



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>.

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General Information

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

The Soledad Unified School District (SUSD) is located in Soledad, California, which is situated in the heart of the rich Salinas Valley, the salad capital of the world. SUSD strives to provide comprehensive educational services to students in Preschool through the 12th grade as well as adult school. The district is comprised of five elementary schools; Gabilan, Frank Ledesma, Jack Franscioni, Rose Ferrero, San Vicente; one middle school, Main Street Middle; a comprehensive high school, Soledad High and Community Education Center: Pinnacles High School (continuation) and Soledad Adult School. The district opened a newly constructed middle school, Main Street Middle School, in August 2019 with the financial support from a \$40 million construction bond passed by voters.

The district enrollment of approximately 5,000 (4,871 - 2019-20 Data) students is comprised of 90.7% Free and Reduced Lunch, 31.8% English Learners and .1% Foster Youth. The district's students are 94.5% Hispanic or Latino, 2.4% White, 1.1% Filipino, 0.5% African American, 0.9% Asian, 0.1% American Indian or Alaskan, 0.1% Pacific Islander, 0.3% Two or more races and 0.1% Not Reported. Approximately 13.8% students are in Special Education and 3.4% are designated as Migrant. The number of parents without a high school diploma is 31%. Our graduation rate is 91.9% (2018-19 Data).

The COVID-19 pandemic has had a significant impact on the Soledad Unified School District and the Soledad Community, including students, staff, and the community. A variety of district staff have provided information on the impact including the district-wide intervention coordinator, directors, coordinators. Data was also gathered from surveys of students, parents and staff.

PARENTS

Soledad is an Agriculture-driven Community. Parents who work in agriculture work long hours & on weekends during the summer/fall. During this time, students are left at home and the older siblings take care of the younger ones. The older siblings are struggling with chores & cooking. The younger siblings do not always follow older caretaker siblings directions. Per parents, try to make their kids listen to older siblings and do school work but the younger siblings do not want to. When parents get home from work, they are tired and sometimes do not know how to help.

Parents that we have spoken with who work in the medical field or hospitals do not feel safe sending their kids due to their high risk, but want to be able to support them during distant learning. Our parent outreach staff have received many calls from parents who want to adjust their work schedule to be home in the mornings so they can make sure their students log on. They are anxious to know what the school schedules would be so they can request the time off from work.

One parent shared she was planning on taking two weeks off when school starts to make sure her students are distance learning and she would be missing two weeks of income because she already used up her sick/ vacation. Parents are concerned about students having to be on devices for so long each day.

Parent surveys were issued in June 2020, regarding their experience with school closure in spring 2020 provided additional information on the impact of COVID. 35% of parents indicated in a survey that there is no one who can help their students during the day with their distance learning and over 13% of parents reported that they did not have reliable access to the internet at home. 42% of parents did not find it easy to manage their student's distance learning program. 26% did not feel they were getting sufficient information from their teachers. Parents expressed other concerns with COVID including access to food (17%), access to childcare (49%), mental health (47%), safety (32%), their child's comfort level with distance learning (72%) and language barriers preventing interaction with their child's teacher (12%). In the same survey, parents also expressed concerns, specific to distance learning, including student(s) completing school work (60%), parent use of technology (16%), student(s) falling behind (80%), student engagement with instruction (58%), student access to technology (10%), student challenges with technology (15%), and the need for translation for parents to support students (4%).

Special Education parents have concerns about their special needs students and distant learning. Staff has been helping them understand the role of a case carrier and reaching out to clerks to make sure the case carrier that will be assigned is aware that the parent is concerned. Some parents have reached out asking how they can do the packet vs. iPad. Concerns of how distance learning will work out and their kids falling behind academically.

STUDENTS

COVID has had a significant impact on students including their academic progress as well as social-emotional wellness. Students were required to pivot, suddenly to packet work in March, when school buildings were closed. Students had to complete assigned work with limited support from their teachers. Spring 2020 instruction focused more on reinforcement of previously taught grade-level/subject-area standards and less on new standards. This means that students are less next-grade-level ready than in prior years. As the district scaled up online learning, beginning in April 2020, and devices were distributed to all elementary students (secondary students already had possession of their iPad devices), students were not content with having to be on-screen with their devices for several hours, daily and that it has been hard for them to focus.

There is anecdotal evidence that high school students, who because they were no longer going to school, were working during the day time to support their families. This impacted their academic progress and participation because it inhibited virtual interaction with teachers during

school hours and reduced time that the students could focus on their studies.

Student social-emotional wellness has also been impacted. The sudden closure of school sites, cut many students off from their friends and social networks. This isolation created feelings of anxiety among students.

Student surveys were issued in June 2020, regarding their experience with school closure in spring 2020 provided additional information on the impact of COVID. 30% of students indicated that there was no one who could help them with distance learning, 31% indicated that they had not participated in a zoom conference with their teacher(s), and 30% did not know how to contact tech support. Students expressed other concerns in the survey including being able to socialize (37%), completing school work (42%), technology use (7%), participating in extracurricular activities (27%), falling behind (60%), mental health (28%) and safety (14%). 32% of students stated they did not know how to access mental health services.

STAFF

The sudden closure of school sites required teachers to pivot to distance learning in a matter of days. Teachers were required to create learning packets for their students and find ways to connect with their students, whether or not they had access to technology. Teachers had to, at the same time sustain instruction for students and participate in professional development to learn how to teach in distance learning and use the necessary technology platforms. Counselors and other support staff had to find different ways to connect with students to provide requisite services. Staff have experienced anxiety over the fear of contracting COVID and/or spreading it to their families.

Surveys of certificated staff were issued in June 2020, regarding their experience with school closure in spring 2020 provided additional information on the impact of COVID. 56% of certificated staff indicated that they experienced technical issues in providing online learning. In the survey, teachers expressed concern over having to return to in-person instruction and the safety risk this would pose to their own children. Teachers reported feelings of being exhausted due to the extra time and effort needed to provide distance learning. One respondent stated that it is physically and emotionally exhausting.

Classified staff also have been impacted by COVID. Employees have had to assume different roles, including distribution of materials and meals to students. Technology staff have had to quickly ramp up network and device resources to ensure access to technology for all students. Food service staff have had to pivot to drive through meal distribution preparing and serving 2-3 meals per student at a single time once per day. Maintenance and custodial staff have had to modify cleaning procedures and update equipment such as touchless paper towel dispensers.

Surveys of classified staff were issued in June 2020, regarding their experience with school closure in spring 2020 provided additional information on the impact of COVID. 50% of classified staff report having concerns while shelter in place has been in effect and 8% of classified staff said they would not feel safe in returning to their work location. 31% stated they have concerns regarding interacting with parents at school sites and 32% stated they have concerns regarding interacting with students at school sites. Several other concerns arose out of the classified survey responses including fear of losing their job, safety on-campus, not being able to spend time with co-workers and students on campus.

Administrators have had to adapt to COVID in order to maintain compliance with policies including instruction, student attendance and engagement, assessment of English Learners and Special Education students while developing protocols for distance learning and hybrid learning. Principals have had to coordinate distance learning for students and messaging for parents at their school sites without the opportunity to meet in person with either group.

As a result the Soledad USD has responded to meeting the needs resulting from the impact of the COVID-19 pandemic with Board-approved plans including the 2020 LCAP COVID-19 Operations Written Report (https://drive.google.com/file/d/1pI2owkbqxdUJUCSwI5MQO-DwyK8TFd_u/view?usp=sharing), School Reopening Framework (https://drive.google.com/file/d/1oIYCpKDSGEXZyqmGKNoVZN_kGi8Q947m/view?usp=sharing), and Distance Learning Plan

(https://drive.google.com/file/d/1oIYCpKDSGEXZyqmGKNoVZN_kGi8Q947m/view?usp=sharing).

