

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.]

Cienega Union Elementary School is a small, single-school TK-8th grade district. In recent years, the student population has numbered between 25 and 35 students. There are 30 students enrolled at Cienega Union Elementary School for the 2020-2021 school year in Kindergarten through 8th grade. Our student population is 46% Hispanic and 54% White. The district has 33% English Language Learners and 46% socio-economically disadvantaged students. Seven students are homeless. The district currently has no foster youth. Cienega Union Elementary School currently employs two credentialed teachers, two all-day classroom aides, a full-time administrative assistant, and one part-time maintenance and custodial staff person. The families that attend Cienega Union School District are very proud to be part of our school community and are involved with parent meetings, school activities, and their children's education.

The COVID-19 pandemic has affected the students and staff at Cienega Elementary School tremendously. In March 2020, staff and students were preparing for end of quarter assessments and were in the midst of challenging instruction when the decision was made to convert instruction to distance learning. Staff and students lost two instructional days in March and our end-of-quarter break was moved forward on the calendar to allow for the transition to distance learning. During the three weeks of spring break, staff conducted parent surveys to determine device and connectivity needs. A large portion of our spring break time was spent setting up internet connections and delivering devices to our students. Currently, we have four families who are unable to have a reliable internet connection due to the physical terrain where they live and/ or homelessness.

In the Spring of 2020, students had a variety of ways of receiving instruction. They included weekly packets, direct instruction via Zoom and Google Meets, and assignments in Google Classroom. Academically, this was an incredibly stressful time for our staff and students. As a rural school district, many of our students do not have an internet connection where they live. As such, staff made themselves available to provide instruction for students over the phone, including Math and Language Arts lessons. Internet connectivity continues to be a challenge in the 2020-2021 school year due to the rural nature of our student's homes. Concerns regarding learning loss have been magnified by the connectivity challenges facing our families.

Socially, our students continue to struggle with isolation. Many of our students live at the end of long dirt roads and the nearest neighbors are several miles away. Students have reported feeling depressed, sad, and anxious about the COVID-19 pandemic. In the spring, our staff spent a large portion of their instructional time providing wellness related check-ins in order to assess student's social-emotional well being.

Cienega Union Elementary School District operates on a year-round academic calendar. Our 2020-2021 school year began on July 6, 2020. San Benito County was placed on the California state COVID watchlist on July 9, 2020. As a result of opening prior to the county going on the watchlist, our school has been able to remain open for in-person learning. Our students currently have two options for school attendance: full-time distance learning or a hybrid schedule. These options for attendance were developed as a result of a parent survey (100% participation) with parents overwhelmingly choosing hybrid in-person instruction (90%) over full-time distance education (10%). Due to underlying health conditions for some of our families, our staff decided that it was in the best interest of our students to also provide a long-term distance learning option. Currently, we have six students participating in the long-term distance learning program, while 24 attend school two days per week on a hybrid schedule. The 24 students who are in class operate in four separate cohorts of fewer than eight students.

Stakeholder Engagement

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

The stakeholders have been identified as the staff, students, and parents of Cienega Union Elementary School District. Feedback has been solicited from all three groups on a number of occasions since March 2020.

Cienega Union Elementary School District's parents pride themselves on their involvement in their children's education. Parents respond quickly to emails and surveys. Attendance and engagement at parent meetings has always been high. Prior to the COVID-19 pandemic, much of our parent-staff communication took place during student drop off and pick up, as parents and teachers would spend time meeting informally about school related topics. With our small school population, this allowed for parents to remain informed about academics, while staff was able to remain informed about student and parent concerns. The school has used this parent input to provide a more well-rounded education for students for many years.

At the onset of the COVID-19 pandemic and school closures, parents were surveyed by email regarding their desire to have their child remain at school for in-person instruction. Once the option of in-person instruction was no longer viable, parents were then surveyed, by email, about their home technology resources. The results of that survey allowed the school to distribute technology and provide solutions for internet connectivity and speed as needed.

