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.

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General Information

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

The unprecedented COVID-19 pandemic has affected the entire Santa Paula Unified School District community and significantly affected the lives of our students, families, and staff. The broader economic impact of the pandemic has caused high levels of stress and trauma due to increased unemployment, childcare needs, food insecurity, and access to technology. Families have also been physically separated from in-person mental health and targeted services. Virtual sessions have continued, but cannot replace the in-person connection that our students and parents have with district staff. The disruption of services was most detrimental to our English Learners, Foster and Homeless Students, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, methods of instruction, and assessments were also disrupted.

On March 12, 2020, the Santa Paula Unified School District (SPUSD) notified the school community that all schools would close beginning March 16, 2020 due to the COVID-19 pandemic. Together, with the Santa Paula Federation of Teachers (SPFT), district, and site administrators, a three-phased distance learning plan was developed and communicated to all certificated staff. The premise of the learning plan was to ensure that all students continued to receive social-emotional support and educational services during the school closures. Immediately, a distance learning webpage was developed which included online enrichment resources for students in all grade levels and links to parent resources. The primary goal of Phase I and II of the distance learning plan was to contact all families to determine the type of support needed during school closures and offer enrichment resources in core content areas. The five key areas of Phase I and II included:
1. Development of a website to support families with access to free on-line resources in a variety of content areas and provide support materials to help establish learning routines at home.
2. Identification of staff (teachers, administrators, counselors, and district staff) to contact families to reestablish connections, communicate available resources, and gather Family Survey data.
3. Distribution of take-home learning packets at all K-8 school sites in reading and math; identify and post enrichment activities by content area for students in grades 9-12.
4. Provided professional development opportunities to all staff.

5. Distribution of Chromebooks to high school students.

Phase III of SPUSD's Distance Learning Plan transitioned from enrichment to the expectation that students participate in on-line or packet-based learning opportunities. During this phase, students were expected to complete tasks and projects assigned by their teachers. Over 2,000 Chromebooks were distributed to students in grades TK-12 and staff monitored parent contacts and regular participation in distance learning. Counselors initiated contact with families who were most at-risk and provided small group check-ins and wellness checks, if needed.
Key areas of Phase III included:
1. Participation in staff and grade level/department meetings; Ed. Tech updates and Zoom opportunities for teachers to share best practices.
2. Establishment of maximum time commitments for instruction for each grade level.
3. Identification and implementation of supplemental curriculum and applications to support student engagement.
4. Initiation of teacher office hours and posting of weekly assignments.
5. Provided resources and support for English learners.
6. Approval of a temporary "hold harmless" grading policy.
7. Posting parent resources (academic and mental health) on website.
8. Continuation of online school and district advisory meetings (i.e. SSC, ELAC, DELAC).

A priority was to continue providing services to English learners (EL). EL students received language support through integrated and designated ELD via distance learning. The District ELD TOSA continued to work with regularly assigned groups of newcomers and long-term EL students to provide small group instruction. District reading teachers at each elementary school site provided reading support to EL students and students working below grade level. Supplemental instructional resources and family support links in English and Spanish were posted on the district website.

The State and Federal Programs Department made weekly phone calls to all families who qualified for the McKinney Vento program to ensure students had adequate information regarding distance learning. Staff members were able to provide information on how to navigate digital platforms, provide information on internet service providers, and offer assistance on how to access the district technology helpline. Families were also provided a list of resources to community food pantries.

Data from family surveys provided the district with information regarding devices at home, internet access, and their preferred method of distance learning models. Based on survey feedback, Chromebooks were distributed to students who did not have a device at home, and take-home learning packets were provided to students in grades TK-5. Additionally, electronic devices (Leap Pads), reading books, and supplemental materials were handed out to English learners who were categorized as Newcomers and/or Migrant. The Director of State and Federal Projects partnered with the Ventura County Office of Education to ensure all foster youth were provided with the tools necessary to access the distance learning curriculum. District mental health and school counselors provided social-emotional support to students most at need. Mental Health and counseling services were also extended throughout summer and were provided by the District's Mental Health counselors. Migrant and English learner students were provided additional materials to support learning at home.

Due to the loss of instruction and the immediate need to provide additional support, SPUSD offered an extensive Distance Learning Summer School program for students in grades TK-12 with priority enrollment given to English learners and students working below grade level in

English language arts, and mathematics. All students throughout the district had access to online supplemental computer programs throughout the summer. Additionally, the District received 1,098 Chromebooks and 1,500 hotspots from California Department of Education's Closing the Digital Divide Initiative. The District's Child and Nutrition Services Department also continued to provide weekly meals to community members and shared resources to additional food pantries throughout Santa Paula. The COVID Operations Report was approved by the Board of Trustees on June 17, 2020 and is posted on the homepage of the SPUSD website.

In preparation for the upcoming school year, community members, parents, students, and staff provided input through an additional family survey and provided feedback on how the district could refine and improve our instructional models and instruction. A district-wide School Reopening Committee was established and comprised of district school administrators, members of the Santa Paula Federation of Teachers (SPFT), and the Classified School Employees Association (CSEA). The committee met throughout the summer to create a reopening plan to address student and staff safety, facility needs and preparation, distance learning, hybrid instructional models, and bell schedules. The plan was presented to the LCAP Advisory Committee, the District English Language Advisory Committee (LCAP), and reviewed by the Board of Trustees on July 8, 2020.

At the time of the Public Hearing on September 9, 2020, concurrent with the California Public Health mandate, SPUSD is scheduled to provide distance learning until Ventura County is removed from the State's Watch List. On August 6, 2020, the Board of Trustees approved extending distance learning models for the remainder of the first semester for students in grades 6-12. If Ventura County is removed from the Watch List, all district elementary schools will evaluate the safety of staff and students and consider moving to a hybrid model beginning, October 12, 2020. A decision will be made and communicated to community stakeholders by September 21, 2020. Included in the Learning Continuity Plan, stakeholders will see models of distance learning, hybrid learning, independent study instructional plans, and our efforts to support all families in the Santa Paula Unified School District.

Stakeholder Engagement

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

Given the sudden school closures in March of 2020, and the impacts of the pandemic on our school community, SPUSD immediately began soliciting timely and meaningful input from stakeholders. This included efforts to reach pupils, families, educators, students, and other stakeholders who do not have internet access, or who speak languages other than English. The various avenues to communicate with these groups began on the first day of the shut down and included personal phone calls, text messages, emails, phone messages through the district's Connect Ed. communication system, and posting pertinent information on social media sites, and the district website.

A Phase I communication plan was developed and communicated to all teaching staff which established expectations and timelines to reach all students and immediately survey our families. During Phase I, the primary goal was to contact all families and determine the type of

support needed. These personal phone calls and communiques created a sense of comfort and reassurance for our families and maintained an important connection to school staff. Additionally, site and district office staff initiated phone calls to families of English learners, migrant, and homeless students to identify family needs and inform of local food pantries and additional district and city resources. In April, a family survey was administered in English and Spanish to gather information on computer and internet access and determine preferred methods to offer distance learning in spring. Families had the option to complete the Google Survey via the internet or through a personal phone call with a bilingual school or district staff member. The district received a total of 3,247 results (only one response per family) and results indicated that approximately 86% of families had internet access to support online learning, 70% of families had a desktop, laptop, tablet, or other device for student use at home; and that the majority of parents preferred a blend of take-home packets and online learning for the remainder of the spring semester. Instructional packets were provided to TK-8th grade students via mail or in-person pick up and online activies were provided to high school students. We did find that although 70% of families had a device at home, many families were sharing a device between family members. In order to move forward with an equity lens for all students and take into account the high levels of stress and anxiety families were experiencing, a temporary "hold harmless" grading policy was approved by the Board of Trustees.

