

# 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/lrncntntyatndncpln-instructions.docx>.

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## General Information

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

In March 2020 the Los Banos Unified School District (LBUSD) chose to close its schools and cease normal operations to comply with directives from the Merced County Department of Health to combat the effects of the COVID-19 pandemic. From the beginning of the school closure, we worked to comply with the guidelines set forth in Governor Newsome's Executive Order. Initially, LBUSD sent all non-essential employees home, sanitized all sites, and began to negotiate new working conditions with its employee associations. As conditions changed, plans were adjusted to allow more staff to safely work from sites as well as from home. All teaching and learning was moved online or through at-home work packets in order to provide a high-quality distance learning experience. The LBUSD distance learning plan consisted of three phases designed to engage all students in meaningful learning activities. The first phase included providing students and families access to a variety of online educational resources, phase 2 included at home learning packets, and phase 3 required distributing devices to students in grades 3 - 6, continuing learning packets to students in Tk-2nd grade, and continue to conduct lessons online with students in secondary schools through google classroom.

The pandemic forced LBUSD to adjust and adapt in order to meet the needs of our school community. Food services began drive-through meal pick up at multiple sites. By the end of the school year, LBUSD food service employees distributed more than 4000 meals to students daily. Employees who came in contact with the public were equipped with and required to wear personal protective equipment as well as maintaining social distancing guidelines. Students supported by IEPs and 504s were contacted by their case managers who worked with teachers to ensure student needs were met. School board meetings were live streamed via youtube and zoom while parent meetings were held virtually to answer parent questions and address concerns. LBUSD communicated changes to schools via text messages, posts on social media, notices posted to school and district websites, letters, and phone calls.

Over the summer of 2020, LBUSD conducted surveys of staff and parents to find out more how the COVID-19 pandemic impacted them. Over 2000 survey responses were collected. The survey results revealed the tremendous strain school closures had on our school community. The results of these surveys were used by the LBUSD School Reopening Work Team to craft a school reopening plan. This plan was informed by health and safety information developed by the Merced County Department of Health and Merced county school district

superintendents as well as guidance documents shared by the California Department of Education (CDE) and the California Department of Public Health (CDPH).

Our initial school reopening plan called for beginning the 2020-21 school year through a hybrid learning model and eventually transitioning to full in-person instruction when conditions improved. Instead, the District found itself pivoting to beginning school through a fully online distance learning instructional model as a result of rising COVID-19 rates in Merced county and Merced county being placed on the state county watch list.

In order to meet the extraordinary demands of distance learning and drawing on lessons learned in Spring 2019, LBUSD worked collaboratively with the classified employees and teachers associations to adjust the academic calendar and delay the start of school. By pushing back the beginning of school by three weeks (we began school on Monday, August 31st) LBUSD was better able to adapt to beginning the year on distance learning. The District provided online training for all teachers, counselors, and paraprofessionals in distance learning instructional practices, online learning platforms such as Google G suite for education and Seesaw, online curriculum platforms such as Edgenuity and APEX learning, video conferencing and editing applications, social emotional learning best practices, and a host of other topics. Teachers were given the opportunity to attend 25 sessions in order to prepare for distance learning.

The District committed to providing students and teachers with the tools and resources necessary to successfully implement distance learning. This required the District to reach out to a variety of organizations to acquire online resources and applications. LBUSD invested in upgrading internet accessibility for families and providing technology for students, families and teachers that would allow all students to successfully navigate this new educational reality. As the District engaged in this process, special care was taken to ensure that the needs of foster and homeless students, students with disabilities, and english learners were consistently at the forefront of all plans.

This focus on student needs resulted in the District utilizing an online learning platforms to provide summer school elementary, junior high school, and high school students. While there were difficulties in implementing the program, students were able to receive remediation for learning lost due to school closures. High school students were able to recover credits in order to get on track for high school graduation. The lessons learned from implementing our online summer school were incorporated into our distance learning program rollout this fall.

The District will continue to monitor trends related to COVID-19 (number of cases, impact on hospitals, etc.) and work closely with county and state officials to determine the criteria which should be used to determine when it is safe to re-open schools to our students and families. When it is determined that it is safe to reopen schools, the District plans to reopen schools first through the hybrid learning model developed with stakeholders during the summer of 2020. Schools will not open without providing ample time for students, parents, staff and our community to prepare and weigh in on the transition. Regular and timely communication regarding District plans are posted on the district website and social media pages.

