet and on-line resources.

## **Pupil Participation and Progress**

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

Classroom teachers will be informally and formally assessing and monitoring progress on a daily basis during distance learning. All students will be tested with the NWEA or Acellus Reading and Math diagnostic online assessment in order to provide targeted intervention or acceleration assignments. In addition, TK-1 students will be assessed with ESGI in order to provide parents with specific grade level needs and practice materials. Grade level benchmark assessments will test the area of reading, writing, and math.

Teachers will take students' attendance and participation each day. Teachers will provide students with a daily schedule that consists of a minimum of four virtual instructional sessions, which include synchronous and asynchronous learning. Teachers fill out the daily participation and weekly engagement logs provided by CDE daily as well as enter attendance/engagement information directly into the SIS (PowerSchool) System using specific codes created for distance learning.

Every morning teachers will take attendance and check in on students' well-being. This time also allows all students to engage in class discussions. Students will be expected to attend class daily for the required amount of time, as per the daily schedule. Instructional aides will check in on students who fail to attend and or who need assistance with assignments. Teachers and instructional aides will provide additional interventions as appropriate.

Student attendance is documented in the SIS (PowerSchool) as well as informally on the CDE provided templates for daily participation and weekly engagement.

## 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.]

Various opportunities for professional development was offered in the Spring and Summer of 2020 for all Le Grand Elementary teachers in order to provide distance learning to our students. The areas of technology, on-line platforms such as Google Meet, lesson planning, among others were the major focus of all professional development immediately following the school closure. Teachers also participated in various individual on-line professional development opportunities which aligned with their specific needs. Teachers will also receive social emotional professional development. It will include how to identify appropriate mental health services at the school site and within the community, and when and how to refer students and their families to those services. In addition all staff have participated in the following required training: COVID-19 Safety Measures, Excessive Heat, Mandated Reporter, Bloodborne pathogens, Epipen Procedures, Bullying Prevention, and Suicide Awareness.

## Staff Roles and Responsibilities

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

The emergency school closure due to COVID-19 in Spring 2020 and the resulting transition to a distance learning model in the 2020-2021 school year have impacted the roles and responsibilities of staff at Le Grand Elementary School. Roles and responsibilities are fluid and will continue to evolve as the district prepares to reopen the school for traditional in-person instruction. The following are the changes to the roles and responsibilities of staff, organized by area.

### Special Education Staff

Special Education Staff (Speech, Resource) will meet with students one-on-one to provide services when parents approve. For families who choose not to come onto campus, distance learning is provided to meet IEP goals.

### Transportation and Maintenance Staff

Assigned to assist with meal preparation and distribution. In addition, staff provides assistance to the custodial staff to ensure extra cleaning and sanitizing takes place.

### Instructional aides

Instructional aides and the library aide will provide support for teachers to ensure student engagement by making phone calls when a student is not in attendance. In addition, aides will assist in taking student temperatures on Meet the Teacher Days when students meet with their teacher for a one-on-one meeting to turn in and pick assignments and to address any needs. Instructional aides will offer extra support during live virtual sessions and during the intervention sessions. Bilingual paraprofessionals will be available for interpreting.

### After School Staff and Program

ASES Staff has been pushed into classrooms to support teachers during distance learning. Some ASES staff are also being utilized to provide Student Supervision and Support for the school-aged children of staff members.

### Intervention Specialists

Le Grand Elementary employs two intervention specialists and has hired an additional one in order to meet the demands of hybrid teaching upon the approval of our waiver. Each intervention specialist will provide distance learning support to a grade span (K-2; 3-5; and 6-8) while teachers meet physically with students.

#### Homework Hotline

One staff member has been hired to be available via ZOOM from 4:00-5:00 PM to provide assistance for students needing extra support in the evening.

#### Role Shifts

It has been incredible to watch the role of each staff member on campus shift from traditional teacher/aide/administrator to remote. Staff members have become proficient in utilizing ZOOM, Google Suite, Screen Casting, and much more. Additionally, parent contact and communication is at an all-time high due to the necessity to support our community.

## 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 will receive additional support in a variety of ways while in the distance learning model at Le Grand Elementary School. Students will receive virtual on-line support by teachers and instructional aides as identified by teachers. Interventions and supports will be scheduled at a time that does not conflict with class daily schedule and or virtual instruction sessions.

English learners will be supported through the use of Google Meet, SeeSaw and Screencastify, which will allow students to practice the English language and be provided time with a teacher for designated ELD. Closed captioning will be available to help students follow along with the lesson.

