



Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

The COVID-19 Pandemic has prompted uncertain times for the Arvin Union School District, the community of Arvin, and the world around us. As a result of the Novel Coronavirus (COVID-19) outbreak, the landscape of education in Arvin has dramatically been modified since March 17th, 2020 which was the emergency date of our change to 100% Distance Learning. In order to meet 100% Distance learning requirements due to being on the State Monitoring List, the ebb and flow of ongoing changes of state and federal guidance, as well as changes by the Centers for Disease Control and Prevention and the California Department of Public Health; the local board of trustees adopted an initial Reopening Plan on July 21, 2020. A continuity of learning for students has been the unwavering focus throughout this COVID-19 pandemic as well as to protect the health and safety of children, staff, and families.

As students were sent home, immediate changes were also made to staff schedules and remote status was applied to many job classifications within the district. An A/B alternating schedule was applied to essential job positions to support health and safety. As we prepared to start school for the 2020-2021 school year, Kern County was placed on the State COVID-19 Monitoring List. Working conditions continue to be modified in attempts to separate groups of staff and promote social distancing. Staff from both union units will be provided the opportunity to work from home when duties do not require their physical presence. Alternate duties have been negotiated with union leadership to accommodate needs while implementing distance or hybrid models.

The Arvin Union School District's focus on direct instruction within physical classrooms and utilization of district technology devices in classrooms to facilitate online intervention programs has been transformed for distance learning. The district began the journey of distance education with emergency paper packets sent home by classroom teachers later supported by several rounds of district paper packets. Concurrent with this, the district began to pass out laptops for home use. At this time, Chromebooks have been purchased for all students

and distributed for use along with Wifi devices to support. Instructional materials are being distributed in the form of adopted textbooks and workbooks as well as through online access. Delivery of curriculum is being facilitated by the CANVAS instructional platform and delivery of instruction is facilitated through TEAMS and/or ZOOM.

Parents and staff communications prior to March 17th were largely held through in person meetings and paper communications. The past 5 months have necessitated drastic changes to all forms of communication. Schoolwise student information system capacities for recording and sharing information are being utilized at new levels. Blackboard capacities have been expanded to include more characters and allow phone calls as well as text capacity. The district webpage continues to be updated as a resource with information. Meetings that normally would have been in person have moved to a virtual format. In the absence of face to face interaction time, "Grab and go" distributions have become the method for delivery of meals, materials, and technology devices to ensure families are supported with nutrition and educational services. The acquisition of materials and packing these for mass distribution has been a significant challenge relative to personnel, space, and receiving ordered materials in a timely manner. It is also a scheduling challenge to create distribution schedules around the various needs of families.

Delivery of instruction/communication through virtual means has been a life-changing experience throughout the district. Professional development needs related to delivery of instruction, use of new platforms, engaging students, and much more to come to mitigate learning loss have expanded exponentially. The stress on staff at every level and families working with the district in support of student learning is overwhelming at times. The placement on the Monitoring List and very high numbers of COVID-19 in Kern County and Arvin particularly appears to be creating a long-term impact on everyone involved. The speed with which changes must be made require a huge amount of flexibility and grace for all involved.

Formal state formative assessment and local data are not available as usual given the emergency end of year shut down. Identifying student needs in new and creative ways to report growth and providing these reports to parents in virtual systems rather than paper is an undertaking utilizing CANVAS, Schoolwise, Parent Portal, I-Ready, STAR Renaissance, Interim Assessments, 95%, and formative assessments developed by teachers. Much focus will be placed in this area as students will be taking some of these assessments for the first time without in person supervision of a staff member due to a distance learning format.

Continuity of learning for students will be achieved through an instructional model of services adopted and approved by our local school board of trustees July 21, 2020 and modified as the situations around us continue to change. The Arvin Union School District will implement and revise available models contingent upon the most updated guidance for health and safety. These include district-wide distance learning model if there is a full-closure in effect; hybrid model if physical opening is allowed/approved; and a traditional model if full physical opening is allowed/approved. This plan is subject to change based on regulations and possible forthcoming guidance.

Stakeholder Engagement

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

The LEA made continuous efforts to reach students, families, and other groups, especially those not having internet and those that spoke languages other than English through Blackboard Connect text and phone messages as well as personal face to face contacts at school during grab and go events or on doorsteps as needed. Facebook/Social media posts were made for those with Smartphone access but without computer access. In addition, links to documents and plans were sent through Blackboard and social media which allowed access to large amounts of information provided (in both English and Spanish) posted on the district website. District communications are provided in both English and Spanish and interpretation available when needed.

In order to solicit stakeholder feedback, Blackboard links to google surveys and paper/pencil surveys conducted in person during "grab and go" events and by phone provided avenues for feedback concerning logistics and during development of planning due to the COVID-19 pandemic. In addition, Reopening Plans have been posted on the website for review and input and emailed to district staff. This has continued as the possibility for targeted cohort support has been opened by Public Health. Additional avenues to allow for input and feedback have been community/staff/parent/union listening posts through virtual means with in-person settings provided for those that would rather not be virtual. These meetings, as language needs demand, have been conducted in English and Spanish regarding the physical closing of schools, reopening of schools, steps moving into the 2020-2021 academic year once 100% distance learning was mandated, and now with the possibility for cohort support. Phone conversations with union leadership are conducted regularly as items arise with either party initiating conversations. Other announcements made through these platforms were those for our district's public hearing, school district board meetings, other governance meetings, and informational meetings including site Coffee with the Principal and Open House. The district has solicited stakeholder feedback by conducting ongoing surveys from March 2020 to the present time.

As the 2020-2021 school year ensues, we are scheduling governance meetings with a physical location as well as through access on Zoom by video or phone. Surveys conducted in the spring relative to reopening in person, although not our current status, are sources for the future. Furthermore, surveys specific to the completion of this document and planning as we move forward are being completed by school site groups during site Coffee with the Principal, District Advisory Council meetings, District English Learner Advisory Council meetings, and have been sent out to district staff for response.

The district has provided Google Hotlines in relation to technology, mental health services, and for our family resource center in order to provide information and to gather needs and input of families. School site staff are reaching out through home calls, phone calls, Blackboard messages, and social media in English and Spanish. Administrators, Student Success Facilitators, Campus Supervisors, outreach personnel from the district office and migrant, nurses, social workers, secretaries, and clerks have been a resource to teachers in the attempt to engage and ensure communication with families.

Feedback from specific stakeholders:

Pupils: Graduating Eighth Graders / Pupil input shared with teachers and during Grab and Go

Families: September Coffee with the Principal at each school site, parent surveys at Grab and Go in March, April, August/parent phone surveys of Students with Exceptional Needs in September

Teachers: Listening Posts by Zoom / Learning Continuity input survey and Professional Development online survey

Principals: weekly Administrative Council meetings through TEAMS

Administrators: weekly Administrative Council meetings through TEAMS

Other School Personnel: Learning Continuity input survey / Listening posts by Zoom or Teams or in person including MOT, instructional aides, Student Success Facilitators, Office Personnel

Local Bargaining Units: Meetings and phone calls with leadership, Memorandums of Understanding development between District/ATA and District/CSEA

Parent Advisory Committee: District Advisory Council meetings September 2 and 16

English Learner Advisory Committee: DELAC meetings in September 2 and 16

Stakeholders were provided the opportunity to submit written comments at each of two District Advisory and District English Learner Committee Meetings. To date no comments have been received thus no responses were necessary. Stakeholder input for each section of the plan was reviewed and each item considered relative to the impact it would have on mitigating learning loss and supporting attendance. A public hearing was scheduled for September 22, 2020 and the adoption meeting was scheduled for September 24, 2020.

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

The public is welcomed in person to all public hearings, school board meetings, and other governance or informational meetings including during the COVID-19 Pandemic, as long as those in attendance are adhering to personal protective equipment such as wearing a face mask and socially distancing within the district board room or school sites. Arvin Union School District has provided the opportunity for remote participation in public hearings and meetings through the ZOOM platform by video or phone for those not able to access on a video device. A Notice of Teleconferencing pursuant to Executive Order N-29-20 and Government Code section 54953 is made accessible to members of the public, and public comment is allowed at appropriate times as indicated on the board meeting agenda through a distinct ZOOM links providing a source for English or Spanish speakers to access the meeting. Several meetings have also been held virtually in conjunction with in-person with concurrent translation.

The public is additionally welcomed to stakeholder group meetings for School Site Council, English Language Advisory Council, Parent Teacher Association, Coffee with the Principal, Title I Parent Meetings, Back to School Night, Open House, and District Advisory Council via remote participation through ZOOM with a link provided for each meeting. Due to issues with connectivity, the district purchased Zoom licenses in order to ensure a phone link would be accessible for call in based on stakeholder input.

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

Stakeholder feedback indicated a wide range of focus areas with trends shared by multiple stakeholder groups. First and foremost, the concern for health and safety of our students, staff, and their families. Second, but no less important, ensuring equitable services to all through the most direct services possible given our current guidance from public health. Stakeholders wanted to understand logistics and possible models of instructional delivery as well as expectations, processes and protocols for the end of the 2019-2020 and the beginning of the 2020-2021 school year. Also indicated through stakeholder feedback was an observation that students were more receptive and engaged in distance learning when they were face-to-face on screen with their instructor/teacher, or following in a "synchronous" learning setting. In addition, students that were completing "asynchronous" learning were most engaged when they were to complete lessons, assignments, and other learning tasks with regular and ongoing support and feedback from their teacher and other instructional staff. All

stakeholder groups indicated an overwhelming need for each and every student to have their own technology device. Along with this expressed need was the requirement to support these devices with internet connectivity. Groups had varying thoughts on the specific platforms to utilize and whether or not to provide paper packets.

Stakeholders asked for clarity and assurances regarding sanitation if/when students/staff returned physically to campus including use of personal protective equipment (PPE) as well as protocols for entering campuses(temperature checks, holding stations). Questions wondering how students would work in collaborative groups in each model of learning, how and when devices and connectivity would be available for those students/families without this capacity, what services Special Education would provide to students in all models of learning, what professional development would be available to staff to assist with relationship building and how the district might ensure a connection to students in a virtual environment were numerous. Clarification on school nutrition/distribution, clarification on Instructional Minutes including time spent learning in class and online, and requests that the District take current COVID-19 statistics into account if/when deciding on the appropriate model of implementation for the 2020-2021 school year were expressed.