Stakeholder Engagement

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

The District has utilized several conduits to provide information to and receive input from parents, staff and students. These are summarized as follows:

SURVEYS

Students:

The district conducted a student survey in June 20 which asked students in 5th-12th grade about: if there is someone that can help them with distance learning, do they have a quiet place to work at home, how do they complete distance learning, what internet access do they utilize for distance learning, do they participate in zoom video conferences with their teacher(s), if they do how often do they participate, do they know how to access or contact tech support and when they do are they helpful, do the teachers provide them with schedules for distance learning, how many hours they spend each day on distance learning, do they feel safe participating in distance learning, are they able to get help with digital learning tools (Seesaw, Google Classroom, etc.), do they have choices to demonstrate learning to their teacher(s), what times do they complete their distance learning and what subject do they need assistance, are they able to communicate with their teacher(s) and what method they use for communicating, do they have access to mental health services and lastly what are their biggest concerns during COVID-19 distance learning. The district received 369 responses to the survey.

The district provided a summer school program which was entirely distance learning. Students participants were surveyed about the program at the end of the summer session. Student survey questions included: how did they completed the i-Ready and Elevate Math Summer School, if online how easy or hard was it to connect, rate their level of satisfaction with the i-Ready ELA/Math and Elevate Math Programs, rate their level of overall satisfaction of their distance learning experience, and to provide additional feedback that would help improve the program. The district received 321 responses to the summer school survey.

Parents:

The district has conducted three Covid-related surveys of parents. The first survey was administered to parents of elementary students in March 2020. The survey asked parents to indicate if their student has access to a device such as a computer, tablet or smartphone. The survey also asked parents about student access to the internet at home. This district received 281 responses.

The district administered a survey to parents of summer school students. The survey asked parents: how did their student completed the i-Ready and Elevate Math Summer School, if online how easy or hard was to connect, rate their student(s) level of satisfaction with the i-Ready ELA/Math and Elevate Math Programs, rate their student(s) level of overall satisfaction of their distance learning experience, do they plan on enrolling their student(s) in Summer School next year, and to provide additional feedback that would help improve the program. The district received 321 responses to the summer school survey.

The district issued a more comprehensive survey to parents in mid-June. The survey asked parents four questions related to distance and

hybrid learning models. The parent survey questions included: is there someone that can help your student(s) during the day with their distance learning, do they have reliable access to internet at home and what internet access their students will utilize, how often did their students participate in Zoom video conferencing with their teacher(s), what is the most convenient time for their student(s) to meet with their teacher(s), are they getting sufficient communication from their student's teacher(s), how satisfied are they with the district's COVID-19 Distance Learning Program, how easy/hard is has been to manage the distance learning program, what are their biggest concerns educational concerns during COVID-19 distance learning, other than academics what is their biggest concern(s) during COVID-19 distance learning, do they know how to access mental health services for their students, if their student participated in Learning Packet rate the workload, if their student participated in Online Distance Learning rate the workload, what is their preferred instructional model for the fall of 2020, how can the district better support their student(s) and are they able to assist their student(s) with their work, and do they plan on utilizing district transportation for their children in the Fall 2020. The survey also gave parents the opportunity to type in their questions and concerns about the upcoming school year.

In July 2020, another parent survey was administered. The purpose of the survey was to ask for parent responses on four key questions: (1) Preference for Hybrid or Distance Learning for the start of the 2020-21 school year?; (2) Whether their student would walk to/from school, get a ride or need bus service?; (3) Does their student have any health conditions which would put them at risk?; (4) Does their student have access to the Internet at home? Since the survey sought individualized responses, parents were asked to identify themselves and their student's name so the District could be responsive to their needs.

Staff:

A survey of teachers was conducted in March 2020 to learn about their proficiency, comfort with and use of educational technology. Teachers were asked about applications including Zoom, Google Classroom, Google Suite, SeeSaw, Class Dojo and other instructional applications

The district also issued a survey to summer school teachers who taught the online summer school program. The survey asked teachers: rate their level of satisfaction with the i-Ready ELA/Math and Elevate Math Programs, rate their level of overall satisfaction of their distance learning experience, would they recommend using i-Ready and/or Elevate Math for distance learning in the future, if available would you use the i-Ready diagnostic tool with their students to determine mastery of content standards, do they plan on teach Summer School next year, and to provide additional feedback that would help improve the program. The district received 321 responses to the summer school survey. In anticipating the start of the school year in either a hybrid or distance learning model, in August 2020 our district administered a survey to certificated staff regarding the need for professional development on providing instruction in an online environment. 147 responses were received. Teachers were asked to state their need for training on Zoom, SeeSaw, Google Classroom, connecting to electronic resources for adopted curriculum, teaching in an online environment and social-emotional. The district received 58 responses to the Certificated Staff survey.

A survey was issued to classified employees in June 2020. The survey asked classified employees: since the shelter in place took affect whether you were able to work from home or still reported to your work location what have you enjoyed, have you had any concerns since the shelter in place has been in affect, have you had the available resources provided to you; technology, software, internet access, information related to your work, etc., have you felt supported in your position since we have been in shelter in place, have you been able to have clear lines of communication with administration while working remotely or in your work location, share what the District can do better to improve employees working experience while the shelter in place order is in effect, as we anticipate the opening of the new school year and returning to our work locations will you feel safe in your work space, what are your concerns regarding interacting with the parents at your school, please share your concerns about interaction with students at your site, what can the District do to improve the safety of your work location, do you feel comfortable sharing your concerns with your supervisor, and finally to share any additional comments they might have.

The district received 58 responses to the survey.

MEETINGS - PARENTS

Parent Forum:

The District held a Parent Forum on June 17, 2020. At this meeting, the District presented the draft School Reopening Framework and solicited parent input, feedback and questions. Over 60 parents participated in the virtual meeting.

LCAP Advisory Committee (Parent Advisory Committee):

The LCAP Advisory Committee meets monthly to provide input on the LCAP, guidance on the stakeholder engagement process and oversight on LCAP expenditures and implementation. The committee includes parent representatives from each of our school sites, as well as district office staff and principal representatives. LCAP Advisory Committee Meetings have been held virtually, utilizing Google Hangouts, since March 2020. Parents are able to participate utilizing their own device, tablet or smartphone. Spanish-speaking parents have been offered simultaneous interpretation. In recent meetings, the LCAP Advisory Committee has provided feedback and input on instructional services and programs during the COVID-19 pandemic as follows:

June 1, 2020: The LCAP Advisory Committee was presented with the final version of the Covid-19 Operations Report and took action to approve the plan and send it to the Board of Trustees for its approval.

July 27, 2020: The LCAP Advisory Committee was given a presentation on the Learning Continuity and Attendance Plan (LCP) draft template. Staff lead members through each section of the LCP, and gather preliminary feedback on elements including in-person instruction, distance learning, assessment of and intervention for pupil learning loss, pupil engagement and outreach, mental health and social-emotional well-being, and student nutrition.

August 17, 2020: The LCAP Advisory was provided with written responses to the questions and input from the July 27, 2020 LCAP Advisory Committee meeting. (<https://docs.google.com/document/d/1lx-y2XxXfQTFBNsBSjEIEt7Oz7uuekFn1UHF3dDeft0/edit?usp=sharing>). Participants were given a presentation on the updated Learning Continuity and Attendance Plan and invited to ask questions and provide input for the draft plan in advance of the Board of Trustees for its August 25 Public Hearing.

August 31, 2020: The LCAP Advisory Committee met to review an updated LCP. The LCAP AC also were presented with responses to questions and comments submitted at the August 17 LCAP AC meeting.

DELAC

The District English Learners Advisory Committee meetings have been held virtually, utilizing Google Hangouts. A DELAC meeting was held on August 4, 2020 to gather input on the school reopening plan.

