

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

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

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

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

The COVID-19 pandemic resulted in a statewide "safer at home" order and school closures that began in March 2020. Business closures and employee layoffs impacted household incomes and led to the largest economic and budgetary contraction of our lifetime.

In March of the 2019-2020 school year student learning transitioned from in-person to a 100% off campus format, with only one week of transition time, leaving many families with daytime child care challenges. Additionally, the quick transition to online learning created concerns about the welfare of students who rely upon the school environment for socialization, emotional development and a consistent source of meals in addition to education. Because on-line school requires technology equipment, internet access and the ability to navigate several on-line platforms, many students and their families lacked the resources and understanding to ensure learning continuity for their children.

Since March of 2020, our school and community has struggled with the changing guidance related to whether or not businesses can open, continual and mixed direction on health and safety protocols, the lack of local health care resources, illness, and the community spread of the COVID-19 virus. The fluid nature of the pandemic, community reaction to policy changes, confusing and conflicting information about the virus, and the emotional toll of isolation has left our community polarized in their viewpoints and opinions about how school should operate for the 2020-2021 school year. Because of the varying beliefs our district has planned to reopen with learning model options for families to choose from. The district created a re-opening committee to investigate learning options for students and the findings of the re-open committee were presented to our school community.

The delivery of instruction and student learning will occur through synchronous and asynchronous methodologies.

- Synchronous learning is the kind of learning that happens in real time. The teacher or staff member and the students interact in a specific virtual place, through a specific online medium, at a specific time. Methods of synchronous online learning include video conferencing, teleconferencing, live chatting and live streaming.
- Asynchronous learning is independent work provided by the teacher or staff member. Independent work could be assigned as materials for reading, lectures for viewing, assignments for completing, and exams or assessments for evaluation. Methods of

asynchronous online learning include self-guided lesson modules, streaming video content, virtual libraries, posted lecture notes, discussion boards or social media platforms.

#### The Learning Model Options Included:

- Hybrid Learning Model - which combines on-campus and at-home learning. Student classes would be split into two cohorts and each cohort would attend school for two days a week under a non traditional bell schedule with safety protocols in place and receive independent work (asynchronous) for the remainder of the week. Cohort groups would alternate on campus attendance days with Wednesday's dedicated as a non-student day used for cleaning and disinfecting the school campus.
- Virtual Learning Model - where students learn at home in a virtual format and engage in scheduled, interactive, whole class and small groups sessions each day (synchronous) combined with independent work (asynchronous).

In late summer 2020, San Benito County was placed on the California Coronavirus Monitoring list due to the increase of disease transmission in our community. Under the guidance from Governor Newsom, most schools in our county cannot reopen for on-campus learning until San Benito County has been removed from the monitoring list for fourteen consecutive days. In response to the Governor's order, 100% of Southside students started the year in a distance learning model. Southside school has committed to maintain a 100% distance learning model for a six week time period and to re-evaluate learning model options with a possibility to re-open on campus learning after six weeks pending the decrease in disease transmission and guidance for local and state health officials.

In spite of the difficult circumstances caused by the COVID-19 pandemic Southside Elementary remains committed to serving our students by providing high quality equitable instructional program and continuing our efforts to meet the individual and diverse needs of all students.

## Stakeholder Engagement

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

During the 2019-2020 school year Southside Elementary engaged stakeholders as part of the Local Control Accountability Plan (LCAP) development process. As our school responded to the COVID-19 pandemic this engagement continued, resulting in gathering input that informed the development of the Learning Continuity and Attendance Plan. Feedback gathered throughout the 2019-2020 school year through the start of the 2020-2021 school year impacted the actions included in this plan. Efforts to solicit stakeholder feedback include surveys, parent meetings, conversations with students and parents, planning committees, union meetings, and Board of trustee meetings. Southside sent multiple emails to parents in English and Spanish with survey links and messages of encouragement to participate. The information was used to guide the direction of the development of this plan.

#### Surveys:

Distance Learning Parent Survey - Administered on-line from May 15th 2020 to June 15th 2020

This survey asked parents/guardians about the spring 2020 Southside distance learning program and how individual student needs were being met, learning loss and ways to strengthen the distance learning program. 74 families participated in this survey.

Budget Advisory Survey - Administered on-line from May 21st 2020 to May 27th 2020

This survey was for the budget advisory committee to prioritize budget items in anticipation of possible budget reductions for the 2020-2021 school year. Survey items asked participants to consider areas of certificated staff, classified staff, curriculum programs and school related programs and services. Four committee members participated in this survey.

Southside Re-opening of School Survey - Administered on-line from June 8th 2020 to July 3rd 2020

This survey asked parents/guardians about the 2020-2021 school program models, health and safety priorities and technology needs. 107 families participated in this survey.

On-line Chrome book technology Survey - Administered from August 8th 2020 to August 31st 2020

This survey and form asked parents if they needed chrome books at home for distance learning instruction. The survey included the acknowledgment of the Southside Elementary technology loan agreement. 79 families participated in the survey and the survey included a Spanish language version.

Parent Meetings:

The Southside parent club meetings are conducted once a month and to accommodate our diverse membership meetings alternate each month from AM meetings to PM meetings. Each meeting includes parent club business, budgets and activities as well as an update from the administration. The site principal will provide updates on school business, curriculum, activities, staffing, and community related items. Parent club members and the public are encouraged to ask questions and provide feedback for the administration. Due to the COVID-19 pandemic in person meetings were canceled in April, May, and June. Communication with the school and parent club transitioned to emails, zoom and phone calls.

