



# 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.]

Keyes Union School District is a single school district in a semirural area of Stanislaus County. Currently, Keyes has 759 students ranging in grades TK-8th, with very few coming from outside the District boundaries. We have declining enrollment with the COVID-19 Pandemic. We have lost 17 students. Our Independent Study Charter School enrollment stands at 349 in grades TK-12. Our State Preschool has 17 students enrolled with at this time but we have a total of 40 slots available. Early Head Start has a home-based enrollment of 32 with capacity for 48. The Regional Head Start has 28 enrolled and a total of 40 slots available.

COVID-19 has had a tremendous impact on our District. Students are struggling with the lack of social interaction, the effects on their mental health, inconsistencies in their daily routine, the loss of extracurricular activities, struggles within the home environment, parents losing their jobs, and academic support from home. The Staff has been affected as well with the amount of work that they have had to endure with these challenges to ensure that our students are being taken care of (social-emotional wellbeing, academics, health, overall stability). Additional responsibilities have been given to staff members to cover additional tasks on campus. The District is working to support families with no internet connectivity in their homes. The school has struggled in gathering the number of hot spots needed. During stakeholder meetings, we

have learned from several parents and community members that this has impacted all of them. The impacts include some of the following situations: many people having to quit their jobs to care for their children, loss of jobs, lack of childcare, family health concerns, family dynamics changing, and struggling to support their child(ren) academically.

## Stakeholder Engagement

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

Keyes Union School District met with School Site Council / DELAC in March and again in August as well as with our Parent Teacher Club. During July and August, the site principals met and continue to meet with a group of Spanish speaking parents to inform them and gather their input. All Keyes parents were and will continue to be invited to attend and to participate in these meetings (including parents of our SED, homeless, foster, special education, and ELL populations). The District counselors, special education director and school parent liaison reached out to families to gather input and answer questions. The Keyes Administration has posted information continuously during this process on the district Facebook page and through Parent Square to keep our community informed. Specific questions were posed for the parents to respond to in English and Spanish. A survey along with a letter (English/Spanish) were mailed out to all families multiple times. Questions were asked regarding the return to school and parents' input on what plan (Distance Learning, Hybrid, Full time on Campus) they would be most comfortable with as well if they needed busing. Staff team meetings were held weekly as information and planning sessions throughout the Spring and Summer. After starting the school year on August 12th, the staff met again on August 13th and 20th as well as with School Site Council and DELAC on (August 07) to ensure the District was continuing to make informed decisions with a good understanding of the needs of the staff and community. Parents were in attendance via zoom and are always welcome at the School Board meetings both virtually and in person when we are allowed to hold in person public meetings. Meetings were held on June 23 and then on August 11. Administration held a Question/Answer session on July 30th via zoom with the reopening committee. Parental involvement was low, but questions and the plan for reopening were shared. Information is continuously posted on the front page of the School Website as well as all call's messages, remind text messages, and postings on all the District's social media. Parents have been encouraged to email or call Administration with any questions, concerns and to provide input.

Administration responded to all these forms of communication. The District's parent liaison, counselors and teachers have been making phone contacts with our Spanish parents to ensure their understanding and to receive their input as well.

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

School Board meetings held on 5/12, 06/23 and 08/11 were offered in person for and accessible remotely via YouTube link provided on Board agendas posted on the website and district office. These postings were both in English and Spanish. A draft of the budget was also posted on the website for viewing and review. Questions and/or concerns on any agenda items were instructed to be emailed a day prior to

being addressed during the board meeting. School Site Council and Parent Teacher meetings were also held remotely as well as in person practicing social distance protocols. All communications were in both English and Spanish.

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

Our feedback was provided in the form of Google Survey results with links accessible through our website, text message, email, Parent Square and District Facebook Page. Our parents encouraged the District to have students back in school full time. Parents shared they feel comfortable with Keyes working hard to keep students and staff safe. It was shared that there is a great appreciation for the communication that teachers are providing to their students as well as the level of education during Distance Learning.

Parents wanted clarification on the return to school and safety precautions which will be taken. Parents indicated, for the social aspect of students, it is important to get students back in school. Parents indicated that the distribution of chrome books, headphones and hot spots to students in need, greatly assisted families, especially with those with multiple children.

