

# Learning Continuity and Attendance (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
Blake School District	Timari Duty Administrative Secretary/Teacher	661.536.8559 tiduty@blakesd.org

## General Information

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

Blake School District is located in the small ranching community of Woody, California, approximately 35 miles from Bakersfield. This historic school services Kindergarten through Eighth grade students, in which the students are instructed in a K-8 grade, self-contained, one room schoolhouse. The Blake School District is one of the smallest school districts in the state of California.

The Blake School District employs one credentialed teacher/principal, one part-time credentialed teacher, one part-time secretary, and one part-time custodian. Blake School District receives administration services and Speech/language services, which are contracted through Kern County Superintendent of Schools. The Blake School District Board consists of three board members from our Woody community.

Blake School District serves a small and diverse group of students with the goal: “To lay a firm educational foundation for each and every student.” Our student population is 23% English learner (EL) and 45% are classified as Low Income. LCFF Unduplicated count is 69% and 100% of our EL students speak Spanish. Our student population is made up of many ethnicities with 36% of our students identifying as Hispanic Latino, and 54% White.

We serve approximately 22 students K through 8th grade at 1 general school house.

### Impact of COVID-19 pandemic

Kern County was added to the state’s County Monitoring list on July 21, 2020, which includes additional closures to slow the spread of COVID-19. On July 17, 2020, Governor Newsom announced that schools located in counties on the County Monitoring list may not open to offer in person instruction until their county is off the list for 14 consecutive days. In accordance with the governor’s plan, Blake School District began the school year on August 12, 2020 with all distance learning. As most of the students enrolled in the Blake School did not have access to a home computer and many had no internet service, the school purchased Chromebooks for every student and AT&T or Verizon hotspots for each family to ensure all students had access to the internet and would be ready to begin school. Teachers created a schedule for synchronous and asynchronous learning for each grade level. Detailed, parent-friendly, lesson plans are sent home each Friday, completed throughout the week during synchronous and asynchronous sessions, and work is submitted to the teachers at the end of the week. Teachers and parents are working together to support students’ needs. Teachers and students meet daily for online instruction via Google Meet and teachers are available in the afternoons and Fridays for individualized Google Meet sessions to meet with, teach and

support students as needed. Students and families have been impacted due to the COVID-19 emergency. Students miss their school and teachers, their friends, and the positive environment that their school offers. They feel the stress of having to work from home and are upset about missing out on all the things they look forward to with the start of a new school year, such as Music Education class, the annual Christmas Performance, and sports practices and tournaments. Parents feel the stress of navigating how to teach at home and rely heavily on teachers to help via Google Meet and individualized tutoring with the teacher. 60% of our families have two working parents. This has been especially difficult for them to navigate working and teaching as well as coordinating day care for the children to ensure they aren't left home alone while parents are at work.

## Stakeholder Engagement

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

The Blake School District made many efforts to reach all of the school's stakeholders: pupils, families, educators (teachers, principals, administrators, and other school personnel), and the Parent Advisory Committee in both virtual and non-virtual modalities. The Blake School has a special relationship with its families, due to the school being so small (only 11 total families within the whole school), so the school was able to reach out to families without internet service via landline phone calls to connect with them for information and updates from the school. Additionally, surveys were mailed or delivered to family's homes to give the school information about how the families were feeling about sending their students to in-person school, how they felt about virtual learning, their personal desires for the school/their children's education, and what technology the families had and what they would need the school to provide. Board Meetings with Zoom links were posted at the Post Office as well as on the school website to inform stakeholders of the meetings. For our Spanish speaking parents, the school has a relationship with a bilingual parent to translate surveys and during meetings. Blake School District does not have a local bargaining unit or English Learner Advisory Committee.

A copy of the Learning Continuity and Attendance Plan was given to stakeholders for input prior to the approval hearing to provide input on the plan during the September 9, 2020 board meeting. During the open public hearing session suggestions from stakeholders were considered and included in the Learning Continuity plan. Any comments (verbal and written) regarding the plan from all stakeholders were discussed at the board meeting prior to approval of the plan. All comments reported in the minutes were used to complete the Learning Continuity Plan, which was presented and approved at a special board meeting. The plan was adopted during the school board public meeting on September 22, 2020.

