

# 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.]

On Friday, March 13, 2020, all public school districts in Monterey County announced that they were closing in-person instruction due to the Covid-19 pandemic. School closures continued for the remainder of the 2019-20 school year and into the fall of 2020-21 school year. Although more than 90% of the district's students took part in distance learning to varying degrees during the physical closure of schools, it is expected that many will experience learning loss entering the 2020-21 school year. Additionally, instructional services for high-risk student subgroups (e.g. Students with Disabilities, English Learners, Title 1 Intervention Students, Foster Youth, Low Socioeconomic Students, etc.) were delivered virtually, which could also account for significant learning loss as the district begins the new school year.

In addition to the Covid-19 pandemic, a day before the virtual start of the 2020-21 school year, the River Fire (<https://www.ksbw.com/article/river-fire-august-19-fire-grows-to-10672-acres-as-evacuations-expand/33644952>) struck the school district and caused an additional loss of instructional days. Many district families and staff were evacuated from their homes and lost internet connectivity. In total, eight instructional days were initially lost to the fire. Although the district will submit a waiver to the state for three of the lost days, efforts to reschedule the majority of lost instructional days will be taken in collaboration with the local bargaining units. The loss of instructional days as well as the negative psychological impact of the fire will compound the learning loss and social-emotional struggles of many district students and staff.

## Stakeholder Engagement

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

When it was clear that district schools would not reopen physically for the 2019-20 school year, the Spreckels Union School District (SUSD) convened two committees to begin working on the 2020-21 Reopening Plan. The plan was adopted by the Board of Trustees at their July 28, 2020 regularly scheduled meeting: <https://covid.spreckelsdistrict.org/>. The Reopening Committee, which served also as the district's Parent Advisory Committee, met regularly over the summer and fall to create and monitor a three-phase reopening plan: Phase 1-Full Distance Learning; Phase 2-AM/PM Hybrid Learning model of instruction with an option to continue full distance learning; and Phase 3-a return to normal instruction. The Reopening Committee was made up of 27 district stakeholders: two board members, administration, teachers from both school sites including union leadership and their regional representative, classified employees including union leadership and their regional representative, parents from both school sites, leadership from all three district parent organizations, and a community representative from a child care organization. Summaries of all Reopening Committee meetings were shared publicly at board meetings, emailed to the larger district community, and posted on the district's website. The district's Learning Loss and Continuity Plan was also shared with the Reopening Committee and all questions and clarifications were provided in writing. The site principals and the district's English language development teachers also shared elements of the Learning Continuity and Attendance Plan with English language learner (ELL) families in the district and their feedback was included in the plan, specifically the district's first phase of returning small cohorts of students to the school sites for distance learning support.

SUSD also convened a Distance Learning Committee made up of administrators and teachers from both school sites. This committee focused solely on the district's distance learning instructional model, including best practices, stakeholder expectations, and consolidated digital learning platforms. The work of the Distance Learning Committee was also shared publicly and integrated into the larger district reopening plan.

The district met regularly throughout the summer and fall with both bargaining units-certificated and classified-to address questions and concerns related to school closures and the reopening plan.

Additionally, the district sent out various surveys over the summer to obtain information from parents and staff about preferred instructional models, transportation, and pros/cons from the spring's distance learning experience.

Lastly, the district held a virtual Town Hall meeting on August 6 to roll out the 2020-21 Reopening Plan. More than 90 questions were solicited from the district community beforehand that were answered at the Town Hall. Based on viewing statistics, more than half of the district's families viewed and/or participated in the Town Hall.

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

All district meetings during the summer and fall were held virtually. As mentioned, summaries of the meetings and actual presentations were shared with the larger district community in various ways (e.g. shared out publicly at live-streamed board meetings, emailed to the district community, and posted to the district website).

All school board meetings were also held virtually and live-streamed. Community members were able to submit questions and public comments via email prior to the meetings. The Town Hall that was held on August 6 to communicate the district's reopening plan to the larger district community was also live-streamed. Community members were given a week to submit questions to be answered during the Town Hall. More than 90 questions were obtained and answered during the course of the meeting. The Town Hall presentation and Q & A were posted to the district website.

The district promoted stakeholder engagement at public hearings and local governing board meetings by:

1. Live-streaming all public meetings;
2. Posting all board meeting agendas at district sites and on the district's website 72 hours in advance of the meeting;
3. Emailing board meeting agendas and packets to all staff and interested community members; and
4. Encouraging and soliciting public comments prior to meetings and hearings.