When distance learning began in Spring 2020, individual parents were communicated with, primarily by phone and email, with on a daily basis about scheduling, curriculum, and work completion. This daily communication continued throughout the spring.

Parents were again surveyed in June 2020 regarding their desires for educational options in the 2020-2021 school year. Our students currently have two options for school attendance: full-time distance learning or a hybrid schedule. These options for attendance were developed as a result of a parent survey (100% participation) with parents overwhelmingly choosing hybrid in-person instruction (90%) over full-time distance education (10%). Due to underlying health conditions for some of our families, our staff decided that it was in the best interest of our students to also provide a long-term distance learning option.

Additionally, parents have been involved in numerous virtual parent meetings over Zoom. During these meetings, parents are provided with opportunities to give feedback on learning options, curriculum, and social-emotional learning opportunities for the students. Parent meeting dates are provided at least 10 days in advance and parents have the option of attending via phone or internet. This plan was developed with input from our families based on Spring 2020 parent feedback, the June 2020 Parent Survey, the June 24, 2020 Parent Meeting, the August 2020 parent survey, and August 17, 2020 parent meetings. All virtual parent meetings and surveys have been provided in both English and Spanish. All surveys were available in paper format as well as online, in an effort to reach our stakeholders with limited internet access.

The upper grade students were surveyed on August 24, 2020 and their input has been a valuable resource for this plan.

All staff members at Cienega Elementary School have provided valuable ideas, feedback, and input into this plan. Weekly staff meetings, held each Friday, have provided staff members with an opportunity to give feedback on safety procedures, instructional systems, and COVID-19 related changes to the school.

These informational sessions with families, surveys, conversations with school board members, meetings and discussions with staff, discussions with other administrators in the county from small and large schools, as well as staff from the San Benito County Office of Education and San Benito Public Health Department helped to guide the formation of the Learning Continuity plan.

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

Since the onset of the COVID-19 pandemic, all public input meetings have been held virtually over Zoom, with the option for families to join over the internet or phone. All public input meetings have been translated into Spanish and parents can provide written (through comments or emails) or verbal feedback. Feedback received has been responded to in writing by the Superintendent/ Principal.

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

Cienega Union Elementary School families want the best possible education for their children. In June 2020, the parent survey indicated that parents supported in-person instruction for their children. Additionally, the survey results showed that parents would support a hybrid or reduced day schedule. Additional feedback from the June 2020 parent survey included: that families struggled with the transition to distance learning; that parents wanted well sanitized school setting for their children; that parents wanted students to maintain social distancing if they returned for in-person instruction; and that parents needed structure for their students during distance learning. The parent meeting on June

24, 2020, attended by 100% of school families, garnered similar feedback from our families. In summary, parents stated their desire for in-person instruction, their concerns regarding the health and safety of their students, and the need for a more structured distance learning schedule.

The August 2020 parent survey results showed that 100% of our in-person learners feel safe sending their students to school for instruction. This survey also showed that 100% of our parents feel that their students are receiving an average to above-average education during this school year. Further feedback from this survey indicated that 60% parents would like additional online support hours for their students on their distance learning days.

Student feedback has been solicited informally on numerous occasions. This feedback has led to increased online academic support hours, improved Google Classroom designs, and improved distance learning assignments. On August 24, 2020, the Upper Grade students were surveyed on Google Forms. This feedback indicated a desire for informal peer discussions, which the school will implement in September.

Prior to the start of the 2020-2021 school year, staff members provided input to administration that students would be best served by in-person instruction. Thus, staff worked together to develop the school reopening plan. All staff attended an in-person meeting prior to school reopening to discuss protocols, gather feedback, analyze parent survey results, and prepare for in-person instruction for our students. Staff and student safety has been the highest priority for our school. Weekly staff safety meetings have been held since the school reopening. Feedback from the staff has shown the need for improved sanitation protocols, additional ways to reach struggling students, and the need for more accessible curriculum components for all learners.