# Stakeholder Engagement

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

The District used online surveys and held informational meetings with various stakeholder groups to collect information and solicit feedback regarding plans to reopen schools.

In June 2020, the District conducted staff and community surveys regarding the effectiveness of the distance learning that took place in the Spring. The parent surveys sought input regarding school reopening plans, student and parent needs in a distance learning model, safety protocols in any type of in-person instruction, and general input. The surveys were conducted in both English and Spanish. Over 1500 responses were collected from the parent surveys. The staff surveys sought to glean information from administrative, certificated, and classified staff regarding reopening schools. Over 650 staff responded to the survey. The survey asked staff to share their preference for instructional models, their comfort level with different reopening scenarios, their concerns regarding returning to work, factors the district should consider to increase staff comfort with returning to work, their experiences with distance learning in Spring 2020, and possible instructional resources for staff and students in the Fall. These surveys proved invaluable in crafting the district reopening plans for the fall. The survey results were used by the LBUSD school reopening team and the board of trustees to inform decisions regarding reopening schools.

Shortly after the end of the 2019 - 20 school year, the District formed the LBUSD School Reopening Work Team. This team consisted of district administrators, site principals, teachers, and classified staff. Due to restrictions on in person meetings to limit the spread of the COVID-19 virus, the team met virtually through the Zoom online video conferencing app. The purpose of this team was to successfully create a reopening plan that could meet the needs of all students in the Los Banos Unified School District, while at the same time providing enough flexibility for the district to adjust its approach to reopening based on current health and safety conditions. This team met multiple times to review state and local health and safety guidelines as well as policy briefs, white papers, and guidance from educational researchers regarding reopening schools. The team crafted a reopening plan that called for reopening the LBUSD schools in a hybrid learning model. When circumstances changed due to an outbreak in COVID cases, the team met again to adjust the school reopening model to reopen schools through a distance learning instructional model.

In addition to the efforts described previously, LBUSD worked through the summer to communicate and engage with stakeholders in order to solicit their feedback on potential school reopening plans. Efforts included online webinars, solicitation of public comments on the draft and meeting with stakeholder groups. The district presented school reopening plans to the public and solicited comments at the LBUSD board meeting on July 9th. When the district was forced to pivot to reopening with a distance learning only model due to local health conditions, the district held two webinars - one in English and one in Spanish - on August 14th to share the revised reopening plans and solicit community feedback and input. Additional sources of input included board member communications, public comments on school reopening items at

board meetings and social media posts. The input was gathered and used by staff to inform plans for school reopening. This input is reflected throughout this document.

### Community Information and Input Meetings

The district also used its social media platforms and website to provide information - both written and through videos - regarding school reopening plans and how to access technology through distance learning. In September 2020, our superintendent began a series of meetings where he engaged in dialogue with the LBUSD community. These meetings were designed to allow the LBUSD community to better interact with the superintendent and to share their concerns.

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

LBUSD promoted stakeholder engagement through phone calls, text messages, social media posts, posts on the district website, school site communication with families, the opportunity to drop off written feedback or suggestions to the District office, committee meetings with information provided on how the community could participate or comment on the information presented in these meetings, and access to resources aligned with the Learning Continuity and Attendance Plan (LCP) posted on the district website. All public meetings were accessible by stakeholders who chose to connect via live stream webcasts. All community members/stakeholders had the opportunity to mail, email, or drop off public comments directed to the LBUSD Board of Trustees. The district sent emails, text messages, and auto-dialers to all contacts listed for all students in the district student information system (SIS) regarding all public meetings and information on how to connect virtually.

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

The parent/staff surveys, community meetings, and committee meetings resulted in timely and valuable feedback for the district as staff continued to plan for opening school in the fall. Parents indicated a need to improve the LBUSD distance learning model in the fall. Specifically, a majority of parents indicated that live - synchronous - instruction with teachers should be a priority in the fall. In addition, parents shared that students should be able to access assignments online and should be able to complete the assignments at the student's own pace. Families shared that frequent, accurate, and timely feedback on students' progress would significantly enhance students' experience with distance learning. Further, families expressed a clear interest in schools providing a daily schedule of expected interactions/lessons for students to follow so that parents and students would consistently know when to be online and what to prepare for.