A second Southside parent group that meets 6-8 times a year is the Parent Advisory Committee (PAC). The PAC members and PAC Board are comprised of our parents of students identified in our Migrant Education program. Our meetings include our migrant education liaison who is a classified staff member, our site administrator, and a variety of guest speakers that might appear for different topics of discussion. A typical PAC meeting will have between 12 and 20 participants. The Southside PAC board regularly reviews and provides feedback on the LCAP plan each year.

PAC meeting Dates:

June 29th 2019 - Migrant student and family Community Health fair

September 5th - Back to School Meeting

December 19th - Presentation from the Region 1 program manager

July 14th - Feedback on the Southside distance learning program and feedback

August 4th - Guest speaker on mental health for students and parents

September 17th - Presented the Learning Continuity and Attendance plan for review and feedback

#### Conversations with Students and Parents:

Teacher and office staff outreach regarding student participation and engagement in distance learning and/or not engaging in internet communications took place from March 2020 to June 2020. During the 2019-2020 stay-at-home order, teachers collected participation and attendance data with students on a daily basis. Once students were identified as not participating, personal student/family contact was made to determine participation barriers and support was provided to eliminate barriers. If students continued to be absent or continued to avoid participation the student name was sent to the office staff for additional support.

#### Planning Committees:

Two special committees were formed to address specified issues related to school operations. At the end of the 2019-2020 school year a budget advisory committee (BAC) was formed to make recommendations to the board of trustees in anticipation of budget reductions anticipated for the 2020-2021 school year. The committee was comprised of a certificated staff member, a board member, a parent, a classified staff member and the school administrator. The recommendations from the BAC were sent to the board of trustees meeting held on May 29th 2020.

#### BAC meeting Dates:

May, 15th - Organizational meeting and goal setting

May 20th - Budget item discussion and information from the San Benito County office of Education Associate Superintendent of Business Services

May 22nd - Budget prioritization and survey development

The second special committee that was formed was the re-opening of school committee. This committee was comprised of a certificated staff member, the food service manager, a classified staff member and the school administrator. The recommendations of the re-opening committee were used to develop the Southside Elementary Hybrid Learning model in anticipation of students being on campus for some portion of the school day.

#### Re-opening of School Committee Meeting Dates:

June 11th - Analysis of data from the parent/guardian distance learning survey and re-opening of school survey were reviewed and discussed

June 18th - Options for hybrid learning models were reviewed and discussed

June 25th - Re-opening of school survey data was discussed, food service options for families, bell schedules, and a recommendation for the hybrid learning model was discussed

July 22nd - Finalization of the hybrid learning model, bell schedules, and parent communication methods were discussed

September 9th - Discussion of the extension of distance learning options for the school board

#### Union Meetings:

The Southside Educator Association (SEA) and the school administration traditionally meet two to three times a year to discuss the yearly Sunshine letter and consult related to the collective bargaining agreement. Due to the COVID-19 pandemic a memorandum of Understanding (MOU) was needed to clarify the safe working conditions and safety protocols needed to implement the distance learning program. The SEA and the school administration meet five times between May 2020 and August 2020. Due to the fluid changes to the local health recommendations and the restrictions imposed by the Governor's office, the MOU helped to establish clarification on face coverings, social

distancing, sanitization/disinfecting, entering and exiting school, and the California Department of Public Health recommendations and guidance for schools. The MOU was discussed and approved by the Board of Trustees on August 19th, 2020 at a Special meeting of the board.

#### Presentation to the Board of Trustees and Stakeholders

Regular updates and information about the Southside Elementary development process and plans are provided to the board of trustees and stakeholders. Presentations related to the Learning Continuity and Attendance Plans were as follows:

August 5th 2020 - Information about the need for a special meeting of the board was presented to accommodate the timeline needed for district review and approval.

August 19th 2020 - Information and an update was provided to the board

September 2nd 2020 - The board reviewed and discussed the draft Learning Continuity and Attendance Plan for the 2020-2021 school year.

September 16th 2020 - The board approved the Southside Elementary Learning Continuity and Attendance Plan for the 2020-2021 school year.

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

During the time period that large gatherings are not recommended, community members will have the options for remote participation in public meetings and public hearings. Meeting will take place using the Zoom video conferencing platform.

Those who wish to participate in the meetings can join via video conference or by telephone.

Information about public hearings and board of trustee meeting agendas are shared on the district website, posted in the main office, posted outside the school, and emailed to staff and upon request at least seventy two hours in advance of meetings.

The primary methods for communicating with Southside parents is through email, text, and social media. For those parents who do not have internet access, staff members will contact families by telephone, U.S. mail and by posting notices at the school site or by sending messages attached to student work packets.

During the school year emails are sent every Friday with a school update, school activities, school messages and information for Southside families. All messages are sent in both English and Spanish. A second method for communication is through the social media platform Facebook. Southside school has set up two pages in Facebook, one in Spanish with Spanish language content only and one in English. The email messages are posted on the facebook pages each Friday.

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

Gathering stakeholder feedback is an essential part of ensuring programs and services are offered to meet the needs of all families. The following big ideas and trends emerged from the ongoing process of gathering stakeholder input.