During the spring school closures, school sites continued to hold School Site Council and ELAC meetings. DELAC continued to meet to ensure all legal requirements were made. Moreover, the Project 2 Inspire parent leadership workshops continued via zoom. Parents had the opportunity to complete the parent training and receive a certificate of completion. They will be eligible to continue with the next level of training, which is a Trainer of Trainer Model.

The Superintendent also provided regular communiques to staff and district families via the district website and through the "Good Morning Santa Paula" live-stream sponsored by the City of Santa Paula.

Superintendent Updates:
https://www.santapaulaunified.org/site/default.aspx?PageType=3&DomainID=4&ModuleInstanceID=14&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=3870&PageID=1

The pandemic also resulted in additional board meetings in which the Superintendent provided the Board of Trustees with updates on distance learning plans for the remainder of the 2019-20 school year and potential plans for the fall.

In early May, the Superintendent established a Reopening of Schools Committee comprised of school and district administrators, and representatives from the Santa Paula Federation of Teachers and the Classified School Employees Association. The committee was further broken down to include a safety committee and an instructional framework committee. The instructional framework committee met during the summer months of June and July. During this time, an instructional model parent survey was developed, proposed distance learning and hybrid instructional models were drafted, and bell schedules were created. Fall distance learning parameters and professional development needs were identified and sent out to teaching staff prior to the beginning of the school year.

An additional survey was administered in June to all district families via internet or phone in order to obtain initial information on the preferred learning format for the upcoming school year, comfort level of distance learning and hybrid learning models, required use of face coverings and additional safety measures, and importance of live instruction and teacher office hours. Parents also had the opportunity to provide narrative comments.

In preparation for the 2020-21 school year, a final survey was administered in July for families to chose their preferred instructional setting for the upcoming school year. Parents had the option to choose from a full-time distance-learning model, hybrid model, or apply to enroll in the district's established independent study program. The survey was published on the district's website, social media, Connect Ed communication system, and personal phone calls were made to Spanish speaking families by site and district staff.

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

The District promoted stakeholder engagement with several options that allowed for remote participation in school and District committee meetings, public hearings, and Board of Trustees meetings. The District streams all Board meetings on YouTube or kadytv.net. All Regular Board of Trustees agendas are published 72 hours in advance, and members of the public have the opportunity to submit public comments on agenda items via e-mail by contacting the District, and all public comments are read at each meeting. As allowed by Ventura County Public Health guidelines, board meetings were also held in-person with limited capacity for the public. This was announced via social media and on the District website.

All site and District committee meetings (SSC, ELAC, DELAC, LCAP) were held via Zoom with interpretation for Spanish speaking parents to ensure voice, engagement, and feedback from families. In addition, school site administrators held parent information nights via Zoom and reviewed a description of the different learning models offered this school year, bells schedules, how to access Chromebooks and hotspots.

Link to summary of school site meetings:
https://drive.google.com/file/d/1Dx7g7vF3ydSUrq8H3r-mppr8JB_7Wi0x/view

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

The Santa Paula Unified School District recognizes that stakeholder engagement and feedback is an important component of school planning and improvement. We acknowledge that this feedback provides an improved understanding of the current needs and possible solutions to improve student achievement and well-being. It also leads to greater trust and stronger relationships between the school district, staff, parents, and the community The feedback below provides a summary of survey results, trends and inputs that have been used to influence the Local Continuity and Attendance Plan.

Distance Learning Parent Survey - June 24-June 29
https://drive.google.com/file/d/1lLoPLGWZkh4QvvgjJXGTpHj_98POPMcI/view

Total of 1,254 responses.
All surveys in English and Spanish: Elementary, Middle, and High School.
Available on District website or by calling Educational Services.
Advertised through social media, District website, and parent connect phone call.
All schools and grade levels were represented in parent responses.

Key Findings:

Approximately 65% of families prefer Distance Learning; 35% Hybrid Learning.
Families indicated that live online instruction and live office hours with teachers as a priority.
Families preferred a significantly reduced class size (average of 12 students) and felt comfortable with schools requiring masks.
Trends from Narrative Comments:
- Health and safety first
- Mandatory masks
- Smaller class sizes
- Temperature checks
- Deep cleaning process and daily cleaning of all classrooms
- Kids stay in classrooms
- Outdoor activities
- Support for Students with Disabilities and English Learners
- Half-day school
- Hand sanitizer available for all; hand washing stations
- Counseling/emotional support
- Staggered entry/dismissal
- Support with homework/advanced classes
- Reading support and tutoring
- Health/hygiene education

Instructional Model Parent Survey – July 8 – July 15
https://drive.google.com/file/d/1PHxcSH0rgTJouBTK0bm9716hhfYSuH3u/view?usp=sharing

- Total of 3,513 responses
- Survey available in English and Spanish
- Available on District website, social-media, parent connect, personal phone calls to Spanish speaking parents by Ed. Services staff
- Parent choice of three instructional models
- Full-Time Distance Learning 45% (1,579)
- Hybrid Model (part-time on campus and online) 49% (1,733)
- Independent Study 6% (201)

LCAP Advisory Committee Meeting – July 27, 2020
https://drive.google.com/file/d/1lLoPLGWZkh4QvvgjJXGTpHj_98POPMcI/view

Stakeholder Feedback:
- How will we inform parents of instructional models, and distance learning information?

- Will the District use the same curriculum throughout the schools?
- Is it possible to offer informational videos to parents?
- How will the District provide tutoring support?
- Will teachers record their lessons so parents/students can watch during “off” hours?
- Will we integrate STEAM into lessons to make learning more engaging?
- Can the District post parent resources on the website? Post CA State Standards.
- What resources can the District provide parents who work during the school day? Will there be support during the evening hours?
- Will the Superintendent hold a meeting for parents to provide input?
- We need to leverage community resources/organizations to support students.
- If we hire additional staff, will we recruit bilingual teachers? It is important that our teachers are able to communicate with families.

District English Learner Advisory Committee – July 30

In-Person Instruction
- Offer longer classes for students who are attending on site.
- Add sports and physical education
- Having groups of 12 is a good idea
- Students are behind, how are they going to catch up from the last 3 months?
- How are teachers going to supervise the children?
- How are they going to prevent in-person contact?
- How will the school prevent the amount of parents coming on campus?
- Have a parent meeting to share the implementation of security and the classroom set-up.
- Have a different entrance and exit.
- Hold classes outside.
- Cover the desk areas.

Distance Learning Program
- Have face-to-face daily.
- Have the students take care of the device.
- Teach the students responsibility.
- Share video clip with students before the beginning of a lesson.
- Have a background.
- How is bullying going to be prevented?
- Make sure students not take pictures.
- Two hours is too short, need to add more hours.

Pupil Learning Loss
- The district needs to prepare the teachers in order for them to provide high quality instruction.
- Teachers need to set up their classrooms to engage students.

• The students get tired of being on the computer for a long period.
• The district should hire someone to motivate the parents and to check in on them to make sure everything is going well.
• The teachers should send the parents a syllabus.
• The teachers should share with parents what needs to be turned in so that parents can help ensure their child is turning in all the work.
• The teachers should provide a checklist of activities/work that needs to be completed.

Mental Health and Social-Emotional Well Being
• What can the district do for the middle and High school students to have them socialize with other students?
• Every student needs sports/physical activity.
• Help parents with handling school responsibilities. (Zoom)
• How to manage stress for parents?

School Nutrition
• What kind of food are they eating? Is it nutritious?
• They need to drink a lot of water.
• Provide families with simple Menus of nutritious food for students to eat at home.
• Consider changing the food that is given to students. The food is greasy and not attractive to students.
• Perhaps give students' yogurt, oatmeal instead of frozen food.
• All schools need to have a kitchen.