Families also expressed concern regarding internet connectivity at their place of residence, device (Chromebook and Ipad) reliability, access to technology support for students, access to and training in online learning for parents, and social-emotional learning and support for students struggling with the isolation of not physically attending school. Many families shared the difficulties they faced in assisting their student at home without consistent access to their child's teacher. For several families, online learning was as much about the skill of parents and caregivers in being able to navigate the myriad of learning applications and online curriculum as much as the parent and caregiver knowledge of the learning standards their students were being taught. Families asked the district to provide workshops and

training - in both English and Spanish - for parents and caregivers on how to use a computer, how to access learning applications, and how to support their student using distance learning platforms.

Students with exceptional needs and their families expressed a common theme of struggling to transition to distance learning. Families of students with Individualized Education Plans (IEP) detailed the struggle they and their students faced during distance learning. For many students and their families, distance learning in the Spring was difficult for these students to engage in online. They expressed concerns regarding accessing learning platforms as well as receiving enough support to be able to complete IEP goals and master grade level standards. Families of students classified as English Learners (EL) echoed the difficulties already expressed for their students as they shared their experiences in distance learning. Families of EL students shared a need for continued language development and support as well as guidance in accessing online resources and learning platforms.

Staff shared concerns about successfully reopening schools. Specifically, staff expressed concerns with regards to health and safety. These concerns included health and safety protocols, adequate personal protective equipment (PPE), adequate sanitation procedures, COVID-19 contact tracing, and procedures to minimize risk for potential exposure to COVID-19. In addition, staff expressed concern regarding the amount and type of training required for distance learning. Staff were most interested in receiving training in use of applicable technology, how to support special student populations, social and emotional learning (SEL), differentiating instruction, how to communicate and engage with parents, and lesson planning/curriculum development.

LBUSD stakeholder groups consistently shared similar themes. The LBUSD community expressed a need for access to devices and connectivity for students, staff, and families as well as mental health and social-emotional services for students, great support for exceptional student populations, training for staff, and increased daily live interaction between students and staff until such time as it is determined that it is safe to return to live, in-person schooling. All stakeholder responses reinforced the fact that distance learning is difficult and presents a host of challenges to students, staff, and families.

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

The LBUSD Learning Continuity and Attendance Plan (LCP) was informed by specific stakeholder input received over the Spring and Summer of 2020. Stakeholders expressed a clear need for improved internet connectivity, providing devices for all students, and technology support for students and families. As a result, LBUSD purchased over 700 WiFi hotspots to support internet connectivity for students throughout the district. 15% of stakeholders indicated that they had limited access to the internet during distance learning in the Spring on the stakeholder survey administered in June 2020. To further support increased connectivity, the district upgraded WiFi routers at each school site to allow for students to connect to the district network in the parking lot and in the neighborhood surrounding the school. Also, LBUSD repurposed tech support staff at each site to provide ongoing technology support for students and families. The district also created a technology support webpage with how to instructions and video links for commonly asked questions regarding internet connectivity and device management. The district distributed devices (Chromebooks or IPADS) to every student in LBUSD. The district also added online licenses for a variety of learning platforms and applications to better facilitate distance learning.

Both community and staff stakeholders expressed significant concerns regarding health and safety protocols at schools. Working with local health officials, the district designed school reopening plans that would minimize risk of exposure to COVID-19 through strict health, safety, and contact tracing protocols (see LBUSD reopening plan on LBUSD website). The district secured personal protective equipment (PPE) for all staff and - when school returns to in-person instruction - students.

LBUSD families and staff shared interest in providing more social-emotional support for students engaged in distance learning. LBUSD staff secured resources to share with students and their families. The district purchased online curriculum incorporating social-emotional learning lessons. The district contracted with local mental health support providers to provide additional services to the students of LBUSD.

Staff expressed definitive interest in more training in distance learning and other topics. To that end, the district worked with the labor associations to revise the 2020-21 academic calendar. The start date of school was moved back 3 weeks in order to provide the district with enough time to implement its distance learning professional development program for both classified and certificated staff. Staff were provided with multiple training sessions in a variety of topics informed by staff survey results and feedback from community and committee meetings.