## Surveys:

Distance Learning Parent Survey - Big ideas/trends that emerged from the community were:

- Over 73% of parents had never participated in a distance learning program
- Over 58% of parents they were not at all prepared or very little prepared for distance learning
- 65% of parents use a personal laptop at home with students to participate in distance learning
- Internet: 95% of parents used in home wifi to access the internet and 3% had no internet in the household
- The most common platforms used in distance learning were Google Classroom, Zoom, and iReady
- 74% of parents indicated that the COVID-19 pandemic has had a negative impact on their child's learning
- In terms of school to home communication, parents indicated that they were satisfied with the communication from the school, from teachers 68% and from the administration 65%

School Re-opening Survey - Big ideas/trends that emerged from the community were:

- The greatest challenge faced by parents during the school shut down was social isolation 48%
- 56% of parents said that face to face instruction was the most important factor to consider when reopening school
- 13% of parents said that they wanted 100% distance learning or independent study as an option for students until a vaccination was available for COVID-19
- 48% of parents said that the safety of students and minimizing health risk was the most important topic to consider when re-opening school
- 64% of parents said that hand washing and hand sanitization was the most important safety measure to consider when reopening school
- 33% of parent did not want students to wear face coverings

On-line Chrome book technology Survey- Big ideas/trends that emerged from the community were:

- 5th grade had the lowest requests for chrome books 4
- 6th grade had the largest request for chrome books 18
- 22% of families needed more than one device

## Parent Meetings:

Parent Advisory Committee (PAC) meetings two themes surfaced. First, a need to increase the frequency of teacher to student and teacher to parent communication. Secondly, that packet work needed to be supported by the classroom teacher and or the support staff for English Language Learner (ELL) students.

## Conversations with Students and Parents:

Through conversation with students and parents about the barriers identified during distance learning the big ideas/trends were:

- Families had difficulty connecting to online programs
- More technology was needed such as chrome books and hotspots

- Families struggled to keep students motivated and engaged
- Students needed more contact time with teachers

#### Planning Committees:

- Considerations included monetary cuts the needed to be made to the district budget to avoid over spending and budget shortfalls
- Protocols for safe school operations are needed
- A hybrid learning program is needed for in person instruction
- A hybrid schedule is needed to stagger students arrival and dismissal times

#### Southside Educator Association:

- Impact of budget cuts to staff member compensation
- Reduction of classified support staff
- Reduction of programs to support the instructional program
- Reduction or elimination of individual classroom budgets

#### Board of Trustees

- Concerns about the financial solvency of the district
- Layoffs and reductions in the work force
- Cuts to the instructional program due to budget reductions
- Reduction of financial reserves
- Impact state budget reductions to future budget projections

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

Stakeholder engagement influenced the development of the Learning Continuity and Attendance Plan. Feedback from stakeholders is collected through activities described in the Stakeholder Engagement section of this document. Big ideas/trends emerged through the stakeholder process and were considered as the aspects of this plan were developed. The following actions were specifically influenced by stakeholder input:

#### In-Person Instructional Offerings:

As soon as it is safe to do so, families will have learning model options including the hybrid learning model option for the 2020-2021 school year. The hybrid learning model includes two days of in-person instruction combined with distance learning and independent work.

#### Actions Related to In-Person Instructional Offerings:

The administration, teachers and staff develop and implement safe and healthy learning and work environments guidelines and protocols based upon resources, recommendations, and information provided by the California Department of Education, California Department of



Public Health, the San Benito County Office of Education, and the San Benito Public Health Department to address the safety needs of all students and staff members.

#### Distance Learning Program - Continuity of Instruction

The distance learning model includes daily classroom synchronous and asynchronous classroom sessions combined with independent work. Student assignments will be graded in the distance learning program.

#### Distance Learning Program - Access to Devices and Connectivity:

Chrome books are available to every student who requests one. families in the migrant education program who do not have internet access are provided an internet hotspot.

#### Distance Learning Program - Distance Learning Professional Development:

Teachers received training in:

- Google Classroom
- iReady platform, curriculum, teacher tool box and data evaluation
- Video Conferencing
- Positive Behavior Intervention and Support (PBIS)
- Multi-tiered Systems of Support (MTSS)
- Aeries student information system

#### Distance Learning Program - Support for students with Unique Needs

Teachers will work with support staff to develop individual learning plans to support students on IEP's and 504's, who are identified as ELL, foster youth or homeless

#### Distance Learning Program - Action for supplemental online programs:

Teachers and students will be provided access to the iReady diagnostic and curriculum support programs to support distance learning instruction

#### Actions Related to Distance Learning

DL-1 - The administration, teachers and staff create and implement a distance learning model that includes daily virtual interactive instruction and individual learning plans to support students in IEP's, who are identified as ELL, foster youth or homeless in grades TK-8th grade targeting students who have not met academic grade level standards.



# Continuity of Learning

## In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

In late summer 2020, San Benito County was placed on the California Coronavirus Monitoring list due to the increase of disease transmission in our community. Under the guidance from Governor Newsom, most schools in our county cannot reopen for on-campus learning until San Benito County has been removed from the monitoring list for fourteen consecutive days. In response to the Governor's order, 100% of Southside students started the year in a distance learning model. Southside school has committed to maintain a 100% distance learning model for a six week time period and to re-evaluate learning model options with a possibility to re-open on campus learning after six weeks pending the decrease in disease transmission and guidance for local and state health officials. When planning for the re-opening of school considerations have been made for the safe return of students and staff. Through our planning process our re-opening committee needed to consider food and meal preparation and distribution, student access points, active temperature screening, staggered schedules, hand washing access and sanitization, face coverings, physical distancing, PPE, protocols for symptomatic individuals, public access to campus, and the disinfecting and sanitization of the campus.