Pupils expressed a need to have their own device and many required internet to be provided for their homes. As time has passed this has transferred to requesting headphones to keep out noises while listening to class. They expressed separation anxiety from their friends and very much appreciate face to face interaction with staff and students - even if virtual as opposed to large chunks of asynchronous time. Students were concerned about scheduling as it conflicted with family obligations and the district has attempted to schedule all grade levels within similar blocks but to alternate activities so multi-student households were not competing for space or time. Requests to have paper copy/textbooks/workbooks was high as last year packets were provided and not as meaningful as standards based textbooks. Those coming for meals are thankful. Incentives for participation have been mentioned.

Parent/family input from Coffee With the Principal Meetings at school sites indicated that parents were pleased with District Blackboard messages via phone and especially texts. Overall those parents in attendance expressed they felt well-informed. Requests for Parent Training to support students at home with distance learning on various levels ranging from the basics of Chromebook utilization, WiFi connecting, troubleshooting technical glitches, as well as support for parents on accessing and navigating platforms such as Microsoft Teams, ZOOM, and CANVAS was a common theme among all four school sites. Additionally, a "Parent Etiquette" for online learning was noted from one of our elementary school sites. Parents suggested that the District consider staggered times for synchronous instruction with students so they or their sitters could support the students of various grade levels in their home or child care environment. Other themes that resonated among all sites were the wish for social emotional support virtual groups to be led by our school site social workers as well as nutrition and physical/exercise extension activities that kids can do at home during asynchronous time.

Teacher input for in-person instruction indicated a request for smaller class sizes of no more than 12 students and an A/B schedule with a focus on ensuring the safety of all through continuous daily sanitation and adherence to using personal protective equipment by all that is plentiful and readily available in the form of wipes, spray, and hand sanitizer. Temperature checks for all students were also suggested if in-person instruction becomes a reality and mindfulness of parents to curb "perfect attendance" pursuit when their child is sick to let them stay home instead. Additionally, requests were made for plastic/plexiglass shields barriers where and when possible with minimal student movement and at the Middle School, the staff to rotate instead of the students. Hall monitors and restroom monitors were also suggested in addition to fogging more frequently with mid-day and end of day schedules that are to be clearly visible and posted. Individual manipulatives for students if they will be incorporated into lessons as well as for Music and Art classes, a request that each student have their own supplies

to eliminate sharing. Creating a partnership between regular day classes and after school classes to extend lessons and ensure tutors provide support to students. For distance learning there was a great focus on better internet connectivity as well as a request for updated staff equipment such as new laptops and screens as well as headphones for not only the students, but also for the teachers. Newer equipment will ensure the capacity to conduct sharing of screens, videos, and other platform usage capability for delivery of lessons. For distance learning there were also suggestions to do more outreach to parents and hold more meetings to help them understand the importance of students turning “on” their camera, logging on to synchronous instruction in a timely manner, and completing asynchronous time assignments. School-wide incentives for students that complete their work to be passed out were also a suggestion from staff so that students will be motivated to participate in distance learning. Staff input indicated thankfulness for those that have conducted home visits to support distance learning and indicated they liked the technical support in place through the hotlines. To support pupil with unique needs, staff input indicated there should be additional instructional aides provided, that the student success facilitator should make calls and provide more outreach overall to include Social Worker referrals as needed. Staff also indicated a request for Professional Development training on the RULER social emotional learning curriculum that is to be delivered to students this school year. Challenges included balancing time and juggling a multitude of new expectations have been expressed especially by certificated staff. Suggestions for school nutrition included conducting a poll to find out what students preferred to eat and continuing with grab and go meal service and bus delivery to neighborhoods.

Classified input has focused mostly on ensuring student engagement and ensuring personal protective equipment for job duties. Alternative schedules have been requested and accommodated as possible. Training for new job expectations, use of TEAMS and ZOOM, use of 95% materials, and how to engage with students online are requests from instructional assistants.

Administrators including Principals are concerned for room use, schedules, meeting communication and governance deadlines and requirements in new ways, communicating and supporting families with technology, assessment guidelines, and how to work around accommodating staff leaves.

Certificated and Classified Union input included requests to work at home and a guideline for staff that are working in areas outside their regular work duties. Input was provided by certificated staff and administrators to create the daily schedules being implemented for Distance Learning. Stakeholder input from these two groups has been put into Memorandums of Understanding which continue to be revised as new guidance and regulations present themselves regarding COVID-19.

Other stakeholder groups included District Advisory Council, School Site Council and English Language Advisory Council and they all indicated favorable feedback. All stakeholders conveyed gratitude for making available to students and families the means to connect to distance learning through one to one devices and Wi-Fi internet connectivity via hotspots for families. These advisory groups strongly felt that students “best” learn at school in-person and requested to come back as soon as possible to be in-class, however, given the current model of distance-learning they were grateful for the practice of patience and support from all staff district-wide from classified staff to certificated staff as they deliver services to students throughout the academic day. All advisory group input indicated a need to focus on disinfection/sanitation of cafeteria, classrooms, and other shared spaces. Particularly, stakeholder group feedback indicated that more cleaning occur in bathrooms with protocols to ensure a system of checks be implemented. To ensure social -distancing, stakeholder groups expressed that a training for all be implemented with particular focus on the youngest students since they take longer to learn routines. Further, their input indicated a desire for the return of the older grade levels back to in-person instruction first since they are used to following routines and can easily adhere to rules for social distancing and wearing personal protective equipment. Additionally, their preference also

led to the suggestion that the younger grade levels return to in-person instruction last, since it takes longer to train/on-board them with rules and protocols for health and safety. For the Distance Learning Program Model, both advisory council stakeholder feedback indicated their happiness to see that teachers were supporting other teacher in the CANVAS platform during synchronous time and gratitude for -one-to-one devices with Chromebooks for all students at all grade levels as well as the giveaway of surplus desks by the district to support at-home learning spaces for students. These stakeholders expressed a wish for faster internet capacity, that similar platforms were utilized for all teachers/grade levels especially when submitting asynchronous work, smaller intervention groups to support learning in the PM, continued patience from all both at school and home, a focus on ensuring all links on platforms were functioning/populated, a need for student/family etiquette rules while at home especially to reduce distractions and background noises, as well as sending reminders for the expectation of good online etiquette. Additionally, the advisory groups gave feedback indicating a need to ensure that students at home had a parent, guardian or sitter taking care of them and if a school staff member could reach out to those students seeming to be “alone” at home. Advisory groups were very happy that headphones were going to be distributed to help with distractions and keeping students engaged during synchronous time. Advisory groups also provided feedback that indicated their gratitude for continuing with Art, P.E., and Music/Band, however, they wanted to express the need to ensure students did not get “stuck” in the ZOOM waiting rooms when these sessions took place. Additional feedback for next-steps from stakeholders included support of utilizing social workers for Mental Health/Social-Emotional Well Being to extend talks to students incorporating age appropriate presentations with topics such as motivation to move ahead during these difficult times, as well as incorporating an element of surprise for students such as surprise visits to classes during synchronous learning time by the “Cookie Monster” as this would incite motivation to keep on-task. Stakeholders indicated their support of bringing pupils with unique needs back in-person to provide them with supports such as assessments and small group enrichments as they indicated the best setting was in the classroom with trained staff since parents struggled to ensure this support at home on their own. Stakeholder feedback for next-steps included reminders for students of how to log on as well as reminders of appropriate behavior, ensuring the use of agendas, professional development for staff that included our most tech-capable staff supporting the rest of the team to help each other and aligning formats within the platforms to support families at home with multiple students at various grade levels. Pupil/Family Engagement and Outreach as well as School Nutrition were the areas of most concern from the advisory groups. For these two areas, feedback indicated the need to ensure school meals were edible as many reported spoilage of prepackaged vegetables and fruits as well as spoilage of milks that were passed out for meal distributions. Other feedback indicated a request for speakers and microphones to be used at all meetings so that those participating via ZOOM would be able to hear comments and questions that were being made at the actual meeting site by those attending in-person. Additionally, as part of the engagement focus, suggestions were made for students to get access to library books “hands-on” so that they could get a “break” from the on-screen time of being on the Chromebook or Laptop. Feedback and suggestions for the long-hours of screen time were to purchase “blue-blocking glasses” for students since the distance learning model requires many continuous hours of on-screen time through both synchronous and asynchronous student engagement.

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

Stakeholder engagement has been key to determining structures of school, timelines, communication, scheduling, ongoing materials acquisition, and refining ideas made in plans beginning in March. Plans continue to need to be revised as each new guidance piece affecting the district is released. The process has involved multiple parts: hearing and attempting to mitigate fears of COVID-19 and sanitation/exposure as it relates to school and the community in general, creating a whole new structure and schedule for instruction in the matter of months with input growing as implementation and training have rolled out, taking into account the huge differences in households

familiar with technology and those that are not and learning how to provide that support, working with union leadership to develop Memorandums of Understanding to delineate effects of working conditions, and reflecting as a learning community. Much is being learned as we live it prompting next steps as input or concerns are shared. The duty of the district is to consider all stakeholder input as it relates to addressing equity in learning and attendance and promote flexibility and understanding of best intentions as clearly as possible in an ever-changing environment.

Continuity of Instruction

Specific stakeholder input favoring synchronous delivery of academic services facilitated the decision to implement an academic schedule that held our teaching staff to a common set of synchronous instructional minutes. This encompasses a district-wide, face to face schedule for students and staff with common times throughout grade levels. Vice Principals worked together at the Elementary school sites to frame an instructional schedule that encompassed required minutes per content area including English Language Development, Resource Specialist Program Services, and Speech. The desire to continue fine arts has been accommodated by weaving in band and art as well as intervention services including 95% group intervention. The middle school schedule was built at the site leadership level and accommodates face to face interaction each day of the week with significant time spent with teachers and including time to complete assignments. Expanded course offerings developed through previous LCAP processes were kept in mind and facilitate a full schedule similar to the regular school year as students rotate through a day.

A district reopening plan was developed and adopted by the board in July. This plan included responses to concerns and expressed suggestions to that date for safety protocols for distance, hybrid, and in-person instruction. Descriptions for each return to school scenario included types of sanitation, descriptions of Personal Protective Equipment, precautions, contact personnel, food delivery service scenarios, instructional delivery, bus modifications to accommodate social distancing, and alterations to visitor policies and utilization of campus spaces to promote safety.