The LBUSD school community indicated that a lack of a clear, coherent district wide schedule in Spring 2020 contributed to the difficulties students faced in accessing online learning. With that in mind, the district worked with the teachers association to create a schedule for families that met the minimum instructional minute requirements as delineated by SB 98 and provided students with a clear daily schedule for learning. The schedule created allows students to access both synchronous and asynchronous instructional opportunities throughout their day. The new schedule further provides teachers time to interact with their students daily and provide feedback in both large and small group settings.

In response to the need of our school district community, the LBUSD nutritional services department adjusted their schedule to provide seven days worth of meals for the community across the district. Families were able to pick up several days worth of meals multiple times a week to ensure that students were fed during school closures.

By engaging with the stakeholders of LBUSD, the district was able to ascertain the unique needs of the school community and provide resources to meet those needs.

# 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.]

In June 2020, LBUSD established the LBUSD School Reopening Work Team. This team consisted of district administrators, site administrators, teachers and classified staff. The purpose of this team was to create a plan for beginning in-person school safely in the Fall. However, shortly after the team completed the draft of the plan, local health conditions changed and all schools in Merced county were forced to pivot to beginning the school year through a 100% distance learning model. While this was not what we had initially planned for, we know that at some point, we will return to some form of in-person schooling. When that occurs, LBUSD will utilize the following plan.

When LBUSD returns to some form of in-person schooling, the district will first transition to a hybrid learning model. This model was informed by surveys sent to parents and staff in June 2020. Both parents and staff strongly supported implementing some form of in-person learning with over 72% of responses preferring in-person learning. Of the different in-person learning options presented, the majority of respondents identified a hybrid learning model with at least 2 days of in-person instruction as the preferred hybrid model. The LBUSD hybrid learning model calls for schools to open with no more than 50% of their daily capacity. Students would be separated by last names into A group and B group. These groups would attend school on the same day regardless of grade level so as to limit the burden on families by having students in the same household attend school on different days. Students in group A will attend school Monday and Tuesday, while students in group B will attend Thursday and Friday. Wednesday would be reserved for teachers to collaborate, plan asynchronous assignments and conduct small group intervention for students with exceptional needs.

At the advice of local health officials, elementary and secondary schools will cohort students to minimize risk of exposure to COVID-19 in the event of a possible outbreak. At the elementary level, students will form cohorts by grade level. The grade levels will share common recesses, lunch, as well as start and end times. The elementary school cohort groupings will lower the frequency of interpersonal contact throughout the day. In the secondary schools, schools will implement block schedules. Students will attend three periods a day instead of six in order to reduce the number of passing periods and number of contacts throughout the day. Students will further be required maintain social distancing and congregate in groups smaller than 10 students at breaks and lunch.

Students with exceptional needs will attend school five days a week during the hybrid model. These students, such as students with IEPs and English Learner students, will attend classes adjusted to meet the social distancing, health, and safety guidelines set forth by the California Department of Education and Department of Public Health.

LBUSD will implement increased health and safety protocols when students return to campus through hybrid learning. All campuses will be closed to the public. There will be one entry point during the instructional day for parents/guardians to access the office in case of an emergency. Anyone entering campus will be required to wear a mask. No vendors will be allowed on campus. Deliveries will take place at designated areas on each campus. Each school office will have one health office and a designated area. The health office will provide for routine health needs and the designated area will be in place for COVID-19 related needs or concerns. All office counters will be equipped

with a plexiglass barrier. All staff will be required to wear a mask on campus. Appropriate safety training will be provided for all staff and students. School transportation will be sanitized prior to transporting students each day. Further, all students and personnel riding school transportation will be required to wear masks and follow school safety and transportation guidelines approved by the Merced Department of Public Health (MDPH). Further details are available on the LBUSD School Reopening plan posted on the district website.

While LBUSD schools continue to implement distance learning, LBUSD will work with our labor partners to craft a plan to bring students who are at greater risk for learning loss due to school closures back for in-person instruction as soon as feasibly possible as per the guidelines released by the CDE. Students at greater risk for learning loss include students with IEPs, students classified as English Learners, and students previously identified as struggling in school. This small group in-person instruction will adhere to the health and safety guidelines developed in conjunction with the MDPH.

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

Description	Total Funds	Contributing
Provide all staff and students Personal Protective Equipment (PPE) and supplies.	740,000	Yes
Additional cleaning, sanitizing, and disinfecting supplies.	20,000	Yes
Contract professional cleaning services to sanitize and clean facilities.	185,000	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.]