Southside Elementary School District is committed to providing in-person instruction as soon as health and safety guidelines allow a return to classroom based instruction. Families who selected the the hybrid learning program as their preference for the 2020-2021 school year will transition to on-campus learning after San Benito County has met the criteria to reopen school campuses based upon the state and local public health guidelines .

The hybrid learning program provides a combination of in-person instruction and at-home distance learning. In-person instruction will include safety and social distancing measures on campus as outlined in the local and state health departments safety guidelines for re-opening schools. Students will be placed into two co-hort groups and will alternate two days on campus and three days at home. Students will attend school on campus two days a week for four hours each day. The alternative co-hort of students at-home will participate in distance learning. A second option for families will be to enroll students in a 100% distance learning program if they elect to not participate in on-campus instruction.

Students will experience a well-rounded curriculum in all core subject areas including English language arts, mathematics, science, social studies, and physical education. In-person and distance learning group instructional blocks of time will be dedicated to meeting the needs of students who are not performing at grade level standards, have experience learning loss as a result of school closure, or are a designated

ELL. During the small group intervention pull-out sessions, teachers and staff will target specific student needs, use intervention programs such as iReady, and use a variety of instructional strategies to accelerate learning.

Specific student academic needs will be determined through a series of diagnostic assessments through iReady in both English language arts and mathematics. The diagnostics assessments will be administered two times a year to monitor student progress and inform instruction for teachers and staff.

In-Person summer school was provided for migrant students for grades K-8th from June 15th 2020 to July 9th 2020. Health and safety protocols were used each day with students and staff that included active screening, mandatory hand washing, mandatory face coverings, social distancing in and out of the classroom, and hand sanitization. Twenty eight students participated in the migrant summer program. To address learning loss, students were provided instruction in English language development, English language arts, mathematics and culturally responsive pedagogy in arts education. Two diagnostic assessments were administered to measure student growth and development during the summer program for all students.

To monitor the social emotional learning (SEL) needs of students, teachers conduct informal check-ins with students. If a student is in need of a second tier of support for social emotional needs the student's name is sent to a specific staff member who makes one on one contact with the students. A third tier of support for students in crisis is a referral to our behavioral health counselor provided by the San Benito County Office of Behavioral Health. The counselor contacts the student via the Zoom video conferencing platform in a confidential setting.

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

Description	Total Funds	Contributing
IP-1 - The administration, teachers and staff develop and implement safe and healthy learning and work environments guidelines and protocols based upon resources, recommendations, and information provided by the California Department of Education, California Department of Public Health, the San Benito County office of Education, and the San Benito Public Health Department to address the safety needs of all students and staff members.		
IP-2 - The district will provide personal protective equipment for students and staff to promote a safe and healthy learning and work environment. The district will allow students and staff to use their own personal face coverings if they choose to do so.		
IP-3 - The district will work with custodial staff to ensure staff is trained in sanitizing and disinfecting to ensure all students and staff are operating within a safe and healthy learning and work environment. The district will work with custodial staff to develop location based		

Description	Total Funds	Contributing
custodial check list to verify proper and thorough sanitization and cleaning on a scheduled basis.		
IP-4 - The administration and staff members will create and implement a hybrid learning program that includes two days of in-person instruction, daily independent distance learning, and small instructional session blocks for students who have not yet met academic standards or who need intervention support.		Yes
IP-5 - Teachers will provide iReady diagnostic assessments and iReady curriculum support for students. iReady curriculum and intervention support will be provided for all students and specified for each individual student need. This will address unique learning needs and learning loss for students impacted due to the school closure.	13,820	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 Southside Elementary School District has developed two learning model options for the re-opening of school for the 2020-2021 including:

- Hybrid Learning model which combines on-campus and at-home distance learning. Students attend on-campus instruction two days a week with health and safety protocols in place and receive distance learning instruction each day the student is not on-campus.
- Distance Learning model in which students learn at-home in a virtual environment. Students will engage in multiple scheduled, interactive sessions with whole class or small group each day and will also complete independent work.

The intent of the two learning models outlined in the re-opening plan was that families could choose the option they felt more comfortable with for the 2020-2021 school year. Additionally, the re-opening plan was intended to address the fluid nature of the COVID-19 pandemic and

the needs of students by making it possible to scale up the distance learning program if needed. When full or partial school closures are needed due to health and safety concerns, students participating in the hybrid model can transition to the distance learning model.

Under the guidance from Governor Newsom and the ever shifting nature of the global COVID-19 pandemic, schools in our county cannot reopen for on-campus learning until San Benito County has been removed from the monitoring list for fourteen consecutive days. In response to the Governor's order 100% of students at Southside school started the year with distance learning instruction. Students and families who elect to participate in the hybrid learning model will transition to the program when on-campus instruction when San Benito county meets the criteria to do so.

In the distance learning model students are learning in a virtual format. Teachers utilize a variety of instructional strategies including whole class and small group instruction, and independent work. On-line class sessions are held at various times during the day and attendance is compulsory. A minimum of one sixty minute session is conducted daily to ensure students maintain access to all core content areas. Instruction is provided through a variety of virtual platforms and supplemental programs. Students earn grades on assignments and report cards as they would in a traditional school setting. Our goal for distance learning in the fall of 2020 is to duplicate the rigor and academic content demand similar to that of in-person instruction.