Personal Protective equipment, sanitation supplies, and signage has been and will continue to be purchased as recommended by staff and parents and as required by Public Health. Alternate schedules for staff, as requested by union representatives and individual staff members, to be on campus and in various work areas to accommodate social distancing have been approved.

Access to Devices and Connectivity

Technology has been massively expanded with herculean efforts from the technology staff, support staff called into help, and district office personnel to meet the needs expressed by stakeholders. All students in the district have a district supplied Chromebook, wifi devices are available to all in need, and headphones have been purchased for all students. Support technology including updated laptops and secondary monitors, document cameras, speakers, cameras, and devices to accommodate virtual meetings have been purchased for staff.

Participation and Progress

Stakeholder input from all groups clearly shows concern regarding the need for active engagement and participation of students in the school day and asynchronous work. Participation and progress are measured by classroom teachers and recorded on a daily engagement record as an attendance accounting in Schoolwise, our student information system. Each site has personnel assigned to address lack of participation in a timely manner as part of our Student Engagement plan.

Distance Learning Professional Development

CANVAS training has been available since late Spring for staff and continues to be supported with Kern County Superintendent of Schools staff and local TOSAS and coaches. An additional position for Teacher on Special Assignment has been posted and will be filled for the remainder of the school year. Training for use of TEAMS and Zoom has been provided to instructional aides as requested by teachers and aides.

Learning Loss

Stakeholder concerns for the loss of school time have been addressed initially with grade level materials being sent home in addition to online structures for student engagement. Utilization of instructional assistants and intervention teachers and the construction of the daily schedule will promote targeted time and assistance to students. The ASES, 21st Century, and Migrant programs will all target late afternoon and evening hours to support students with their work. Requests to expanding afternoon/evening hour support and purchasing materials to expand student resources for use at home have been heard and are action steps within this plan. Bringing back cohorts as soon as safe and possible to have face to face instruction is our goal.

Mental Health

Mental health has been an ongoing focus of the district. Social workers conduct home visits as well as parent groups and student meetings to promote mental health. A Google hotline has been created for each site to support this work. RULER curriculum and training have begun to support social-emotional conversations. Taking time to focus on mental health of all (staff, students, parents) is noted as a need and the district will continue to focus in this area as stress levels are high.

Pupil and Family Engagement and Outreach

Communication in real-time and with concise information has been a focus given input from multiple stakeholder groups. Structures for reengaging students and outreach continue to be refined however each site is utilizing staff members in new and creative ways during distance learning to engage families. Zoom meetings and "grab and go" events at various times to accommodate family schedules have been implemented. Blackboard messages continue to be a focus in English and Spanish to promote outreach.

School Nutrition

Meal distribution consists of pre-packaged meals as suggested. Distribution sites have expanded based on stakeholder input to include 3 school sites in various areas of town as well as 2 parks. Meal acquisition numbers have been low but increased with summer service waivers and we will continue to take input to serve as many students as possible considering various alternate plans. Discussions regarding meal contents and quality are taking place to address stakeholder input concerns.

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.]

Arvin Union School District will make available models contingent upon the most updated guidance for health and safety from Public Health. These include district-wide distance learning models if there is a full-closure in effect; hybrid model if physical opening is allowed/approved; and a traditional model if full physical opening is allowed/approved. An instructional model of services adopted and approved by our local school board of trustees on July 21, 2020, includes initial thoughts. Measures identified since that time deemed as appropriate to protect the health and safety of children and their families following state and federal guidance by the Centers for Disease Control and Prevention and California Department of Public Health, indicate a gradual transition to a hybrid model from 100% Distance Learning is most likely indicated as a first step. Given very recent legislative action, the district's first steps would be to begin without on-site "instruction" but to provide allowable "support" to individual students and/or small groups. This might include assessments for special education and English Learners as well as support to engage students in Distance Learning. A plan to allow students to return for in-person one-on-one assessment has already been approved for public health and, upon approval from the local governing board, assessments will begin immediately. A plan for targeted intervention cohort groups has been written and has been verified by Public Health to include components necessary to begin return of cohorts of Students with Special Needs to campus for specially designed support/instruction to work toward IEP goals and support access to Distance Learning and use of platforms and/or materials provided by the district. The next step, when allowable, would be to return small groups of students beginning with the lowest grade levels identified to be in need of intervention. In addition, students living in areas of town where the wifi signal is extremely poor may be accommodated space in designated rooms in order to access the online lessons when allowable. A structured return of grade levels on a full day or A/B hybrid schedule with physical contact ending at lunch preferred and asynchronous work assigned for the afternoon would likely follow. This structure would continue always beginning with the most at risk provided the opportunity to return or receive small group services.

Efforts to ensure that no child falls through the cracks includes instructional staff conducting informal and formal assessment to identify students who have experienced significant learning loss due to school closures in the 2019-2020 school year and address their needs immediately. An academic catch-up plan will be composed and implemented as needed for those identified students. At the elementary level, in addition to efforts made by the regular classroom teacher, intervention teachers and instructional assistants will provide additional support for students identified at a greater risk, while at the middle school, the Dean of Student Success will facilitate the assignment of added supports for those students identified at a greater risk all based on the most up to date instructional delivery model. Instructional assistants, mini-corp support, after-school program extensions, and migrant program offerings will be moved to in-person status as soon as allowable targeting students of high need.

In addition, the needs of the district's students' social-emotional well-being will be a focus utilizing RULER as a curriculum resource, time for class discussions and restorative circles, social worker availability, and a focus on respectful relationships continued through an expansion of PBIS at each site.

Subject to modification pending circumstances and guidance forthcoming:

In person schedule:

8:00 - 2:10 following a regular day schedule for elementary and 7:50 -2:3 for middle school.

Hybrid schedule proposed to be guided by further stakeholder input:

Begin with cohort day schedule and expand to include more days, minutes and groups based on safety capacity relative to COVID numbers in Arvin.

Proposed at full implementation: A/B full day: A Group on Monday/Tuesday B Group on Thursday/Friday Wednesday following Distance Learning Schedule with am synchronous and pm asynchronous

Cohort schedules:

To be determined by school sites working with individual teachers to accommodate student needs.

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

Description	Total Funds	Contributing
Personal protective equipment and sanitizing products have been and will continue to be purchased to support staff working in person, to accommodate visitors to the district in person, and to ensure preparations are readied for future in-person student support and instruction. Cleaning supplies, plastic shields, masks, shields, replacement air filters for rooms in use with children at an increased number, and social distancing supports will be purchased. (CARES ACT)	500,000	No
Custodial staff ensure sanitation and readiness of classrooms. (Salaries and benefits) Base/Routine Maintenance	1,000,000	No
Increased costs of food packaging and delivery items including wagons for meals to accommodate meals outside the cafeteria to ensure meals are served with a focus on low income students. (wagons, packaging) (CARES ACT)	10,000	No
Increase current number of after-school personnel and contracted hours with service providers to address learning loss and not interrupt dedicated instructional minutes providing targeted in-person delivery of instruction. The number of staff working have been decreased this year due to low student participation in after-hours programs. Additional services would be targeted to meet the needs of Socio-Economically disadvantaged, English Learners,	100,000	Yes

Description	Total Funds	Contributing
Foster and Homeless students based on teacher recommendation and data reporting indicating need. (ASES, LCAP, 21st Century)		
Additional handwashing stations to accommodate social distancing when students return physically to campus. (CARES ACT)	40,453	No
Purchase of students size desktop shields, room dividers, and storage materials which allow in-person services to high need foster, English learner, and low income students at the earliest time possible given extra safety precautions - this initial purchase is to prepare for a hybrid model return and/or for small cohorts to promote personal spacing. (CARES ACT 95,000, LCAP 5000)	100,000	Yes
Signage for hygiene and expected behaviors (CARES ACT)	1,000	No
Outside dining tables, trash cans, and portable fabric covers to accommodate breakfast and lunch an outside dining area for a cohort or hybrid need for outside fresh air and social distancing with concrete poured if needed depending on the campus set up. A permanent shade structure is not planned at this time. (CARES ACT)	146,000	No
Additional staff hours to service wellness checks - noon and hallway support PBIS implementation to support California Healthy Kids Survey outcomes to ensure unduplicated students have a safe, welcoming environment to attend. (CARES ACT \$10,000, LCAP \$40,000)	50,000	Yes
STEAM/activity based learning materials and training to promote re-engagement for in-person instruction and to promote the choice to return to physical classrooms at school sites when safe to do so. (LCAP \$50,000)	50,000	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.]

Continuity of learning for students will be achieved through an instructional model of services adopted and approved by our local school board of trustees July 21, 2020, based on measures deemed as appropriate to protect the health and safety of children and their families following state and federal guidance by the Centers for Disease Control and Prevention and California Department of Public Health. The district has been on a Distance Learning Model since physical closure mid-March and continues while Kern County has been on the state monitoring list and while we continue on Tier 1 of the new four-tier statewide system.

The distance learning model will entail students learning remotely, not in the same physical location as the teacher. The hybrid model of instruction will entail students attending in person for a part of the day and participating in distance learning for the alternate part of the day. Both the hybrid model (on remote days) and the distance learning model will include asynchronously and synchronously instruction. Asynchronous learning will encompass student-centered instruction that will engage students with lessons, assignments, and other learning tasks they can complete on their own via district platforms such as CANVAS, I-Ready, and TEAMS through a smart device with internet connectivity supported by their teacher and other instructional staff as appropriate and necessary. Synchronous learning delivered by the teacher and other instructional staff as appropriate and necessary will occur as scheduled for a pre-determined district-wide set of minutes and will happen in real-time online while on the distance learning model and during remote days of the hybrid model, should the board move in this direction. 180 days of instruction are provided on the 2020-2021 academic calendar with a schedule that, although shortened from a regular school day, exceeds the minimum state requirements. The minutes above and beyond the mandate are one way the district to ensure continuity of instruction and mitigate learning loss. The extra effort of students and staff during this time meet a stakeholder request for as much guided instruction as possible.

Board approved curriculum and instructional resources will be provided through online access or through physical books passed out during "grab and go" days scheduled while the district continues under the requirement for Distance learning time. Grab and go schedules will accommodate distribution of chapters and unit workbooks and/or textbooks and materials. Instructional resources will remain the same for students regardless of which model is implemented within our district. Currently, in our distance learning model of implementation, the CANVAS platform holds the majority of work assigned for asynchronous time. Teachers extend lessons from morning instruction into independent practice for this time providing students access to material taught during live instruction.