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

Stakeholders provided feedback on many school closure/reopening topics such as preferred models of instruction (both distance learning and in-person), safety and health protocols, concerns about student isolation and socialization, specific strategies to address the loss of learning of all students but especially high risk subgroups, and the district lunch program. Feedback was integrated into the district's Reopening Plan and Learning Continuity and Attendance Plan. In addition, feedback from the district's ELL families indicated that many of them, even after being equipped with mobile wifi hotspots, were still experiencing connectivity issues at home.

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

Stakeholder input directly led to many components of the district's Learning Continuity and Attendance Plan (LCAP). Based on various surveys and meeting feedback, the majority of stakeholders favored an instructional model that maximized live student:teacher interaction. This feedback led directly to the structure and scheduling of both Phase 1 and Phase 2 of the district's reopening plan. Specifically, the district maximized synchronous learning during Phase 1 of distance learning as well as student:teacher daily contacts during in-person instruction (Phase 2) by adopting the AM/PM hybrid blended learning model. Additionally, stakeholder feedback directly influenced providing the option of having parents continue to keep their child(ren) in distance learning during Phase 2 if that model better met families' circumstances and comfort levels.

Feedback from the district's ELL families led directly to the first phase of returning small students to the school sites for more reliable internet connectivity that commenced on Monday, September 28 at Buena Vista Middle School. Of the 12 students who returned to campus, the majority were ELL's.

Many specific protocols of the district's health and safety components of its reopening plan were also influenced by stakeholder engagement and discussion regarding various state and local guidelines, including the installation of hand-washing stations, the choice of face coverings worn during Phase 2, the specific plan to disinfect between cohorts in Phase 2, etc.

Shared stakeholder concerns regarding both student and staff social emotional health also led to elements of the district's 2020-21 LCAP, including the continued partnership with Harmony at Home counseling services, scheduled professional development and parent seminars at the beginning of the year, and scheduling at both school sites to provide regular and supported class meetings for teachers to address students' social emotional health.

## 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.]

On July 28, 2020, the SUSD Board of Trustees approved a three-phase district reopening plan for 2020-21:

<https://covid.spreckelsdistrict.org/>. Per the Governor of California's July 17th announcement, SUSD will start the 2020-21 school year in full distance learning, Phase 1. However, once the state provides guidelines on allowing small student "pods" to come to the sites for in-person instruction, the district will plan to transition academically at-risk students, such as Students with Disabilities (SWD), English Learners (EL's), and general education students requiring intervention support in English language arts (ELA) and math, back to the school sites for reduced hours under increased health and safety protocols. Per the state guidelines, if small group student "pods" are brought back to school sites prior to Phase 2, the following conditions will be followed:

1. The district will start with students assessments (special education assessments, ELPAC assessments, etc.) in a 1:1 setting following all health and safety protocols;
2. Cohorts of students will be limited to 14, with no more than two supervising adults;
3. Cohorts will not interact with other such groups and will be kept separate for all activities;
4. Physical distancing and health/safety protocols will be maintained, pursuant to the California Department of Public Health School Guidance: <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/small-groups-child-youth.aspx>; and
5. In-person cohorts will be conducted in consultation with the health department, no waiver or written permission required.

Per the reopening plan, the district will transition to Phase 2 when: 1) Monterey County meets the state metrics for reopening, 2) a formal recommendation for reopening is made by the Reopening Committee, 3) and the Board of Trustees formally approves the action. Phase 2 will provide in-person instruction following an AM/PM blended learning hybrid that conforms to all health and safety guidelines put out by the Center for Disease Control, the California Department of Education, California Department of Public Health, and the Monterey County Health Department. Health and safety guidelines include mandatory face coverings, maximized physical distancing, enhanced cleaning and disinfecting, the installation of additional hand-washing and hand sanitizing stations, etc. All health and safety protocols are outlined in the

district's reopening plan.

During Phase 2, students will come to campuses Tuesdays through Fridays for three hours shifts (8:15 to 11:15 or 12:30 to 3:30) for direct, in-person instruction in the core academic subjects. Additionally, asynchronous assignments will be assigned on Mondays and on T-F mornings/afternoons to make up the total instructional minutes required by the state. During Phase 2, support services will also transition to in-person instruction with smaller, academically at-risk subgroups (e.g. SWD, EL's, intervention students, other students identified as demonstrating significant learning loss during the school closures, etc.) staying for more than three hours to receive additional in-person support.