Educators:

The District held several meetings in June and July with certificated and classified employees from the Soledad Teachers Association and California School Employees Association, Chapter 457 to develop school reopening and distance learning plans. These meetings included:

6/2/20 - School Reopening Framework - Instructional Services

6/3/20 - School Reopening Framework - Elementary Grades

6/8/20 - School Reopening Framework - Secondary Grades

6/9/20 - School Reopening Framework - Middle School & High School

6/9/20 - School Reopening Framework - Operations

6/10/20 - School Reopening Framework - Family Engagement

6/11/20 - School Reopening Framework - Special Education

6/11/20 - School Reopening Framework - Health & Safety

6/15/20 - School Reopening Framework - Assessment
6/16/20 - School Reopening Framework - Middle School
6/16/20 - School Reopening Framework - Student Support
6/17/20 - School Reopening Framework - Assessment
6/17/20 - School Reopening Framework - Student Support
7/6/20 - School Reopening Framework - Health & Safety
7/16/20 - Distance Learning Plan - Elementary Grades
7/17/20 - Distance Learning Plan - Secondary Grades
7/22/20 - Distance Learning Plan - Special Education
7/23/20 - School Reopening Framework - Assessment

BOARD OF TRUSTEES

Our District has scheduled a public hearing for Tuesday, August 25 at a Special Board of Trustees meeting. Participants will be able to submit statements regarding the draft Learning Continuity and Attendance Plan to the Board for reading in Open Session. Live English to Spanish translation will be available

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

LCAP ADVISORY

LCAP Advisory Committee Meetings have been held virtually, utilizing Google Hangouts, since March 2020. Parents are able to participate utilizing their own device, tablet or smartphone. Spanish-speaking parents have been offered simultaneous interpretation

DELAC

The District English Learners Advisory Committee meetings have been held virtually, utilizing Google Hangouts.

BOARD OF TRUSTEES

Our District held a public hearing on Tuesday, August 25 at a Special Board of Trustees meeting. Members of the community were invited to submit comments or questions regarding the LCP which would be read out in in Open Session.

None, were submitted. Live English to Spanish translation was available.

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

The following is a summary of feedback from surveys and meetings held for the District's School Reopening Framework, Distance Learning Plan and Learning Continuity Plan

June 2020 Staff Survey on Online Learning

The survey revealed many teachers use a variety of programs, but that training would be necessary on the primary district-supported platforms and tools. These tools include SeeSaw (grades K-3), Google Classroom (grades 3-12), Zoom (for live and recorded lessons) and ScreenCastify (for onscreen, recorded lessons).

June 2020 Student Survey on Distance Learning - 352 responses

72% of students indicated there was someone who could help them with distance learning.
95% of students stated they had a quiet place to work at home
67% of students use a school-issued device for distance learning; 31% of students use their own device for distance learning
88% of students indicated that they have home internet access
65% of students had participated in a Zoom video conference with their teacher(s)
33%% of students had participated in a Zoom video conference 1-4 times per week; 10% of students had participated in daily Zoom sessions; 25% of students had never participated in Zoom sessions
52% of students knew how to contact tech support
59% of students indicated they usually or always get tech help when requested
56% of students indicated that they were provided with schedules for distance learning
53% of students spend 1-2 hours on distance learning daily; 31% of students spend 3-4 hours on distance learning
75% of students feel safe in the distance learning environment
65% of students stated that students treat each other respectfully during distance learning
69% of students indicated they get help with digital learning tools (SeeSaw, Google Classroom, etc.) used for distance learning
54% of students indicated they have choices in how they demonstrate distance learning to their teacher(s)
When completing Distance Learning, students stated they needed assistance with Mathematics - 64%, English Language Arts - 29%, Science - 19%, Hlstory/Social Studies - 14% and other subjects 14%
When completing Distance Learning, students indicated 50% in the afternoon, 27% in the evening and 22% in the morning
77% of students stated the are able to frequently communicate with their teacher(s) during distance learning
When communicating with teachers, 82% of students use email, 45% use video conferencing, 27% use a learning management system (Google Classroom), 5% use phone/text, and 8% did not communicate with their teacher(s)
Among the largest student concerns with Distance Learning, students indicated falling behind - 60%, completing schoolwork - 42%, being able to socialize with friends - 37%, participating in sports and activities - 27% and mental health - 27%
43% of students indicated they know how to access mental health services; 56% stated that they either did not know or were unsure how to access mental health services
Summer School Survey Results - 323 Responses
88% of parents reported it was easy to get online
90% of parents were satisfied with with the math curriculum
86% of parents were satisfied with with the English Language Arts curriculum
82% of parents were satisfied with the overall distance learning program
94% of parents stated they would enroll their student(s) in summer school next year
80% of students reported it was easy to get online
51% of students were satisfied with with the math curriculum
45% of students were satisfied with with the English Language Arts curriculum
73%% of students parents were satisfied with the overall distance learning program
87% of parents were satisfied with the math curriculum
76% were satisfied with the English Language Arts curriculum
76% were satisfied with with the overall distance learning program
June 2020 Parent Survey on Distance Learning - 196 responses

65% of parents indicated there is someone who can help their students during the day with Distance Learning

86% of parents indicated they have internet access at home

87% of parents indicated students use home wifi or hotspot to access distance learning

44% of parents indicated their students participate in video conferencing 1-2 times per week; 14% indicated 3-4 times per week; 9% indicated daily; 18% indicated their students did not participate

June 17, 2020 Reopening Framework Parent Meeting

Parent meeting questions and concerns included: what was the turnout of the LCAP parent survey and what medias was the survey distributed to parents, will parents have a choice of if they want to do Distance Learning only and opt out of in-class instruction, will the framework be for the whole school year or is there a possibility that we resume to normal mid-year, what would DLI classes look like during Distance Learning, assuming the curriculum has been modified how does the district plan to measure progress or monitor remedial services to struggling students, will core curriculum be used in the fall instead of creating homework packets, do we have bus transportation for all cohorts, what would the classroom rules for all grades look like, will the schools offer lunch breaks, what school sites will offer LTE towers and what is the reach capability for internet, how will attendance be recorded and how will participation be monitored, what measure will be taken if a staff member or student were to test positive for COVID-19 after the start of the school year, what would be the expectations for teachers when teaching online that parents should expect, will facemask be required for all students and staff/ will students have a break to take off masks if they need one, do the classrooms have air purifiers, if parents want to donate PPE (Personal Protective Equipment) items will they be able to, will our children be able to bring their own sanitizers, what is considered a high temperature, will there be training on how to properly wear masks, and will Hartnell classes still be offered on campus.

July 27, 2020 LCAP ADVISORY - Questions from committee members: how is the district will be contacting parents who answered they have no access to internet, based on the district's survey to parents, are parents requesting transportation from a specific area in town or were the requests scattered and if the number of parents requesting transportation is the same or less then what we already provide, are students receiving instruction online or homework packets again, how long will daily instructions will be if provided online, will the district be training parents on how to access the online curriculum and online instruction, how the school/district is communicating with students regarding school work that needs to be completed and how grades will be available to parents. Comments from the committee members: it will be helpful for parents to have a uniform grading platform that they can access for all their students, such as Aeries.

August 17, 2020 LCAP ADVISORY - A meeting of the LCAP Advisory was held to review an updated draft of the LCP. The following questions were asked and input was provided by the members of the advisory. Parents of SPED students face challenges in getting them into a routine for learning, and staying on screen with their teachers. Schools need to be clear in messaging regarding technology pick-up. The LCP document, LCAP Advisory Agenda and Minutes need to be available in Spanish. Can the district issue surveys to parents at meal pick-up points to get feedback as well as current addresses? How will iReady be used? What assessment will be used in the high school? Hotspots are running slow, when there are multiple students in the same household. Can the district follow-up with parents who were issued hotspots to see if they are working? Can parents get school schedules in Spanish? Parents who are not connected need support. Parents who do not read or write struggle to support their students. How will parents be notified of the EL reclassification process? What else can a parent do to support her student with reclassification and their studies in general? Can parents with students at multiple sites pick up their meals at a single site? The Soledad Youth Council has interest in supporting student mental health. Can the District reach out to the SYC?