Students with special needs are provided materials specifically designed by their teachers to support IEP goal attainment.

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 Arvin Union School District has implemented a Technology Campaign to ensure that every student is equipped with a digital device (district purchased Chromebooks) as well as connectivity through district purchased WiFi devices and accounts supported by Verizon Wireless. This has come to pass based on stakeholder input gathered through surveys, listening posts, and lack of student access in late March. Surveys conducted in person during initial packet "Grab and Go" indicated students did not have access to devices at home and the district was able to accommodate only one device per family from school site rolling labs leaving many battling over usage in the home. Additionally, approximately 25% of our population reported having no internet access while many others only had hotspots on phones. This Technology Campaign has consisted of ongoing distributions of Chromebooks over several weekends, regular weekdays, and late evenings to ensure equitable opportunities to all district families. Connectivity was made possible to all families in the district requiring it through portable WiFi hot-spots that allow up to 3 devices to be connected at a time and were distributed during the second week of the academic year. As families with two or more children in the home reported some lag time in connectivity, the district has allowed multiple WiFi hot-spots per family to be distributed so that they can be shared in those respective households to connect Arvin Union School District students to their digital classrooms and access services fluidly. The district has added two Temporary Technology Resource Assistant positions to the staff to help field questions/answers in both English and Spanish as well as trouble-shoot with families for those technological issues related to accessing the Chromebooks as well as the various platforms for Distance Learning. Distance learning is supported through various platforms utilizing TEAMS, Zoom, and Clever during synchronous instruction and CANVAS during asynchronous instruction as our central base of entry into online learning in conjunction with grade level materials necessary for the 2020-2021 academic year. In addition, staff have been provided with a variety of items including newer devices if outdated, document cameras, microphones, and cameras to support virtual synchronous face to face instructional time for students. As individual families living in particular areas of town still struggle to achieve consistent streaming wifi connectivity, the district continues to research other service providers and or methods to support these children. District staff have prioritized these families for check-ins to determine continued need and we have reached out to Verizon for support with additional tower/antennae support. In addition, the district has reached out to the city for support.

Access in Arvin is substantially impacted due to socio-economic circumstances affecting homeless and socio-economically disadvantaged students. Recent purchases have ensured all students have access to a device and connectivity is supported through WIFI devices - connectivity for specific neighborhoods is still being addressed with the purchase of another internet provider's devices. This access has moved the district forward from our circumstances in March where paper-packets began our journey for distance learning. At that time, and currently, multiple "Grab and Go" opportunities at various locations and times have been organized to help with distribution and have evolved into door to door drop-offs when necessary.

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 has developed a yearly calendar and a daily schedule for 180 days of student participation. The daily schedule includes instructional minutes for synchronous and asynchronous time allocations which the district has committed to provide to mitigate learning loss. The allocated minutes at each grade level exceed the state minimum requirement. Participation will be identified each day as engaged or

unengaged and this is determined by 1) active participation in synchronous instruction with the teacher or practice with an instructional aide working under the supervision of a teacher and 2) completion of assigned work or assessments during asynchronous time working on projects or district distance platforms. Minutes include: TK/Kindergarten 150 Synchronous and 45 minutes Asynchronous =195; First through Third Grade 150 Synchronous and 95 minutes Asynchronous =245; Fourth through Eighth Grade at the elementary 150 Synchronous and 105 minutes Asynchronous=255; Haven Drive Monday 45 Synchronous and 255 Asynchronous=300; and Haven Drive Tuesday through Friday 210 Synchronous and 120 Asynchronous = 330 minutes from August 6 through September 25th. Haven Drive will begin a modified schedule on September 28th which expanded synchronous time to 210 synchronous and 70 asynchronous every day of the week for a total of 280 minutes. Teachers each day will monitor attendance early in the morning and identify in SchoolWise if a student is engaged or unengaged in their class for the day by their presence in face to face learning. Office personnel will review the daily attendance beginning at 9:30, or earlier if requested by a teacher, and begin to make office calls and/or make home visits for students with no contact. Teachers are encouraged to contact students through various means if they have not logged in. Teachers will identify assignments as part of their daily lesson plans and provide a time value for each independent assignment recording this information in Section A of the state template (weekly instructional time). Each day teachers will review student's completion of assigned activities which are identified on Section A of the state template for weekly engagement and record these minutes on the district Student Information System Schoolwise. In addition, student weekly participation will be identified utilizing Schoolwise pulldown menus aligned to Section C of the state template as teachers indicate the manner in which students participated during the week. This will be summarized at the end of each week and instructional minutes totaled by work completed during the week to account for each day's assignments. This will be entered in SchoolWise for CalPads submission and verified by teacher signature on state documents. In addition, back up of time online can be gathered from online usage reports within district programs. District staff continue to gain experience in how to access and utilize these reports which are new to most.

Distance Learning Professional Development

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

The Arvin Union School District has been initially supported by the Kern County Superintendent of Schools Instructional Learning Network and Technology staff through the Distance Learning Support Training Series which has delivered various Educational Technology training and including : CANVAS On-boarding for New Users; ZOOM for New Users; Microsoft Teams; Flipgrid for New Users; YouTube for New Users; Screencastify for New Users; and Canvas Based Training particularly utilizing Communication Tools, Customizing Content, Grading, Create a New Course, Quizzes, Rubrics, and Apps, Chat, Discussions, and Syllabi. CANVAS has mini-lesson training embedded which many teachers have utilized. An administrator training illustrated a new set of CANVAS instructor support videos which will be advertised by district Teacher's on Special Assignment. As we enter the school year, Cole Sampson from Kern County Superintendent of Schools is our support person and works closely with district Teachers on Special Assignment to align training to the template created specifically for the district. A set of Trainers of Trainers was identified at each site and these staff members participated in training before the beginning of the school year. Teachers were provided a work day on August 5th to develop their online classroom and work with teams to prepare for the first day of school. To date, in addition to initial training, 6 targeted hours have been provided to teachers and administrators to deepen implementation and 3 hours to district administrators and leaders. Cycles of this training will continue. In addition, training for utilization of Zoom and Teams has been lead by site administrators and TOSA's. Academic coaches at the sites provide more direct support while teachers familiar with CANVAS have provided insight to grade level teams. An ongoing conversation and help area has been constructed by

Trisha Camps (TOSA) through which teachers can access a distance learning support padlet, links to trainings, and can post questions and suggestions to help each other.

95% training was provided to support intervention for Grades K-3 and will continue to be facilitated by district personnel and hired consultants to support early learning gaps. Haven Drive Middle School has also implemented a new program, STAR Renaissance, to utilize as a diagnostic. This training is being led by Site Administration and the coach at the site. Universal design for learning has been at the forefront for the decision to select CANVAS as our learning platform during distance learning/hybrid as student response types can be varied and multiple formats of accessing learning are promoted.

Ongoing support in relation to standards-aligned instruction will be facilitated utilizing materials from Innovate Ed (a previous consultant firm), AVID, district staff, and the district is contemplating continuing work with Nancy Padilla who has worked with the district sites for several years leading standards alignment work.

As of the writing of this plan, district administration has heard the requests for more support and has implemented a one year Teacher on Special Assignment position to work closely with the technology and instruction/curriculum departments to support teaching and learning. Additionally, staff at school sites have conducted Tech sharing sessions in which individuals share items they have mastered in order to support others. A technology survey has been conducted and items requested will be topics of differentiated professional development. In addition, administrator training has indicated reports which can be run to verify usage of components and time associated which will also guide professional development for underutilized components.

Staff Roles and Responsibilities

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

Equity in education and service delivery is extremely important to our district. Staff continues to implement and support grade level instruction for all students for all models, including the distance learning program model, whether due to parent choice, or stay at home orders based on the most current state of the state by the governor as their primary role and responsibility.

An additional role and responsibility for the distance learning model will encompass district and site administrators support of instructional staff to lead from the middle and continue the progression of incorporating technology into teaching to ensure equity as a tool for all students. This entails the responsibility of staff to participate in ongoing professional development opportunities that extend from those given at the beginning of the COVID-19 pandemic and first round of distance learning due to state stay at home orders in which, our district was supported by the Kern County Superintendent of Schools Instructional Learning Network and Technology staff through the Distance Learning Support Training Series.

Instructional assistants and support office staff have largely been involved in preparing materials for distribution. Maintenance/Operation/Transportation staff have taken on roles supporting cafeteria meal distribution. All site office staff have roles now associated with engaging students and making family calls and contacts as well as supporting technology access for families as they come to the offices for support. Noon duty contracted personnel have been assigned to support meal distribution. Instructional support staff

including instructional aides and intervention teachers are being assigned roles to support push in and pull out intervention classes online and for targeted support when possible. Everyone focusing on instruction is learning new roles as related to distance learning. Nurses and county contracted social workers are supporting home visits with Student Success Facilitators and Campus Supervisors.

Upon student return to campus various classified staff will be responsible for temperature taking and social distancing support. MOT upon return will support increased sanitation needs.

All staff have been tasked with observing students for signs of distress or neglect. Beginning of year training focused on building relationships and having grace in these times of difficulty. Teaching staff reach out to families particularly by phone and email, student success facilitators and campus supervisors make homecalls, social workers meet individually with students having been referred for help, and administrators are apprised of and involved in remedying grave issues.

Classified and certificated MOU's have been written and approved to address particular roles of staff and the necessity to step out of job assignments to meet needs on a day-to-day or scheduled basis when their original roles and responsibilities are not feasible in remote environment.

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.]

Supports for Pupils with Unique Needs will continue through distance learning across the full continuum of placements. Teacher-created individualized materials packets for students will be provided as needed which are aligned to IEP goals if this differs from grade level materials provided to all students. Online learning may be accessed by some students, however much family contact will be through parents in order to support their students with support of teaching staff and instructional aides. Speech services will continue through online contracted services provided for many students through Vocovision or contacts directly with our district's speech therapist. When and if practicable and possible, IEP meetings will be held via Zoom to accommodate timelines and student plan revisions. The district's Director of Student Services keeps in close contact with Kern County Superintendent of Schools which provides contracted services to some of our most needy and single incident students. Special Education Full day classes are supported by instructional aides led by the teacher to provide small group or individualized support through virtual means. Resource Specialist students are served by teachers in the afternoon to ensure they receive their full synchronous minutes and receive asynchronous work support and targeted IEP goal support. Speech students are served on a pull out basis with district teachers or Vocovision and supported by assigned instructional assistants.