For both Phase 1 and Phase 2, the district will hire 1 FTE (temporary) Intervention Certificated staff to support newly identified students who demonstrate learning loss. In Phase 1, support will be virtual; in Phase 2, the support will be in-person.

After the first few weeks of school, feedback was obtained from parents, the majority being English language learner parents, that they still had issues with reliable internet connectivity at home even after being provided district mobile wifi hotspots. Per the district's Reopening Plan and the current Monterey County Covid-19 data/guidelines at the time, the first small student cohort was brought back to school on Monday, September 28. These students were provided safe and reliable connectivity to participate successfully in district learning. The students were bussed to Buena Vista Middle School and supervised by classified staff.

In order to enhance all teachers' distance learning instructional strategies to best mitigate student learning loss, the district successfully negotiated increased professional development (PD) hours with the teachers' union before the start of the 2020-21 school year. Specifically, all teachers are encouraged to earn an additional 14 hours (two days) of PD from a menu of distance learning opportunities at an increased hourly rate.

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

Description	Total Funds	Contributing
Hiring of 1 FTE (temporary) Intervention Certificated staff to identify and provide support for students demonstrating significant learning loss	98,932	Yes
Increase of 14 professional development hours for all district teachers in the area of distance learning to mitigate student learning loss	41,696	No
Purchase of additional hand-washing stations, hand-sanitizing stations, Plexiglas dividers, and other types of personal protective equipment and supplies	93,043	No

Description	Total Funds	Contributing

## 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.]

When schools closed for in-person instruction for the 2019-20 school year on March 16, the district immediately transitioned to full-distance learning for the remainder of the school year. Over the summer, the district convened two committees to plan for the reopening of the 2020-21 school year: the District Reopening Committee (DRC) and the Distance Learning Committee (DLC). The DLC focused on improving the district's distance learning instruction by identifying best practices for distance learning, consolidating the digital learning platforms being used, creating a menu of distance learning professional development for teachers, and aligning the district's distance learning plan to the newly released distance learning standards mandated by the state to go into effect for 2020-21. The new standards include mandatory daily live instruction, minimum instructional minutes, increased engagement, daily attendance, and increased accountability (including a return to traditional rubric/letter grading).

The district's distance learning model conformed to all state requirements regarding daily live interaction, taking student attendance, serving students in need, preventing disengagement, checking families' connectivity, and maintaining engagement records. The distance learning daily schedules adopted by the district exceeded the state's minimum required minutes for all grade levels, TK-8.

To directly address the need to enhance the district's distance learning curriculum and instructional delivery, all three professional development (PD) days during the summer, in addition to the 14 extra hours negotiated PD days, focused exclusively on providing high-quality distance learning and mitigating learning loss.

To make the transition between reopening Phase 1 and 2 as effective as possible, site principals created schedules that could transition between phases as smoothly as possible by minimizing any required changes in student cohorting and student scheduling.

## 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.]

When the district transitioned to full distance learning in the spring of the 2019-20 school year, a detailed investigation of home connectivity and digital devices was undertaken. All district students were equipped with a chromebook for home use, and families requiring home internet were provided wifi hotspots and internet service agreements. Only a very few identified district locations were identified as having no working internet, so the district erected public hotspots at the school sites for student and family use.

A series of distance learning webinars and parent trainings were offered at the beginning of the 2020-21 school year to better support families with the demands of distance learning, including the process to log in to students' classes and how to navigate the various digital platforms that students use on a daily basis.

To support the demand and use of technology due to distance learning ,the district will purchase upgraded replacement computers for all teachers.

## 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.]

Per the state's new distance learning requirements, student attendance and overall engagement will be documented on a daily and weekly basis using the state's template. Both school sites' distance learning schedules clearly outline the times spent working synchronously and asynchronously. Whereas synchronous daily instruction is clearly delineated on the schools' daily schedules, teachers will assign time value for asynchronous assignments that is outlined on weekly engagement records. The total instructional minutes for each grade level during distance learning exceed the state requirements. To oversee the distance learning program, site principals are included as "teachers" in all Google classrooms to facilitate the observation and supervision of overall program delivery.