Pupil Engagement and Outreach
• Hire a parent outreach liaison.
• List of APPS for parents to help their children.
• Reach out to students/families to inform them of services.
• Saturday School for Newcomers. (Zoom)
• A language program for newcomers.
• Support in math and reading.
• Continue with EAOP (especially for the juniors and seniors).

Parent District Advisory Committee – August 24, 2020

In-Person Instructional Offerings
• Is there going to be staff to monitor? Will there be enough money to hire more staff?
• What Cohort B/A - live online what does mean?
• What is going to happen during the instruction?

Distance Learning Program
K-5
• Kinder Teachers seem to have a difficult job teaching because the students are not fully awake and participating. Some of the students report going to sleep late. The committee feels for the teacher.

• The parents need to help ensure students go to bed early and are ready to learn in the morning.
• Reminder Notice about how they can help (Parents) may be a good idea.
• Newsletter or welcome letter to remind kids and parents about school expectations.
• Maybe having a Group C starting at 5:00 p.m. to help those students whose parents are working and can't monitor their learning. Maybe send out a survey.

Middle School
• Working great

High School
• It takes the students a long time to complete assignments.
• Keeping student healthy the entire day is important.

Pupil Learning Loss
• Incentive for the children.
• Goal – child wants to achieve.
• More effort on the part of the student.
• Parents push students – are they learning?
• One-on-one with teacher (intervention), quizzes, exams to monitor their learning.

Mental Health and Social and Emotional Well-Being
• Daily Survey – How are they feeling? Hello Yellow.
• Provide information on how to contact counselors.
• Teachers need to refer students to someone who is going to help.
• Being aware of students' feelings.
• Restorative Justice Circles and Practices
• Daily social-emotional time built into schedules K-8 using Second Step Curriculum
• Contract with Ventura County Public Health and City Impact to make mental health services widely available
• Ventura Count SELPA trainings for mental health therapists on Family and Students' Mental Health Needs during Covid-19

Pupil Engagement and Outreach
• Outreach to students.
• Parents work with other parents.
• Newsletter to communicate.

School Nutrition
• 11:00 – 1:00 pm - Elementary good time – Middle School – still in class.
• Different time – Bag for the whole week - Time 6:00 pm – parents once a week (arrangement.)

Additional ELAC Meetings are scheduled for each site. Stakeholder feedback will continue to be gathered and will inform any revisions to the Local Continuity and Attendance Plan.

- Barbara Webster August 27th
- Bedell September 8th
- Blanchard September 9th
- Glen City September 3rd
- McKevett September 3rd
- Grace Thille September 2nd
- Isbell September 15th
- RHS September 3rd
- SPHS September 11th

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

The specific stakeholder input received throughout the summer months has significantly influenced the district's Learning Continuity and Attendance Plan both through the impacts of the district's Reopening of Schools Plan and through direct feedback on the plan itself.

Key takeaways from the parent surveys administered June and July included the need to provide (a) daily, live instruction, (b) significantly reduced student cohort sizes (c) increased connection to staff and peers to support a sense of belonging at school, (d) more resources for parents to support their students learning and use of technology, (e) need for additional support services, such as tutoring for all students, especially English learners, homeless, foster, and students with disabilities, (f) social and emotional support for students, and (g) frequent communication regarding school programs and services.

The surveys also showed that 65% of our families did not feel comfortable returning back to school in-person for the start of the 2020-21 school year and preferred a full-time distance learning program. Thirty-five (35%) of our families indicated that they would feel comfortable returning in a hybrid (part-time on campus and part-time at home) format with reduced class-size and enhanced safety measures.

Staff concerns included the health and safety of students and staff with in-person teaching at this time. In addition, staff were equally concerned with the protocols and expectations for how our hybrid program will keep areas sanitized, students and staff socially-distanced, and all staff healthy while providing in-person instruction. Feedback also indicated the need for professional development and technology support for distance learning, supplemental online curriculum, student access to technology and the internet, and updated technology devices for staff.

This input has influenced the following aspects of the district's Local Continuity and Attendance Plan:

- Development of clear guidelines for daily, live instruction for all students every day. This includes meeting or exceeding the minimum number of instructional minutes identified by CDE. Student cohorts for distance learning have been significantly reduced (no more than 13 students in a cohort) for grades TK-5 and reduced class-size and maximum student contacts with students in grades 6-12. When is it safe and allowable to transition to a hybrid teaching model, all in-person student cohorts will be significantly reduced.
- Chromebooks and hotspots were distributed to all students districtwide who do not have internet access or a dedicated device for use at home. Staff continue to reach out to students to verify access.
- A parent technology helpline was established with bilingual support staff to support parent questions and needs. A parent distance learning resource page was added to the district website.
- The first series of Parent Technology Information Nights was offered August 19-21 in English and Spanish districtwide. Additional parent workshops will be scheduled throughout the school year in areas of technology, social-emotional support, and strategies to support learning at home.
- Professional Development was provided to all staff before the start of the school year to provide support with digital components of the core curriculum, supplemental programs available to students, and applications to make lessons more engaging for students. Professional development will continue to be offered throughout the school year.
- District Technology Teacher on Special Assignment teachers (TOSAs) were added to provide staff members with additional support, professional development, and provide parent workshops specifically related to technology.
- Social-emotional curriculum, Second Step was purchased for K-8 grade.
- After school staff was maintained to provide tutoring support for students in the ASPIRE program. Additional tutoring opportunities are being planned and will be implemented in fall with a focus on English learners, homeless/foster, and students with disabilities.
- Purchase of additional technology devices for students and staff.

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.]

While current health conditions do not permit delivery of in-person instruction and because Santa Paula Unified School District is located in a county (Ventura) that is currently on the state's monitoring list with a rating of purple, SPUSD will not physically open for in-person instruction until it has come off of the monitoring list for 14 consecutive days. In order to adequately prepare for TK-5 grade opening, the district will make a decision on whether or not to transition to hybrid learning by September 21. The Board of Trustees voted to remain on distance learning only for grades 6-12 for the remainder of the fall semester.

SPUSD will continue to align decision-making to public health experts at the state and county level and to orders provided by Governor Newsom. Included below is the district's current tentative plan regarding instructional models, including scheduling and delivery methods. Please note this planning is tentative and will continue to be responsive to state and county guidance and the district's own monitoring of community conditions and needs. Tentative planning includes:

Instructional Models:
https://drive.google.com/file/d/19BiatmVXRtP_Z126nejraDZ915CZ_H9M/view?usp=sharing

Cohorts
Cohorting is a strategy to prevent the spread of COVID-19 by limiting crossover contact between groups. Individuals within a cohort will limit physical proximity with other cohorts as much as possible. Cohorting helps to decrease opportunities for exposure or transmission, breaks the chain of transmission, reduces contact with shared surfaces, facilitates efficient contact tracing, and allows for targeted testing, quarantine, and/or isolation of a single cohort in the event of a positive case.
• To effectively coordinate with Ventura County Public Health efforts to conduct contact tracing, students will be cohorted, or kept in designated clusters, as much as possible. Where this is not possible due to specific course enrollment, all district, state, and county guidelines will be followed to best ensure the health and safety of students and staff.
• Arrival/departure plans will be developed at each school to minimize bottlenecks and blending of cohorts.
• Passing periods will be minimized. Where possible, teachers will move classrooms rather than students. Site-based safety plans will include passing period safety measures.
• Cohorts of students participating in in-person instruction will be on the school site at designated days and times, with disinfection occurring between those times.
• Cohort sizes will maintain necessary physical distancing, keeping at least 6 feet of spacing between students within classrooms.
Staffing
• During in-person instruction, staff will be deployed to meet the instructional needs of students as determined by their chosen mode of instruction. Some teachers will be designated as distance learning teachers, while others will teach in the hybrid model. A parent survey will be administered prior to beginning a hybrid instructional model to determine need for each program.