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

The Cienega Union Elementary School District's in-person instructional offerings, continuity of instruction (including accessibility to curriculum, access to devices, and connectivity), supports for pupils with specific needs, and pupil and family engagement were directly influenced by stakeholder input.

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.]

Our students currently have two options for school attendance: full-time distance learning or a hybrid schedule with two days of in-person learning per week. These options for attendance were developed as a result of a parent survey (100% participation) with parents overwhelmingly choosing hybrid in-person instruction (90%) over full-time distance education (10%). Due to underlying health conditions for some of our families, our staff decided that it was in the best interest of our students to also provide a full-time distance learning option. Currently, we have nine students participating in the full-time distance learning program, while 21 students participate in in-person instruction two days per week (and distance learn for three days) on a hybrid schedule. The 21 students who are in class operate in four separate cohorts of fewer than eight students. The small cohorts and class sizes as Cienega Union Elementary School allows for individualized instruction and careful consideration of each student's academic needs.

All staff and students engage in active health checks every morning prior to entering school groups. Student health checks include temperature taking, answering COVID-19 symptom related questions, and application of hand sanitizer. All staff and students practice social distancing and wear face coverings while at school, except when eating or drinking. Students wash their hands when entering the classroom, after recesses, before lunch, after sneezing or coughing, and after using the restroom. Students eat outdoors (when possible) and sit alone at tables spaced at 6' intervals, or with their sibling. Personal protective equipment, such as face coverings, face shields, gloves, and hand sanitizer, are supplied for all staff and students.

Student desks are placed six feet apart to follow social distancing guidelines. Desks are placed forward facing to minimize face-to-face proximity between students. Each student has their own textbooks, materials, implements for writing and coloring, manipulative tools, etc. in a container kept within their desk area. There is no sharing of supplies, manipulative tools, toys, books, or equipment such as computers, headphones, or tablets. Students maintain social distancing while at school, both inside and outdoors. Classes and meals occur outside when practical.

All high touch surfaces are cleaned and disinfected daily. Staff disinfect high touch surfaces on Monday, Tuesday, Thursday, and Friday. High touch surfaces include student desks and chairs, door handles, light switches, bathroom surfaces, tables, outdoor tables, and sink areas. The school maintenance staff person conducts a deep cleaning and disinfecting of the whole school on Wednesday and Sunday.

At the start of the 2020-2021 school year, all students were assessed in the areas of reading and math to evaluate for potential learning loss following the sudden transition to distance learning in Spring 2020. The scores, for returning students, were compared to assessments in the 2019-2020 school year. Our August Star360 assessments have shown a decrease in scores for 26% of our students in the area of English Language Arts and 23% of our students in area of Mathematics, when compared to their January 2020 test scores. The information gathered from these assessments has helped to guide instruction for our teachers, including interventions, such as after-school tutoring, and lessons

targeted at specific areas of learning loss. Assessment information and subsequent actions will be shared with parents at our Parent-Teacher Conferences in the first week of September.

Students attend school for face-to-face instruction on a Monday/ Tuesday or Thursday/ Friday schedule. Students arrive at school between 7:30-8am for their morning health check, which is completed while the students remain in their car. Once the health check is complete, students enter the campus wearing a face covering and apply hand sanitizer. Students remain outdoors (when possible) prior to school beginning. Students who are part of the full-time distance learning schedule check in with their teacher each morning between 8am and 9am to begin their lessons. Online academic support is available all day for anyone who is distance learning. If students fail to complete their weekly assignments, they are placed on a rigorous check-in schedule where they must remain online with their teacher or a staff member throughout the day.

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

Description	Total Funds	Contributing
Custodial staff hours, increased by 25% in the 2020-2021 school year to provide for increased sanitation requirements for face-to-face instruction. General funds used to pay for employee salary.	\$3,000.00	Yes
Sanitation and PPE supplies for COVID-19 related staff and student safety. Learning Loss Mitigation Funds used to pay for school sanitation supplies and PPE.	\$1,500.00	Yes
Individualized classroom supplies to eliminate sharing of materials. Learning Loss Mitigation Funds used to pay for individual supplies.	\$500.00	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.]