Students with exceptional needs will receive an one-on-one face-to-face support or online intervention based on their parent comfort designed to meet their individual levels. In conjunction with daily live virtual sessions with their classroom teachers, they will additionally connect instructional aides and intervention specialists in either individually or in small groups to deliver instruction and support to address students' learning losses.

Students with an IEP or 504 Plan will be provided with one-on-one face-to-face support and/or virtual instruction from the Special Education Teacher to ensure goals are met.

Students in foster care and students identified as homelessness upon enrolling will receive extra support from the director of child welfare and attendance and site administration. The liaison will make sure students have the school supplies needed for distance learning, including technology devices and internet access. Le Grand Elementary School will collaborate with MCOE Mental Health to provide direct assistance to students experiencing homelessness or those in the foster care system.



There is time allotted in daily schedules for small group instruction and office hours at all grade levels, which allows teachers and instructional aides to provide extra support as needed or requested.

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

Description	Total Funds	Contributing
Additional Intervention Specialist hired to provide small group support to our neediest students (EL, SEL, etc...).	\$23,000	Yes
Homework Hotline Teacher provides access to all students in the evening hours.	\$3,000	Yes
Professional Development provided for teachers and aides in distance learning and reaching ALL students.	\$20,000	Yes
Mobile Hotspots provided for families who can't afford or do not have internet access do to rural living.	\$8,000	Yes
Technology devices and subscriptions for staff in order to increase services to students (Translation software, ST Math, iPads, audio/video equipment) and provide a more robust distance learning experience.	\$60,000	Yes
Additional Supply Money provided to teachers in order to provide a more robust distance learning experience for students.	\$16,000	Yes

## 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.]

Le Grand Elementary teachers returned to work on August 10, 2020, for the start of the 2020-2021 school year. Teachers participated in three pre-service days which provided time to focus on the Le Grand Elementary Distance Learning plan, assessment schedule, planning interventions to address student learning loss, time to collaborate with colleagues, and to attend various professional development training. Teachers worked in grade spans, TK-4th and 5th-8th, to develop daily schedules which include small group and individual academic tutoring, plan grade level distance learning plans, build ELD groups and plan both Designated and Integrated ELD will continue for all respective levels, and time to review and revise the grade level pacing guides. A major focus was given to foster students, English learners, and low-income students and how to specifically meet their needs through distance learning.

Teachers will assess students daily utilizing various forms including exit tickets and random selection strategies that ensure engagement. Progress monitoring will be done by the Acellus supplemental program which provides updated student outcomes in the areas of reading and math. NWEA benchmarks will take place each trimester. Students will be assessed when they return to school in August to determine their needs in the areas of reading, math, and writing. NWEA, Acellus, and ESGI will be used to assess learning loss and monitor progress throughout the school year. Teachers will review student progress during PLC meetings. Interventions will be developed for students experiencing learning loss. Instructional aides are available every day for a small group and/or one-on-one intervention.

Teachers will focus on English Language Arts, Mathematics, and ELD based on grade-level standards and District approved content adoptions. Science and Social Science will be facilitated with the Studies Weekly online program which provides students with both a hard copy and online copy of a weekly magazine that focuses on grade-level standards. Although other online platforms will be utilized, the Google Platform will be the most used, specifically Google Classroom, Google Meet, and Google Drive.

ELPAC and NWEA Learning Loss reports are used to identify the specific needs of EL students who have suffered the most due to school closures.

## 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 process LGUESD will use to address learning loss and accelerated learning for students will include providing intervention sessions during the day by teachers, intervention specialists, and instructional aides. Addressing learning loss and accelerating learning for students will be a tiered approach delivered through synchronous instructional sessions.

Tier 1 - all students (in small groups) will receive grade level standards-aligned instruction focused on priority standards. This will allow instruction to focus on the key skills and concepts that are most critical for the respective grade level/content area. Teachers will work collaboratively to identify key standards and spiral instruction when standards are not mastered when assessed.

Tier 2 - additional supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs provided by teachers and instructional aides. As teachers assess learning loss and their students' needs, they will adapt this instruction and schedule small group sessions to provide additional support. Intervention instruction will also be provided in the areas of reading and math via the online intervention program Acellus which targets intervention based on diagnostic data.

Tier 3 - students identified to have significant learning loss will be supported on a 1 on 1 basis with a district intervention specialist.

The district director of child welfare and attendance will work closely with all families including Foster Youth, English Learners, and Homeless families, to ensure they have the needed resources and support. English Learners will receive additional support from bilingual aides. Students with exceptional needs will have extra support from their case managers, who will regularly check in on the students and ensure goals are being met. Students with social-emotional needs will be referred to counseling.

## 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 the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include diagnostic assessments utilizing NWEA Reading and Math and interim/benchmark assessments. As well as data from Acellus. If the data indicates a need for more or different support, teachers will make needed instructional adjustments.