## 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.]

As mentioned, three of the four total professional development days for the year were scheduled before the start of the 2020-21 school year and focused exclusively on distance learning. Specific emphasis of the PD's was placed on mitigating learning loss for all students but especially those students who were identified as academically at-risk during the spring of 2020. Academically at-risk students include Students with Disabilities, English learners, intervention students, homeless and foster youth, low-income students, and various other student subgroups for whom distance learning was not initially successful.

In addition to the previously calendared professional development days for teachers, additional PD hours were successful negotiated with the teachers' union. The agreement encouraged all district teachers to spend an additional 14 total hours (equivalent of two days of PD) learning

more about distance learning topics that matched their technological growth and learning needs. The teacher rate of pay per hour was increased significantly for the extra 14 hours to serve as a strong incentive for participation.

## Staff Roles and Responsibilities

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

As a result of Covid-19, many staff members saw their roles and responsibilities grow and/or change slightly. All staff members who could complete the majority of the duties remotely worked from home to reduce the spread of disease. The district's IT department equipped each staff member (from both the certificated and classified staffs) with the appropriate technological tools to compete work remotely. In addition, to meet the increased need to disinfect district classrooms and facilities between student cohorts of Phase 2, many classified staff members' work schedules were restructured to maximize the number of people involved in the disinfecting and sanitizing processes.

The district will hire additional 1 FTE (temporary) Intervention Certificated staff for the 2020-21 to focus solely on identifying at-risk students and addressing learning loss.

## 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 further support EL's and other student subgroups who are more at-risk of learning loss during distance learning, the district will pilot a service learning program with California State University, Monterey Bay. This program is explained in greater depth in the next section. In addition, weekly meetings between district administration and staff providing special services (EL instruction, special education instruction/services, etc.) will be held to monitor all at-risk students' progress and implement more intensive interventions as needed. District administrators will regularly collect and monitor data for all at-risk students.

The district will also support families in the new demands of distance learning, both the academic demands and the social emotional demands. Specifically, the district will provide numerous training opportunities in both technology support and social emotional well-being for families.

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

Description	Total Funds	Contributing
Addition of 14 hours of professional development in distance learning for each certificated employee	41,696	No

Description	Total Funds	Contributing
Hiring of 1 FTE (temporary) Intervention Certificated staff to work with at-risk students demonstrating learning loss	98,932	Yes
Cost of live-screening CSUMB volunteers to work with students demonstrating learning loss	2,000	Yes
Social Emotional Consultant to provide trainings for families experiencing new conflicts due to distance learning and/or Covid-19	563	No
Purchase of new teacher devices (and other distance learning equipment) and instructional supplies for all teachers to support the increased demands of distance learning	145,155	No
Purchase of additional student devices and wifi hotspots to support families without devices and/or internet connectivity	26,645	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.]

During the spring of the 2019-20 school year when the district first transitioned to distance learning, teachers identified students who were not attending or fully engaging in class. Individual efforts were made to contact parents and provide individualized support to help students with the new technology and/or mastering content standards. Surveys and anecdotal data indicate that more than 90% of the district's students were moderately to highly engaged in distance learning during the spring. Names of any students who were not engaged in class after initial attempts to contact parents were then turned over to site principals or the district superintendent for further outreach. These efforts identified the few district students who, for a variety of reasons (e.g. connectivity, family support, ability level, etc.), had difficulty

succeeding with distance learning. These students were kept on the "radar" by site principals for close monitoring as the district reopened the fall 2020-21 school year in full distance learning.

In addition to identifying students who were not fully engaged or did not attend distance learning at all in the spring, teachers and support staff will administer various assessments, both formal and informal, to identify the degree of learning loss for all students at the beginning of the 2020-21 school year, specifically in the areas of English language arts (ELA), English language (EL) development, and mathematics. Specific to English language learners, the District's English language development teacher began to reach out to all EL families over the summer to identify any areas of concern moving into the fall. The teacher will start the new school year by meeting virtually with EL students in small groups to remediate learning loss and support overall academic performance. The English language development teacher will also serve as the district's liaison with California State University, Monterey Bay's (CSUMB) service-learning department. The district will pilot a service-learning program that will train college students to support district students and staff in distance learning. College volunteers will provide support at three phases of distance learning: 1) helping teachers prepare distance learning materials and lessons, 2) providing distance learning support under the supervision of a teacher while working with students in small groups virtually, and 3) serving as "tutor teams" for students.