The Cienega Union Elementary School District will ensure continuity of instruction so that all students may have access to a full curriculum and make academic progress. Instruction of students at Cienega Union Elementary School District occurs both synchronously and asynchronously. A majority of students receive two days of in-person instruction at school per week, and learn from home three days per week. The daily schedule for students at school follows a traditional bell schedule and students attend from 8am to 2pm. The in-person school day has been shortened by 30 minutes to allow students to complete PE while at home, to reduce the potential for COVID spread at school. On days when students are learning from home, students are expected to be engaged in learning for 240 minutes per day.

Teachers utilize a combination of Google Classroom assignments, prerecorded videos of lessons, and pencil and paper assignments to instruct students. Every student learning from home must complete a live check in with their teacher on a daily basis. For some students who struggle with internet connectivity, this check in may be completed over the phone. For approximately 80% of students, these check ins occur through Google Meets. During these daily live interactions, teachers provide academic support, social emotional wellness checks, reading support, re-teaching of information, and assignment clarification. Students may access Google Meets throughout the day, as a Cienega School staff member is online from 8am to 3:30pm for student academic support. Additionally, students may call the school for academic support from 7:30am to 4pm. All assignments are collected through Google Classroom or through turning in paper and pencil assignments at school.

All students have access to the curriculum used by the school in hard copy and, when available, electronic form. Students have been provided with textbooks and the school is utilizing online curriculum components when available. For math, students have consumable and hardback textbooks. When distance learning, students watch math lessons online and then complete the lesson in their consumable math book. Math instruction is supplemented by ST Math, IXL, and Khan Academy assignments. For Language Arts, the lower grades utilize Explode the Code consumables, teacher created videos, and turn hard copies of their work in for feedback and informal assessment. Upper grades use hard copies of their textbooks to complete language arts and spelling assignments, as well as teacher created videos and online teacher-sourced resources. All lower and upper grades have access to their classroom library for reading.

All students engage in a live (video) music class for 45 minutes Wednesday. Additionally, the LEA has provided students with art supplies and materials to complete weekly art assignments while distance learning. Instruction for art takes place through videos.

Transitioning between face-to-face learning and online learning has been a smooth transition due to the systems in place. Students are well versed in Google Classroom and have access to the curriculum in hard copy and online. Should Cienega Union Elementary School District need to transition completely to full distance learning, students, parents, and staff are prepared to meet that challenge.

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.]

In March 2020, all Cienega Union Elementary School District families were surveyed on their device and household connectivity needs. Every family needing a device was given one in April 2020. Additionally, the school supported families in sourcing improved internet connection speeds, when possible. In June 2020, Cienega Elementary received 10 new Chromebooks for student use. All 10 of these Chromebooks have been distributed to upper grade students for use while learning at home. Lower grade students continue to use iPads. In September 2020, the school will purchase and distribute additional Chromebooks and iPads to allow for one device per student, instead of one device per family.

In Spring 2020, trainings were held for families to learn Google Classroom and online curriculum programs, with 80% of families attending. Technology support continues to be provided to students and families on an as-needed basis, as requested by parents or when teacher recognize a gap in understanding. For our five families with limited connectivity at home, the school has opened the school campus for an internet cafe during after-school hours. Families must maintain proper social distancing while using the picnic tables to complete school assignments on the school's WIFI connection. Few families have engaged in this option, and the LEA continues to provide outreach to families to make them aware of this opportunity.

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 Cienega Union Elementary School District will assess pupil progress through face-to-face instruction, daily live interaction with all students, and through district reading tests, STAR 360, local assessments, and on-going work collection. All Kindergarten students are assigned the 180 minutes of school work per day and all 1st - 8th grade students are assigned 240 minutes of school work per day, as determined by their classroom teacher.