August 31, 2020 LCAP ADVISORY - A meeting of the LCAP Advisory was held to review an updated draft of the LCP. District staff also responded to questions which were submitted by LCAP AC members at the August 17 meeting. The questions and responses are as follows:

Q: Parents of SPED students face challenges in getting them into a routine for learning, and staying on screen with their teachers.

R: We are putting together a survey for family feedback and areas of need. Special Education students are going to thrive with a routine,

frequent breaks and utilizing various engagement strategies. This should be discussed in students IEP meeting with the IEP Team

Q: Schools need to be clear in messaging regarding technology pick-up.

R: Schools utilized auto dialer phone calls and school messenger text messages to parents. School sites are continuously working with parents on providing hotspots to parents and going to homes to assist with linking up using the hotspot.

Q: Is there a general phone line where parents can leave a message at the school sites if the front office is not picking up?

R: We have reminded schools to make sure phones are being answered at school sites. If a call at a school site is going unanswered, a call to the District Office at 678-3987 can be made and assistance will be provided.

Q: The LCP document, LCAP Advisory Agenda and Minutes need to be available in Spanish.

R: The LCP was translated into Spanish. The LCAP Advisory and Minutes have been published in English and Spanish for future meetings.

Q: Can the district issue surveys to parents at meal pick-up points to get feedback as well as current addresses?

R: A survey will be issued, asking Survey Questions: What support would parents like? Is your student able to access wifi for daily instruction? Please add your current contact information? What delivery model would work best for parent training and support? Do you have a district issued hotspot? If so, how well is working?

Q: How will iReady be used?

R: iReady will be used to measure student learning loss in grades K-8. It will provide data on where students are with learning standards and provide data use in PLC collaboration.

Q: What assessment will be used in the high school?

R: The Reading Inventory will be used for ELA. The Math Diagnostic Testing Project will be used for Mathematics.

Q: Hotspots are running slow, when there are multiple students in the same household.

R: School sites have maintained regular contact with their families, and are supporting the troubleshooting process. Eachers have also kept in touch and provided support to students needing support. Through August 27, 1,452 tech requests have been received by the district, 900 of which have been from students or parents. As of this date, these have been resolved.

Q: Can parents get school schedules in Spanish?

R: The Board-approved schedules will be published in Spanish. School sites will be reminded to publish site materials in Spanish.

Q: Parents who are not connected need support.

R: The district has had difficulty in connecting students living in Camphora and Jimenez Camp, north of town. Students were issued T-Mobile hotspots, however, the T-Mobile is weak in this area, and many of these students have not been able to sign on. The District is working with AT&T to see if their signal is stronger. If this is confirmed, the district will purchase AT&T hotspots and distribute these to the impacted students.

Q: Parents who do not read or write struggle to support their students.

R: Family liaisons at each site can reach out to parents in need. District Intervention Coordinator.

Adult ESL classes. Liaisons doing phone interviews following up on submitted McKinney-Vento residency survey forms, those completed, and those who still need to turn the form in. Parent training videos are available. A YouTube channel has been set up for parents for the District's website in English & Spanish: <https://youtu.be/yKuHMSC7j4s> English:

<https://sites.google.com/soledad.k12.ca.us/parenttechtraining/> and

<https://bit.ly/susdfamilytechresources>. Spanish: <https://sites.google.com/soledad.k12.ca.us/parenttechtrainingspanish/> and

<https://bit.ly/susdfamilytechspanish>. The District is working on a plan to provide live parent training.

Q: How will parents be notified of the EL reclassification process?

R: EL TOSAs follow a set protocol for assessing ELs and evaluating them for reclassification. EL TOSAs can be reached for questions from

parents. Reclassification process shared in ELAC meetings.

Q: Can parents with students at multiple sites pick up their meals at a single site?

R: Yes.

Q: Can the district survey the parents on their needs as they come in to pick up student meals at the school site?

R: Yes.

Q: The Soledad Youth Council has interest in supporting student mental health. Can the District reach out to the Soledad Youth Council?

R: Yes, a meeting was held with the SYC on August 31.

DELAC

A DELAC meeting was held on August 4, 2020 to gather input on the school reopening plan. Meeting participants liked several of the suggestions the LCAP Advisory Committee previously suggested the following is a summary of the feedback collected at the August 4th meeting: additional supports to provide to English learners ideas consisted of tutoring support, electronic access to curriculum through Google Classroom, parent access to curriculum resources, training on the use of Aeries parent portal, translations services and information regarding who to contact for tech support with the idea of establishing a help ticket that is user friendly. Suggestions for additional support ideas for foster and homeless students were ensuring teachers are able to check in with these two student subgroups as well as foster and homeless students having access to check in with teachers, hotspots will be provided to foster students and both foster and homeless students may receive stuff the bus backpacks. Committee members liked previous suggestions offered by the LCAP advisory committee in regards to support of students with special needs including a survey for parents of special needs students on preferences in service delivery and to be transparent with parents about what teachers and district can and can't provide or do in a distance learning environment. When asked about how to address these at promise student groups (English learners, foster/ homeless students, SED students, and students with exceptional needs) learning loss DELAC parents echoed similar suggestions of the LCAP advisory committee; use existing data from previous assessments before COVID-19 occurred, iReady data and options for small group support through catered lessons to fit students needs, examine iReady summer school data of students that participated in summer school as well as looking at what core curriculum resources teachers and school sites can use to address learning loss. DELAC parents had several more questions versus feedback to offer during the DELAC meeting. Some of these questions were concerning state and federal funding; parents wanted to know if the district and school sites would continue to receive funds even if students were not reporting to school physically daily, the wondered if we would get back any of the funds that were cut due to COVID-19 economic impact. Parents also asked several questions about school lunches; would students continue to receive meals, would meals be cut if students and families are not taking advantage of the program, can meals be picked up at any school site. Several DELAC parents had concerns regarding virtual learning and if parents were not able to support students at home how would students get the help they need. Additionally, students had questions how parents will stay informed about school updates and their student progress if they are unable to set up an email account because they are unable to read and write. A few other parents wanted to know how students would be reclassified if they were unable to finish the Summative ELPAC assessment the previous spring.

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

The stakeholder engagement described above influenced specific sections of the of the Learning Continuity and Attendance Plan as follows:

In-Person Instructional Offerings

Input and feedback on in-person instruction focused most prominently on health and safety of students and staff. This led to the inclusion of comprehensive health and safety measures being included in and supported by the LCP, such as:

- Temperature-taking protocols for students, staff and visitors arriving to school sites / district facilities
- Hand-washing/sanitizing stations on campuses/in classrooms
- Provision of facemasks, thermometers, gloves and other safety equipment
- Installation and provision of physical barriers in school/district offices and specific learning areas for in-person assessment of students
- Frequent cleaning and disinfection of school facilities
- Hybrid instructional model, limiting the number of students on-campus and in classrooms on any given day and shortening the in-person school day

There was also concern expressed on students who would begin the year falling behind as a result of school building closure and distance learning from March through June. The district response was to add an assessment program for grades K-8 which would provide teachers with data on which standards students needed further instruction as they begin the new school year.

Distance Learning Program:

Continuity of Instruction - The work on the LCP had begun prior to the Governor's announcement that schools in counties on the COVID watchlist would begin the 2020-21 school year with distance learning. Input on the District's distance learning program centered around issues of student access to instruction, technology and support. A significant number of parents stated they wanted a structured, consistent schedule with set times for instruction. Parents and teachers also wanted student accountability, parent training, parent access to student assignments and progress, and the ability to contact teachers. Specific points of input led to the following be included in the Distance Learning Plan:

- Publication of consistent daily instructional schedules for students in every grade level
- Distribution of hard copies of textbooks and workbooks to students
- Students provided links to access to electronic curriculum materials
- Parent training YouTube Channel and planning for live parent training
- Discontinuance of "hold harmless" grading policy from spring 2020
- Use of established learning platforms: Zoom, SeeSaw (early grades), Google Classroom (grades 4-12)
- Teacher publication of class syllabi containing detailed information about the student's class/course including grading, resources, expectations, where to go for help, etc.