## **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.]

A variety of learning loss strategies will be implemented at the beginning of the 2020-21 to support students, at the class and site levels. Individual teachers will emphasize small group or one-to-one instruction and remediation activities to begin addressing any learning loss. At the site levels, a new Intervention Teacher will be hired to work directly with classroom teachers to identify students who do not quickly respond to classroom learning loss strategies. These students will receive more intensive intervention instruction in both ELA and mathematics, first virtually and then in-person as conditions allow per the District's Reopening Plan for Phases 1 and 2.

All Students with Disabilities (SWD) and English language learners (ELL) will continue to receive direct support by the district's Special Education and EL teams, again first virtually and then in-person when conditions allow.

The few foster youth and homeless students (estimated at less than five total at the end of the 2019-20) school year will be monitored directly by the district's liaison. Parent contact will be maintained and appropriate services provided. (Due to the River Fire, the the number of homeless students in the district could increase. This situation will be monitored and addressed at the beginning of the school year. The district superintendent will personally reach out to any district families who lost their homes in the fire to make sure they are supported.)

As mentioned, the pilot program with CSUMB's service-learning department will provide additional support for all students, but especially EL's and others demonstrated significant learning loss.

Pending the availability and flexibility of Learning Loss Mitigation funds, the district will offer an extended school year (summer school) for identified and recommended students who demonstrate significant learning loss. Identifying students for an extending school year will use a comparison of recoupment data from this Covid-impacted year with typical recoupment data from past years.

## 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 district superintendent and site principals will maintain spreadsheets to monitor the individual progress of all students identified as suffering from learning loss. Spreadsheets will include data on general attendance, engagement levels, classroom performance, and assessment results. Support for these students will adjust accordingly depending on the collected data.

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

Description	Total Funds	Contributing
1 FTE (temporary) Intervention Certificated staff	98,932	Yes
Investment in enhanced student data systems to monitor learning loss	2,010	No
Purchase of additional distance learning technology (e.g. new computers, second monitors, headphones, document cameras, etc.) and instructional supplies to provide teachers with enhanced tools to provide virtual small groups instruction and assess students	145,155	No
Cost of having all CSUMB college volunteers live-scanned	2,000	Yes
Extended school year for identified students, but especially academically at-risk students like EL's, foster youth, low socioeconomic, etc.	38,181	Yes
Provide training for instructional aide(s) in diagnosing and remediating early reading loss	695	No
Additional hours for English language development teacher to contact and support EL students and families over the summer	4,066	Yes

Description	Total Funds	Contributing

## 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.]

To address the ongoing as well as new Covid-induced social/emotional (SE) struggles of district students and staff, the district will continue and enhance its SE support system. The district will continue its partnership with Harmony at Home to provide individualized counseling to students and staff struggling with SE issues. In Phase 1 of the Reopening Plan, these services will be offered virtually. Services will transition to in-person as soon as conditions allow or when the District enters Phase 2. Due to the additional stressors of Covid-19 and school closures, the normal Harmony at Home referral process will be expedited to identify struggling students.

District staff will continue to use Positive Behavioral Supports and Interventions per prior training and plan with all students, with special attention be provided to students demonstrated Covid-19-related trauma.

In addition, SE support will be integrated into all grade-level instruction. For elementary school students, teachers will conduct regular class meetings to address SM well-being and offer virtual socialization opportunities. Students demonstrating higher levels of SE stress will be referred to the Harmony at Home counseling.

SE support and trainings will also be provided to district families as they work through the additional home stressors of Covid-19, feelings of isolation, and the demands of distance learning.

## 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.]

Using weekly attendance and engagement records, the district will identify students who are not fully attending or participating in distance learning (Phase 1) and/or blended learning (Phase 2).

The district will implement a tiered re-engagement plan for the identified students. The first tier will involve raising the awareness of school personnel, parents, and guardians of the negative effects of limited engagement and learning loss during distance and blended learning as well as the overall effects of chronic absenteeism. This will be accomplished by fostering a positive school climate (i.e. offering welcome-back activities, holding class meetings, etc.) as well as sending home frequent communications outlining the importance of regular engagement and participation. Both schools' schedules allow for weekly class meetings to help build community and encourage increased participation. Enrichment opportunities such as music will still be delivered (virtually at first) to promote a strong school climate.

The second tier will ensure that students with attendance and/or engagement problems are identified as early as possible to provide appropriate support and interventions at the school. Teachers will make weekly calls/emails to students/families of any students demonstrating a lack of engagement and/or participation. If the problem persists, the teacher will recruit the help of site administration to set up more intensive interventions.