Students are face-to-face learning are in school from 8am-2pm and are provided with their full, regular academic schedule, with the exception of PE. All PE activities take place at home and students log their progress. Teachers track this progress weekly.

Students who are distance learning are learning primarily asynchronously. All full-time distance learners spend one hour learning synchronously with their classroom teacher every Wednesday in a 1:1 lesson. On a daily basis, all distance learners must check in with their teacher in the morning through Google Meets. The teacher completes a Social-Emotional check in with each student prior to helping the student plan their day. The student is then released to complete their assignments for the day. Online learning support is provided continuously throughout the day by the teacher or a staff member. Students may access this learning support by phone or Google Meets.

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 Cienega Union Elementary School District will focus on providing staff with distance learning professional development. All events will take place online to safeguard employee health. Topics to be covered include Google Classroom, social/emotional learning, and providing online academic support. Teachers are provided with academic support from SBCOE.

Staff Roles and Responsibilities

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

All Cienega Union Elementary School District staff have taken on new roles related to contacting families, monitoring student social-emotional wellness during distance learning, holding online classes, and maintaining high-levels of campus cleanliness. Staff members are also completing health checks every morning for students, as well as monitoring students for COVID-19 related symptoms throughout the day. These duties are new and solely caused by the COVID-19 pandemic.

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.]

All Cienega Union Elementary School District at-risk students will receive increased academic monitoring through assessments and after-school tutoring to ensure progress is taking place. Those who require device access will be provided devices by the school district. Students with IEPs, ELs, and students experiencing homelessness will be designated a specific academic growth monitor staff person to oversee their assessments, work completion, and provide recommended interventions.

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

Description	Total Funds	Contributing
Establishing 50% Hybrid in-school classes. These classes provide 14 weekly hours of on-campus, face to face instruction for all students. Funds: General Funds for all staff salaries responsible for 50% hybrid instruction.	\$112,000.00	No
Establishing one day per week of distance learning for all students. Teachers provide instruction and support staff provide online learning monitoring. General Funds for all staff salaries responsible for distance learning instruction.	\$42,000.00	No

Description	Total Funds	Contributing
June 2020 Chromebook acquisition. Chromebooks were provided by the SBCOE in conjunction with a grant.	\$0	Yes
Licensing for iPads and Chromebooks, including GoogleSuite and educational applications.	\$1,000.00	Yes
September 2020 Technology acquisition. Purchasing 12 iPads and 10 Chromebooks to provide 1:1 devices. LLMF for all September 2020 technology purchasing.	\$14,000.00	Yes
Paper-and-pencil packet copying and supplies. General Fund.	\$400.00	Yes
Updating school Language Arts and Science curriculum to include online curriculum availability for distance learning. LLMF.	\$3,500.00	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.]

All Cienega Union Elementary School District students will participate in English, ELD, and math assessments (pre and post) to gauge learning growth in 2020-2021. Cienega Union Elementary School District will utilize early diagnostic assessments and on-going progress monitoring through the use of formative assessments. Students will be assessed using the Star360 early literacy, reading, and math assessments every quarter in the 2020-2021 school year and results will be collected, archived, and analyzed. Those students who fail to make adequate academic progress will be offered academic tutoring outside of the regular school day.

Due to the multi-grade classroom setting at Cienega School, teachers utilize district assessments for the areas of social studies and science and create a plan for content delivery that addresses pupil learning loss while integrating social studies and science into other content areas.

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.]

All Cienega Union Elementary School will address learning loss by offering after school tutoring, 1:1 counseling and academic support, use of online academic supplementation programming, parent trainings and support, and paper-and-pencil supplemental activities. All strategies will be available to all students, but will be especially focused on English learners, students with exceptional needs, and pupils experiencing homelessness.