Facebook, emails, social media posts, Parent Square messages, text messages and phone call communications the District received indicated - Parents concerns have been the safety precaution of bringing all students back, the plan for social distancing, the process taken if a student or staff member becomes affected by the virus, child care after school or on non-school days for their child(ren). In addition their is a concern with the number of platforms utilized by teachers and the difficulties for families with multiple children.

Survey mailed home - These were accepted through end of July and up to the date we started distance learning on August 12, 2020.

Staff team meetings - There are a few staff members anxious about having a full class of students, a majority of staff believe that having the students back on campus is in the student's best interest, not only academically but socially and emotionally. Staff have been asked to continue to be a part of the planning process. Staff members shared the appreciation of the opportunities to share their thoughts and provide input.

School Board Meeting - Parents shared concerns with childcare and did not understand that if students could be together for childcare, then why could we not open schools in person.

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

Keyes has and continues to distribute chrome books, headphones and hot spots to students and staff to ensure all have equal access and the opportunities to deliver quality education. If and when the students are back on campus, great emphasis and time will be dedicated to sanitizing recess equipment, bathrooms, common surface areas and classrooms throughout the day. Staff will be trained on how to sanitize as well as educating their students on social distancing, hand washing, face mask use and procedures for coughing / sneezing. Hand sanitizing stations will be set up throughout campus. Assigned bathrooms for grade levels, separation of recess and lunch times to allow for minimum students in areas as well as to allow sufficient time to sanitize areas. Parents and staff will continue to be communicated with to ensure their input and understanding, as parents and staff have greatly appreciated this. Teachers will have office hours set for parents to

have the opportunity to speak with the teacher. Educational platforms will be streamlined by teachers only utilizing, Zoom, Google Classroom and Seesaw. Opportunities for parents to be trained on the platforms are consistently being worked on and we had some grade levels who chose to meet with every parent and student one on one while always practicing social distancing protocols. These meetings were held outdoors when possible. School counselors and support staff were and are available to families, students and staff as needed to ensure the social and emotional stability of our students.

## 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.]

Keyes will offer In-Person instruction when the Health Department and the Governor deem it to be safe to do so. When this opportunity arises, Keyes will follow all safety precautions with disinfecting all common surface areas frequently, distancing students at all times and in all areas, providing face masks/shields to students and staff, staggered arrival and dismissal times, and limited outdoor play time.

Keyes will be starting with Distance Learning. Teachers will provide live interaction daily with their students as well as allowing for peer interactions. Teachers, Counselors, classified staff, administration, support staff, county assigned psychologist, intervention team and the special education director will be working together to ensure student's needs (both academically and social emotionally) are being addressed. This will be accomplished through zoom meetings, emails, home visits (utilizing safety precautions and with parent approval), small group or individualized instruction and personal phone calls.

Students will be assessed at the start of school and continued over two weeks to ensure the students learning and areas of needs are being addressed and supported for each student. Students who are new to Keyes and are English Language Learners will also be assessed with the Initial ELPAC State Assessment. Extra support will be provided to students by the teacher as well as the MTSS Instructional Support Model of Intervention to ensure support for all students and staff. In addition to the core curriculum, Keyes utilizes select programs in the areas of English Language Arts and Math (iReady diagnostic and instruction in reading and math, Star Reading and Accelerated Reader, Reading Plus, and Read Naturally along with our district core programs, which all address individual students' academic needs. Parents and students will continue to be communicated with regularly through phone calls by staff and small group breakout sessions for personalized instruction and support. Instructional lessons will also be recorded for students and parents to access later and for review.

Keyes will use a Hybrid Learning Model to provide classroom based instruction that follows all health and safety guidelines.