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

All Board meetings and public hearings were offered via zoom and teleconference to enable stakeholders and the public to attend remotely. The option to attend in person while practicing social distancing was also offered. Board agenda zoom links and teleconference numbers were posted at the Post Office and on the school website.

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

The Blake School District consulted with stakeholders in the development of the Learning Continuity and Attendance Plan.

Pupils, families, educators (teachers, principals, administrators, and other school personnel), and the Parent Advisory Committee wanted what was best for the students and the school and expressed that they wanted school to look as normal as possible for the students. Parents wanted their students to be able to attend school in person to the highest extent possible, as they want their children to receive an education that provided a variety of learning modalities, have the opportunity to interact with their teacher in person, be involved in hands-on activities and engage in social relationships. In the event that Distance Learning became a requirement, the school found many common needs and desires of the stakeholders. At this time, the Blake School does not have any foster youth or students experiencing homelessness, however, meeting the needs of the several families who do not have home computers or Chromebooks for their students and many had no internet service became a priority. Where distance learning is concerned, stakeholders desired all students to have equal opportunity to access all resources the school had to offer. A common suggestion from all stakeholders wanted virtual sessions to be teacher-led, standards-based instructional sessions, where students were engaged in the curriculum and the standards while interacting with their teacher and classmates, as well as have a clear daily plan for parents to follow. Parents wanted lesson plans that would outline the work required for the day in a clear and concise manner. They desired parent-friendly plans that helped them follow the lessons, guide their students and keep them engaged in the curriculum and learning even if technology fails and they are not able to attend their online sessions. All stakeholders identified technology, internet connectivity and lack of resources in the homes of the students as the greatest needs. Based on the above stakeholder feedback we have provided Chromebooks, WiFi, and curriculum resources, student materials, and lesson plan binders as a large part of the school's Learning Continuity and Attendance Plan.

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

The Blake School took all stakeholders' concerns and desires of providing chromebooks, WiFi, student materials, and organized lesson plans/binders, into consideration when developing the LCP. As all stakeholders desired, the Blake School took action to provide each student with a Chromebook that was preloaded with google classroom, google meet, all curriculum-based websites to access their ELA and math curriculum, as well as support websites such as A Plus Math, Starfall and ABC Mouse. Each family was provided with a Verizon or AT&T hotspot to support internet connectivity. To support students and parents in being organized, students were provided with a Lesson Plan Binder to keep all assignments organized and in one place. Teachers have created a parent-friendly lesson plan template to enable parents to easily navigate through daily lessons. Each family was provided with a daily google meet schedule (hard copy in their lesson plan binders as well as a virtual Google Calendar) to ensure parents can support their students in attending all their online courses. To ensure all students had all of the needed materials for completing their work at home, teachers put together material boxes with pencils, crayons, colored pencils, as well as any math manipulatives the students will be using.

# 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 the event that in-person, classroom-based instruction is possible, the Blake School has implemented safety precautions to accommodate a safe learning environment. Within the classroom, grade levels will be separated into two groups, K-4 (11 students total) and 5-8 (11 students total). These groups will each make up only 11 students, the groups will be separated and will not come into contact with each other, as they will be in different rooms and be on separate recess and lunch schedules. Within the classroom, the students' desks will be spaced 6 feet apart and each student will be provided with their own set of school supplies and manipulatives, to keep students from sharing items. There will be hand washing stations and a handwashing schedule. Upon arrival at school, students' temperatures will be taken before they are allowed to come on to campus. Students with a temperature of 100.4 or higher will be sent back to their parent's car, where they will wait 5 minutes, and have their temperature retaken. If the temperature is still 100.4 or higher they will not be allowed to enter campus. Any student displaying any symptoms of not feeling well during the day, will be separated from the rest of the students and supervised in the Red School House until they can be picked up by a parent. Staff will also have their temperatures taken before entering the classroom daily. Any staff displaying symptoms will not be permitted on campus and will be sent home in the event that symptoms arise during the school day. In the event of a positive COVID case with the school, the school will close for one day for deep cleaning procedures.

### **The following are in-person instruction schedule:**

#### **Blake School Bell Schedule:**

7:45-8:00 am - Check in/Temperature Checks/Handwashing upon entering the classroom

8:00-9:45 am: Reading/Grammar/Writing

9:45-10:00am: Recess/Deep cleaning routine/Student hand washing routine before reentering the classroom \*Students will be separated between Elementary and Middle School Recess areas.