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 services and supports will be measured through assessments (pre and post). Cienega Union Elementary School District will use a variety of assessment measures, including Star 360 (to be given every 8 weeks during the 2020-2021 school year), curriculum based assessments, and district developed assessments on a monthly basis. Teachers will share assessment results with students and parents. Students will set academic goals based on assessments.

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

Description	Total Funds	Contributing
After school tutoring designed for at-risk students (but open to all students) provided by certificated staff. General funds used for staff salary.	\$8,000.00	Yes
Footsteps 2 Brilliance for early literacy student engagement. General funds used to pay for licensing.	\$500.00	No
IXL, Accelerated Reader, and additional online supplemental curriculum purchased to provide students with additional resources specifically for making up for COVID-19 related learning loss. Learning Loss Mitigation Funding used to pay for programming and curriculum.	\$1,500.00	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.]

Cienega Union Elementary School District will monitor and support the mental health of our students through daily live interactions with students. During these live interactions, staff will assess students mental health and document any concerns. The LEA will work with San Benito County Behavioral Health to provide mental health support for students. Cienega Union Elementary School District will utilize Sanford Harmony as a Social-Emotional curriculum in the 2020-2021 school year. The Sanford Harmony lessons will be implemented on a weekly basis, or as needed during a crisis situation.

Staff will be provided time to discuss work COVID-19 related trauma during staff meetings on Friday. The administration will provide staff with mental health services information and guidance on how to access mental health services during the pandemic. School administration attends weekly meetings with county health officials to discuss the COVID-19 trends in the area and relay relevant information to the staff.

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.]

All students at Cienega Union Elementary School District will engage in daily live interactions with their teacher. If a student does not participate in their daily live interaction by 3pm, the student's teacher will make contact with the family. This contact may be a phone call or email, in the family's preferred language. If contact cannot be made on that day, a staff member will follow up the next day by phone. Staff members involved in outreach include:

Tier 1: Classroom teacher (First attempt) - Phone call or email to parents

Tier 2: Classroom aide and/or other staff member (Second attempt) - Phone call to parents

Tier 3: Principal/ Superintendent (Third attempt) - Phone call or home visit to parents. Attendance contract signed by student and parents.

Ultimately, Cienega Union Elementary School District wants to support students through distance learning and mitigate learning loss due to students not attending school.

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.]

Cienega Union Elementary School District does not have the facilities to prepare meals for our students. We have partnered with a local school district to provide our families with weekly meal boxes that contain breakfast and lunch nutrition, including fresh fruits and vegetables. These meal boxes are available to all families, including children who are younger than school age. Our families pick these up from our school campus on Monday morning, even if they are distance learning. Additionally, we have provided grocery and gas cards to our homeless families to assist in weekend nutrition and transportation costs. Families are notified of this availability on a weekly basis through email and printed newsletters.

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

Section	Description	Total Funds	Contributing
N/A	N/A	\$0.00	

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
6.02%	\$18,633.00

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.]

The Cienega Union Elementary School District has taken a comprehensive look at the needs of the students and families in our district, and prioritized the needs of our special populations. Our school population is comprised of 33% English Learners, 46% low socioeconomic, and 7 homeless students. To serve these students, Cienega is offering additional staff hours and extended school day (tutoring), with prioritization of services going to unduplicated students.

The after school tutoring is attended by 4 homeless students and two English learners. After school tutoring will allow more one-on-one and small group time for our most vulnerable populations. Our special education students are receiving 1:1 support from school staff through increased staffing hours. These services are especially beneficial for EL and SPED students because the programs are individualized to meet the particular needs of each student. Teacher are available before and after school to provide individualized instruction and support.

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

After school tutoring is provided four days per week (Monday, Tuesday, Thursday, Friday) for 90 minutes after school dismissal with priority for spaces given to our unduplicated populations. After school tutoring provides small group and one-to-one instruction. This is an increase of services of 16% for English learners, homeless, and low income students. The school currently serves no foster youth, but if we did we would work with agencies within the local area to coordinate services for these students.