Additional Student Services and Supports
• A services schedule will be developed for each site. Determinations will be made as to which related services will be provided on days of in-school attendance and as to which students and related services are deemed appropriate for continued virtual delivery.
• Most of the District's related service providers are able to provide their services in a virtual setting; many contracted providers have been providing services online for several years. However, some of the related services are more easily provided in person, including physical therapy, adapted physical education, behavioral support and consultation, orientation and mobility, etc. Services determined to be more appropriately provided on site will be scheduled for the days that the student(s) is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic.
• Where possible, students with additional needs may be considered for additional in-person instruction. This would include students with disabilities, English learner newcomers, homeless youth, and foster students

Students who are Medically Fragile or have significant behavioral or physical support needs

- For our students who are medically fragile, the Special Education Department will work closely with the District nurse and the student's physician to determine the degree to which the student can participate in a return to a physical school setting. The physician will determine what additional accommodations need to be provided to the student to mitigate the student's possible exposure. If the physician determines that the student cannot participate in school due to their medical condition, an Individualized Education Program (IEP) will be scheduled to determine if Home Individual instruction or virtual instruction is appropriate for the student. Accommodations can be provided for students with significant behavioral needs or significant physical support needs; however, if a student requires a degree of support that is in conflict with the current County Health recommendations, the IEP team will meet to determine if a virtual service delivery is more appropriate to meet the student's need while additional guidelines are in place.
- Development of individualized distance learning plans that integrate accommodations to support the transition back to in-person learning
- Consideration of additional strategies and interventions to support students' mental health and social-emotional wellness. SPUSD's counselors, school psychologists, and mental health therapists are providing support virtually and in-person.
- Special Education assessments will be conducted in-person with use of PPE and adherence to all safety and health guidelines.

The district's planning to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures. Key measures include:

- Physical distancing: Everyone must practice physical distancing, keeping at least six feet away from other people at all times. This includes arrangement of desks within classrooms.
- Face Coverings: Wearing a cloth face covering is required for all SPUSD staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction.
- Entrances and Exits: Parents/guardians will be encouraged to stay in cars when picking up/dropping off students and staggered start and end times will be considered. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.
- Designated 'Care Room': Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.
- Classrooms: Good hygiene will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified.
- Common Areas: Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.
- Recess and Play spaces: Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limiting activities where multiple classrooms interact.
- Physical Education (PE) Classes and Athletics: Limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

Proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs. Staff will put inventory

controls in place to order sufficient supplies including face coverings (individuals may be encouraged to use their own cloth face covering), face shields, hand sanitizer, disinfection materials, gloves, thermometers, and handwashing stations if sink access is insufficient. Staff and students will be encouraged and provided instructions to self-screen for symptoms at home. Active screening, in which students and staff entering a site or bus are screened with a temperature check and review of signs/symptoms, will be implemented if deemed necessary. Staff will work with Ventura County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed.

District approved COVID-19 Plans:
https://www.santapaulaunified.org/Page/2282

The district will continue to communicate with staff, parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs.

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

Description	Total Funds	Contributing
Secondary Curriculum Coordinator to provide support with digital components of core and supplemental curriculum and monitor assessment data. Assist with coordinating tutoring services for students.	150,000	Yes
Personal Protective Equipment: Face coverings (masks and where appropriate, face shields) to ensure that students and staff entering school sites and staff working are minimizing the spread of respiratory droplets while on campus. Increased supply of hand sanitizer and soap.	45,000	No
Health Materials: Additional thermometers to screen student temperatures and additional supplies to respond to student who display signs of illness.	10,000	No
Disinfecting Materials: Additional materials to support effective routine disinfection of high touch surfaces.	75,000	No
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing when administering assessments for individualized instruction.	10,000	No

Description	Total Funds	Contributing
Sineage, Posters, and Floor Decals: Visual cues throughout the school sites to maximize social distancing.	10,000	No
Classroom Technology: Purchase of additional technology for classrooms to allow for increased access to online and virtual streaming of classes.	350,000	Yes
Staffing: Additional staffing to significantly reduce student cohorts (average of 12 students in all in-person classes) and additional staffing due to in-person learning, as needed.	1,200,000	Yes
Tutoring: Additional staff to provide support to students.	50,000	Yes
Additional classified staff to help with items such as: student monitoring, safety, facilities, custodial, maintenance, etc.	100,000	Yes
Additional Counseling staff through City Impact Contract as needed to provide mental health support as students transition back to campuses.	100,000	Yes
Special Education Staffing- 2 Special Education TOSAs to provide documentation and support in implementing Individual Distance Learning Plans (IDLP), 2 Speech Language Pathologists for additional support in delivering services and backlog of assessments.	300,000	Yes
Provide Restorartive Practices	85,000	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.]

As the number of COVID-19 cases continues to rise throughout the state, including Ventura County, the focus of the Santa Paula Unified School District will continue to remain on the safety of our students and staff. Throughout our school closures, the District has worked closely with the Ventura County Office of Education and continues to follow the guidelines provided by the Ventura County Public Health Department (VCPHD) and California Department of Education (CDE).
SPUSD opened the school year on Wednesday, August 12 providing instruction to all students via a distance learning model (online instruction). SPHS, Renaissance High School, and Isbell Middle School will instruct students using the distance learning model through the end of the first semester (winter break).
Elementary students will begin the school year with distance learning. However, if permitted by the Ventura County Public Health Department, elementary students (TK-5) whose parents selected the hybrid learning model (part in-person instruction and part online), will transition for the second grading period.

Bell Schedules for all schools are located on the District website:
https://drive.google.com/file/d/1a_tkIOh9yxcjFZDpofrdLJSfpMHLwmuE/view

Beginning of the year Reopening Plan:
https://drive.google.com/file/d/19BiatmVXRtP_Z126nejraDZ915CZ_H9M/view?usp=sharing

Below is a summary of the fall 2020 Distance Learning Instructional model.
Learning Management System
All TK-12 grade teachers will use Google Classroom as the primary LMS. All teachers will create Google Classrooms and invite students into classrooms no later than August 11, 2020.
TK-2 grade teachers may use Seasaw as a supplemental LMS but should still create and maintain a Google Classroom.

The District has purchased the Premium version of Google Suite which will offer enhanced features such as breakout rooms and participation tracking for Google Meet. Until all features are available, teachers will have the flexibility to utilize Zoom or Google Meet. Once all Google features are available, we will reassess the best method to deliver live (synchronous) instruction to our students.

Requirements for Live (synchronous) instruction
All classroom teachers are required to provide daily live (synchronous) instruction to all students for the entire teaching period identified in the Distance Learning Bell Schedules.

Time periods dedicated to live (synchronous) instruction will not be disrupted, except in the case of an emergency. There is a limited time

each day that students will have live access to teacher and their peers. All counseling sessions and/or administrative appointments will be scheduled during asynchronous learning times.

All teachers will follow the Distance Learning Bell Schedules beginning August 12, 2020.

SPUSD has also established bell schedules that meet or exceed the minimum number of instructional minutes identified the CDE.

The required minutes will be provided by a combination of live (synchronous) instruction identified in each grade span bell schedule and asynchronous learning by which the teacher assigns standards-based assignments from District adopted core curriculum, and required work time on supplemental computerized programs supported by the District.