10:00-11:00am: Math Instruction

11:00-11:40 am: Spelling/Small Groups/SSR Centers

11:40-12:10: Lunch for students/classroom deep cleaning routine/student hand washing routine before lunch and before reentering the classroom. \*Students will be separated between Elementary and Middle School Recess areas.

12:10-12:20: Teacher Read Aloud

12:20-1:45pm: Social Studies/Science Instruction

1:45-2:00pm: Recess/Classroom deep cleaning routine/student hand washing routine before reentering the classroom

2:00-2:50pm: PE/Art \*Middle School and Elementary School students will alternate days to allow for social distancing.

2:50-3:00pm: Clean up/Dismissal/Deep cleaning routine

**Student Learning and competency development:**

Blake will establish routines for students and focus on implementation of state adopted curriculum. With a focus on key standards and our assessment of students, Blake will be able to intervene with any student who has suffered any learning loss particularly in the area of ELA and Math. To leverage the gap between distance learning and in-person instruction, Blake will use many of the technology tools already established during distance learning (Canvas and Google Classroom).

**Significant Learning Loss and Social-Emotional well being:**

Teachers will use standards-based curriculum, Bader Running Records, and formative as well as summative assessments to continue monitoring student progress. Teachers have adapted curriculum, the Bader Running Record and the assessments to accommodate in-person and distance learning. The school has provided all students with their own Chromebooks that have been pre-loaded with access to the ELA and math curriculum support websites. Access to the curriculum online enables them to interact with their lessons in a variety of modalities. They can have their stories read to them, have access to support materials for struggling learners who need additional resources, or challenge activities for students needing to be met at their level. The online curriculum provides students with instructional videos, activities, and other resources to support their learning. These resources have been implemented and utilized in the classroom already, and students are familiar with them. Teachers will use these resources in the classroom in the event of in-person instruction and they can be accessed at home by parents and students for distance learning as well. To support the transition between in-person and distance learning, teachers will use detailed lesson plans that will be easy for parents to follow and familiar to the students. In addition to the online curriculum students will be provided with hard copies of all curriculum and resources to be kept at home for distance learning. Lesson plans will include additional resources to support the curriculum and allow students to receive instructional continuity via in-person or distance learning instruction.

Teachers and staff will monitor students to check on each well-being. If a student is struggling, additional social emotional support will be provided by staff.

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

Description	Total Funds	Contributing
Provide additional staff support in the area of technology, academics, social-emotional learning, and attendance with an emphasis on low income, foster youth, and English Learners.	\$15,000.00	Y

We purchased Chromebooks and WiFi Hotspots to provide internet access to students in remote locations to improve their ability to engage in distance learning. Without these units, students would not be able to participate in distance learning.	\$12,000.00	Y
---	-------------	---

## 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.]

To ensure that the Blake students will receive quality instruction and access to their curriculum and instructional resources this school year whether they will be meeting in person or through distance learning, the Blake School has provided professional development and resources to staff to support the distance learning program, including technological support as follows:

- \*Canvas Learning Management Training as provided by Kern County Superintendent of Schools
- \*Zoom and Google Meet training
- \*Google Classroom training.

Teachers will continue to use standards-based curriculum, Bader Running Records, and formative as well as summative assessments to continue monitoring student progress. Teachers have adapted curriculum, the Bader Running Record and the assessments to accommodate in-person and distance learning. The school has provided all students with their own Chromebooks that have been pre-loaded with access to the ELA and math curriculum support websites. Access to the curriculum online enables them to interact with their lessons in a variety of modalities. They can have their stories read to them, have access to support materials for struggling learners who need additional resources, or challenge activities for students needing to be met at their level. The online curriculum provides students with instructional videos, activities, and other resources to support their learning. These resources have been implemented and utilized in the classroom already, and students are familiar with them. Teachers will use these resources in the classroom in the event of in-person instruction and they can be accessed at home by parents and students for distance learning as well. To support the transition between in-person and distance learning, teachers will use detailed lesson plans that will be easy for parents to follow and familiar to the students. In addition to the online curriculum students will be provided with hard copies of all curriculum and resources to be kept at home for distance learning. Lesson plans will include additional resources to support the curriculum and allow students to receive instructional continuity via in-person or distance learning 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.]