Our Distance Learning instructional schedule provides thirty minutes of English Language Development time during synchronous learning with a certificated teacher to support English Learners in our district throughout all grade levels. Integrated ELD is included as part of each lesson and a section embedded in each content lesson. Title III aides provide small group practice to assigned grade levels in order to lower the class number and ensure true engagement practicing skills taught by the teacher.

The Family Resource Center (FRC) staff along with site secretaries keep close contact with students in foster care and those students experiencing homelessness on an ongoing basis. Individual phone calls are made on a regular basis to check in with families to identify needs and provide immediate support. Home visits are conducted by Family Resource Center staff to follow-up on homeless reporting. A list of "handle with care" students is held by each principal at the school site to ensure these student's needs are prioritized.

The California Department of Public Health (CDPH) on August 25, 2020, issued Guidance Related to Cohorts, authorizing small-group, in-person services in controlled, supervised, and indoor environments such as those operated by local educational agencies (LEAs). Per this guidance, the Arvin Union School District Cohort Assessment Plan was submitted to Kern County Public Health and approved on September 1, 2020. Following very strict protocols and guidelines as framed and approved in the Cohort Assessment Plan, students with unique needs including English Learners will be scheduled for in-person one on one and small group assessments beginning September 9, 2020. The English Language Development Program staff will begin conducting the annual English Language Proficiency Assessments for California (ELPAC) with identified English Learner students.

An additional Cohort Assessment Plan has been and approved by Kern County Public Health for implementation of supports for pupils with Unique Needs so that we can begin conducting assessments of our students with Exceptional Needs as soon as possible. Special Education students will have the opportunity to be assessed one-on-one and/or in very small groups of 2 to 3 in total depending on their respective abilities per Individualized Education Plan (IEP). In addition, based on guidance from August 25th and September 4th, the district is working with Special Education staff and the local bargaining unit to prepare to bring back small cohorts of students for in-person support to work toward IEP goals.

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

Description	Total Funds	Contributing
Chromebook provided for each student in the district to ensure 1 to 1 capacity and reserves to ensure all students will have a device with no wait time if broken or needing replacement. This was a new purchase for each student in the district focused on ensuring equity and access for all students and also supports students enrolled in preschool programs supported by the district to ensure early learning. (CARES act \$974,000, LCAP \$26,000)	1,000,000	Yes
Wi-Fi mobile hotspots with purchased internet connectivity purchased to ensure service for each family in the district and additional/multiple devices provided for those families with two or more students in the family as we battle significant service delays due to usage in the area. Initial purchase and first month wireless = \$87,777 each month approximately \$27,000 to serve socio-economically disadvantaged families without prior service (CARES act (\$100,000) , LCAP \$170,000)	270,000	Yes

Description	Total Funds	Contributing
Headphones with microphone provided for each student in the district to limit distractions for the student (output) and the rest of the class (input). (CARES ACT)	71,704	No
A district librarian and library clerks have supported distribution of technology and curriculum materials. The librarian and library clerks will push into distance classrooms to provide lessons and ensure library experiences while being available to support "grab and go" curriculum days if distance learning were to continue and additional chapters and units are needed in homes. This action step is particularly focused on English Learner and Socio-economically disadvantaged students to expand reading materials available to support literacy while students cannot be at school. (LCAP)	413,461	Yes
In addition to ongoing LCAP technology staff that has been largely dedicated to providing support for distance learning platforms and infrastructure, the district technology position has been expanded to include more hours and an additional position added to support Google Hotlines and the increase technology support for Chromebooks and Wifi purchased. (CARES ACT \$40,000, LCAP \$460,000)	500,000	Yes
Additional technology resources to support distance learning include document cameras, cameras for virtual meetings and classes. Technology for after-school personnel (CARES ACT)	6,000	No
The CANVAS platform was purchased in order to deliver curriculum for asynchronous time and to support synchronous learning. (CARES Act)	16,620	No
Google Suite was purchased to monitor Chromebooks and provide technology management and security. (CARES Act)	82,480	No
Three Teachers on Special Assignment are in place in the district to support new teachers, English Learners, Title I schoolwide efforts, 95% and Read 180 group intervention as well as the district's Dual Immersion Program for the 20-21 school year. All efforts continue yet	550,000	Yes

Description	Total Funds	Contributing
focused on supporting these efforts through Distance Learning and platform support to ensure delivery of instruction. An additional Teacher on Special Assignment was hired to support distance learning/hybrid professional development efforts. (CARES Act \$100,000 , LCAP, Title I, Title III, Lottery =\$450,000)		
Professional development to support Distance Learning formats, scheduling, platforms, attendance, relationship building through virtual means including payment for services and overtime. This cost includes registration, overtime, and materials costs. In addition, planning and preparation time with overtime costs to ensure platforms are readied for student usage. The district will work closely with Kern County Superintendent of Schools to support staff needs for Distance Learning including Hybrid if possible. Training has focused on ensuring platform development is easily accessed by students learning a second language and focusing on engagement of students working to access the platforms to virtually engage and/or complete work with little supervision due to family work obligations or lack of familiarity with technology. (specifically targeted to low-income students). (CARES Act \$100,000, LCAP/Title IV = \$200,000)	300,000	Yes
Transportation for special education students to take advantage of cohort possibilities during mandated distance learning - expanded bus utilization to accommodate social distancing guidance. (CARES Act)	20,000	No
I-5 level processor laptops purchased to replace I-3 level machines to accommodate speed needed for teachers to do direct instruction with synchronous learning to prevent dropping from lessons). Older machines will be returned to rolling labs for use by students when physically present. (CARES Act)	160,000	No
Monitors and HDMI cables for teachers to be able to have dual screens for class observation and instruction (zoom/teams/canvas) to improve monitoring and ability to manipulate multiple screens at one time. (CARES Act)	39,000	No

Description	Total Funds	Contributing
Zoom purchased to do large scale professional development and meetings. (CARES Act)	5,000	No
Materials to support distance learning and to engage students actively in STEAM/hands-on activities during asynchronous time or after school hours. (CARES Act)	300,000	No
Continue to strengthen the technology infrastructure at each campus to ensure capacity for distance learning and especially capacity when returning to a hybrid model when students and staff will be utilizing connectivity requiring on campus and distance impact. This action may include the following: Replacing server equipment, switches and other hardware / expanding bandwidth to support a robust network capable of sustaining staff and student needs. This is especially critical to ensure low income students are able to engage and would be impacted greatly if the infrastructure does not effectively support all students in a distance learning or hybrid environment. (CARES Act, LCAP)	1,000,000	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.]

Ensuring equity in regard to access to instruction and ability to practice grade level aligned work as well as providing intervention and acceleration opportunities has been a focus for the district. This journey has been ongoing but was drastically modified with the physical closure of schools in March. District teachers have gone to great lengths to reach out to families to engage their students from the beginning of the closure through phone calls, emails, and home visits, to ensuring students had the ability to access content and virtual class as we moved into the beginning of the 2020-2021 school year. Class schedules have been constructed to include a significant amount of synchronous time as a result of stakeholder input stating students best engage and learn when directly instructed by a teacher. In addition to synchronous time, many teachers are calling students to be part of small groups conducted during asynchronous time. Class schedules developed for the elementary grade levels provide for dedicated time for English Language Arts, Math, and English Language Development with embedded Social Studies and Science. Dedicated time is allocated for English Language Development with integrated ELD aligned

directly to lesson components to support engagement in Language Arts and Math content. As the requirement to continue with distance learning has been extended with no measurable end in sight, the district is focused on utilizing assessments formalized on the district assessment calendar with modifications to pacing in Language Arts, Math, and English Language Development.

Initial assessments utilized to measure student's learning status in English Language Arts and Math are I-Ready for students in First through Sixth Grade and STAR Renaissance for Grades 7 and 8. The STAR Renaissance has already been conducted, the second window is December 1st through December 15th, and the third window is March 15 through 29th. The initial I-Ready window was opened the last week of August and scheduled to close on September 18. Additional windows are set for December 7th through December 18th. In addition, this year, the district has begun to implement 95% Group Language Arts intervention. Diagnostic assessments within the program are scheduled to begin at the end of September and continue in six-week windows of time. Teachers will have access to students' results upon completion of the assessments to target grade level, class, and individual needs to assist with addressing student learning loss. Arvin Union School District staff are currently assessing incoming Kindergarten students for ELPAC. Students in all other grade levels have been placed in classes designed to support English Language Development groups based on progress from last year's data. As we move into 2020-2021, certificated staff will administer three formal English Language Development assessments - one each trimester in addition to teacher developed assessments to guide instruction. Each grade level has designed assessment commitments which will be utilized to gather timely data and review for intervention, acceleration, etc. Upper grades utilize Interim Assessment Blocks as scheduled each trimester.

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.]

Arvin Union School District staff collaborate to address student learning loss and accelerate learning progress for students. Professional Learning Communities comprised of grade levels or departments meet to analyze assessment results and to address student needs, standards to be taught and pacing, assessment modifications, and student groupings for intervention and acceleration. District and site teams will continue to revise and implement improvement plans developed over years of working with InnovateEd. Teams will work with Performance Education Partnership, Inc. to set goals, implement, and refine actions to address learning loss in Language Arts, Math, and English Language Development. Follow-up support and guidance will include professional development, modeling, and support from district Teachers on Special Assignment, administrators, and site academic coaches. Special education staff will meet with parents on a regular basis to implement and revise student plans as needed.

Synchronous time is a focus for the district during distance learning and hybrid structures. During Synchronous time or in-person instruction, Intervention teachers and instructional assistants are utilized to ensure smaller group sizes and address differentiated needs during English Language Development (Title III aides) and set aside Language Arts intervention time (Intervention and Title I/LCAP aides). I-Ready is a first level support as all students are able to access the differentiated lessons during Asynchronous time to support student needs in the areas of Language Arts and Math. Asynchronous time allows for students to work at their own pace while small groups of students are served to meet needs and supported by classroom and intervention teachers and instructional aides.