## **Access to Devices and Connectivity**

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

Chrome books are available for any student who requests one. Before school began, all families were asked to complete an online Chrome book survey to request a device. Families who are identified in the migrant education program and who did not have internet access, were provided a hotspot that allows access on the designated student Chrome book. Families that did not have internet access were contacted by telephone and were scheduled for an appointment to visit the school office for the check out process for a Chromebook and a hotspot. Parents that were unfamiliar with the instructional platforms were contacted by a staff member who guided them through the platforms and log-in process.

## **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.]

In the distance learning program student progress will be assessed through grades on student assignments, quizzes and formative subject specific assessments in addition to teacher observations. One of the summative diagnostic assessments is the iReady diagnostic administered in English language arts and mathematics to all students in kindergarten through 8th grade. Summative iReady assessments are given two times a year, once each semester.

Daily attendance in the distance learning program is based upon students attendance in live synchronous lessons. Attendance is recorded in the district student managements system, Aeries, and is recored during the zero period home room class between 8:00 and 8:30 everyday. Because each day in the distance learning program may consist of one or several online classroom sessions, teachers may also record attendance using a variety of formats such as chat questions, google forms, to respond orally or a phone call for the day. Distance learning

and independent study complements the synchronous interactive lessons by providing students with instructional breaks, limited screen time as well as time to practice concepts or skills. Distance learning independent study assignments are developed to fulfill the minimum instructional minutes and meet attendance requirements in the distance learning model. Teachers estimate the average amount of time it will take a student to complete an activity and assign a time value to the activity. Teacher record the time value for synchronous and asynchronous learning for attendance accounting in the traditional format in the Aeries student information system. A second recording and accounting system/template was implemented on 9/14. The template was provided by the state of California for recording student contact and synchronous and asynchronous learning. Templates are pre-populated with student names and dates and are emailed to the teachers each week. Signed copies of the class templates are maintained in a secure electronic format and are printed and filed for attendance and accounting purposes.

## **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.]

Southside Elementary has sufficient wireless internet access to service all classrooms and office space areas. Each classroom teacher has been provided the district standard of technology for their classroom including, a laptop, printer, monitor, keyboard, mouse, dock station, document camera and digital projector. Google apps for education is the primary platform used by Southside teachers for the distance learning classroom. This includes:

- Google drive
- Google classroom
- Google meet
- Google sheets, docs, forms and slides

Supplemental resources used school wide to support distance learning include:

- Footsteps to Brilliance
- iReady
- Aeries
- Dojo
- Remind
- Zoom video and audio
- KAMI

Teachers participated in professional development in the areas of:

- iReady 8/13/19, 9/12/19, 11/7/19
- Google classroom 1/16/20
- Aeries 8/13/19, 3/1/20
- Video Conferencing 3/12/20

## Staff Roles and Responsibilities

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

Because school is currently operating under a different set of circumstances than in the past, the roles and responsibilities of staff members have changed to meet the needs of our community.

Teachers prepared bags, boxes and stacks of program materials for students to pick up, chrome books, and school supplies students needed to engage in distance learning at the start of the year.

New responsibilities for the site administrator include:

- preparing school campus for social distancing and safety procedures
- developing policies and guidelines for staff and students following social distancing protocols
- monitoring personnel and students to ensure adherence to social distancing and safety procedures
- providing support to staff for the distance learning program
- ensuring access to technology and internet
- processing district technology equipment
- communicating news and updates to families and staff with updates and information related to COVID-19 and school status
- conducting meetings with colleagues, staff, families and community members through video conferencing platforms

New responsibilities for teacher in the distance learning classroom environment included:

- using online platforms and programs not previously used
- ensuring instructional plans are appropriate for a virtual environment
- communicating daily schedules to families
- communicating procedures for instructions and resources to parents and students
- engaging and motivating students in a virtual environment
- advanced planning for synchronous instruction
- posting assignment and altering grade books in Aeries, due to distance learning in the school student information system
- Conducting meeting with students, colleagues and families through video conferencing platforms

New responsibilities for office staff and instructional aids include:

- using online platforms and programs not previously used
- communicating procedures for instructions and resources to parents and students
- family support for internet and google classroom access
- participating in online instructional platforms
- supporting safety protocols and procedures on campus

New responsibilities for food service staff include:

- preparing meals to be consumed outside of school facilities
- organizing and posting online meal requests
- designing and facilitating curbside meal pick-ups

## **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.]

To meet the needs of pupils with unique needs including ELL students, migrant students, students with exceptional needs, foster youth, and those experiencing homelessness in the Southside Elementary School District the following supports and services are provided:

### **Saturday Academy:**

To meet the needs of the students identified as having unique needs, Southside will offer a Saturday program with supplemental instructional opportunities and to address student learning loss due to school closure, Southside will offer Saturday school academies in the fall semester.. The Saturday academies will target instructional support by offering nine Saturday sessions in the fall. Two certificated teachers will be used to provide instruction for 3 hours per day with .5 hours prep time each Saturday. Two bilingual liaisons will be used to support students in class with language support and to provide engagement support for Spanish speaking parents. A classified administrator will be needed for data entry and communications with oversight from the site administration. Instruction will focus on, tutorial support for regular classroom and grade level assignments and secondly, English language development. The Saturday school dates occurred on:

September 12th, 19th, 26th

October 3rd, 10th, 17th, 24th

November 7th & 14th

### **English Learners:**

Southside teachers and two bilingual instructional associates completed daily contact with ELL students. For students requiring intensive instructional support, our bilingual aids conducted tutorial sessions over the phone with individual students. Secondly, students were assigned iReady curriculum resources online to provide intervention support though an online platform. Each family was asked about access to a device for internet access and if a family did not have a device, a Chromebook was provided by the school. For students that did not have internet access, paper packets were printed and delivered to students. Three families were identified in the first two weeks that did not have access or resources to get online.