During the school closure in March of 2020, the Blake School mailed surveys (English and Spanish) to families to determine their technological needs. Every survey showed that each family was in need of at least one additional computer (some needed more due to having multiple students enrolled in the school) for their students and they needed reliable internet access. Based on those needs at the end of the 2019-2020 school year, all students were provided with a Chromebook and each family was provided with connectivity support by receiving a Verizon or AT&T hotspot, purchased through KCSOS. A teacher has been trained in technology support to troubleshoot technology issues and has the support of the KCSOS Technology Department should a family have a problem with their technology. Families can contact the school if they have an issue with the technology and the technology support coordinator at the Blake School will resolve the issue, either through a phone call, facetime or a google meet session. If needed, the family will bring the computer or WiFi to the school to be repaired. New WiFi has been installed in the Red School House to provide wireless internet in both buildings to enable the school to accommodate social distancing during in-person instruction, when that becomes available.

## **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.]

Teachers begin each school year with a baseline Bader Assessment for each student. This assessment gives the teachers insight to each students' starting point at the beginning of the year in the areas of math, reading fluency, reading comprehension, and writing. This assessment will be administered three times this year to give teachers a record of student growth throughout the year as well as any holes or gaps in learning that can be addressed during the school year. In addition, students will be given summative and formative assessments regularly throughout the school year as they progress through the curriculum. Teachers will be able to use this data to create individual action plans for students with any learning loss or gaps from the previous year. Students will engage in synchronous and asynchronous lessons and activities daily, as assigned on the lesson plans. Attendance will be taken for each google meet session and assignments will be collected virtually via google docs and on Fridays through an in person social distance drop off system.

## **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.]

Over the summer, both teachers attended numerous KCSOS Professional Development training; Reimagining Teaching and Learning Academy, Canvas Training, Zoom Training and Google Classroom and Google Meet training. The Secretary/Part-Time teacher also attended technology training with the KCSOS Technology department and worked closely with them to learn how to configure Chromebooks, navigate the Blake School Admin Google Suite, and learn tech support strategies to support parents with their Chromebooks throughout the year as needed. The school staff also has access to KCSOS resources including the ability to participate in networks, social/emotional learning, and updates from state and federal mandates.

# Staff Roles and Responsibilities

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

Blake school will meet the academic needs of students while ensuring health and safety of staff and students. The Blake School staff consists of one full-time teacher/principal, one part-time teacher/part-time secretary and a part-time custodian, who have been trained in using the guidelines outlined in the “Stronger Together Guidelines” provided by KCSOS to support staff, pupil and parent social/emotional needs.

In the event of in-person teaching, the staff will adhere to the school’s Social Distance Learning Plans, which includes daily temperature taking of all individuals before entering the building, student desk and learning areas following social distance guidelines, hand washing stations and schedules, and social distancing lunch procedures.

Due to the technology demands that distance learning will entail, the Blake School Secretary/Part-Time teacher position has taken on a technology role in order to provide adequate technology and tech support to staff, parents and students. This position also includes training staff in using Google Classroom and Google Meet for virtual teaching. The Blake School teacher’s aide position has been cut, due to financial cutbacks as well.

Blake Staff will include daily live (synchronous instruction) with students and adapt lessons for students with unique needs including English Learners and any students that receive special education services. Students will also engage in daily independent (asynchronous instruction) on their chromebook using their detailed, teacher-created, standards-based lesson plans with activities, curriculum provided by the district as well as the curriculum’s online lessons and support. Below is a sample of a 5th Grade student lesson plan:

## 5<sup>th</sup> Grade Lesson Plans Week of: August 31- September 4th

<p>This week’s objectives:</p> <p>*Math :Students will identify acute, obtuse, and right triangles. Students will identify lines of symmetry in objects.</p> <p>*Language Arts: Students will determine cause and effect events in the novel Hatchet. Students will write a How-To Essay with three paragraphs, using at least one strong verb dress-up per paragraph.</p>	<p>Notes from your teacher: Keep up the great work! I am proud of you!</p> <p>Math: We will be working on properties of triangles and quadrilaterals this week as well as lines of symmetry.</p> <p>Language Arts: We will continue to work through our first writing assignment. Students will be asked to write a three paragraph essay using a beginning/middle/end format to explain/teach how to complete a task. Together in our sessions we’ll be writing about how to make a fire as an example for them to follow, and on their own they will be writing on their own topic.</p>
--	---