Supplemental Computer Programs:
K-5: Freckle – ELA, math, social studies, and science
6-8: Freckle – ELA and math; Edgenuity – math, PE, and elective classes
9-12: Get More Math – math; Edgenuity – math and identified classes at SPHS and RHS

Grade level/department teams will work collaboratively to identify the time value of assignments provided to students.

Office Hours and Small Group Instruction - Grades 9-12
All high school teachers will be responsible to hold office hours as identified on the Distance Learning Bell Schedule. During this time,teachers will be available to answer any questions via a platform of their choice (Jive, email, Google Meet, Blackboard, Zoom).

Additionally, this time has also been designated for small group instruction. Teachers will identify students who need additional support to access curriculum or need reteaching. Students will be invited to participate by classroom teachers. If students do not participate, communication will be made to parents to document the tutoring/reteaching opportunity. A pattern of nonparticipation will be reported to school administration.

Considerations for English Learners

Integrated ELD refers to teachers providing language clarification and language acquisition support during regular content area lessons. The goal for Integrated ELD is for English learners (ELs) to learn the content and academic language used in each lesson.
Designated ELD is defined as instruction provided during a time during the regular school day for focused instruction on the state adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English

ELD instruction will begin on the first day of school at the designated time periods on the Distance Learning Bell Schedules.

An ELD assessment will be developed collaboratively to monitor progress on ELD standards. The assessment will be shared and finalized through the Curriculum Advisory Team (CAT).
Teachers and counselors will monitor EL student progress and determine additional support needed. District ELD/DLI TOSA is also available

to support teachers with EL strategies and lesson design. Additionally, elementary reading teachers will also serve as a support for struggling readers and ELs who need additional help.

Social Emotional Learning
K-8:
The District will provide a social-emotional learning (SEL) curriculum to be embedded within the regular school day. SEL curriculum will include a blend of online and printed materials that provides outlined scripts, reinforcement, and digital lessons to be delivered to students. Materials and training will be provided to teachers during the first month of school.

9-12: Exploring School Connect Digital Solutions. SPHS Counselor and Mental Health Therapist will push out and monitor student's engagement and need for additional support.

Digital Citizenship Curriculum
As we enter a distance learning environment, it will become more important that students have access to Digital Citizenship Curriculum. We will use Common Sense Media as our curriculum for the 20-21 school year. Lessons are identified for every grade level to teach and reinforce safe and respectful online learning practices. Focus areas will include:

- Media Balancing and Well-Being
- Privacy and Security
- Digital Footprint and Identity
- Relationships and Communication
- Cyberbullying, Digital Drama & Hate Speech
- News and Media Literacy

K-5: Digital Citizenship lessons will be integrated into synchronous and/or asynchronous instruction time periods

6-12: School sites will determine the subject/course to provide lessons.

School Libraries and MyOn Digital Library
District Librarian will work with all site Library Media Technicians/Library Textbook Technicians to develop a system for students to check out and receive library books. Specific plans will be communicated to each school site.

Additionally, all sites have access to Renaissance Learning MyOn program. MyOn is an online library of books. Students may access MyOn by logging into Renaissance Place in Clever and clicking on the tile for MyOn.

The District will identify students who have experienced learning loss by administering diagnostic assessments at designated periods throughout the school year (see Pupil Learning Loss section).

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.]

SPUSD will ensure access to devices and internet connectivity to support distance learning. This will include hotspots available for checkout and 1:1 Chromebooks for all students in TK-12 grade. A parent hotline has also been created to assist parents and students, a parent web page with distance learning resources is located on the district website, and parent technology workshops will be provided throughout the school year.

Distance Learning Parent Resources:
https://www.santapaulaunified.org/Page/2189

Parent Technology Hotline:
https://www.santapaulaunified.org/site/Default.aspx?PageID=2185

To date, the following devices and hotspots have been distributed:
Update as of 8/28/20:

K-5 schools have checked out at approximately 1,090 devices through Destiny and forty-four (44) students are using personal devices.
Isbell Middle School (IMS) has checked out 1,051 devices through Destiny and twenty-three (23) students are using personal devices.
SPHS has checked out approximately 1,300 SPUSD devices.
RHS has checked out 66 devices and and five students report using personal devices.

The District has enough Chromebooks remaining to check out to all students, whether they have personal devices or not. A total of 685 hot spots have been checked out, with 815 remaining.

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.]

Instructional Days and Minutes for Distance Learning

For the 2020-2021 school year, SB 98 provides that school districts must comply with the minimum number of instructional days per school year, set forth under the Education Code and certain regulations. The SPUSD calendar offers 180 days of instruction for students.

SPUSD has also established bell schedules that meet or exceed the minimum number of required instructional minutes identified by CDE.

The required minutes will be provided by a combination of live (synchronous) instruction identified in each grade span bell schedule and asynchronous learning by which the teacher assigns standards-based assignments from District adopted core curriculum, and required work

time on supplemental computerized programs supported by the District. The district will also administer beginning of year assessments in order to obtain a baseline for student achievement. Grade level/department teams will work collaboratively to identify the time value of assignments provided to students.

Daily Participation Logs, Weekly Engagement Records and Attendance for Distance Learning

All school districts must document daily participation of each student on each school day, in whole or in part, for which distance learning is provided. If the student does not participate in distance learning, then they must be marked absent. Participation includes, but is not limited to "evidence of participation in online activities, completion of regular assignments, completion of assessments" and contact with an employee of the school district and the student or the parent/guardian of the student.

Each school district is also required to ensure that a "weekly engagement record" is completed for each student participating in distance learning.

All teachers will use Q to take attendance. VCOE is developing attendance modules in order to meet the above mentioned requirements. Training will be provided to teachers once the modules are completed.

School districts are also required to develop written tiered re-engagement strategies for students who are absent from distance learning for more than three school days or 60% percent of the instructional days in a school week, which may include transitioning the student back to in-person instruction.

School counselors and administration will work collaboratively with teachers to develop re-engagement plans. Counselors and Administrators will work directly with parents to communicate and monitor effectiveness of the plans.

Office Hours and Small Group Instruction - Grades 9-12
All high school teachers will be responsible to hold office hours as identified on the Distance Learning Bell Schedule. During this time,teachers will be available to answer any questions via a platform of their choice (Jive, email, Google Meet, Blackboard, Zoom).

Additionally, this time has also been designated for small group instruction. Teachers will identify students who need additional support to access curriculum or need reteaching. Students will be invited to participate by classroom teachers. If students do not participate, communication will be made to parents to document the tutoring/reteaching opportunity. A pattern of non-participation will be reported to school administration.

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.]

All staff members will participate in professional development sessions that are presented via online platforms such as Zoom. Staff members will be provided opportunities throughout the school year that are self-paced along with group sessions.

Following spring school closures and prior to the launch of distance learning, teachers were expected to complete a 13-hour Google classroom training, either level I or level II. Additional online training and resources were provided on how to utilize Zoom, Jive, and additional applications to support online student learning.

Prior to the beginning of the school year, a series of professional development was provided to teachers in TK-12 grade. A summary of online training sessions included:

- Google Enterprise Training
- Digital Components of Core Curriculum for TK-12 ELA and Mathematics
- Wonders K-5 Designated ELD and Technology Components
- Study Sync – Designated and Integrated ELD
- Science 6-8 – StemScopes
- History/SS 6-12 – Blended Learning Summit/ Program Overview and Technology Deep Dive
- Get More Math 9-12
- Seasaw
- Peardeck
- Star Early Literacy
- MyON
- Freckle
- CABE Dual Language Immersion Summit
- Ventura County Office of Education - “Reimagine Learning that Cultivates the Genius in ALL” Summer Series

Additional trainings will be offered in the areas of social-emotional learning, Second Step curriculum, mental health first aid, and a series of workshops provided by the Ventura County Office of Education focusing on Designated and Integrated ELA. Site administrators will receive training to support Engaging EL students in a digital learning environment.