While campuses are closed to in-person instruction at the beginning of the school year, the district is providing continuity of instruction through an online distance learning model. Students are assigned to classes and teachers just as they would be during a traditional in-person instructional model. These students will remain with these classes and teachers when the district transitions to in-person instruction unless the parents/guardians opt to remain in a distance learning instructional model. All students in grades TK - K, 1 - 3, 4 - 6 and 7 - 12 will follow the same schedule each day. These schedules provide students with synchronous (live) and asynchronous (independent) instruction opportunities that meet the minimum daily instructional minutes as required by California Education Code 43501.

During distance learning, students in grades TK - 12 will receive instruction in the same essential California State Standards that the students would have received during in-person instruction. In order to better facilitate student learning in a virtual setting, the district secured licenses for online curriculum, such as Edgenuity for grades TK-6 and APEX Learning courses for grades 7 - 12. The Edgenuity courses are aligned with the California State Standards and the APEX Learning courses are a-g approved through the University of California system. In addition, the district provided learning platforms, such as Google Classroom, Seesaw, and Canvas, as well as video conferencing platforms such as Zoom and Google Meets. The district also provided supplemental instructional materials and supports, such as Newsela online ELA, Social Studies, and Science texts, Labster virtual laboratories, Nearpod, and Screencastify. These online supports will be available to teachers, students, and families after such time as students return to in-person instruction.

### Access to Devices and Connectivity

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

The district conducted a survey of families in June 2020 to determine, in part, how many families were negatively affected by technology issues during the school closures in Spring 2020. We learned that almost 15% of respondents had issues that made distance learning almost impossible. The majority of respondents indicated that connectivity and device reliability were issues.

In order to address the issue with devices, the district provided internet capable devices (Chromebooks or iPads) to all students in the district. Students in grades 3 - 12 were already issued devices in Spring 2020. Over the summer, devices were distributed to students in grades TK - 2 and students in other grades whose devices failed in the spring had their devices replaced or refurbished.

To combat connectivity problems, the district upgraded wifi at every school in the district. With the new wifi devices, students would be able to connect to each school's network from school parking lots and from the surrounding streets. In addition, the district secured 800 hotspots for students. These devices were prioritized for foster and homeless students and students enrolled in the federal free and reduced lunch

program. The district also provided families with information regarding internet services at reduced rates for students engaged in distance learning from various service providers.

## Pupil Participation and Progress

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

The district added distance learning attendance codes to its attendance tracking system in AERIES. Further, the district provided updated guidance to teachers and school staff in how to track attendance of students through distance learning. The district distance learning attendance policy tracks students who engage in synchronous (live) instruction. For students who are unable to attend synchronous instruction online, the policy tracks students who access and/or complete assignments asynchronously. For students who do not engage in either synchronous or asynchronous instruction, the district developed a three tiered approach to engaging students in distance learning. This approach focuses on developing solutions to remove barriers to student learning as opposed to purely focusing on punitive measures. Teachers track the time value of synchronous and/or asynchronous assignments through their daily lesson plans which are reviewed weekly by site administrators.

## 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.]

In June 2020, the district conducted a staff survey for certificate and classified staff regarding their professional development needs. This survey was conducted by Hanover Research. The results of this survey were used to curate topics and presenters for a districtwide professional development program administered before school began. The district worked with its bargaining units to change the start of the school year to a later date in part, to provide more time for meaningful professional development. District staff secured presenters in a variety of topics aligned with the results of the staff professional development survey. Topics included technology, virtual teaching, social and emotional well being, online curriculum and lesson delivery platforms, and assessments among others. The district used COVID relief funds to pay staff to attend up to 25 hours of training. In addition, the district invited substitute teachers and paraprofessionals to attend online training in order to familiarize them with the different platforms available to students and staff. Many of the PD sessions offered in August were recorded for staff to be able to access later. Also, the district secured a professional development suite through Hanover research for staff to utilize to continue their professional growth as they implement distance learning.

## Staff Roles and Responsibilities

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

The district and representatives from the classified employee bargaining unit met to create new roles and responsibilities for some classified employees as a result of district schools being forced to open through distance learning. These new roles and responsibilities included clerical and office duties, contacting students and families regarding student participation and attendance, supervision of the children of staff members, assisting in cleaning and disinfecting facilities, making home visits to check on students and families that schools were unable to

contact, supporting students with technology issues, and referring students exhibiting social and emotional distress to appropriate staff and services. Some staff, such as campus security, remained in their original roles, but moved to perform those duties at other school sites.