Access to Devices and Connectivity - Parents and teachers stated the need for equitable access of students to technology, as being essential to distance learning. The district learned from the parent surveys that at least 20-30% of our students do not have access to the internet at home. In response to this input, the District has included the following in its planning:

- Ordered 1,000 wifi hotspots for students for the start of the 2020-21 school year
- Planning for construction of LTE towers to provide internet access for up to 1,200 students with district-issued devices (estimated start-up is December 2020)

- Installation of Community WiFi at Soledad HS; considering installation of community wifi at other school sites in the district
- Establishment of a tech support protocol staffed by knowledgeable techs to respond to student and parent questions
- Calling parents who did not respond to the parent survey to determine if their student(s) need support in accessing the internet

Pupil Participation and Progress - Parents and staff expressed interest in accountability for student attendance and participation in distance learning as well as a way for parents to check on their student's progress in class(es). The district will include in its planning:

- Detailed instructions to teachers regarding taking attendance and monitoring student participation in distance learning
- Parent training in accessing Google Classroom and the Aeries (student information system) parent portal to monitor student progress
- Adherence to a structured daily schedule which specified when live/synchronous and recorded/asynchronous learning will occur
- Measure instructional time through metrics for time-value of work

Professional Development - Parent input and survey responses indicated interest in ensuring teachers were provided training to ensure an effective distance learning program. Through their responses to surveys in Spring 2020, teachers were able to indicate topics and tech applications in which they would like to have more training. The District offered a comprehensive training program in Spring 2020 which was extended into the Summer through recordings of live PD. The PD was offered in multiple formats including Alludo (gamified learning), dedicated YouTube Channel and live PD through Zoom, on topics including Zoom, SeeSaw, Google Classroom, Class DoJo, ScreenCastify and more. In the July 2020 survey, teachers responded that they would like to have additional training in those topics and as well as social emotional learning, effective online learning and self-care. Parents also indicated they wanted to be able to connect with the school, get assistance with technology and ensure that campuses would be safe for their students. The District will offer training to classified staff members in parent and student outreach, providing tech support and training for parents and on health and safety protocols.

Staff Roles and Responsibilities - Input from parents stated that they need guidance from the schools to help them support their students in distance learning. Parents also expressed the need for training on the technology students are using for their learning. Teachers have expressed interest getting help from support staff in reaching out to students who are not engaged or not participating in distance learning. In response to this input the District, through an MOU with CSEA will revise roles and responsibilities of some classified staff, which may include temperature-taking, providing tech support to students and parents, providing interpretation support for teachers, doing outreach to parents and students not participating in distance learning, support the after school program, and provide parent training on the EdTech platforms.

For example, pupil supervisors (elementary) and campus supervisors (secondary) will do outreach to students and parents through phone calls and home visits. Pupil supervisors and campus security may also assist with taking temperatures of arriving staff and visitors to campus during school closure. Instructional aides are taking calls from parents seeking tech support and entering the information into the district's tech-help system. Pupil supervisors, campus security and instructional aides supported the instructional materials and technology distribution to students prior to the start of the school year.

Supports for Students with Unique Needs - Parent input has indicated that students with unique needs including English Learners, Homeless/Foster Youth, and Students with Disabilities need tutoring support, electronic access to curriculum, parent access to resources,

parent training on electronic resources, parent access to tech support and parent email for correspondence with teachers. In response to this input, the district planning has or will included the following:

- Development of the after school program to provide tutoring support for students
- Instructional schedule which includes student support periods (secondary) and teacher office hours (all grades) four days per week
- Links for students to access curriculum electronically
- Training for parents to access SeeSaw (grades K-4), Google Classroom (grades 4-12) and Parent Portal (secondary) to monitor student progress and assignments
- Training for parents to set up email accounts
- Training videos for parents on SeeSaw, Google Classroom, Zoom, and other applications.

Student Nutrition - Input from parents showed appreciation for the meal service provided in the spring and during summer school. Parents expressed concern that meal service not impact learning time for students. Some parents want to have be able to pick meals up without having the student be with them. Parents of siblings at different school sites want to be able to pick up meals at a single site.

In response to this input, the district has shifted meal service to 12:00pm - 1:30pm and will keep it open longer each day as needed. Parents of students at multiple sites will be able to pick up their students' meals at a single site. Parents will be able to pick up meals without having students with them.

Continuity of Learning

In-Person Instructional Offerings

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

Our district developed a School Reopening Framework which was approved by our Board of Trustees on July 28, 2020. Our reopening plan addressed five essential areas or domains: Instruction, Operations, Health & Safety, Student Services and Family Engagement. Each Domain is essential to a school reopening process which ensures the safety and well-being of our students, staff and parents as well as the highest quality education possible during the COVID-19 pandemic. The document can be viewed at

<https://drive.google.com/file/d/18Qgcc0wRuXB4ITHsHqAuNwhB4omXtfth/view?usp=sharing>

INSTRUCTION DOMAIN

Instruction

Instruction will be provided in a blended, hybrid learning model combining in-person learning with online, distance learning. Student cohorts, consisting of 25% or 50% of each grade-level /subject area class will attend in-person instructional sessions 1-2 days per week in the

morning. On afternoons and non-in-person mornings, students will participate in distance/online learning which may include synchronous (live via Zoom) or asynchronous (recorded) lessons. Teachers may produce online lessons, provide individualized student support, contact parents or do other necessary planning. Mondays would be considered resource days. Following live check-in with students, teachers would provide additional instructional services to students with disabilities, English Learners and other students needing additional support. Students with Disabilities and other learners may attend school more frequently in order to have their learning needs met.

School Schedules

Hybrid instructional schedules were drafted to provide for the best possible instructional model while ensuring student and staff safety. Specific times on the schedule are subject to change based upon operational factors and negotiations, and will be made public once they are finalized. It is anticipated that the hybrid instructional schedules will not vary significantly from the distance learning schedules as included in the Distance Learning Program of this LCP. Cohort formatting would be subject to change pending room specifications and health guidance.

Preschool: State Preschool classes normally operate in separate session's morning and afternoon. Under this plan, the classes would be divided into two cohorts in order to reduce the number of students in class at the same time. Half of the students would attend class on Tuesdays/Thursdays and the other half of the class would attend class on Wednesdays/Fridays. In between AM and PM classes on the same day, the classrooms would be thoroughly cleaned and disinfected. Lunch/next day breakfast would be distributed to students on their way out of school at the end of the instructional morning.

Transitional Kindergarten/Kindergarten: Classes in Transitional Kindergarten typically have 25 students. This means with up to 25 students per class. Because of the need to supervise young students in maintaining social distancing and wearing face masks, the class would be divided into four cohorts of 6-7 students each. This means that 25% of the students would attend class in-person on Tuesday, Wednesday, Thursday or Friday. All students would have an opportunity to participate in synchronous or asynchronous lessons in the afternoons Tuesday-Friday. Lunch/next day breakfast would be distributed to students on their way out of school at the end of the instructional morning.

Grades 1-3: Classes in Kindergarten through 3rd grade benefit from class size reduction. This means with up to 25 students per class, the class can be divided into two cohorts of 12-13 students each, thereby enabling in-person attendance twice a week. Half of the students would attend class in-person on Tuesdays/Wednesdays, and the other half of students would attend class on Thursdays/Fridays. All students would have an opportunity to participate in synchronous or asynchronous lessons in the afternoons Tuesday-Friday. Lunch/next day breakfast would be distributed to students on their way out of school at the end of the instructional morning.

Grades 4-6: Classes in 4th through 6th grade could include as many as 30 students. This means that classes would be divided into four student cohorts with 6-8 students each enabling in-person attendance once a week on Tuesday, Wednesday, Thursday or Friday. This would allow for social distancing. Lunch/next day breakfast would be distributed to students on their way out of school at the end of the instructional morning.