Equity for low-income students was a huge issue as schools were closed in March and we had no way to work with all students given the technology resources in place in the district. An overwhelming effort has been placed on providing devices to be a 1 to 1 district and to ensure WIFI to all students, allowing the district to become a 1 to 1 district and to ensure WIFI is accessible for all students in their home or at a babysitter's house. Materials to support learning, extension of lessons, home libraries, STEAM, and intervention materials have been and will continue to be purchased to meet low income student and family needs. Meal times for "grab and go" are scheduled between synchronous and asynchronous learning schedules to be sure that no students miss instruction in order to acquire nutrition. In addition, afterschool programs including ASES and 21st Century provide additional support to students during after-school hours when affluent families may be able to access tutors or other means of supporting learning. Virtual classes and personal contacts are completed on a daily basis to support enrolled students with academics. The After School Coordinator is well versed in instructional delivery methods and academic standards and supports her staff in order to provide support especially to low-income students especially. Dreambox curriculum utilized in after school program is specifically designed to support math intervention.

The California Roadmap provides guidance to support English Learner's attainment of English. The "English Learner Toolkit of Strategies" and California English Language Development Standards are guides for our instructional leaders and teachers in development of lessons and practice activities. A focus on Designated ELD is ensured as a set time on our master schedules. Integrated ELD has been built into our CANVAS platform as a component of subject area lessons to incorporate vocabulary, grammar, and sentence frames. Writing continues to be a focus through all classes due to the impact this has on students redesignation status as an area of district-wide need. To support English Learners in a distance learning environment, Immersive Reader is an element of CANVAS and integrates very well with our Office 365 platform. Instructional assistants will be utilized to provide support to English Learners during synchronous blocks of English Language Development. Aide time will be extended with Learning Loss Mitigation and LCAP funds to support the needs of English Learners in either a distance or in-person format while learning loss and acceleration needs are impacted by school formats affected by COVID-19. At the middle school, students are provided a double block of Language Arts to support English Language Development needs. Progress is formally monitored by the Director of Curriculum and Instruction and follow-up/program modifications supported by Teachers on Special Assignment. Migrant Program after school program support is also available to students learning English as another tier of intervention/extension during afterschool, Saturday, and Summer School. After School Program at Haven Drive has been recruiting English Learners and has added them in small groups for additional language support and instruction

In addition to the regular course of instruction, students with exceptional needs attending mainstream classrooms are scheduled for virtual person to person instruction following synchronous time so as not to interrupt base learning. Resource Specialist services are provided during asynchronous time to accommodate special needs including IEP goals as well as to support access to the core. In addition to resources including textbooks, Chromebooks, and educational platforms provided, depending on their needs, students with exceptional needs have received extra packets of materials from their teachers and are provided individualized/differentiated instruction based on their IEP goals with support from teachers and instructional assistants. Student's unique requirements many times necessitates parent engagement at a more extensive level during distance learning, this is facilitated by teacher/parent communications by phone or through Zoom/Teams. Teletherapy is utilized as a resource for our speech students during distance and hybrid learning. Cohorts for Targeted Intervention and Support, based on most recent guidance, are expected to begin the third week of September to provide students with exceptional needs the support of classroom teachers and assigned instructional aides. Plans have been submitted to Public Health and

efforts to ensure safety and hygiene are in place as the district makes strides to bring students with exceptional needs back to campus as soon as possible.

Arvin Union School District is in the process of modifying the service plan for Gifted and Talented students. While distance learning or hybrid, services will include an enhancement beyond school day activities to ensure participation in the core during school hours. Students are placed in class clusters to promote interaction of GATE students.

A district Summer School was held but in a very limited fashion for Summer 2020. Summer 2021 will be a very expansive project extended past the regular 20 days whether in-person or virtual to ensure learning loss incurred over time is mitigated. Learning supports will also be offered during the Winter Break in the form of activities assigned with individual family check-ins rather than on-line or in-person instruction.

Foster and Homeless students are served on an individual basis following outreach by our Family Resource Center. Access to immunizations, clothing, transportation to school, prioritized attendance in district programs, social-welfare support, and follow-up case management by the Family Resource Center is available to ensure readiness for engagement in school.

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 Arvin Union School District will measure the effectiveness of services and supports provided to address learning loss throughout the school year through attendance, engagement records, surveys, I-Ready, STAR Renaissance, formative assessments, and summative assessments. Data collected will be used by district and site staff to drive instruction and determine student's needs and future services.

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

Description	Total Funds	Contributing
Formative assessments to identify current levels of performance and ensure a valid, reliable outcome aligned to indicate growth and loss to implement interventions and accelerated learning targets. Assessments to include I-Ready in Grades 1-6 for Language Arts and Math. STAR Renaissance for Grades 7-8 in Language Arts and Math, Read180 in Language Arts, and 95% Group for K-3 Foundational skills to support English Language Arts and English Language Development. (LCAP)	167,000	Yes
Vice-Principals and coaches are in place to support teachers with student participation and engagement by monitoring lessons, ensuring interventions to support student needs, analyzing data to promote grouping and define professional development needed, measure usage of programs, ensure standards alignment, and implementation of district curriculum	985,750	Yes

Description	Total Funds	Contributing
and programs. A focus is placed on analyzing data by student group in order to ensure equity including foster/homeless/low income/English learners/ and pupils with exceptional needs. English Language Development is key to designated ELD and Integrated ELD and will be facilitated by these two staff groups. These staff members will also participate on intervention committees focused on analyzing data and determining student groups based on need and help identify students needing cohort support. (LCAP, Title I, Lottery)		
District program directors supporting English Language Learners, Special Education, and Preschool are ensuring assessments are conducted and will be focusing on targeted cohort intervention supports as Distance Learning moves through various stages of ability to ensure in-person support in addition to focusing on supports during Distance Learning. (LCAP, Title I, Special Education Funds)	540,000	Yes
Intervention teachers and instructional assistants funded through Title I and LCAP will facilitate small group instruction. Intervention teachers and aides will conduct pull out groups during 95% intervention during synchronous time and support student independent work during asynchronous time or through after school programs. Title III aides will facilitate small group practice of teacher-taught skills during Designated ELD time. Special Education aides will facilitate meeting with students to support meeting individual learning needs. (LCAP, Title I, and Title III)	1,873,296	Yes
95% Group instructional materials have been purchased to facilitate instruction and intervention for students in Kindergarten through Third Grade. While distance learning or hybrid an additional set of kits is necessitated to ensure instructional assistants and intervention teachers working in separate places and unable to share materials have a leveled kit for all students being served. (Title I, CARES act)	100,000	No
Summer School - Summer 2020 including administrative/certificated and classified salaries, transportation, and materials. Enrollment targeted to English Learners, foster, homeless, and socio-economically disadvantaged students at all levels of standards attainment to mitigate learning loss. Extended School Year will be offered to students with disabilities. (LCAP/Title I/Special Education Funds)	400,000	Yes

Description	Total Funds	Contributing
Consultation work with Performance Education Partnership, Inc (Nancy Padilla) to work with district and site teams supporting goal setting, analyzing data, collective inquiry to close achievement gaps specific to the unduplicated student group, progress monitoring through data analysis, and grade level support for lesson design and lesson study. (LCAP)	135,000	Yes
Afternoon school programs and tutoring to support student achievement while distance learning or hybrid through a push in model or afterschool tutoring. (ASES, 21st Century, Kids Code)	1,061,878	No
Migrant support services serving many of our English Learners and low-economic including educational services, home visits, referrals for vision, hearing, food referrals, SEL support for families, and engagement support. (Migrant)	825,456	No
Dual Immersion services to support biliteracy - focused on English Learner students to support comprehension and low income students to open horizons with biliteracy (materials and teacher stipends) (LCAP)	105,000	Yes
Base program funds for administrators, teachers, cafeteria, and office support staff. (Base)	20,000,000	No
Materials to support learning, extension of lessons, home libraries, STEAM, and intervention materials have been and will continue to be purchased to meet low income student and family needs. (CARES ACT 100,000, LCAP 50,000)	150,000	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.]

Feedback from parent surveys, the healthy kids survey as well as the community overall, clearly indicate that the impacts of COVID-19 bring about new dynamics in mental health and social and emotional well-being in addition to those of a normal environment such as family financial difficulties, caring for siblings, and academic pressures of distance learning all stemming from the shocking change in our social environment. A district priority continues to be focused on the environmental and emotional needs of our community with a culture of unity and dedication to student success. Recently, our board approved the initiation of a new social/emotional learning program to implement this year district wide. Site administrators together with our site campus supervisors and site social workers are being trained as trainers in The RULER Approach to Social and Emotional Learning and will then provide professional development to all staff for implementation this school year. We will monitor and support mental health and social emotional well-being of our students and staff throughout the school year through this school-wide approach designed for use in kindergarten through eighth grade to promote emotional literacy, which includes Recognizing, Understanding, Labeling, Expressing, and Regulating emotions (the "RULER" skills). We will continue implementation of our existing Positive Behavioral Interventions and Supports (PBIS) program as well as support Safe School Ambassadors through virtual sessions at all school sites. Multi-tiered systems of support (MTSS) for social emotional needs will be utilized. Staff will watch for Signs of Suicide (SOS) and signs of child abuse, hunger, fatigue, and depression. Social workers at each of our four school sites and a Clinica Sierra Vista Counselor at KCSOS will address trauma and other impacts of COVID-19 on our school community. Students already receiving social worker services through the school site will continue to receive services through phone or virtual connections based on the model and current phase of the state. Our Family Resource Center (FRC) staff also provides an added layer of support for families affected by COVID-19 as they facilitate social service connections to outside agencies such as Clinica Sierra Vista, Employment Development Department of California, Golden Empire Gleaners, Catholic Charities, Dignity Health's Health Screenings, California Lifeline Program and others as needed. Families are also able to get support of basic necessities including diapers, wipes, formula, and paper products. FRC staff provides support for Foster families on a regular basis as needed with reviews of Foster Focus throughout the year. Family Resource Center staff readily extends services to guide families to access instructional materials, support accessing technological devices, and translate throughout the district as needed to support the school community.

Additional support comes from a joint grant in association with Kern County Superintendent of Schools supporting student welfare. Workshops in Suicide Prevention have been delivered to teachers and classified staff including custodial staff and instructional assistants associated with upper grade students. MOU's have been put in place to provide essential staff with positions that may be accommodated by working at home to ease stress with babysitting and family health needs. Workers, when possible, have been accommodated to work in situations which might put them at least risk from COVID-19 exposure. Resources include a variety of Personal Protective Equipment, alternating room use schedules, and sanitation to ease worries of infection. Wellness forms and temperature taking are in place to lower the risk for those attending in person to ensure a sense of safety. In addition, staff maintain 15 minutes at the beginning of each instructional day to check in with students and build relationships among class members and with staff.