## Supports for Pupils with Unique Needs

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

The district plan takes into account the unique needs and situations that our students face. In 2019-20, the district Unduplicated Pupil Count of Free/Reduced Meals, English Learners, and Foster Youth was 79% of the total student population. In crafting distance learning plans, the district has strived to meet the needs of our students. For English Learners, all teachers have been trained in English Language Development (ELD) strategies to simultaneously teach grade level standards and strengthen the language skills of English learners. In addition, 30 minutes of designated ELD instruction is provided to all students classified as English Learners in all grade levels each day. The district will also add digital ELD curriculum to its online curriculum offerings to support English learners enrolled in distance learning. Special care is made to support students with individualized education plans (IEPs) and section 504 plans. Each of these students are assigned a caseworker who monitors the implementation of the student's plan and ensures that all accommodations and modifications within the plan are utilized through distance learning. Each teacher and service provider(case managers) was tasked with contacting the parent to gather information for a distance learning plan prior to the start of school on August 31st. Each student on an IEP has one for distance learning. Information gathered included connectivity/device access and the families' access to meals. This outreach to families also gave families and case managers an opportunity to reconnect after the summer and families the opportunities to communicate their child's current educational needs. The case manager discussed with the families how the services in the IEP would be implemented in a distance learning format. More importantly, the students were able to interact with their teacher/service provider prior to the start of school and understand how services will be implemented (Google, zoom, telephone conferencing) based on student needs. For students in foster care or who are experiencing homelessness, the district ensures that these students' attendance is monitored and that staff check in with students weekly. These students were provided with a device and - if needed - a hotspot to ensure connectivity for distance learning. In addition, for foster youth, the District has connected with the MCOE Foster Youth Services Coordinating Program to provide online tutoring for foster youth while the district is engaged in a distance learning model. District wellness counselors have provided links and resources to connect homeless and foster youth with services through various county agencies.

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

Description	Total Funds	Contributing
Provide hotspots for students with limited or no access to the internet.	250,000	Yes
Upgrade WiFi and increase WiFi range at all school sites to allow students to connect with school networks in the communities surrounding the school.	25,000	Yes

Description	Total Funds	Contributing
Provide instructional materials to all students enrolled in distance learning for use at home, including copying costs.	475,000	Yes
Provide additional and/or upgraded devices (Chromebooks, iPads, Laptops) to students and staff involved in distance learning.	200,000	Yes
Online curriculum platforms for distance learning (Edgenuity and APEX Learning)	1,100,000	Yes
Professional development for staff in distance learning, social-emotional learning and support, technology, online curriculum, pedagogy (5 days for district training and 3 days for site training).	2,100,000	Yes
Online supplemental materials for distance learning (curriculum, learning platforms, video conferencing platforms, virtual laboratories, learning applications)	450,000	Yes
ELD curriculum with digital components for distance learning.	1,600,000	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.]

The district will address learning loss by employing various diagnostic tools and assessments to evaluate missed or lost learning due to school closures in the Spring. These assessments and tools will include:

- Analysis by district and site staff of the essential grade-level standards that were missed or under taught in the spring.
- Administer and analyze the English Learner Proficiency Assessments of California (ELPAC)
- Utilize diagnostic tools within the Imagine Learning and Imagine Math online learning platforms
- Teacher created and administered formative assessments to identify whole group and individual student gaps in learning and comprehension
- Teacher observation, parent contact, and parent/teacher/student conferences
- Illuminate DNA assessment tools
- Academic progress monitoring to provide students who may struggle due to learning loss with support.

Formative assessments by teachers will be utilized daily, while other tools, such as the Imagine Learning and Imagine Math diagnostic assessments will be administered three times per year to evaluate student growth. The district is implementing the Illuminate DNA platform to better aggregate student learning data and provide sites with assessment tools to quickly and easily assess student learning.