Grades 7-8: Classes in the 7th-8th grades could include as many as 30 students or more in some cases. This means that classes would be divided into four student cohorts with 6-8 students each enabling in-person attendance once a week on Tuesday, Wednesday, Thursday or Friday. This would allow for social distancing. Students would take four classes at a time, beginning with periods 1, 2, 3 and 4, for the first half of the 1st quarter, and four classes, periods 4, 5, 6 and 7 at a time in the 2nd half of the quarter. Period 4 would be half the length of a regular period and offered during both cycles. This cycle would continue through the 2nd, 3rd and 4th quarters, pending the status of school reopening at each juncture. This would limit the number of courses students would need to focus on at any point in time. Lunch/next day breakfast would be distributed to students on their way out of school at the end of the instructional morning.

Grades 9-12: Classes in the 9th-12th grades could include as many as 30 students or more in some cases. This means that classes would be divided into four student cohorts with 6-8 students each enabling in-person attendance once a week on Tuesday, Wednesday, Thursday or Friday. This would allow for social distancing. Students would take four classes at a time, beginning with blocks 1, 2, 3 and 4 during the fall

semester and blocks 5, 6, 7, 8 during the spring semester. This would limit the number of courses students would need to focus on at any point in time.

Curriculum/Resources

Current core content and elective class adopted materials will be utilized in the blended learning model. Electronic platforms for HMH Journeys (English Language Arts), GoMath, STEMscopes (Science) and Pearson/Saavas My World (History Social Science). Resources for other courses as well as for supplemental resources will be available electronically. Students will have the opportunity to access these resources utilizing their district-issued devices. Licenses for reading and language programs will be adjusted to allow for full utilization by teachers and students.

Online Resources

The District will continue to provide current online learning platforms which will include the following:

Zoom for Education - Video Conferencing application allowing for live/synchronous teacher-student instruction and recorded/asynchronous lessons accessible on demand.

Google Classroom (for grades 3-12) - Classroom application which enables teachers to manage coursework, create classes, distribute assignments, grade and send feedback, and see everything in one place.

Seesaw for Schools (for grades K-3) - Classroom application which enables teachers to collaborate, obtain lessons and activities, sync student work and engage parents in student learning.

Screencastify for Schools – is an application which enables teachers and students to create video lessons, assignments and projects.

Co-Curricular Programs

Co-curricular programs are those which integrate in-school classes with related activities outside the school day.

Career Pathways

The MESA, SkillsUSA (CTE), NJROTC and AG/FFA programs are planning to continue to offer the co-curricular opportunities while maintaining 25% attendance (no more than 12 students in any cohort) and social distancing after school activities.

Visual / Performing Arts

Music and Band programs will make use of the SmartMusic online programs software to allow students to continue to pursue their academic program while distance learning is in place for music practice and performance.

Secondary students enrolled in Art classes were provided a kit of art supplies for project completion at home.

OPERATIONS DOMAIN

The Operations Domain addresses the needs for transportation, food service, facility operations, custodial services and attendance procedures. The Domain was developed by classified staff and management currently working in all of these areas. This Domain is a wrap around the needs of the Instructional Domain and intersects with Health & Safety Domain.

Custodial Services

Cleaning Schedules - Custodial staff is continually trained on the use of cleaning materials and procedures. As new cleaning techniques, solutions, materials and procedures become available, the supplying vendors conduct training sessions for staff and supervisors. Supervisors follow up with staff to assure an understanding of the use of materials and the District's cleaning standards. Night custodians will need to have their shifts modified to a start time of 11AM to provide an overlap and concentration of cleaning resources for school sites and allow site custodians who drive students home to leave a school site.

Classrooms - In addition to standard classroom cleaning, custodians will use sanitizing solutions to clean student desks, chairs and high contact areas of classrooms at the end of each instructional day. Teachers will be provided with classroom appropriate materials for wiping surfaces (inside door knobs, pencil sharpeners, etc.), as needed, while students are in the classroom. These can be obtained from site

custodians.

Restrooms - The Health & Safety Domain procedures for frequent hand washing and use of sanitizer by staff and students will minimize the transmission of viruses in restrooms. Signs will be installed in restrooms to remind students to wash before leaving. Custodians will strive to clean all contact points in student restrooms at the end of each student break to further minimize the transmission of viruses. Staff restrooms will be cleaned at the end of each day.

Health Office - The Health Aide will be provided with sanitizing wipes to be used in the event that a student has been sent to the identified in-school quarantine area. Should a student experience an instance which requires a wet clean up, the custodian should be contacted to conduct that clean up and sanitization. At the end of day the custodian will sanitize the in-school quarantine area if it has been necessary to use it.

Common Areas - High touch point areas outside of the classrooms will be sanitized while students are in class and after all staff has left. Areas such as exterior door knobs, door jams, handrails, gates, benches are all areas that are expected to be in the list of common areas. Cafeteria/multi-purpose rooms will not be in regular use, because of the issues of large gatherings, and will be cleaned as their use is identified.

Playgrounds & swings will be roped or fenced off from use until the district moves out of restrictions.

Facilities Schedules & Use

Outside entities will not be allowed to use district facilities until the district moves out of restrictions. This provision is subject to the status of the "Civic Center" policy within Monterey County Health Department guidelines.

Transportation

Bus Schedules - Transportation will be provided in accordance with Administrative Regulation 3541 and the walking distances defined. Students will be assigned to routes based on their assigned day to attend classes. Routes will be built after student assignments to days have been established and provided to the dispatcher. Scheduling will include considerations for social distancing, family groupings, neighborhood groupings, and school groupings. Parents will be required to request transportation through a registration process that will collect home address, parent contact information, age of student and school of attendance. This process will take place over the summer. Information collected will assist in the building of efficient routes that do not get over crowded, will allow the transportation department to contact parents directly with any concerns and may be used by the Health Department in the event that contact tracing is necessary. Prior year bus riders will be contacted first for registration and review of walking distances for assignment to a bus route. After the initial stage, messaging systems will be used to notify remaining parents of the requirement for transportation registration.

Transportation for special needs students is still being developed. This transportation is based on the student's individual educational plan and may not be optional. The delivery on required services may be done in a variety of ways and will be included in an update to this plan, once finalized.

Protocol for Student Pick-Up - Student pick-up will be modified from the normal routine to adhere to social distancing as much as possible. Parents will be strongly encouraged to accompany their student while waiting for the bus to oversee social distancing before the bus arrives. Students will be strongly encouraged to wear face masks while riding the bus. Middle School and High School students entering the bus without a face mask will be offered one by the driver. Students will load the bus, one at a time, waiting on the sidewalk to be called up the stairs by the driver.

Each student will stop at the top of the stairs so that the driver can take the student's temperature. Students without a temperature will be allowed to continue to a seat. Students will be instructed to fold their arms across their chest while walking down the aisle in an effort to minimize touching seat backs on the way to their seat. Seating will be from the back of the bus forward. Every other seat, alternating from side to side, will be taped off to encourage social distancing. Non-family members will be seated one to a seat. Family members will be

seated two to a seat. Students with a temperature will be asked to return to their waiting parent at the sidewalk. If no parent is present, the driver will call the dispatcher for assistance with a van that will transport the student to their school to be turned over to the Health Clerk. Students with a temperature will be asked to wear a face mask while being transported in the van.

Cleaning & Disinfecting Buses - Bus drivers will disinfect bus seats, seat backs and window areas during their mandatory inspection of all seats for students left on the bus. This inspection requires that the driver walk from the driver's seat to the back of the bus, inspecting all seats. Disinfecting materials will be kept on the bus, in a driver only accessible area in the event that disinfecting is necessary during a route and for use after the route.

Food Services

Food service plans are contingent on the State providing a waiver from current requirements. All meals will be pre-bagged in individual servings. Food service staff are all Serve Safe certified in the proper health and safety rules, regulations and protocols of meal preparation and distribution. As part of their regular procedures they wear hair nets, gloves and disposable aprons. Face masks were added after the onset of the pandemic. The regular washing of hands, equipment and surfaces are included in their daily routines.