	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
9-10 ELA Google Meet with Mrs. Duty	<p>*Complete the Quick Write on p. 19 in your Literature Packet.</p> <p>*Read Ch. 7 In Hatchet</p> <p>*Writing: Choose your favorite topic from your list of “How-Tos” and begin brainstorming your ideas for your writing. (Fill in your ideas on the attached graphic organizer). This should be completed and ready to share with your classmates at our session tomorrow.</p>	<p>Google Meet w/Mrs. Duty</p> <p>*Ch. 7-8 Vocab Check</p> <p>*Cause and Effect Instruction &amp; p. 27</p> <p>*Writing Instruction – Writing an Essay from your Flow Chart</p> <p>**Your student will need the following at their session: -p. 27 from their Literature Packet -Their Hatchet Book</p>	<p>*Type your rough draft of your How-To Essay like we did yesterday for the How to Make a Fire example. Type this on a google doc and share it to Mrs. Duty.</p> <p>*Read Ch. 8 in Hatchet.</p> <p>*Complete Chapter 7-8 Comprehension questions p. 19-20 in your literature packet.</p>	<p>Google Meet w/Mrs. Duty</p> <p>*Writing Instruction: Writing a topic and closing paragraph.</p> <p>*Strong Verbs Dress Up Instruction &amp; Practice</p> <p>*Ch. 7-8 Quick Quiz</p>	<p>*Writing: Type an introduction and a conclusion paragraph to your How-To Essay like we did yesterday for our How to Make a Fire example. This should be done on your google doc and then share it back to Mrs. Duty.</p> <p>*Complete Vocab for Ch. 9-10 on p.21 in your literature binder. Do not do the “Beyond” section yet, we’ll do that after we finish chapter 10.</p>
11-12 Math Google Meet w/Mrs. D	<p>*Complete Check My Progress, p. 917-920</p> <p>*Complete Spiral Review</p>	<p>Google Meet w/Mrs. D</p> <p>*Ch. 14 Lsn. 8: Triangles p. 919-922</p>	<p>*Complete Homework p. 923-924</p> <p>*Complete Spiral Review</p>	<p>Google Meet w/Mrs. D</p> <p>*Ch. 14 Lsn 9: Quadrilaterals p. 925-926</p> <p>*Ch. 14 Lsn 10: Draw Lines of Symmetry p. 931-932</p>	<p>*Complete Independent Practice &amp; Homework for Lesson 9 p. 927-930</p>
On your time ☺ History or Science	<p>*Complete history lesson 3 vocabulary in your journal for the vocabulary words on p. 68 in your history textbook by writing each word and its</p>	<p>History Vocabulary: *Read Chapter 1, lesson 3 with your parent in your textbook, pages 68-71.</p>	<p>Review the reading from yesterday then, complete the Graphic Organizer to summarize what you read about Adena, Hopewell, and Mississippian Mound Builders.</p>	<p>* Complete the Venn Diagram to Compare &amp; Contrast Hopewell and Mississippian Mound Builders.</p>	<p>*Complete History Workbook p. 6</p>

definition in your journal.				
-----------------------------	--	--	--	--

## Supports for Pupils with Unique Needs

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

The Blake School has no foster youth or students experiencing homelessness, however, all unique needs of students will be addressed. Students needing extra support either remedial or challenging gifted students, will receive additional personalized Google Meet sessions, extra support activities, and materials and resources to support their learning. English learners will have continued access to the core designated English Language Development (ELD) classes using online resources. Additional support with additional Google Meet sessions, extra support activities, and materials and resources will also be provided to meet our English learner student needs. The school is working closely with the SPED teacher to support any student with an IEP. Together they have created a Distance Learning IEP to ensure the student receives the needed support.