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

Description	Total Funds	Contributing
Counselors supporting students and families especially those who are Foster, Homeless, Socio-economically disadvantaged and/or English Learners.	\$183,081.00	Yes
Support Staff and services for all students.	\$458,237.00	Yes
Purchase PPE equipment for all students and staff in order to assure safety of students and staff.	\$44,393.00	Yes
Student study carrels for students in all grade levels to support social distancing.	\$1,882.00	Yes
Provide professional development related to both core academics, technology, trauma informed practices, and intervention to assure we maintain a highly qualified staff.	\$874,302.00	Yes
Maintaining and upgrading technology equipment, software and services to support student learning.	\$238,080.00	Yes
Maintain and improve facilities for all students and staff.	\$100,000.00	Yes
Maintain small class sizes in grades TK-3.	\$303,897.00	Yes
Provide support for English Language Learners and increase reclassification rates.	\$133,620.00	Yes
Monitor student assessment benchmarks	\$3,039.00	Yes

Description	Total Funds	Contributing
Increase parental and community involvement.	\$13,939.00	Yes
Increase opportunities for student engagement and participation.	\$106,119.00	Yes
Provide safe and supportive campuses with behavioral expectations to increase student engagement.	\$403,289.00	Yes

## Distance Learning Program

### Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

The following curriculum and instructional resources will be used to assure the instructional continuity for students.

- Zoom used to deliver daily lessons live to students with their peers as well as to provide social interactions between teaching staff and students and students with their peers.
- Grade level standards covered with emphasis on Essential Standards to ensure a deeper level of learning.
- Zoom meetings recorded and posted in Google Classroom for later access.
- Google Classroom utilized for lesson assignments and student work submission.
- iReady Program used in grades TK-8th for intervention and acceleration of learning in the areas of reading and mathematics.
- Star Diagnostic/Accelerated reader K-8 for intervention and acceleration of learning.
- Read Naturally used in grades K-5 intervention and acceleration of learning.
- Reading Plus Program used in grades 6-8 for intervention and acceleration of learning.
- District Assessments Administered in reading, writing, and math three times throughout the year to monitor progress and guide instruction.
- Checking for understanding and progress assessments administered frequently through formative and summative assessment of core instruction.
- Intervention support for students by staff through Zoom and/or by phone (one on one or small group).

- Flipgrid platform used for student and/or teacher-created videos or photos of work submitted.
- Chromebooks, headphones, and hot spots as needed will be distributed to students in order to participate in the educational program.
- Integrated and Designated support for English Learners will be provided by credentialed teachers and trained support staff.
- Special Education accommodations and supports for students with IEPs will be provided. An emergency plan will be developed for each student and shared with the parents.
- Translation support to families will be provided through our Spanish speaking staff for communication with our parents along with Parent Square messaging.

## 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.]

Families were assigned a day/time to come on campus to pick up a chrome book, headphones and hot spot as needed for their student(s). Staff have access to checkout devices for themselves to support their teaching from home. Support and office staff will be available via phone or email to assist with any trouble shooting throughout the school year. Staff emails are being shared with families and accessible through our website, in addition individual teacher created webpages will be linked to the district website for parent ease of parent access. Parent technology trainings will be held virtually (as needed and requested) to address concerns and questions of parents. Staff will continue to inform the office of additional families in need of technology.

## 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.]

Google Classroom and CLEVER will be utilized to post and provide assessments/assignments for students including access to digital benchmarks and core assessment and instruction. Teachers will administer/assign initial assessments to students to determine their academic level at the start of the school year as well as throughout the the school year. These assessments will be in the areas of reading, writing and math. Students' academic understanding and progress will also be monitored through one-on-one conversations between student and teacher, progress monitoring, exit tickets, rubric scores, both formative and summative assessments and daily work review. Some assessments may be submitted by the student as well as assessments given live via the computer with the student. Staff will be given time to collaborate to analyze student results and work together to support the students' needs and intervene with additional intervention supports. Students will be issued grades this fall.

Teachers will be keeping attendance using Aeries, Google Classrom, Zoom attendance reports and student performance on a ssigned tasks. Participation and time value of pupil work will be measured using engagement in synchronous and a-synchronous instruction and the average typical time it would normally take a student to complete and independent or group task. This will be submitted to the administration on a weekly basis. Both teacher and administration will be following up with students/parents if there is a concern in any of these areas.

Teachers will be required to ensure they are meeting the required instructional minutes per week: TK-K 180 minutes; 1st - 3rd 230 minutes; 6th - 8th 240 minutes. Instructional minutes provided will be based on synchronous and a-synchronous instruction as well as independent/group work assigned to students.