Educational Technology TOSAs also provide a daily/weekly Frequently Asked Questions (FAQ) document with timely answers to questions regarding distance learning and digital curriculum. Ed.Tech TOSAS are also available to provided individualized and group trainings based on requested need. Ed. Tech Live Zoom sessions will also be offered throughout the school year to highlight and share best practices in the classrooms.

A Curriculum Advisory Team (CAT) comprised of teachers from each school site will convene regularly throughout the school year to review pacing guides, scope and sequence of core curriculum to ensure rigor and integrity of the curriculum. The 2020-21 document, Priority

Instructional Content in ELA/Literacy and Mathematics published by Student Achievement Partners is being used as a framework to design modifications to scope and sequence documents and district instructional materials for this school year. The document provides guidance about content priorities by leveraging the structure and emphasis of college-career mathematics and ELA/Literacy standards. It is interned to help instructional leaders find new efficiencies in the curriculum that are critical for the unique challenges that have resulted from school closures and anticipated disruptions in the year ahead, keeping at the forefront principles of equitable instruction that support all students.

Classified Staff, including Library Media and Textbook Technicians, instructional assistants, after school program staff have been provided professional development and training in Google Classroom, Chromebook operation, and administration of-- beginning of the school year assessments. Additional training will be provided throughout the school year.

SPUSD professional development also covered COVID-19 health and safety protocols.

Staff Roles and Responsibilities

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

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. In some cases, new roles and responsibilities are still being defined and will continue to evolve as the district prepares for a possible reopening of school sites.

Santa Paula Federation of Teachers (SPFT) Memo of Understanding:
https://drive.google.com/file/d/1UfX4RFxbkQXuvqaWOHkfC72ak2aVaN9a/view?usp=sharing

Classified Schools Employees Association (CSEA) Change in Roles and Responsibilities:
https://drive.google.com/file/d/1TxHvO_OD8tYq_AC2Kr5NczbjA_iw9lER/view?usp=sharing

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.]

English learners will receive both integrated English Language Development (ELD) during distance learning and in-person learning. For Designated ELD, EL students will receive regular instruction targeted at their proficiency level and based on the California ELD standards. Bilingual staff members will also assist classroom teachers to provide for small group instruction and assist with parent communication. English learners and students with unique needs may receive additional support such as an extended school day, tutorials, and additional parent education opportunities for parents to better support their children at home.

All elementary ELs receive Designated ELD on a daily basis. The focus is to provide opportunities for academic conversations and vocabulary development aligned to the ELD standards. Additional teaching support will be provided as available. The ELD TOSA has been

able to translate curated ELD Choice Board activities into Spanish for our K-5 English learners and their families as a supplemental resource, as well as provide useful Integrated and Designated ELD resources for our teachers K-12 by creating a Google Folder that houses relevant resources all in one location. Most recently, our TOSA is in the final stages of scheduling a 2-part series of ELD professional development with the Ventura County Office of Education's Curriculum and Instruction Division. In this series, the goal is to provide targeted supports for both Integrated and Designated ELD training for K-5 adapting our current units and lessons to best practices on a distance learning model.

In order to ensure that the needs of English Learners are being met, Isbell Middle School teachers have been provided guidance on delivering Integrated and Designated ELD. Additional time was built into the student schedules to ensure that they are receiving Designated ELD and additional academic support. Teachers are being encouraged to conduct small group instruction based on language needs and areas of deficit on ELPAC assessment. All teachers and students have access to the Study Sync ELD curriculum and the formative assessment within the curriculum will be utilized. Teachers also employ strategies that build background, support academic vocabulary instruction and focus on reading and comprehending complex text. All English Learners are officially "monitored" at the 1st and 3rd quarter. For students who are struggling, the Student Study Team (SST) process is started, which includes both academic and social emotional interventions on a case-by-case basis. Reclassification of English Learners to Fluent English Proficient takes place twice a year to allow for students to show improvement and possibly reclassify in the Spring instead of waiting an entire school year. All teachers are aware of their students who are English Learners and are provided with a roster inclusive of language proficiency at the start of the school year, and again at the semester.

English Learners at Santa Paula High School receive a variety of supports to assist in their acquisition of the English language and to support their success in the core. Newcomer students are given the ELPAC Initial assessment and placed appropriately based on their proficiency level (Emerging, Expanding or Bridging). Our emerging English Learners are placed in a Designated English Language Development course (ELD 1/2), which is a double-blocked course. Normally, this course is scheduled back-to-back in the master schedule so that students are with the same teacher for two full hours. However, due to the need for additional support and access to their ELD teacher, one hour of class time is held during 1st period, and the second hour of class time is held during 6th period. Under these conditions with our current COVID-19 schedule, newcomers see their ELD teacher at the start and end of the day on Monday, and once a day Tuesday through Friday. This class is also assigned a bilingual instructional aide for additional support. An English Language Development 3 (ELD 3) course is also offered, which is mainly for students whose proficiency level is "expanding." Students in ELD classes are mainstreamed for their other core content classes. Students are clustered in Science, Math and History/Social Science to allow for a bilingual instructional aide to be assigned to the course. Students who do not need the support of a designated ELD period, are mainstreamed into the College Prep, and in some cases, Honors and Advanced Placement English courses. In these courses, English language development is integrated into everyday lessons. New Language Arts curricula has been adopted that contains supports to allow teachers to design lessons to meet the needs of all learners. Many of our Migrant students are also English Learners. Through the California Mini Corps Program (CMC), we are provided with two Mini Corps Migrant Tutors who also provide instructional support to ELs. All English Learners are officially "monitored" at the 1st and 3rd quarter. For students who are struggling, the Student Study Team (SST) process is started, which includes both academic and social emotional interventions on a case-by-case basis. Reclassification of English Learners to Fluent English Proficient takes place twice a year to allow for students to show improvement and possibly reclassify in the Spring instead of waiting an entire school year. All teachers are aware of their students who are English Learners and are provided with a roster inclusive of language proficiency at the start of the school year, and again at the semester.

Currently, the Foster Youth and Homeless Liaison is reaching out to families who are experiencing homelessness. Backpacks filled with school supplies and books are being handed out on a daily basis. The residency questionnaires are being inputted as they are received. In addition, information of pantries and shelters are provided to those who are contacted.

All students with disabilities will be closely monitored through goal progress updates that are sent to parents. In addition, an Individualized Distance Learning Plan will be created to communicate to parents how IEP supports and services are to be delivered during these Covid-19 school closures. IEPs will be held to consider and determine if additional supports and services are required through the distance learning model. Further, a consideration for the need of additional strategies and interventions to support students' mental health and social-emotional wellness will be made during Distance Learning. SPUSD's counselors, school psychologists, and mental health therapists and other related service providers are providing services virtually during distance learning.