Social workers are pushing out resources through the district website and site communication tools to support staff and students dealing with stress and trauma. Required Child Abuse Reporting training has been conducted for all staff with encouragement to watch for signs utilizing virtual formats and to encourage reporting and/or making home calls with all precautions when signs indicate more involvement may be

needed. PBIS signage and training to promote a positive environment for physical and mental health upon return and virtual promotion with incentives for positive actions will be a focus during distance learning to address impacts of COVID-19 such as mixed emotions related to isolation, anger, frustration, worry, and stress.

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.]

Blackboard
A2A
Social Media Platforms
District Webpage of Information
FRC
Catholic Charities

District staff documents daily assignments for students on each school day that distance learning is provided by completing a Weekly Engagement Record for synchronous and asynchronous instruction in addition to marking students in Schoolwise, our student information system, as “engaged or not engaged” and detailing the reasons utilizing the pull-down feature. This includes student participation via ZOOM and/or Teams for synchronous time of instruction with the incorporation of subjects such as physical education, music, and art. Additionally, evidence of online activities in CANVAS and TEAMS platforms and completion of regular assignments demonstrated by the student and visually verified through the screen by the teacher in real-time during synchronous time is considered.

Our district utilizes Attention2Attendance (A2A) software and service to continuously track and measure student participation levels in addition to Schoolwise. A2A attendance/engagement intervention letters translated into the family’s home language are utilized to support engagement and outreach of students and families. These letters are a means of support and include resources available to families including phone numbers. A2A and Schoolwise provides our district with the additional layer of information that includes not only knowing “who” is missing learning days, but also the “why” students are missing learning days with detailed reports for excused and unexcused absences.

Tiered re-engagement strategies begin with the identification of individual students that have “not engaged” on a daily basis through home-calls and/or phone call made as we are obligated by new mandates. Students are identified by each respective school site secretary and school site attendance clerk for all four campuses. Once the identification process is complete, a daily list is composed and sent forward to

both site administrators and site Student Success Facilitators for next-steps which include a specific focus on those students absent from distance learning more than three school days or sixty (60) percent of the instructional days in a school week is part of our Tier 2. At this tier, targeted parent conferences in their home language are conducted and led by the Student Success Facilitators and at times accompanied by the site administrator. Outcomes from Tier 2 reengagement may result in a referral of the student and his/her parent/guardian to the School Attendance Review Team (SART) for further interventions and supports.

If/when no improvement is documented from Tier 2 reengagement strategies and interventions, the student is moved into Tier 3. Our district Attendance Supervisor works with our Parent Facilitator to conduct a follow-up SART meeting to press upon parents and students the importance of attendance. At Tier 3, the district may seek support from the local police department to conduct home-calls/visits and may be invited to participate in SART meetings.

Family Resource Center staff also provide outreach to students and their families to support reengagement through home visits, referrals to Catholic Charities to support the overall social/emotional well being of these students who are experiencing and/or at risk of learning loss.

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.]

100% of the students in the Arvin Union School District receive no-cost nutritionally adequate meals as part of Provision 2 funding. 2019-2020 was a base year for Alternate Income Forms and these forms will be distributed to new students for the 2020-2021 school year to identify meal status. Meal service plans ensure school meals will be available for all students beginning the first day of school. Plans are designed to meet the needs of students based on one of the three models in effect as determined by our local school board as the year progresses and factors mandate distance learning or allow students to be on campus. The district's Cafeteria Director will utilize multiple resources to provide pre-packaged food as available as well as possibly utilize commodities to pre-cook meals for distribution to students.

Families will be advised of nutritionally adequate meal services through various platforms such as Facebook posts, Blackboard Connect, personal contacts during laptop pick up/exchange and through our district webpage. Student ID cards have been created to ensure meals are served to students of the district and will be utilized during those times that waivers modifying requirements are not in effect (ie Summer Feeding Flexibility). Cafeteria staff have made contact with parents of students with special meals requiring dietary modifications to ensure food orders accommodate these needs. Upon verification that students will be acquiring a school meal, meals will be prepared. Cafeteria staff, with support from noon duty and the maintenance/transportation department, provide a welcoming environment during meal service.

In-Person Instruction

Under the direct supervision of school personnel, students attending in-person instruction will receive nutritionally adequate meals including breakfast in their respective classroom and lunch on grade level staggered schedules in their respective classroom with clean up occurring after breakfast and custodial sanitation occurring after lunch. Meals will be organized in wagons specifically filled for each classroom. Wagon pick up will require a card to ensure meals arrive at the correct destination to account for special meals due to medical requirements and to accommodate meal counts.

Hybrid Instruction

The district has 2 possible models for nutritionally adequate meal distribution dependent on the number of students / classes that are returned to the school site.

Option #1: A/B model : Students will receive their breakfast and lunch at school 2 days of the week during physical attendance to school and receive take-home breakfast and lunch for the remaining 3 days of the week on their departure from school.

Option #2: Grade level phase-in model: Students attending school will receive their breakfast at school and take their lunch home mid-day following direct teacher instruction. All students not physically in attendance will follow the distance learning model described in detail below.

Distance Learning Instruction

Those students participating through distance learning instruction will be provided nutritionally adequate meals from school site cafeterias (El Camino, Bear Mountain, Haven Drive), a country-run via district vehicle to very distant areas where students will be unable to access a site by walking, and selected bus stops (Kovacevich and Las Palmas Parks) via drive-through and walk-up "grab and go" service consisting of breakfast and lunch. The lunch will be served for immediate consumption while a breakfast is included for the following morning. This model is currently in place as school was opened under 100% Distance Learning requirement. Meal locations will be monitored for the duration of Distance Learning and may be modified based on service numbers. Special meals will initially be provided from the main cafeteria at Haven Drive to ensure student safety and prevent possible food allergy reactions.

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

Section	Description	Total Funds	Contributing
School Nutrition	Additional packaging and materials to support meal service during distance and hybrid formats. (CARES ACT)	5,000	No

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	During initial distance learning the assigned Alternate Learning Academy teacher was underutilized and the person in the position was moved to fill a regular education position due to class size overage and to ensure a very small class for the newest students in 4th and 5th grade. This position may be reinstated if a need is seen during distance learning yet expected to be empty until a return to campus physically. (LCAP)	50,000	Yes
Mental Health and Social and Emotional Well-Being	Social workers at each site and a counselor at Haven Drive provide mental health services through outreach, small groups, and on-line resources. (LCAP)	600,000	Yes
Pupil Engagement and Outreach	Parent and student engagement communication tools including Schoolwise Parent Portal, Blackboard, online newsletters, parent workshops, family engagement activities (LCAP)	72,000	Yes
Pupil Engagement and Outreach	Foster/Homeless support to meet the needs of individual families including transportation, clothing, school supplies, vaccinations, etc. (LCAP)	30,000	Yes
Mental Health and Social and Emotional Well-Being	Alternative Learning Academy to support restorative justice efforts at the sites. Includes a teacher and 2 instructional aides. During Distance Learning the instructional aides will be assigned to support family contacts as part of engagement efforts. The teacher position will be filled when we return to a hybrid status. (LCAP)	120,500	Yes
Mental Health and Social and Emotional Well-Being	School nurses are in place at each school site to support health needs, make outreach calls and complete screenings	625,200	Yes

Section	Description	Total Funds	Contributing
	as possible. A health clerk is also in place to support the needs of students and families. (LCAP)		
Pupil Engagement and Outreach	Student Success Facilitators, Attendance Clerks, and Categorical Clerks ensure family contacts to promote engagement of students during school days. These roles are utilized during both distance learning and during physical attendance at school. (LCAP)	550,500	Yes
Mental Health and Social and Emotional Well-Being	School climate for physical and virtual school continues to be a focus. Funds are allocated to each school to provide resources to promote engagement, academic achievement, and efforts to promote a positive school climate with a focus on increasing positive responses on California Healthy Kids Surveys. In addition, staff funded through this step are Campus Supervisors at each campus assigned to student supervision, relationship building, and to promote engagement and student safety utilizing various tools including training from Bluewater Consultants, RULER, Safe School Ambassadors, etc. (LCAP/Title IV)	200,000	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Provide Tier III materials and supplies for groups or individuals with identified needs requiring differentiated support. (LCAP)	10,000	Yes
Pupil Engagement and Outreach	Provide fine arts, PE, and program supplies to provide students with experiences they may not otherwise encounter. This is facilitated by middle school staff as well as supplemental elementary art, band, and dedicated single subject elementary PE teachers. This will continue whether in person or distance learning through virtual means. (LCAP)	1,112,800	Yes

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Additional tools, signage, and incentives to "restart" and "overcome" during and following distance learning. (CARES Act)	12,000	Yes
Mental Health and Social and Emotional Well-Being	Family Resource Staff and district liaisons are available to support and reach out to families particularly facilitating foster, homeless, English learner, and low income families to provide resources, share district information, and facilitate family needs during these stressful times.	241,673	Yes

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
40.55%	\$9,846,650

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.]

Arvin Union School District's enrollment of unduplicated students was 97.21%. Based on 2019-2020 Title 1 Part A allocations the percentage of low income students across four school sites ranges from a low of 92.99% at El Camino Real to a high of 97.18% at Bear Mountain Elementary. English Learner rates across the 4 schools range from 56.1% at Haven Drive Middle School to 73.2% at Sierra Vista Elementary. This high unduplicated count districtwide and evidence that these pupils are enrolled proportionately throughout the district,

has led the district to determine the most effective use of funds would be to enhance services to those students in all of the four district's schools in a district-wide manner.

As a result of COVID-19, the district is expending supplemental and concentration funds as well as CARES funds to continue addressing goals focusing on expanding and improving Multi-Tiered Systems of Support in academic and social-emotional areas to address the needs, conditions, and/or circumstances of our unduplicated students.