## 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.]

Staff were and will continue to be trained prior to the start of school of all the safety precautions for themselves and students. Training of all teachers on Google Classroom, SeeSaw, Flip grid, Screen Castify and Zoom are scheduled for both before and after school begins. In addition staff will be trained on proctoring and administering digital benchmarks through Zoom. Counselors will be sharing with the Staff, signs to be aware of for their students regarding their wellbeing as well as self-care for themselves.

All staff will have availability to all the Professional Offerings that the Stanislaus County Office of Education offers as well as the California Collaborative for Education Excellence. Additional support from our technical consultant and curriculum director to support teacher and student digital program use.

Trainings will continue for all staff throughout the year. A professional development plan to address the needs of our staff has been implemented and was based on staff survey results. The district will be participating in the Learning Community for Successful School Programs (LCSSP) three year grant in collaboration with Stanislaus County Office of Education to strengthen and fully develop a district multitiered system of support, including PBIS, behavioral, social/emotional, mental health and academic success for all students.

Ongoing professional development will be provided to support this initiative over the next three years.

## Staff Roles and Responsibilities

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

Instructional Aides will be trained in technology tools and platforms so that they may assist teachers in supporting students. If a Hybrid Model is implemented, Instructional Aides will be assigned to multiple duties due to the additional recess and lunch times being offered to ensure social distancing and student safety. Maintenance staff are dedicating more time to sanitizing equipment and the facilities. Parents will be the first point of temperature checks prior to student leaving for school. Bus drivers may assist with taking temperatures as well as certificated and classified staff before students will be allowed on campus. Administration have become health screeners. Administrators and Counselors will be used to teach students if needed to replace the teachers live interaction. The district is fully staffed to allow and provide

intervention support to our students. It is more crucial now than before for all staff to assure they have non-academic check ins with students. The district has also agreed to support two MSW interns from California State University Stanislaus to work with the counselors in supporting additional social emotional and mental health concerns.

### 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.]

Students with unique needs will be supported by their teachers as well as through the District's Classified Staff, Special Education Staff, County Social Worker and counselors to ensure they are receiving additional supports in all areas, academically, behaviorally, socially and social/emotionally. Keyes held orientations prior to the start of school to provide the opportunity to establish a relationship with the student and parent, discuss concerns, answer questions, and most importantly to begin to develop a trusting relationship to ensure a positive experience. Virtual small group breakout sessions and tele-conferences to the home will be made during the teacher's office hours. This time will not only be used for academic check-ins but also for personal connections with students. Teachers will be assessing students and meeting each student's individual needs. Students who are English Learners will be provided the Designated and Integrated lesson supports from a certificated teacher. Students with IEP's will be supported through the special education certificated and classified staff. An emergency plan will be developed for each student on an IEP and goals will be monitored. Teachers will set academic goals for their students and celebrate accomplishments. Our Social Workers (SELPA STAFF) Support Staff and Counselors will work to provide guidance to families/students regarding outside resource supports as well as being a resource and support for them. Students who are Foster, Homeless, English Learner or Socio-economically disadvantaged will be contacted by the counselors, liaisons and social workers to ensure their academic and emotional stability. Resources will continue to be updated on the school's website homepage as well as parent trainings and question/answer sessions as needed throughout the year.

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

Description	Total Funds	Contributing
Contract with consultant to support the professional development regarding trauma informed practices.	\$6,000.00	Yes
Purchase of Chromebooks for all students and staff, Chromebook cases, device insurance, hot spots, headphones for teachers and students purchased to allow for educational access to all students. Cases will protect the devices. Hot spots will allow access to those without internet connectivity. Headphones will support a quiet home learning environment by cutting out background noise. Laptops and Smart Boards for teachers will assist with visuals for distance learning. School supplies for students to use at home as needed to complete lessons. Attendance incentives will be used to increase student online daily engagement. The purchase of a forklift to assist maintenance and cafeteria staff implement a bulk meal service (an entire week of lunch and breakfast) being delivered one day per week in an	\$505,762.00	Yes