## 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.]

As previously mentioned in this plan, in 2019-20, the district Unduplicated Pupil Count of Free/Reduced Meals, English Learners, and Foster Youth was 79% of the total student population. As the district has developed plans to address learning loss for all students, we recognize that our plans must address the unique needs that the majority of our student population faces. In order to address learning loss and accelerate the learning progress of students with exceptional needs, the district will provide interventions to reteach lost learning. These interventions are built into the daily schedule each day in order to provide teachers with enough time to hold small groups synchronous interventions and instruction as well as to provide students with time work asynchronously to develop their skills. This asynchronous support includes teacher created materials and supplemental and intervention online learning platforms such as Imagine Learning, Imagine Math, Read 180 and ALEKS. In addition, through the use of daily formative assessments, teachers will provide students with “just-in-time” reviews of learning and teaching of appropriate skills as necessary. As part of district efforts to support students, especially students with unique learning needs, through distance learning, the district secured online curriculum with embedded interventions through Edgenuity for grades TK-5. In grades 6-12, the district obtained additional tutorial licenses where teachers could assign students lessons and units to build conceptual understanding and assess student learning growth. In addition, the district provided summer school opportunities via online distance learning platforms for students identified as needing extra support or to recover lost credits for high school graduation. Extended school year was provided to students with exceptional needs as identified in their IEPs this past summer. For 2020-21 interventions for students with exceptional needs and progress monitoring of individual goals is built into the daily schedule. Case managers also use the distance learning form to document the progress towards goals, the interventions provided, and the synchronous and asynchronous instructional minutes/services provided to each students with exceptional needs. In addition, when or if they are concerns regarding a student with exceptional needs learning loss, the case manager arranges for an IEP team meeting to document and discuss those educational concerns, and develop a plan to address those concerns.

## **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 district will measure the effectiveness of learning loss strategies through a variety of means. When students log into their devices each day, their time spent on the different learning and curriculum platforms is recorded. Staff can access these logs to evaluate time spent by students engaged in synchronous and asynchronous instruction. The district will also use the results of student diagnostic assessments, completed assignments, participation rates, and attendance rates to measure effectiveness of pupil learning loss strategies. By analyzing a wide range of available data, we hope to identify areas of improvement and need; and then provide adjustments to our distance learning offerings to better assist students in mitigating the effects of learning loss.

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

Description	Total Funds	Contributing
Online intervention programs and diagnostic tools.	50,000	Yes
Providing PPE equipment to safely administer assessments (ELPAC, Special Education)	50,000	Yes
Providing staff to administer ELPAC assessment.	2,500	No

## **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.]

As the district implements distance learning, we will identify and secure resources, training, and professional development for staff and students that will help support the social-emotional well-being of our students. During the staff training in August, staff were provided with several sessions on evaluating and supporting the social-emotional health of students. These training sessions were provided by district staff as well as outside agencies. District wellness counselors hold support sessions for students identified as needing extra support who self-refer or have been referred by sites. The district has contracted with Sierra Vista Health Services to provide students at the district alternative

education programs (San Luis High and Crossroads) with an additional mental health clinician to check in on students, hold small support groups, and to connect students with local and county agencies. The district anonymous message app allows for students and the school community to contact staff regarding multiple mental health issues students may encounter, such as depression, trauma, thoughts of suicide or self-harm, and cyber bullying. Any messages received are addressed by staff and shared with appropriate public health agencies. School counselors and psychologists are also available to check-in on students, conduct small group support sessions, and connect students with appropriate services from outside agencies. Staff seeking support for social-emotional issues are provided with resources such as counseling and family support through the district insurance provider.

## 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, in consultation with site administrators and teachers, implemented a tiered response plan to re-engage students who are absent from distance learning. The plan is as follows:

### Protocols for Non-Responsive Students and Families

#### Level One: Classroom Level - i.e. Teacher

Issue noted: Teacher notes that the student is consistently not participating in distance learning.

Initial Solution: Teacher (with support from school support staff, as needed for interpretation) contacts parents using information provided in Aeries.

#### Outcomes and Next Steps

Parent reached; agrees student will participate. If a student begins participating, no further action is needed. If a student's lack of participation continues, contact the principal.

Parent is reached and is struggling with having the child participate or refuses to participate. If technology is an issue, the school site team should make arrangements for a device to be checked out and/or provide support for Internet access. If motivation/behavior is an issue, staff can direct parents to online resources.

The parent cannot be reached. Principal and office staff investigate further contact by calling emergency contacts, friends, and family of students (at same or other schools) etc.

#### Level Two: School Wide Level - ie. Principal/Assistant Principal

Issue noted: Student not participating after teacher intervention.