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

Description	Total Funds	Contributing
Provide additional staff support in the area of technology, academics, social-emotional learning, and attendance with an emphasis on low income, foster youth, and English Learners.	\$15,000.00	Y
Provide additional support curriculum, technology, and software for English Learners.	\$5,000.00	Y

## 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.]

Teachers will use the Bader Running Record Assessment to determine learning loss in all demographics including English Learners and SPED students. Additional resources will be implemented to support students' needs. The ELA and math curriculum provides leveled resources; high performing, middle performing and low performing, these will provide resources for high performing students, students with special needs, and English learners. These will be utilized weekly to support each student's specific needs. Evaluations will be conducted

weekly via curriculum based assessments, summative and formative assessments. The Bader Assessment will be re-administered before the second semester to give a mid-year sampling of students' progress. Additional assessments that will be used to monitor student progress will be summative and formative assessments such as chapter tests in math, ELA weekly and unit tests and writing samples. Extra google meet sessions will be scheduled for any students (ELD, SPED, etc) to meet their needs as they arise.

## **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.]

The Blake School does not have any students experiencing homelessness, nor does it have any foster youth currently but we have a plan if any would enroll at Blake.

Blake has designed the distance learning and in person model to ensure time has been added into the schedule to provide academic support as well as time to address pupil learning loss in the area of English Language arts, English language development, and mathematics. Teachers will identify students with learning loss and gaps, then create individualized Action Plans with specific standards based goals set for each student. Additional time and resources will be provided for our unduplicated students as well as students with exceptional needs. The teacher will monitor and adjust the action plan as needed for the students. Teachers will utilize one-on-one and small group google meet sessions to address key standards based concepts that were identified as learning loss based on student performance on the Bader as well as data collected throughout the weekly and unit assessments. To support English Learners, SPED, pupils with exceptional needs and low-income, a variety of resources such as audio version of the text, instructional videos to support content, and hands-on activities will be used to support learning through google classroom, google meet and teleconference communication.

Lessons are designed based on the California State Standards and are geared toward student engagement. The lessons are created for synchronous and asynchronous learning. Students will engage in learning with their teacher via google meet each day while asynchronous learning will be an extension of the learning experience from the google meet session. Students will be able to contact their teacher throughout the day either by phone or email to ensure they get the support they need while working asynchronously.

## **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.]

Teachers will use the students' individualized Action Plan as a guide to plan and implement instruction based on the students' needs and specific goals. Teachers will revisit the students' goals and adjust as accordingly as the goals are met. Progress on goals will be monitored using weekly formative and summative assessments, writing samples, unit assessments as well as regular daily assignments.

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

Description	Total Funds	Contributing
These funds have been used for teachers to receive training in technology and have used their training to train and support parents and students to improve their ability to handle distance learning. This will be used to pay for travel time and vehicle mileage for training sessions. Additionally, the funds will be used to cover the expense of additional hours spent for teachers to work with students and parents after hours to support learning loss.	\$4,000.00	Y

## 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 Blake School has utilized the resources provided by KCSOS to develop a Mental Health and Well-Being Plan. Staff will be trained, using the “Stronger Together Guidebook” on recognizing changes in students, staff and parent behavior due to strains placed on them because of COVID-19 and distance learning. The plan includes resources for parents and staff to utilize to address trauma and other impacts of COVID-19 on the school community.

Blake School will monitor staff, student and parent well-being based on screenings provided in the “Stronger Together Guidebook” and resources and guidance will be provided. All staff will work together to address possible learning loss and mental health needs that students may have during both in-person and distance learning. We will monitor this by providing every student at Blake is checked on everyday. Because our size is relatively small (22 students total) our staff will work together to ensure that students are provided opportunities to check (1) check in on how students are doing; (2) review behavior expectations and mental health; (3) teach an SEL skill or concept from the “Stronger Together” Guidebook; and (4) have a an opportunity for students to express their needs.

## 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.]

Student attendance will be monitored and recorded daily for synchronous and asynchronous learning. Students are required to attend google meet sessions daily and teachers will keep an attendance log for each google meet session. Additionally, work required to be completed during the asynchronous days will be turned in each Friday and will be recorded as attendance. Missing work will result in an absence for that day.