An analysis of our 2019 California School Dashboard shows:

SBAC scores shows English Learners are performing 47.3 points below standard in ELA and 73.4 points below standard in Math. Similarly, Low income students are performing 43.3 points below standard in ELA and 71.6 points below standard in Math. A review of our Redesignation data also shows that English Learners who have met ELPAC and CAASPP criteria continue to struggle with low proficiency in writing skills. Slightly less than 25% of students are proficient in reading by 3rd grade and slightly over 25% qualify for Intensive Intervention in Reading in Grades 4-8. In consideration of this low performance in ELA and Math and the reported circumstances of English Learners and Low Income students efforts to improve performance of each student and all students are districtwide. We believe that without the appropriate supports, students struggling to meet grade level standards will fall even further behind during this time. To mitigate the learning loss, students may experience during this transition to distance learning the district will provide:

Access to technology devices and connectivity to support effective distance learning

District librarian and library clerks to support access to library/literacy activity while students are in a distance learning environment

Expansion of technology staff

TOSAS to support effective delivery of instruction and professional development efforts

Updated technology for teachers to support distance learning

Technology infrastructure upgrade to support distance learning

Formative assessments to support pupil learning loss and inform necessary interventions

Intervention materials

Resources and personnel to support fine arts and elementary physical education during distance learning

Resources to support reengagement to in-person instruction

Staff support for student participation, engagement, intervention

Summer school to mitigate learning loss

Class size reduction in 4th/5th grades

STEAM activity-based learning materials and training to support re-engagement

In conjunction with this information reflecting our district community, a review of California Healthy Kids Survey scores indicated School Connectedness at the Elementary schools to be 74% up from 72% last year and 57% three years ago and middle school is 67% up from 62% last year and up from 21% three years ago. At Elementary sites, Meaningful Participation is 51% up from 47% last year and up from 27% three years ago and Middle school Meaningful Participation is down 3% at 32% from last year's 35%, but still up 14% from three years ago. Elementary site data indicates the anti-bullying climate was up to 85% from 80% the year before, academic motivation was up to 88% from a previous 84%, and students report only 49% of students are well behaved which has not changed since the prior year. Middle

schoolers experiencing bullying decreased to 28% from 31%, facilities upkeep increased in perception to 52% from 42%, and academic motivation increased by 1% to 78% from 77%. Middle schoolers reporting experiencing chronic sadness and hopelessness decreased from 38% to 31%. Middle school Meaningful Participation is down 3% at 32% from last year's 35%, but still up 14% from three years ago. A review of attendance data indicates many students have very good attendance as the district attendance report indicates 95.8% very slightly down from 95.88% from 2018-2019. The district chronic absenteeism rate reported by Attention to Attendance was 9.7 in 2017-2018, 8.7% in 2018-2019, and last year was 8.9%. A review of 3 years of data indicated English Learners and students qualifying for free and reduced lunch students have overall increased Excellent attendance (less than 1%). The rate of chronic as measured by A2A continues to be between 9 and 10 % which is especially concerning as we move to distance learning and prompt all activities related to our engagement plan. We believe that without appropriate supports, students who struggle to maintain engagement in school and those who struggle with attendance will struggle even more during this transition to distance learning: Therefore the district plans to provide:

Afterschool personnel

Additional staff hours to service wellness checks

Parent/student engagement communication tools

Staff support for mental health and social-emotional well-being

Supports for Foster youth and students experiencing homelessness

Family Resource staff and district liaisons to support families with unique needs.

Increased funding will enable the Arvin Union School District to provide expanded support services and engaging activities to students to focus on areas noted above. In addition supplemental professional development and other services for our large number of new and veteran staff will provide a foundation for quality first instruction for unduplicated groups - especially in this time of distance learning requiring flexibility and new models of instruction and learning tools to be implemented. Particularly, supports and staff to promote English Learners acquisition of language and content have been continued and expanded. A continued focus on strategic goal setting supported by access to LCFF funding will enable Arvin Union School District to provide expanded support services and engaging activities to students. Supplemental and concentration funds were principally directed to unduplicated pupils above the base program based on identified needs described above and stakeholder input.

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

Arvin Union School District has planned actions steps for a variety of supports with the primary focus on foster youth, English Learners, and low income students. Initially this focus was for in-person learning to improve and increase services. With the demands of COVID-19, these supports have been re-examined, modified, or expanded to meet the new demands with the support of Learning Loss Mitigation funds totaling \$3,983,647. Actions and expenditures marked as increased and improved services have been carefully selected to ensure support for students whether in-person, hybrid, cohort, or distance models are in place. Items noted as increased or improved services include a portion of LCAP funds and total \$12,314,180 with the addition of CARES act funds, \$2,467,530 more than the district's \$9,846,650 apportionment based on the enrollment of foster youth, English Learners, and low income students.

Targeted funding has been used to provide resources to staff and students so that all students have access to core curriculum in material or virtual formats and to remove barriers in regard to equitable access during distance learning especially in the area of technology and

connectivity. A focus on engagement through online synchronous learning, asynchronous platform implementation, mental and physical health supports, elective opportunities, interventions for language arts and language development, and ensuring facility readiness to bring back students in either cohort, hybrid, or physical models as soon as possible have been top priorities. In addition, funding for staff positions to support district and site initiatives, professional development to ensure best practices, improving safety and facilities, expanding parent programs, and expanding resources and programs for staff and students are funded.

In addition, we are continuing to increase and improve services for foster youth, English Learners, and low income students as itemized below.

Expanding of devices, infrastructure, internet connectivity and material to support all aspects of this plan funded by CARES act money which has not been part of previous LCAP plans and is critical to ensure equity for foster youth, English Learners, and especially low-income students in the district to support in-person and distance learning.

ITEMIZED LCAP ACTIONS

LCAP action steps to promote highly qualified staff and support academic achievement

- *Provide district level personnel to ensure support for Common Core implementation, professional development, coaching and support for instructional staff including a focus on new teachers, and functionality/access to district technology and data systems leading to 21st century skills. (Action 1.1, 1.2)

- *Provide library staff along with leveled readers and novels to promote literacy by providing resources at each student's Lexile level to promote reading comprehension. (Action 1.3 and 1.9)

- *Provide additional site level personnel to ensure classroom engagement, provide coaching for staff, and support targeted instruction for students. (Action 1.4)

- *Provide professional development reinforcing strategies and structures for instructional staff, certificated and classified, to meet needs of students in identified areas of need including: use of technology for project based learning, close reading, AVID strategies, Designated and Integrated EL support strategies, math targets, and learning platform use (Action 1.6)

- *Provide formative assessments supplemental to state required assessments and a system to drill down to unduplicated student group and individual student focused particularly on STAR Renaissance, IReady, and district created assessments to guide differentiated instruction to meet student needs. (Action 1.8)

- *Provide Intervention personnel (1 teacher at each site) instructional aides, and preschool services unduplicated students with special needs who would otherwise be transported from rural Arvin to Bakersfield (Action 1.10)

- *Provide Extended Learning Opportunities including, Summer school, Intersession, Arvin Advantage After School Programs, and Kinder Boot Camp (Action 1.11)

- *Provide substitute teachers to allow classroom teacher release time to focus on student expressive skills through first-hand observation of ELPAC speaking assessment. Observations facilitate added opportunity to focus on language proficiency bands for targeted teaching to ensure increased student achievement. Only if in person instruction is possible Utilize Ellevation as a way to share information and perform redesignation tasks remotely. (Action 1.17).

*Provide supplemental funds to sites to support activities which support achievement of grade level standards and standards implementation. (Action 1.18)

*Provide Tier 3 supplemental intervention materials to meet any needs related to language development and/or to support academic achievement (Action 1.19)

In consideration of continuing to improve scores for engagement and meaningful participation, we plan to supplement our programs with the following:

*Provide a special projects clerk to facilitate logistics of attendance in intervention and extension activities and student/family engagement through personal contact and home-visits. (Action 1.12)

*Provide opportunities for students to become bi-literate encouraging language familiar to the local demographic and supporting meaningful participation between home and school. (Action 1.13)

*Provide technology hardware and technology support as tools to provide on-line differentiated intervention in reading and math and to promote collaboration among students for project-based learning supporting meeting of individual goals leading to meaningful participation and school connectedness. (Action 1.14)

*Provide expanded courses in band, art, science, and elementary PE through single subject expertise to ensure a well-rounded academic program and engage students through hands-on experiences. (Action 1.15)

*Provide student incentives to encourage student participation in school activities, ownership of their progress, and to reward progress or achievement leading to a feeling of connectedness and motivation through participation. (Action 1.20)

In consideration of intensive staffing needs, the need to promote retention, and the need to ensure large numbers of new and returning staff are coherently working toward set goals we plan to:

*Provide teacher induction support and ensure capacity to provide high levels of instruction to our unduplicated students through Induction and mentor training. (Actions 1.1, 1.2)

*Provide a Human Resources Manager to ensure recruitment efforts for fully credentialed staff and additional support to move teachers toward full certification to ensure the possibility of staff retention. Facilitate the additional amount of personnel associated with LCAP goals. (Action 1.2)

*Provide leadership training, release time, and support to leadership teams and site principals to ensure strategic focus on student needs and the related professional development to ensure successful implementation with the large number of new or not fully credentialed staff. (Action 1.7)

To encourage a safe and welcoming environment and parent involvement/pupil and family engagement and outreach

*Provide Family Resource personnel and classes/workshops for parents. (Action 2.1)

*Provide resources to ensure family engagement and sharing of information including Blackboard announcements, a parent portal, and newsletters. (Action 2.2)

*Provide training in respectful relationships for staff and students. (Action 2.3)

*Promote extra-hours attendance through support personnel and contractors ie Mighty Kicks (Action 2.4)

*Provide noon duty and campus supervisors to ensure a safe environment to prevent fights and bullying as well as additional gate duty

staff to allow early campus entry. (Action 2.5)

*Provide an in-district HVAC person to ensure staff/students continue to be able to be housed in their rooms and engaged for instruction as has occurred since adding this position. As a district on the outskirts of services and without receipt of reliable emergency services and consistent maintenance, time on task and student productivity were lost on regular basis when heating and cooling broke down.

(Action 2.6)

*Provide supplemental security measures including visitor management and cameras. (Action 2.7)

*Provide welcoming areas and facilities to increase connectedness are areas for engagement and relationship building outside the core classroom areas and focus on connectedness while distance learning. (Action 2.8)

*Provide funds to support parent involvement through childcare when able to be physically present (Action 2.11)

In consideration of the supporting attendance when in-person and distance learning, the district is planning to:

*Provide the supplemental A2A attendance reporting tool to track and target student absences and patterns. (Action 3.1)

*Provide staff focused on parent contacts and holding conferences with parents and creating a welcoming environment within the school offices. (Actions 3.1, 3.2)

*Provide nurses at each site to support student attendance and meet with parents. (Action 3.3)

*Provide social workers at each site to support student mental health and security needs to support attendance. (Action 3.4)

*Provide an Alternative Learning Academy for students who have committed offences for which they might have otherwise been suspended to increase their time on classwork and improve attendance. (Action 3.5) (pending in-person instruction)