Description	Total Funds	Contributing
attempt to spare parents the daily trip to pick up meals. The purchase of a projector and screen to provide the ability to host staff and parent training's and or stakeholder forums in the gymnasium with social distancing protocols. This will also then allow us as we transition to in person learning the space needed to hold group instruction in a large classroom setting.		
Virtual platforms purchased to support Distance Learning and learning of all students. Zoom (distance learning online instructional delivery platform), Securly (software) to establish online security, student online activity monitoring, and student engagement, Seesaw, (software) to allow usage of documents for instruction with annotative capabilities, Adobe (software) to convert documents and assist with instruction and Docusign (software) to allow signatures to be acquired online verses in person. Twig science curriculum and software. Physical education curriculum and equipment.	\$44,849.00	Yes
Staff training to better serve all populations of our school and how to use virtual platforms Securly \$34,288, SPED \$430 This will be in the areas of Google Classroom, Zoom, and Securly. It will also provide needed training on how to engage and address the needs of our English learners and students with special needs.	\$34,718	Yes
August Staff Professional Development \$40,000. This august training was held to support teachers on the usage of our distance learning delivery platforms like Zoom, Securly, Google Classroom and web page development.	\$40,000	Yes
Purchase of additional trade books to be used for independent reading material at home.	\$10,000.00	Yes
Purchase of BeyondSST digital program to support multi-tiered systems of support in identifying and supporting struggling students and those experiencing learning loss.	\$20,000.00	Yes
Digital programs three year licensing.	\$66,000.00	Yes

Description	Total Funds	Contributing
Chromebook and electronic learning device insurance.	\$20,000.00	Yes

## Pupil Learning Loss

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

Grade level teachers have collaborated to work towards teaching with greater emphasis of the "essential standards". This will allow for a deeper level of understanding for the student and benefit them as they move onto the next grade level. All students were assessed with the District Assessments at the start of the school year to develop a plan to meet the needs of each individual student. District benchmarks will be administered three times throughout the year to monitor learning and guide instruction in the areas of ELA, ELD, and Math. Teachers will create Individual Learning Plans for those students who may need additional accommodations to their instruction. Teachers as well as Instructional Staff will work with individual or small groups of students to regain the student's loss of learning and support the English Learners.

## 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.]

In addition to teacher support, the students will be utilizing programs like iReady, Accelerated Reader, Reading Plus, Read Naturally, Read Works, EPIC, Twig Distance Learning Science and BeyondSST to accelerate and remediate learning. Instructional support staff's time will be focused on supporting the students within the learning groups (English Learners, Foster, Homeless, Special Needs students, Socio-Economically Disadvantage) in both Math and English Language Arts during their dedicated time supporting the classroom teacher. Certificated staff will monitor student growth regularly. Students experiencing behavioral, social, emotional, or academic issues will be referred to the student study team (SST) using BeyondSST to track all interventions. Certificated teachers and trained paraprofessionals will work in small groups and or one on one with students to accelerate their learning and recoup learning loss.

## 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.]

Students will be assessed on a regular basis as well as daily connection and check ins on their progress. Communication between all staff supporting these students will be frequent and regular. Diagnostic and completion of individualized lessons and group projects will be monitored at least weekly to ensure progress and to provide immediate intervention when needed. Staff will monitor, provide support, submit referrals as necessary for evidence/observation of social, emotional or behavioral concerns.

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

Description	Total Funds	Contributing
The costs related to these actions and services related to pupil learning loss have already been included in the distance learning section		

## 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.]

Keyes has partnered with Stanislaus County Office of Education to provide ways for our counselors to survey students whether they are on-campus or off-campus. This partnership allows staff to monitor and check student's social and emotional stability and intervene with the students as needed. In addition, our staff will meet weekly as well as having access to each other through email or by phone daily to discuss and share concerns regarding students. Students also have access to the Stop It Solutions Anonymous Reporting System on the Keyes Union School District Website that can be utilized to report a concern for themselves, family, or peers. This system generates an email and text directly to the Administration Team to act quickly and accordingly. Staff will continue to be trained on both of these systems at the start of school as well as trained by our Counselors for other signs to look for in students as well as encouraging our staff to care for themselves during this time. Trauma-informed practices will be shared with the staff and procedures to follow for our students and parents. Staff will also continue to be trained on how they can be aware of their own well-being and mental stability. The administration will continue staff relations and supports during this time. The three-year LCSSP Grant will support the development of a multi-tiered system of support to address the whole child.