The Blake Staff has developed a Steps for Intervention Plan for Chronic Absenteeism, based on Ed. Code 43504. (1) Students missing any google meet sessions or not returning their asynchronous work, will receive a phone call home from the teacher to determine why the student did not attend their classes. The teacher and parent/guidance will work together to resolve the issue. (2) Students missing more than three school days, or 60 percent of instructional days in a school will require the school to follow the Absences Intervention Plan. A phone call home made by the principal will be the first step. The principal and the parent or guardian will identify the reason for the absences. After determining the problem, the principal and parent or guardian will work together to make a plan to support the family and get the student back on track with attendance. (3) Next steps in the Intervention Plan for Chronic Absenteeism, if the phone call home and plan with the parent/guardian did not improve attendance, will be for the principal to make a home visit to the family. The principal will again work with the parent/guardian to determine the problem and support the family in their needs to engage their student in school and improve their attendance. Depending on the type of need the family has, the school will use their support systems from KCSOS, their technology coordinator, and the “Stronger Together Guidelines” to guide and support the parents and students to improve attendance.

## 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.]

The Blake School will provide nutritionally adequate meals for all pupils during in-person as well as distance learning instruction.

### **Distance Learning Nutrition distribution**

Families will have the option to notify the school to reserve lunches for the week. Lunches will be picked up Mondays at a Social Distancing pick up station.

### **In person Nutrition distribution**

In the event that school returns to in-person sessions, the school will follow social distancing guidelines to provide a safe and healthy environment for staff and students. Staff has been trained and certified in food handling procedures. Grades K-4 and 5-8th will have different schedules and will eat lunch at different times during the day. Students will be provided contact-free lunches from the Wasco School District Cafeteria. Outdoor picnic tables will be spaced 6 feet apart and students will have designated seats to ensure social distancing when weather permits. Tables will be sanitized before and after use and hygiene practices will be in place. Students will wash

hands before picking up their lunch and will wash their hands again after eating. When eating outdoors is not possible, students will follow social distancing and hygiene procedures and eat lunch at their desks, which will already be spaced 6 feet apart.

## 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	N/A	N/A
N/A	N/A	N/A	N/A

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

Percentage to Increase or Improve Services	Description
8.83%	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students \$14,997

### 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 Blake School does not have any students experiencing homelessness, nor does it have any foster youth currently but we have a plan if any would enroll at Blake. The needs of the English Learners and low-income students were considered in every aspect of the Learning Continuity Plan. The needs of our English Learners and low-income students were assessed using an all-school survey as well conversations with each individual family to determine their personal needs. Based on the parent and staff surveys and conversations with families, the most significant needs of the English Learners and the low-income students was the ability to attend distance learning instruction due to a variety of limitations; (1) lack of technology in the home (2) have access to high-speed Wifi services (3) less opportunity to engage in social interaction with peers/practice in English Language Development. To address these needs, the district proposed the following to the school board: (1) Technology Access and Support, (2) Learning Loss Mitigation, (3) Mental Health Services and Support, (4) Pupil and Family Engagement and Outreach. With this analysis and proposed actions/services, the district has determined that the implementation of address these needs are the most effective use of the increased apportionment to Blake School District.

By providing students with access to distance learning, students have the opportunity to fully participate in the educational program that will help mitigate their learning loss. We believe these actions are effective in meeting the goals for these student groups as they provide

additional resources needed to support our most at-risk students. Using engagement and local assessments as a measurement, we will be able to see the progress students made. After we review the data, we will reevaluate the actions and services that support these groups and adjust accordingly.

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

Services for English Learners and low-income students have been provided to the students due to the purchase of new Chromebooks, internet hot spots and providing weekly lunches.

The Blake staff will monitor, adjust, and support student plans to ensure student needs are met. Services will be tailored to unduplicated students in a number of ways:

(1) regular check-ins to see how students are doing via daily video conferencing and parent engagement events; (2) professional development around supporting English Learners and low-income students both academically and socio-emotionally.

This subgroup will be prioritized for mental health, social emotional services, and academic support based on each student's needs. The staff will communicate with each other to make informed decisions about how to address the specific needs of students.

For the 2019-20 school year, the District's estimated unduplicated count percentage of students identified as low income, foster youth, and English Learner was 8.83%. Our district will receive approximately \$14,997 in supplemental and concentration funding.

The District proposes to spend the increased funding above the allocation to serve and support English Learners, Homeless/Foster Youth, Students with Exceptional Needs and Low Income students. The actions listed above show we have increased and improved services for our most vulnerable student groups.