Initial solution: Teacher informs principal who becomes involved by contacting parent.

#### Outcomes and Next Steps

Contact made (and information updated in Aeries). Principal (with interpretation in primary language, if needed) works with parents to understand expectations. An academic or participation plan as well as interventions on the school's part may be needed.

Contact not made. Student name will be shared with the district office for further outreach.

#### Level Three: District Level - Child Welfare Attendance Officer (CWA)

Issue noted: Student/family communication cannot be made. School contacts Child Welfare Attendance Officer.

Initial Solution: CWA will outreach, including: written correspondence to family, relatives, friends.

#### Outcomes and Next Steps

Contact made (and information updated in Aeries). CWA will facilitate family communication with the Principal; consider additional support that the student might need to access distance learning. These supports may include: Technology accessibility; Language support; Textbooks; Distance Learning Routing/Schedule; Support videos for parents; Motivation strategies and techniques for parents. Establish a follow up plan in a week.

Parent no longer resides at that address. CWA to determine if the family has enrolled in another district. If a student no longer resides in LBUSD but has not enrolled in another district, students should continue to access distance learning at their current school of enrollment. Update Aeries with any new information. Provide an update to the principal.

## 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.]

During distance learning, the district provides meals for all LBUSD enrolled students and any other children aged 1 to 18 years of age. The district provides seven days of free breakfasts and lunches. The meals are served through drive through meal pick ups on Mondays and Thursdays between 7-8:30 am and 11-12:30 pm at 8 schools sites in Los Banos. On Monday, the district will serve meals for Tuesday through Thursday. On Thursday, the district will serve meals for Friday through Monday. All meal bags will contain Breakfast and Lunches. All meals are free to parents and guardians. Parents can only go to one site, one time per pickup day. If students have a disability that requires a meal accommodation, the family will need to contact the Central Kitchen to schedule a meal pick up. Anyone picking up meals

must wear a mask and follow all health and safety guidelines. Informational flyers regarding meal pick up were sent home in English and Spanish and reminders were sent via social media platforms. Additionally, school information packets sent to parents contained meal pick-up information. When classroom based instruction returns, students will receive meals according to their lunch schedules.

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

Section	Description	Total Funds	Contributing
Stakeholder Engagement	Provide timely communication and information to stakeholders through mailings, social media, LBUSD website, and other means of communication. This action requires additional time as well as materials to deliver this information in a timely manner.	20,000	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
28.22%	4,257,822

### **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.]

1) As previously stated in this document, 79% of students in the Los Banos Unified School District are considered foster youth, English learners, or students participating in the free and reduced lunch program. As such, all plans the district makes must consider the needs of these students in unique circumstances. As plans were developed over the summer, district administrators, the LBUSD school reopening team, site administrators, and site leadership teams built all plans around how best to support the students of LBUSD, especially foster youth, English learners, and low-income students.

2) This focus on foster youth, English Learners, and low-income students is reflected in the decisions made by the district to heavily invest COVID-19 funds in providing hotspots, devices, and upgrading school WiFi's to provide increased connectivity for students engaged in distance learning. Further, the district provided over a week of training in technology and distance learning to increase teachers' pedagogical skills and ability to deliver high quality instruction to students in a distance learning environment with a particular focus on the increased learning needs of foster youth, English Learners, and Low-Income students. This training provided teachers with guidance on differentiating and appropriately scaffolding lessons to meet the needs of foster youth, English learner, and Low-Income students. By increasing student connectivity, providing access to online curriculum and materials, supporting students with research-based interventions and assessments, LBUSD is striving to meet the unique needs of its students.

[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 utilizes research based instructional practices that address the needs of all students and are specifically developed to increase access and learning for students with poverty or language barriers. These instructional practices include formative assessment strategies that allow instructors to differentiate instruction based on student need. This differentiated instruction can take place in small groups or through individualized support. The district is using distance learning to assess our current support offerings for students with unique needs, improve our services, and implement a multi-tiered system of supports (MTSS) which will utilize data from a variety of sources to monitor student learning, social-emotional well-being, and provide a tiered system of supports for students who struggle. By using the lessons we have learned through distance learning, LBUSD will continue to create a more coherent system of supports that will be designed to equitably meet the needs of all students and, in particular, foster youth, English learners, and Low-Income students.