### **Foster Youth**

Southside does not have any students identifies as foster youth. If Southside was to serve a foster youth student, the foster youth liaison would be the primary case manager for the students and will work with the San Benito County Office of Education Coordinator of Special Programs for wrap-around services and supports.



#### Homeless/Low income

Many of the same supports used for ELL students were used for our low-income and homeless students. A data extraction for our student information system provided us with an identified updated list of homeless families and students. Each family was contacted and provided listing of the food and meal support programs in the county. A partnership with the Coordinator of Special Programs in the San Benito County Office of Education provided a second layer of service for our most needy families, gas cards and food card were distributed to three families in extreme living conditions.

#### Migrant Education Services:

Students and families identified in the migrant education program receive support through the Region 1 service area located out of the Santa Clara County Office of Education. Regional support service include a program coordinator, recruitment services and housing support. The district provides a migrant liaison, transportation tokens, site based tutoring, data compliance, a summer program, health screening, and mental health training. Students receive individual learning plans and transition services. Support staff work with teachers to meet the unique needs of our migrant students as well as communicating with parents and families about student progress and community support programs.

#### Family Outreach:

All classroom teachers, special education case carriers and support staff communicate with parents via phone calls or emails during distance learning. Weekly emails are sent to parents about important school or community information. Information is posted on social media outlets and updated on the school web page.

#### Small group support:

In-person and distance learning group instructional blocks of time will be dedicated to meeting the needs of students who are not performing at grade level standards, have experience learning loss as a result of school closure, or are a designated as ELL. During the small group sessions teachers and staff will target specific student needs, use intervention programs such as iReady, and use a variety of instructional strategies to accelerate learning. Specific student academic needs will be determined through a series of formative assessments diagnostic summative assessments through iReady in both English language arts and mathematics. The diagnostics assessments will be administered two times a year to monitor student progress and inform instruction for teachers and staff.

#### Individual Learning Plans:

The intent of the Individual Learning Plans for students will be designed as an intervention for meeting the needs of students who are not performing at grade level standards, have experience learning loss as a result of school closure, or are a designated as ELL. The plans will be written by certificated staff members outside the regular school day with support from classified staff. Progress monitoring and teacher check in will occur during the ILP time. 144 certificated hours and 32 classified hours will be allocated to write design and monitor the plans for students in the first semester.

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

Description	Total Funds	Contributing
DL-1 - The administration, teachers and staff create and implement a distance learning model that includes daily virtual interactive instruction and individual learning plans to support		

Description	Total Funds	Contributing
students in IEP's, who are identified as ELL, foster youth or homeless in grades TK-8th grade targeting students who have not met academic grade level standards.		
DL-2 - The district will provide at-home access to 21st century technology when needed to support student learning by purchasing additional chrome books, site licenses and wireless hot spots for those who would not otherwise have access to a chrome book or the internet. (1,960, 4033.33) Secondly the district will purchase additional teacher work stations, document cameras, and LCD projectors to provide staff with appropriate classroom presentation stations.	56,642	Yes
DL-3 - The district will provide a supplemental instructional and diagnostic program called iReady to provide an online instructional resource to support effective distance learning instruction. iReady will also serve as a tiered intervention support for student who are not performing at grad level or who are experiencing learning loss due to school closure.....	13,820	Yes
DL-4 - The Southside Saturday academy will run for nine Saturdays from September to November. The academy will be staffed with two certificated staff, two instructional classroom aids, one classified administrator, and one site administrator. The academy will provide three hours of instruction from 8:30am to 11:30 am each Saturday.	11,376	Yes
DL-5 - Individual Learning Plans (ILP) will be written for students who have been identified with unique needs or have demonstrated excessive learning loss due to school closure. A total of 144 hours will be designated for certificated staff to design ILPs outside the regular school day and 32 hours of classified staff hours will be designated for support time outside the school day (144 by \$62.5 = 9000, 32 by \$32 = 1024)	10,025	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.]

Specific student academic needs will be determined through a formative and diagnostic summative assessments. All students, regardless of the learning model they are participating in, will engage in the diagnostic summative assessments. The iReady diagnostic assessments in both English language arts and mathematics will be administered to all kindergarten through eight grade students. The diagnostic assessments will be administered once each semester to all students. Formative assessment measures are used by teachers in all curricular areas (mathematics, social studies, science, english language arts) to provide feedback on instruction, measure student learning and progress and to guide instruction.

## 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.]

Each classroom teacher and both instructional aids will provide small group instruction that offers specified instruction to target student learning needs. Small group intervention support will accelerate learning, support learning loss due to school closure and provide equitable access to grade level standards of achievement.

In addition to support sessions by classroom teachers and instructional aides, students receiving special education services will receive additional support identified through their Individual Learning Plan (IEP).

Southside Elementary provided an in-person migrant student summer school to address learning loss and English language acquisition. The twenty day in person summer program in the summer of 2020 was specifically designed to address student learning loss. Students had been out of school since March 2020 and had missed in-person instruction for over ten weeks. Students identified in the migrant program typically demonstrate academic regression due to transitory residency, language barriers, educational inconsistency, and a lack of exposure to academics. The strategy of the Southside program was to provide English language development, English language arts, mathematics and culturally relevant pedagogy in arts education. The support structures in the summer program are different from the regular year because the summer school is exclusive to migrant students and the instruction focuses on academic acceleration in English language development.