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

Description	Total Funds	Contributing
Increase technology access for all staff, students, and parents especially English Learner, Low Income, and Foster Youth. This includes family surveys. This also includes the district internet service provider, devices for students, computers for staff, hotspots, and other technology.	500,000	Yes
Provide a common Leaning Management System (LMS)Google Classroom,and purchase upgrade districtwide.	25,000	Yes
Purchase supplemental online curriculum for students in grades TK-12	750,000	Yes
Purchase additional access to e-books for staff and students.	50,000	No
Provide 2 Educational Technology TOSAS to support teachers, students, and families.	300,000	Yes
Offer an independent study program for students district-wide. Purchase online curriculum (Edgenuity)	60,000	No

Description	Total Funds	Contributing
Purchase Social-Emotional Curriculum for students in grades TK-8 (Second Step)	25,000	Yes
Provide parent workshops to support distance learning, technology, social emotional need of students.	10,000	Yes
Work with community partners to offer additional safe work environments for students with limited/no access at home.	25,000	Yes
Provide tutoring for students who need additional support; focus on EL students, foster, homeless, and students with disabilities.	50,000	Yes
Provide additional staff for interpretation and translation of parent workshops and meetings.	10,000	Yes
Special Education staff: Continue to provide appropriate staffing for both certificated and classified positions and adapt delivery of services to distance learning context. .	950,000	Yes
Provide additional support, extended school day, tutorials, and parent education to EL students and parents.	100,000	Yes
Continue to support UCSB partnership to promote a college-bound culture.	170,000	Yes
Continue and expand mentoring support for students districtwide.	75,000	Yes

Description	Total Funds	Contributing
Provide professional development opportunities for classified and certificated staff with a focus on engaging EL students, homeless, foster, and students with disabilities in a distance learning environment.	100,000	Yes

Pupil Learning Loss

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

The SPUSD implemented the use of Chromebooks for our students during the spring school closures. Over 2,000 Chromebooks were distributed to students without devices at home. In order to mitigate the interruption of instruction during these closures, the devices were utilized to support instruction and continue the connection between our teachers and students. The use of devices were continued through our 2019 Summer School Program. The following strategies detail the actions taken to support our learners:

2019-20 School Year

- Daily instructional time commitments were identified as outlined below.

o TK-1 1.5 hours per day maximum.

o 2-3 2 hours per day maximum.

o 4-5 2.5 hours per day maximum.

o 6-8 30 minutes per class per day maximum (2.5-hour project per week)

o 9-12 45 minutes per class, per day maximum (3.75 hour project per week)

- All teachers were responsible to hold office hours a minimum of twice a week for 1 hour. During this time, teachers were available to answer any questions via a platform of their choice (Jive, email, Google Hangout/Meet, Chat, Blackboard, Zoom).
- Weekly assignments were posted in each teacher's Google classroom.
- Take-home learning packets were sent home to all TK-5 grade students.

- Students in grades 6-8 were assigned school work utilizing the textbooks/workbooks students had at home.
- Online enrichment activities identified for TK-12 grade students. Recommended activities were posted on SPUSD website.
- EL students received language support through integrated and designated ELD via distance learning. The District ELD TOSA continued to work with regularly assigned groups of newcomers and long-term EL students to provide small group instruction, and District reading teachers at each elementary school site provided reading support to EL students and students working below grade level. Supplemental instructional resources and family support links in English and Spanish were posted on the district website.

2019-20 Summer School

Due to the loss of instruction and the immediate need to provide additional support, SPUSD offered an extensive Distance Learning Summer School program for students in grades TK-12, with priority enrollment given to English Learners and students working below grade level in English language arts, and mathematics. Over 700 students were served in Transitional Kindergarten through seventh grade, and over 800 students served in seventh through twelfth grade. High School students were offered enrichment and credit recovery options through SPUSD and Cyberhigh courses.

2020-21 School Year

- A Curriculum Advisory Team (CAT) comprised of teachers from each school site will convene regularly throughout the school year to review pacing guides, scope and sequence of core curriculum to ensure rigor and integrity of the curriculum. The 2020-21 document, Priority Instructional Content in ELA/Literacy and Mathematics published by Student Achievement Partners is being used as a framework to design modifications to scope and sequence documents and district instructional materials for this school year. The document provides guidance about content priorities by leveraging the structure and emphasis of college-career mathematics and ELA/Literacy standards. It is interned to help instructional leaders find new efficiencies in the curriculum that are critical for the unique challenges that have resulted from school closures and anticipated disruptions in the year ahead, keeping at the forefront principles of equitable instruction that support all students.

- The District will identify students who have experienced learning loss by administering diagnostic assessments at designated periods throughout the school year. The following assessments will be used at the beginning of the school year in order to determine a baseline for student achievement.

o STAR Early Literacy Assessment – TK-2

o Basic Phonemic Skills Assessment (BPST) - Grades TK-2

o Informal Reading Inventory (Literably) - Grades 1-5

o Star Reading Assessment – Grades 2-12

o Freckle Math Assessment – Grades K-8

- o Get More Math Assessment – Grades 9-12
- o Mathematics Diagnostic Placement Test- Grades 6-12 (TBD)
- o ELD Assessment- (research and development phase)

- School site Data Teams and Student Study Teams (SST) will meet regularly throughout the school year to identify students working below grade level and not progressing towards grade level standards. Interventions and instructional strategies will be implemented and monitored for effectiveness. The Plan, Do, Study, Act (PDSA) cycle of inquiry model will be implemented districtwide.

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.]

Based on data from our 2019-20 LCAP, our unduplicated pupils' percentage is very high 88%, with the majority of all students served as socioeconomically disadvantaged 89%. The percentage of students who qualify to receive Free and Reduced lunch ranges between 77% and 95% across our school sites. Approximately 35% are English Learners and 14% qualify for Special Education services. Over 500 students districtwide meet the definition of homeless as defined by the McKinney Vento Act.

The primary means of addressing learning loss for students will be through instruction provided by each classroom teacher. The distance learning instructional model provides for small group instruction for cohorts of students in TK-8 grade. The 9-12 Distance Learning Schedule includes a built-in time for small group instruction for students struggling with content and need reteaching or tutoring. Support staff will be utilized as available to provide additional small group opportunities during and after the instructional day. Additionally, all after school program staff will provide tutoring, read-alouds and math support to students who qualify for the ASPIRE program.

Our instructional program includes differentiated instructional strategies that support the diverse academic needs of our students. Administrators and teachers will receive training on how to engage English learners in a digital environment and will focus on increasing the use of authentic language around course content. Itinerant reading teachers will be used to provide additional reading and literacy support to students working below grade level. Our student assessment data serves as the feedback for both teaching and learning and additional tutoring opportunities will be provided throughout the school year based on student need.

Special education teachers and related services providers to conduct formative assessments with SWD to inform goal progress and the need for additional supports and services. IEPs to be held to discuss and address identified learning loss and update IDLPs as well as IEPs.

Currently, the Foster Youth and Homeless Liaison is reaching out to families who are experiencing homelessness. Backpacks filled with school supplies and books are being handed out on a daily basis. The residency questionnaires are being inputted as they are received. In addition, information of pantries and shelters are provided to those who are contacted.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of the services and supports provided to address learning loss will be measured by ongoing assessments of student progress. This will include beginning of the baseline assessments administered at the end of each grading period and content based interim assessments for English Language Arts, and Mathematics.

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

Description	Total Funds	Contributing
Administration of beginning of the year baseline assessments in ELA, Math and ELD. Continue to administer at the end of each grading period.	10,000	Yes
Provide tutorials and extend the school day for students not progresing towards grade level standards.	100,000	Yes
Data Dashboard and Software Tools: Maintain Illuminate and purchase ELLevation software programs to monitor student achievement.	44,000	Yes
Continue to offer credit-recovery opportunities for students in grades 9-12. (Cyber High).	30,000	Yes
Offer TK-12 grade summer program in 2019-20 and 2020-21	1,000,000	Yes
Special education teachers and related services providers to conduct formative assessments with SWD to inform goal progress and the need for additional supports and services. IEPs to be held to discuss and address identified learning loss and update IDLPs as well as IEPs.	300,000	No

Mental Health and Social and Emotional Well-Being

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

The Santa Paula Unified School District (SPUSD) will continue to provide a learning environment to help students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions focusing on the following five competencies outlined in the CASEL Social Emotional Learning (SEL) model:

- Self-awareness - identifying emotions, recognizing strengths and needs, and developing a growth mindset
- Self-management - managing emotions, controlling impulses, and setting goals
- Social awareness - ability to see perspectives from others, showing empathy, and appreciating diversity
- Relationship skills - communication, cooperation, and conflict resolution
- Responsible decision-making - understanding and thinking about the consequences of personal behavior Mental Health and Social and Emotional Well-Being are supported through a Multi-Tiered System of Support.