## 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 District has and shall develop written procedures for tiered re-engagement strategies for all pupils who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week. These procedures shall include but are not limited to, verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including connection with health and social services as necessary, and, when feasible, transitioning the pupil to full-time in-person instruction. Teachers will track daily connections with students and academic engagement. Teachers will work to communicate through email, text, Parent Square, or by phone to parents whose students are not in attendance on a daily basis. Student names for whom teachers are not able to connect will be shared with the Principal to follow up with the parents as well as after two absences. The Counselors and parent/community liaison will also support this by making home visits with the Principal as needed. The District's parent/community liaison will seek support from bilingual support staff to assist in communicating with parents who speak Spanish.

Teachers will also be tracking student's tardies to their virtual meetings and communicating those with parents and the Principal as well.

Through the development of a district MTSS and in collaboration with Stanislaus County Office of Education systems will be defined/refined to meet tiered levels of support. Tier 1: teacher identification and in-class support. Tier 2: referral to the principal for possible SST (BeyondSST). Tier 3: additional intense interventions and or assessments as determined and monitored by the SST. This includes behavioral, social, emotional, and academics.

## 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 cafeteria staff will provide meals for students on a daily basis as we begin the year and then once per week on Thursdays (Bulk Boxes with breakfast and lunch for the entire week) this will allow parents to only have to come one day per week verses daily. Meals will be available at the same designated time each week in front of the Keyes Elementary School gymnasium and bus drop location during distance learning and for students on their in-seat learning days when we move in that direction. A waiver has been issued to allow us to serve meals to all children in the community who are below eighteen years of age.

Once the school moves towards in-person learning, the students will be scheduled at various times for their lunch, eating both inside and outside. Students will have designated seating areas. Students will not sit across from each other and will follow the three to six feet social distancing recommendations.

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
36.89%%	\$2,245,727

### 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 District has utilized all staff members without increasing hours to support student needs across the school in all areas of instruction including digital citizenship. The instructional support staff will work mainly in the area of English Language Arts and Math Intervention. These staff members will be assigned to a specific classroom but will be available where needed to support students and the district operations. We have also taken our staff members like bus drivers, custodians, and office staff to provide greater outreach to families and students. They are assisting with lunch deliveries and packaging as well as to deliver curriculum packets, exchange failing equipment and to simply make home visits of those students having trouble with distance learning. This will allow us to best support foster youth, homeless, English Learners, and/or socio-economically disadvantaged students as a priority to support these students in meeting their academic goals in Math and/or English Language Arts. Staff members are first and foremost supporting the emotional and mental health needs of our students and families. Daily contact often in person by conducting home visits have become the norm for our staff members. The school office staff are assisting with the required paperwork and are also tasked with making student and parent contact. In-person meetings with school staff are being scheduled by appointment.

Instructional staff will support these students as a priority during the Multi-System of Student Support (MTSS) time with the teachers.

Counselors will be checking in with these students as a priority to ensure they're socially and emotionally stable and attending to their virtual class lessons.

County Social Workers will contact families to address their needs and provide resources as needed to help provide stability for families.

Counselors will create engagement sessions with students as well as teacher checkins to ensure the needs of these students are being met.

Extra-curricular opportunities such as Art, Music, E-Sports, ASES support activities and program will be offered virtually with these students in mind first in order to provide them with an outlet and positive opportunity outside of the academic rigor.

Instructional Aides will be utilized to meet with the students who have experienced learning loss in Math and/or English Language Arts.

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

Additional technological devices (Chromebooks, headphones and hot spots) have been purchased to accommodate virtual learning and provide all students with equal access to the curriculum and lesson delivery. Additional time for English Learner Instructional Staff support has been added too focus on the needs of these students. Increased services in the area of social emotional support with additional support

staff on campus as well as contracted additional days with the County Mental Health Professionals to support students and families during this time that so many are experiencing difficulty.

DRAFT