## 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 to address specific student academic needs will be measured through grades and student assignments, quizzes, and formative assessments, in addition to teacher observation and diagnostic summative assessments including:

- iReady
- formative assessment

- teacher generated measures
- group interactions and collaboration
- summer instruction for migrant students

The combined measures are used to assess the anticipated learning loss for students impacted by the lack of in-person instruction. Learning loss will affect all students to some degree but will escalate for students with unique needs such as ELL students, low income students, students with special needs and foster youth.

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

Description	Total Funds	Contributing
PPL-1 - The district provides the iReady diagnostic assessment system in English language arts and mathematics for kindergarten through eight grade students that provides information on student learning loss, academic regression, and specific lessons that target individual needs.	13,820	Yes
PPL-2 - Teachers and instructional aides develop, monitor and implement individual learning plans for English language learners and for students not meeting grade level academic standard. Plans and pull out instruction address learning loss, English language acquisition, and academic needs through the use of diagnostic data and prescriptive lessons.		
PPL-3 - The Parent Advisory Council (PAC) comprised of the PAC board, parents/guardians, the migrant liaison, and the school administrator collaborate to identify equitable culturally responsive academic and social practices to ensure educational equity, social barriers, and disparities in achievement.		
PPL-4 - Migrant Summer School Program 2020. The in-person migrant summer program was designed to support learning loss and language acquisition. The program served 26 students in the months of June and July 2020.	14,603	Yes

# Mental Health and Social and Emotional Well-Being

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

The mental health support services at Southside Elementary and throughout our county has been identified as as area of great concern. The lack of supports services, staffing, funding, and the geographical proximity to large urban centers and Universities has contributed to the lack of services.

Southside has partnered with the San Benito mental health department to address the lack of services at the school. San Benito mental health is providing a therapist to the school one day a week for two hours.

A second service that is provided to Southside school is the Educationally Related Mental Health Services (ERMS) through the county SELPA. The services are restricted to students who have an IEP and who require mental health services to support their academics. The services are not therapy based and have to be authorized in a student individual education plan (IEP).

Southside Elementary is working with the San Benito County Office of Education to expand services and to pursue funding opportunities to develop additional programs and support systems for students and staff. Secondly, we are working on developing professional development opportunities for certificated and classified staff members.

The district administers a mental health survey for families to communicate the needs of the families and identify support structures that are needed to support 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.]

The Southside Elementary School District is committed to engaging all students in learning. The following protocol has been established for tiered reengagement and family outreach in the event that students are absent from distance learning.

Tier 1 for all students:

Students are required to attend daily virtual classes through a meeting platform selected by the teacher (Meet, Zoom, etc.) Students should only miss virtual classes if they are ill or absent from school. Weekly engagement records are maintained that include:

- Daily attendance taken and recorded by the teachers in the student information system, Aeries.
- Assignment completion and student participation kept through grades in Aeries.
- Assessment and participation information gathered through digital platforms such as iReady, Footsteps to Brilliance, Dojo, Remind and other online applications.

Tier 2 for students who have accumulated three or more consecutive absences, have missed 60 percent of the instructional days in a school week, or for students who are not engaging in instruction.

The student's name is provided to the office staff or administrator. Office staff/admin contacts families (with assistance from translators when necessary) to identify barriers to student engagement and provides assistance in eliminating barriers. Assistance may include:

- Replacement technology or new technology or materials
- Ensuring language support if necessary
- Referral to mental health and social services
- Weekly check in from office staff

Tier 3 for chronically absent students who have missed more than 10% of the school year in distance learning:

School administration and support staff continue to work with and support families to address ongoing barriers. The school may initiate the truancy protocols and if needed refer the student and family to the county School Attendance Review Board (SARB).

## School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

During the first week of distance learning in the spring of 2020, our kitchen staff provided bag lunches for students each day. After the first week Southside partnered with the Hollister School District to provide student breakfast meals and student lunches. Southside communicated with all families about the specific location and times to pick up student meals at local Hollister school district elementary school sites. This partnership continued through the summer of 2020.

At the start of the 2020 school year the Southside kitchen staff developed a program specifically for Southside families. Food service personnel involved in meal prep and distribution follow safety protocols by wearing face coverings and sterile gloves. Social distancing

measures are maintained during distribution by placing meals on tables and trays adjacent to the curb so families can easily drive through and access them in a contact free manner. The program includes:

- Weekly order forms emailed to all families prior to the delivery week
- Menu items posted on the school web page
- A scheduled pick up time and date where families can pick up student meals for entire week
- A drive through curbside pick up
- A school database to enter and monitor student meal accounts

When Southside Elementary is allowed to return to a variation of in-person instructional offering for families, some students will attend school on campus for the hybrid learning model and others will continue distance learning from home.

Students participating in the hybrid learning model will pick up their meals in a "grab and go" manner prior to the end of the school day or the meals will be delivered directly to the classroom before the end of the school day.

Students participating in the distance learning model will continue to receive meals using the drive through, curbside system.

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

Section	Description	Total Funds	Contributing
In-Person Instructional Offerings	AA-1 - The school administration annually updates safety plans and oversees facility maintenance and school improvements.		
Pupil Learning Loss (Pupil Learning Loss Strategies)	AA-2 - The teachers and special education staff collaborate with each other to identify learning needs of program specific students to plan for differentiated instruction.		



Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	AA-3 - The school administrator, teachers, and staff members promote and encourage home-school communication to engage families through: <ul style="list-style-type: none"> <li>• Websites, auto-dialer, social media, Aeries portal, Dojo, and Remind.</li> <li>• School to home emails that can be accessed through mobil or desktop devices</li> <li>• School wide surveys and forms</li> <li>• Families conferences</li> </ul>	2,420	
Pupil Engagement and Outreach	AA-4 - School administration and teachers utilize a multi-tiered system of supports which includes Positive Behavior Interventions and Supports (PBIS), school recognition programs, and other means of correction to ensure positive school climate and wellness for all students.		

## 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
7.62%	114,594

### 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.]

Since March of 2020, our school and community has struggled with the changing guidance related to whether or not businesses can open, continual and mixed direction on health and safety protocols, the lack of local health care resources, illness, and the community spread of the COVID-19 virus. The fluid nature of the pandemic, community reaction to policy changes, confusing and conflicting information about the virus, and the emotional toll of isolation has left our community polarized in their viewpoints and opinions about how school should operate for the 2020-2021 school year. Because of the varying beliefs our district has planned to reopen with learning model options for families to choose from. In spite of the difficult circumstances caused by the COVID-19 pandemic Southside Elementary remains committed to serving our students by providing high quality equitable instructional program and continuing our efforts to meet the individual and diverse needs of all students. The district realizes that the impact of the pandemic affects different students in different way but that our unduplicated students are disproportionately impacted by being out of school, restricted from social interactions, and limited access to resources.

PPL-1 - Plans for Student Success - A review of the diagnostic data from iReady administered assessments for our foster youth, ELL students, and low income students who are not meeting standards in English Language Arts and/or mathematics reveals these students display gaps in understanding. In order to address these gaps, teachers write specific plans ILP's and assign specific areas in the iReady curriculum that outline the foundational areas the student is struggling in and plans for addressing the student learning needs.

PPL-2 - English Learner Supports - A review of the diagnostic data from the iReady assessments for our ELL students reveals these students display gaps in language development and comprehension. In order to address these gaps, teachers and staff write specific plans plans ILP's for addressing the student learning needs.

PPL-3 - Parent Advisory Council (PAC) - Achievement data shows that student identified in the migrant education program are more likely to be chronically absent and achieve at lower rates. One of the purposes of the PAC council is to improve student outcomes by empowering parent and educator collaboration to identify equitable and culturally responsive academic and social practices, and monitor their effectiveness.

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

The Southside Elementary School District will receive approximately \$114,594 in supplemental funding for the year calculated based upon the number and concentration of low income, foster youth and English Learner students. A review of the district metrics, along with stakeholder input, determined that utilizing the supplemental grant for the following services and programs would be the most effective use of funds to meet the goals for unduplicated students.

Programs and services using supplemental grant funding support the academic achievement and engagement needs of our student groups with a significant achievement gap, ELL students, low income students, and foster youth. Programs and services directed for these student groups include: professional development for staff members, remediation, cultural proficiency, motivation, English language development, progress monitoring, and early identification for academic supports, tier 2 instruction supplemental materials, and additional staff time focused on supporting students and engaging their families in education.

The district's quantitative goal to increase student performance in English Language Arts and Mathematics by 5% as measured by the iReady summative diagnostic assessment data and student scores on the state CAASPP summative assessment for the 2020-2021 school year. Due to the impact of the COVID-19 global pandemic, the 2019-2020 CAASPP assessment was canceled therefore, no student data is available for the 2019-2020 CAASPP summative assessment. To increase student performance the district has allocated funds for additional contact time for teachers and staff. For instructional aids, the district used a "pull-out" program to group unduplicated students by age and grade level to provide additional assistance in a small group setting.

#### Individual Learning Plans:

The intent of the Individual Learning Plans for students will be designed as an intervention for meeting the needs of students who are not performing at grade level standards, have experience learning loss as a result of school closure, or are designated as ELL students, low income or foster youth. The plans will be written by certificated staff members outside the regular school day with support from classified staff. Progress monitoring and teacher check in will occur during the ILP time. 144 certificated hours and 32 classified hours will be allocated to write design and monitor the plans for students in the first semester. Because the plans are individualized based upon student academic levels and individual needs, student growth levels are variable. In general the target growth measure is 5% in core content areas and in meeting grade level standard.

#### Saturday Academy:

To meet the needs of the students identified as having unique needs or identified in the unduplicated category, Southside will offer a Saturday program with supplemental instructional opportunities and to address student learning loss due to school closure, Southside will offer Saturday school academies in the fall semester. The Saturday academies will target instructional support by offering nine Saturday sessions in the fall. Two certificated teachers will be used to provide instruction for 3 hours per day with .5 hours prep time each Saturday. Two bilingual liaisons will be used to support students in class with language support and to provide engagement support for Spanish speaking parents. A classified administrator will be needed for data entry and communications with oversight from the site administration. Instruction will focus on, tutorial support for regular classroom and grade level assignments and secondly, English language development. Because student needs are individualized and based upon student academic levels and language levels, student growth levels are variable. As a target ELL students will make a jump of one level on the ELPAC assessment compared to the prior year and a 5% growth in meeting the academic demands of grade level assignments and homework. Secondly, students identified as having unique needs or identified in the unduplicated category will make similar gains in academic growth in English Language Arts and Mathematics based upon formative classroom assessments and summative iReady diagnostic assessments.