Breakfast & Lunch - Students exiting the school at the end of the day will walk past the meal table where bags containing that day's lunch and the next day's breakfast will be available for grab-n-go. Students will need to provide their student ID number to the Cafeteria Clerk for the required data collection of meals served used for reimbursement. The bag will be taken home for consumption, not eaten on school grounds or on buses.

Students not in school - Meals will be available for students not present through the drive through grab-n-go process that was established in March. Meals will be available at all school sites. The presence of students is not necessary to pick up meals; however, those picking up meals must have the student ID number to provide to the clerk. Student ID numbers will be sent to the address of residence for parent/guardian use. A student supper program will be implemented if the state approves the appropriate waivers.

Planning for food service for After School Program students and Preschool students is in progress. It is anticipated that ASP students will eat their lunch on campus, socially distanced before reporting to ASP classrooms.

Enrollment & Attendance

Student enrollment procedures have been modified to include sending enrollment information by mail or for pick up outside of the District Office. Both of these methods will be initiated by a phone call by the parents to the District Registrar. Parents providing information to school sites are provided with a variety of methods. Information can be dropped off at school sites, emailed in or a picture from a cell phone, attached to a text message are all options for providing information. District staff will continue to communicate with families to resolve missing or incomplete information, providing opportunities for distanced response.

The state has not provided waivers for either the length of the instructional year or the required minimum instructional minutes per day. The Instructional Domain is moving forward on the development of the delivery model that provides social distancing in alignment with the current guidance from CDE. That guidance is not consistent with the minimum requirements and a statewide waiver of those requirements is expected. Under the instructional plan developed above, attendance will continue to be collected within the first 30 minutes of each instructional day for students assigned to be in attendance that day. It is expected that latitude will be needed for tardies during the first week of school as students, parents and staff get acquainted with the new protocols. Students scheduled to be participating in distance learning will need to be marked as attending when the teacher receives contact from the student. An outgoing contact from a teacher (phone call, email, text message) will not be sufficient to count as attendance. Attendance will require incoming contact from the student (video, phone call, email, text message) each day. Teachers will continue to record attendance directly in Aeries. Teachers will mark students Present or Absent at the start of each day or class period.

HEALTH & SAFETY DOMAIN

The Health and Safety Domain addresses all actions needed to provide for student and staff safety during and beyond instructional hours and days of operation. The domain was developed by classified, certificated and administrative/managerial staff including the District Nurse, LVN and Health Aide representation.

Staff Temperatures & Testing

Protocols for Arrival - Any person entering a district facility will be asked if they are experiencing any symptoms of illness or have traveled recently. Staff will have one entry point to enter the campus or work location separate from the student entrance. Signage of the protocols will be posted at the entry locations. All staff will have their temperatures taken upon entry into any district facility. The principal will designate a staff member to take staff temperatures as well as determine the best separate location for staff to enter. Pupil supervisors can be utilized for this duty. If a staff member has a temperature, they will be asked to return to their car where they will immediately contact their supervisor who will coordinate coverage for their absence. All incidences of high temperature or health concern will be recorded; the district nurse will create a form to be used at all district facilities. These forms will be kept in a binder in the Health Clerk's office.

Student Temperatures & Testing

Protocols for Arrival - All students will have their temperatures taken upon entry into the school site. Students will enter through one entry point with socially distanced tables set up at the entrance to take temperatures of all students that enter the site. Tables will display signage of the student's first letter of last name for their temperature to be taken; (EXAMPLE A-F/G-L/M-S/T-Z). Current employees will be assigned as temperature takers. Parents will not be allowed to enter sites, unless they are parents of special needs students or parents of Kindergarten or Preschool students, during the first weeks of school. Those parents will be allowed to enter the school site to escort their child to their classroom. All accompanying parents will have their temperatures taken. If a parent has an above normal temperature, s/he will not be allowed to enter the school site. If a student has a temperature the student will be referred to an isolated area, such as the multi-purpose room with chairs appropriately spaced according to proper social distancing regulations. The referring staff member will radio the health clerk in the multi-purpose room that a student is on their way, if the health clerk is able to retrieve the student at the entry point, she may. If the health clerk has other students present, she may not leave those students unaccompanied. Upon arrival to the multi-purpose room the health clerk will take a second temperature reading to confirm if the student in fact does have a temperature. If the student does appear to be ill the parent will be called to pick up their child, the health clerk will radio the office to inform the secretary to call the parent and have them pick their child up. When the parent arrives, they will call the office to notify the secretary that they are there to pick up their child, upon entering the office the parent will have their temperature taken prior to being allowed access to the campus to receive their child from the multi-purpose room. The health clerk will remain in the multi-purpose room with all students until picked up.

Facilities Protocols & Measures

Public / Reception Areas/Visitors Protocols - All offices will remain locked to the public following health department recommendations. Visitors must call the main office to notify of their visit. Signage must be posted on all office doors with a phone number for the visitor to call for help. Signage will need to be displayed in all common areas/classrooms/Offices regarding Health/Safety protocols. Visitors and delivery personnel must wear a mask if granted access to the site. All persons who enter a district location must have their temperature taken prior to entering the campus or may leave packages at the door. Any visitor or delivery personnel who has a temperature will not be allowed entry into any district facility. Principals and managers must ensure that the phones have proper coverage at all times to support the needs of visitors and delivery persons. Parents will not be able to drop off items to students during the school day, except in emergencies, for example, medications. If a parent is dropping off an item for their child, they must call the front office to inform them of their visit, they must have their child's item being dropped off in a sealed bag. The principal will designate a location for parents to drop off items. The student will be called to the office to retrieve their item that was dropped off. There should be no reason for any staff to come into contact with items being dropped off.

Restrooms - School sites should limit the access of accessible restrooms based on the number of students attending the site daily. Site administrators will need to monitor the use of restrooms by students. Example: If 200 students are present at a school site, three designated restrooms should be available. A pupil supervisor can be placed at each restroom with chairs socially distanced placed outside of the restroom, only two at a time will be allowed into a restroom at one time. Signage will need to be prominently displayed in the restrooms identifying proper health and safety procedures.

Holding Areas for Ill Students & Staff - When a staff member becomes ill while at work; they will immediately report their symptoms to the administrator. They will isolate themselves as best as possible while the administration finds coverage for their work location. The staff member will be allowed to leave the work site and pursue medical attention. When a student becomes ill, whoever observes the illness will isolate the student as best as possible; notify the health clerk/main office. The health clerk/staff will escort students to a designated isolated space; school sites must designate an isolated space for ill students. The parent will be called immediately to pick up their child and follow the same procedures as outlined for visitors. Students will not be allowed entry into the office unless escorted by a staff member. Staff will be encouraged to stay home if not feeling well. Parents will be encouraged to keep their children home if not feeling well.

Classroom Safety Management

To insure social distancing in the classroom desks will be appropriately spaced, student seating charts will abide by social distancing regulations. Site administrators will work in collaboration with teachers to determine the safest classrooms configurations for students and type of furniture needs of students. Recess schedules will be developed to allow for student's to utilize social distancing. Recess schedules will be staggered and proper yard supervision will be crucial to keep student cohorts separate. Principals will develop specific playground zones for each cohort. Sites will need to minimize transition between classrooms.

When students exit or enter the classroom, they will line up according to social distancing rules by placing markers on the ground for lining up, spacing markers can also be placed on walls to remind students.

During transition times, students may be provided with disinfectant wipes to clean their immediate desks and/or learning stations.

All classrooms will display signage of safety procedures:

- Washing of hands
- Coughing in the elbow
- Disposal of Kleenex
- No sharing of food or drinks
- Wiping down sink areas after use.
- Maintain Social Distance
- Keep hands to oneself

Personal Protective Equipment:

The District will provide:

- 10 Thermometers per school site
- 2 Thermometers for each district department
- 4 Thermometers for CEC
- Appropriate batteries for the devices are not rechargeable
- Disposable face shields/Smocks for
- Health Clerks
- Staff working with students who require bodily fluid management
- Disposable Masks

- Disposable Gloves

Safety Training

Employee Training - Employees will receive training in safety protocols prior to the start of the school year. Training will address use of PPE, social distancing, and the protocols of the Health & Safety Domain. The training will also include how to provide age-appropriate safety lessons for students.