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

Description	Total Funds	Contributing
Professional development focused on the delivery of instruction during distance learning for all content areas.	\$40,000	Yes
Hiring of an additional Intervention Specialist to provide small group instruction during distance learning and pivot to "Distance Learning Teacher" when school moves to hybrid model.	\$23,000	Yes
Purchase ESGI assessment tool for TK-1st grade in order to identify learning loss and/or learning deficiencies and support targeted instruction during distance learning.	\$2,000	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 stress that the COVID-19 pandemic has placed on students, staff, families and the community of Le Grand, along with the nontraditional start to the 2020-2021 school year, requires mental health and wellness to be made a top priority within the LGUESD. All students, regardless of the learning program, will have scheduled social-emotional learning time with our Director of Child Welfare and Attendance. Any student who is experiencing extraordinary social-emotional issues has additional opportunities to connect with our mental health services as well. In addition, school-wide activities such as Spirit Days and Character Education recognition will be incorporated so as to build school community and trust.

With the understanding that staff members are also experiencing many new challenges, they will be encouraged to complete a Stress Management course our JPA and to take time to exercise and relax. In addition, staff will be encouraged to incorporate and participate in relaxation and breathing exercises during their virtual sessions with students.

## 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.]

LGUESD will have staff closely monitor the attendance of students, both in the distance learning or hybrid programs. Additionally, LGUESD has partnered with Merced County Superintendent of Schools (MCSS) for the TIP (Truancy Intervention Program) to work with families who have children who are not engaging in learning. Parents will be called and home visits will be made as needed. Teachers, Instructional aides and district staff will make phone calls and/or home visits (if safe) to determine reason for absence and to provide any assistance and or guidance. The following tiered engagement strategies will be implemented:

1. When a student has not logged on to virtual sessions each day, a teacher or instructional aide will attempt to make contact with the student.
2. If a student fails to log on for three days, even after contact has been made by the school site, a staff member will make a home visit to assess the situation. Informal contact with the parent will be made to attempt to remedy the issue.
3. If, after the home visit, the student still fails to attend school, there will be a determination as to whether the student is enrolled in the appropriate program (e.g., if the distance learning program is difficult due to the strict schedule, it may be beneficial to move the student to a program that is more flexible.) A change in the program will take place if found appropriate.
4. If the problem persists, a meeting to discuss the issues and develop strategies to improve behavior will be held between the Superintendent/Principal, student and parent/guardian.
5. The SARB process will begin.

## 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.]

LGUESD provided meals to all students during the school closure and into the summer months. The Superintendent/Principal 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. During the month of March - June, any student, regardless of their school of attendance, were also able to receive their meals from LGUESD. Meals were packed and distributed daily (M-F) in front of the school or delivered to students utilizing our bus routes. During food preparation, 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. 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.

The start of the 2020-2021 school year required LGUESD to begin the school year in a distance learning model, whereby all LGUESD students in grades Tk-8th were to continue to receive school meals despite not being physically on campus on a daily basis. Meals meet all

required standards and are provided between the hours of 7:00 am to 12:00 pm by the LGUESD food services department. Upon approval of a waiver and potential of both traditional and distance learning options available to families, meal service to distance learning families will continue to be provided per current schedule while students enrolled in traditional learning will be provided meals on a daily basis on campus.

In addition to the school meals, the Superintendent/Principal formed a partnership with Merced County Ag Link nonprofit who will provide families with fruits, vegetables, meat, dairy products and other food items provided to community members each Thursday.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

## 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
22%	511,748



## 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.]

Le Grand Elementary School District has a significant unduplicated count whereby the programs and services described in this plan considered the needs of English learners, Foster Youth, Low-Income students, students with significant learning loss, and the needs of the Le Grand community. The selected programs and services are designed to meet the needs of all students, address technology needs, and address learning loss. Progress monitoring and assessments will ensure that implemented measures are effective in meeting and addressing specific student needs.

Knowing that many Le Grand students have little to no language support at home was a major consideration during the creation of our distance learning program. At the heart of our DLP is small group instruction. Each synchronous meeting contains no more than 7 students in order to give specific attention to students with unique needs. Utilization of translation software and function when creating videos has also provided access to learning in the students primary language.

Additionally, Le Grand Elementary is fortunate to employ a high number of bilingual staff in order to provide support for families needing help. Accessibility and costumer service has been a top priority during this difficult time.

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

Services for Foster Youth, English Learners, and Low-Income students are being increased or improved by the percentage required. All supplemental and concentration funding have been utilized towards actions directed to our unduplicated students.