The third tier will involve referring students who have exhausted the resources of the school to the school attendance review committee. The committee will also identify and respond to grade level or student subgroup patterns of chronic absenteeism and will evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates.

For English language learners demonstrating a lack of engagement or participation, the district's English language development staff will be recruited to help with student/parent communications.

For Special Education (SPED) students, the SPED staff will continue to carefully document efforts to engage students on IEPs and the results of those efforts. Situations where students are not fully participating will be "problem solved" by the IEP team and appropriate adjustments in supports/ services will be made in the IEP. Those adjustments will then be carefully monitored. Additional support will be available through adjustments in frequency/duration of related services and/or specialized academic instruction.

## 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.]

Spreckels Union School District will continue to partner with its food service provider, Salinas Elementary Union School District, during both Phase 1 (Distance Learning) and Phase 2 (Hybrid Learning) of its reopening plan. During both phases, "grab-n-go" lunches will be available for any student in the district (5 meals a week). During Phase 1, all lunches will be picked up at Buena Vista Middle School. During Phase 2, lunches will be available at both school sites.

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

Section	Description	Total Funds	Contributing
N/A	Hiring 1 FTE (temporary) Intervention Certificated staff to identify and provide support for students demonstrating significant learning loss	98,932	Yes
Pupil Learning Loss (Pupil Learning Loss Strategies)	Increase of 14 professional development hours for all district teachers in the area of distance learning to mitigate student learning loss	41,696	No
In-Person Instructional Offerings	Purchase of additional hand-washing stations, hand-sanitizing stations, Plexiglas dividers, and other types of personal protective equipment	93,043	No
Distance Learning Program (Supports for Pupils with Unique Needs)	Cost of live-screening CSUMB volunteers to work with students demonstrating learning loss	2,000	Yes

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Social Emotional Consultant to provide trainings for families experiencing new conflicts due to distance learning and/or Covid-19	563	No
N/A	Purchase of new teacher devices (and other distance learning equipment) and instructional supplies for all teachers to support the increased demands of distance learning and to provide teachers with enhanced tools to provide virtual small groups instruction and assess students	145,155	No
Distance Learning Program (Access to Devices and Connectivity)	Purchase of additional devices and wifi hotspots to support families without devices and/or internet connectivity	26,645	Yes
Pupil Learning Loss (Effectiveness of Implemented Pupil Learning Loss Strategies)	Investment in enhanced student data systems to monitor learning loss	2,010	No
Pupil Learning Loss (Pupil Learning Loss Strategies)	Extended school year for identified students, but especially academically at-risk students like EL's, foster youth, low socioeconomic, etc.	38,181	Yes
Pupil Learning Loss (Pupil Learning Loss Strategies)	Provide training for instructional aide(s) in diagnosing and remediating early reading loss in unduplicated students	695	Yes
Pupil Learning Loss (Pupil Learning Loss Strategies)	Additional hours for English language development teacher to contact and support EL students and families over the summer	4,066	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
3.59%%	288,105

## 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.]

In developing the district's Learning Continuity and Attendance Plan, the needs of unduplicated students (i.e. English learners, foster youth, low socioeconomic, etc.) were directly addressed in the following ways:

1. Additional Intervention Certificated staff to identify and remediate the learning loss of students (primarily unduplicated students);
2. The district partnered with California State Monterey Bay's service-learning department to provide additional support (tutoring, etc.) for unduplicated students demonstrating learning loss;
3. Additional technological devices and wifi hotspots were purchased to distribute to the families of unduplicated students who needed equipment or connectivity for distance learning;
4. The district will extend the school year for students demonstrating severe learning loss (primarily unduplicated students);
5. The district provided additional training to instructional aides so they could better support unduplicated students demonstrating difficulty in reading; and
6. The district extended the work year of the English language development teacher to work with families of English learners over the summer to mitigate learning loss.

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

In addition to the new actions documented in the district's Learning Continuity and Attendance Plan, unduplicated students (EL's, foster youth, and low-income students) are supported by ongoing actions outlined in the district's 2019-20 Local Control and Accountability Plan:

Goal 1:

1. Provide District transportation services to Socioeconomically Disadvantaged students.

Goal 2:

1. Employ a full-time English language development teacher to provide small-group instructional support to EL students and serve as a liaison for EL families.