Our Mental Health and School Counseling teams will provide training and support to all teaching and support staff on how to integrate restorative circles, social and emotional learning, and mental health into daily lessons and approaches through the Second Step Curriculum. Santa Paula's School Based Mental Health Clinicians, School Psychologists, and School Counselors are providing Telehealth services to ensure continuity of mental health services to students needing more targeted or intensive levels of interventions.

- Tier I – Universal Interventions

o Mental Health and Social Emotional Wellness trainings for teachers and staff

o Restorative Circles

o Linkage and connections to school and community supports

- Tier II – Targeted Interventions, Group Interventions, Coping with Stress, Healthy Relationships, Motivation Decision-Making, etc.

o Short-Term Individual Counseling focused on a targeted goal – Anger Management, Healthy Relationships, Grief & Loss, etc.

o Linkage and connections to school and community supports

- Tier III – Intensive Interventions or Individual Counseling

o Risk & Safety Assessments

o Linkage and connections to school and community supports

Santa Paula Unified provides a variety of ways to support staff overall and during COVID-19. Since March 2020, the Mental Health Team has provided a monthly mental health newsletter to staff designed to encourage, support and provide useful tips for self-care and strategies to support students.

SPUSD also created a website link that offers resources for mental health services in the community. Devices and hotspots were provided to all students to keep students and families connected with the school. To enhance student engagement, SPUSD administrators will be participating in Student Engagement and Attendance Strategies workshops covering relevant topics such as Attendance Changes/Requirement (SB98), Student Engagement and Attendance Strategies for Distance Learning, Student Information System Solution Session, and Strategies for Addressing Scheduling Student Engagement Support for Families.

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.]

SPUSD's learning community is prepared to ensure that students continue to receive educational experiences. Devices and hotspots were provided to all students and communication with students and families increased via Blackboard, letters mailed home, emails, and multitude of tools to keep students and families connected with the school. However, despite these engagement efforts, some students demonstrate a lack of engagement and are absent from Distance Learning opportunities. To enhance student engagement, an SPUSD team of educators will be participating in Student Engagement and Attendance Strategies workshops covering relevant topics such as Attendance Changes/Requirement (SB98), Student Engagement and Attendance Strategies for Distance Learning, Student Information System Solution Session, and Strategies for Addressing Scheduling Student Engagement Support for Families.

SPUSD will implement the following three-tiered approach to ensure pupil engagement and outreach:

- Tier I: Teachers will have live daily interaction with each student at least once daily
- Contact will be made in the student's home language following each absence

- If a student is absent for three days during the week, student will be referred to a counselor for follow-up
- Attendance reports will be submitted weekly and filed for record
- Attendance letter will be sent with resources listed to support re-engagement

- Tier II: One of the members of the re-engagement team (Principal/Assistant Principal, School Counselor, School Psychologist, nursing staff) will contact the student and family
- Contact will be made in their home language
- If contact is made, the Team member will document in the engagement record
- If contact is unsuccessful after three attempts, a second attendance letter will be sent certified mail
- If a family doesn't respond to the certified letter within 5 school days, the Principal/Assistant Principal will facilitate the scheduling of meeting with the parent

- Tier III: SPUSD Student Support Services office will collaborate with the SARB committee in the attendance review process

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.]

As of July 17, Ventura County is mandated to have distance learning only. The district will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals. Meals will be available for pick-up from 5 sites within the district, 3 days per week, Monday, Wednesday & Friday from 11-1 pm. One site will be open from 11-2 pm. Parents can go to any of the 5 school sites and pick up meals for all students in the household regardless of their enrolled school site. Parents will receive 2 days' worth of meals on Monday and 2 days' worth on Wednesday. On Fridays, parents will receive 1 days worth of meals for each child in the household. Whenever SPUSD transitions to a hybrid of in-person and distance learning, meals will be distributed using both the "Grab and Go" process and Meals served in the classroom for those students who are on campus. SPUSD will emphasize the following protocols with either distance learning or in-person learning: Health and Hygiene Promotion Teach and reinforce hand washing and use of a cloth face covering by employees when near other employees or students. Have adequate supplies for both employees and students including soap, hand sanitizer, and tissues. Post signs on how to stop the spread of COVID-19. Cleaning and Sanitation Update standard operating procedures for sanitation of school kitchens, cafeterias and food warehouses. Train all employees on health and safety protocols, including correct application of disinfectants and maintaining physical distancing. Clean and disinfect surfaces frequently touched by students during meal service, including tables, chairs, carts used in transportation, and point-of-service touch pads. Meal preparation ensure gloves, masks, disposable aprons, and other supplies are readily available. Promote fresh healthy menu options that are individually plated meals and preportioned and prewrapped produce. Use disposable trays and wrap cold items in plastic and hot food with foil. Consider how work stations can be reorganized for proper physical distancing. Adjust employee shifts to minimize number of staff in the kitchen. Offsite Meal Service (with approved USDA

waivers) Offer grab-and-go student meals for consumption at home, including drive through, delivery, or curbside pick-up options. Assess whether there are students who are unable to access school meal distribution sites and identify ways to address these gaps. Communication with Students and Families by Notifying parents and the school community about school meal service and options. Use a variety of communication methods such as social media, newsletters, and school websites.

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
88.68%	15,043,910

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.]

Based on data from our 2019-20 LCAP, our unduplicated pupils' percentage is very high 88%. the majority of all students served as socioeconomically disadvantaged 89%. The percentage of students who qualify to receive Free and Reduced lunch ranges between 77% and 95% across our school sites. Approximately 35% are English Learners and 14% qualify for Special Education services. Over 500 students district wide meet the definition of homeless as defined by the McKinney Vento Act. All actions and services identified in the Local Continuity plan are principally directed towards English learners, low-come, foster, and homeless students. In order needs of all students, the district will provide smaller classes, targeted instruction, after-school academic support, additional counseling, instructional materials and services, and teacher professional development. The professional development for teaching priority content will be specifically targeted toward meeting the needs of unduplicated students. In addition, the use of the supplemental funds on a district-wide basis is the most effective use of the funds to meet the goals of the district as identified by school and community stakeholders. Students at the TK-8 grade levels will be put in small groups for daily targeted instruction and differentiation. The district will implement a multi-tiered system of supports. The district will ensure full access to technology; this includes hot spots, devices, and training for parents when needed. The needs of low income, English learners and foster youth were considered first when looking at ease of access for students and parents during distance learning. In addition to connectivity, these parents expressed the need for a common learning management system across K-12. Two Education Technology TOSAS were hired to assist not only the teachers but also those families of unduplicated students.

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

In 2020-21 supplemental funds in the Santa Paula Unified School District are principally directed toward meeting the needs of low income pupils, foster youth, and English learners. SPUSD is providing activities to promote physical and mental health, activities to keep students connected and engaged, targeted instruction, academic support, additional counseling, and teacher professional development. The professional development will enhance teachers' knowledge of utilizing instructional strategies and data to guide instruction especially strategies for our English learners, our foster youth, and our low income students. Communication to families was critical to ensure that unduplicated students had what they needed to be successful. This was especially important for low income and English learners. These are actions and services that are both in the Learning Continuity Plan and also outside of the Plan.