Student Lessons - Upon the start of the school year or when students return to school, teachers will PBIS-formatted safety lessons which will include:

- School Arrival/Departure protocols
- Social Distancing
- Wearing of Face Masks
- Hand-Washing
- Transition/Recess protocols
- Restroom protocols
- Other site-specific guidelines
- Lessons will be conducted during in-person instruction.

STUDENT SUPPORT DOMAIN

SUSD staff is committed to supporting students' social emotional wellness and offering resources to ensure students smooth transition back to school. Support will include social emotional learning, building relationships, community building activities, and increased access to mental health/wellness services. Families and schools will work together to check how students are feeling and assess their individual needs to provide the support our students need during these challenging times.

Basic Needs:

In order to meet students' basic needs, students will:

- Be met by school staff who are welcoming
- Be provided with information about who their counselor and support staff are and their role at the school, especially, for new students and transitioning grades.
- During the first week learn about their transitioning into this new school blended model with teachers and support staff.
- Participate in community building activities to help them develop relationships with their teacher, staff and other students.
- Continue receiving school lunch currently in place.
- Receive ongoing support with devices and internet connection
- Be administered a Social Emotional Learning (SEL) screener in Illuminate to help staff determine students' needs.
- Participate in a SEL lesson map at the beginning of the school year presented by counselors addressing needs at each school site.

School Supplies & Necessary Learning Resources

The following are school supplies and learning resources that will be provided to support student learning:

- Device and connectivity with the internet
- Necessary supplies for distance learning
- Masks for students, hand sanitizer, hygiene products, clothes
- Distance learning links on adopted curriculum e.g. Go Math, Social Studies, Math, Workbooks, Stemscope, Read 180, and Accelerated Reader (AR).

Connecting to Learning

Outreach to Distance Learning Non-Participants

When students return back to school, it is imperative that support staff develop relationships with students and their parents to allow for effective student outreach. Outreach to non-participating students and/or families will consist of home visits, evening calls because of parents' work schedules, posting office hours of days and times during the week where parents know how to reach support staff. Support staff contact information will be placed in registration packets going home to parents. Also, the district will utilize current staff with translation services to help teachers and support staff make that contact connection with families from the very onset.

Social Emotional Learning

Counselors will take an active role in providing SEL lessons and activities. At their regular PLC meetings, counselors will share and discuss valuable SEL lessons designed for SEL classroom lessons. School counselors will receive training for use of appropriate resources and activities in the PBIS and CASEL (California Social Emotional Learning) scope and sequence, and CASEL playbook. Both resources contain many classroom SEL strategies and activities that can be implemented in the classroom on a monthly basis. Strategies suggested in these resources help to support personal responsibility, respectful discourse, collaborative problem solving and student engagement; all helping to build community in the classroom and some strategies are adaptable for distance learning. In addition, strategies from Zones of Regulations would be used to help de-escalate intense student behavior. Counselors will continue with the Tier I approach to support teachers on trauma informed practices by assisting teachers on how these learning experiences can be embedded in the classroom. In addition, MCOE virtual PD on trauma informed practices which are currently archived will be made available as professional development for support staff and teachers who need the training. The Positive Behavior Intervention and Support (PBIS) team at each site will receive the appropriate resources and activities in the PBIS and CASEL scope and sequence, and CASEL playbook. The site PBIS team will revisit with students their school PBIS behavioral expectations, rules and offer appropriate PBIS activities to students in the onset.

Counselor(s) and the PBIS team will work together to help integrate PBIS/SEL Scope and Sequence monthly guide schoolwide activities and strategies.

Social Emotional Support

Access to Counseling Support

In the fall when students return back, it is counseling and mental health services will be made available to all students. Currently, students have access to counseling through a referral process coming from teachers, staff, parents, students, and Sprigeo, an online tool available to all students. Their counseling needs are then referred to assigned school counselors and, or appropriate in-school support services and partner agencies.

District services would be made accessible to students by support staff posting their translated services information and hours of operation on their school site and the district websites. Also, an in-school student support matrix would be made available to every staff member at the school site, so that they know who and where students can go to receive counseling and other support services. Finally, we will revise our current referrals methods of students to their counselors making it easier for counselors to know struggling students in order to provide immediate support.

Connecting to Mental Health Supports

Students will be connected to mental health services through a COST (Coordination of Services Team) referral process which is available at all sites. The COST process refers students not only to outside agencies but also onsite groups such as Harmony at Home, Sun Street Center, YWCA, YMCA, Friday Night Life, Partner for Peace, and Community Health Services.

In addition, students have access to Monterey County Behavioral Health (MCBH), which offers free services to the community, and families with medical insurance are encouraged to use their health care providers to access mental health services.

Student Outreach

In the fall, student outreach will consist of counselors conducting a needs assessment questionnaire or survey with students in order to help counselors determine students' needs. Next, counselors and support staff will receive referrals from staff, parents, and an intake is conducted and students are placed in services based on their needs. Student's parents are contacted and are included in the process. Student outreach consists of programs and agencies coordinating tables at club carnivals, during student registration and at lunch times where they are accessible to students. During this time, they share with students the different services they provide. For example, students referred to programs such as Sun Street centers are provided services, which also include drugs and life skills training. Furthermore, support staff go into the classroom and they work closely with the Health, Get focused, Stay focused and the 11th grade classes to present their services.

Finally, support staff receives communications from students through Sprigeo, which has been very helpful in reaching out to students and linking students with support and mental health services. The reports and notifications generated from Sprigeo have been very helpful in providing services students need.

Trauma-informed Practices

Trauma Informed Practices (TIP) would be vital for students in the fall as they return back to school. Relationship building with students in the classroom would be a simple strategy to begin Trauma Informed Practices. This can be achieved by making the conscious effort to set aside time to get to know students, create a safe learning environment and support students emotionally first, in order to support them academically. Support staff will have access to archived videos on TIP and activities available through MCOE, coupled with the use of CASEL materials and Zones of Regulations strategies. At the high school Restorative Justice Partners, Inc. will provide support and training (PD) on conflict to encourage accountability, reparation, and empathy, practices of Restorative Justice along with prevention and mediation tools that incorporate how to facilitate circles.

Academic Guidance & Master Scheduling

A consideration for the fall would be to create an advisory period in our master schedule or finding time on a weekly or daily basis that will allow support staff to check in with students during that time.

College Preparation

At both middle and high school, students have a 5-10 year plan which counselors and teachers have access to. Counselors meet with students on a one to one basis, looking at student class selections and how it ties in with their educational plan. Also, college preparations are embedded in some specific school programs such as Get Focused, Stay Focused, GEAR UP, Educational Talent Search, Upward Bounds and MESA.

Referral to 3rd Party Providers

Protocols for Engaging with Outside Agencies

Student service coordinators, counselors and family liaisons help with bridging the connections between schools and outside agencies. Some agencies have a referral process while others reach out directly to families. Our support service staff contact parents as a follow up for services provided to students by outside agencies. Also, support staff reaches out to MCBH to offer therapy services to students with or without parental consent and within the guidelines of the law. Also, as previously mentioned students are connected to mental health service through a COST referral process which is available at all sites.

SUSD Support staff refers students and their families to the following agencies and programs: Community Health Resources, Partner for Peace, YMCA, South County Resource Guide, SunStreet Center, MCBH, YWCA, MCOE, Harmony at Home, Monterey County Food Bank, Catholic Charity, Salvation Army, McKinley Vento, Restorative Justice Partners, Inc.

Orientation & First Days of School

Orientations for Middle & High School Students

Student orientation is conducted through the Summer Bridge program which occurs during the week of registration, the Link Crew offers a whole week of orientation to incoming students. At the middle school the Web program assists with student orientation and helps with peer to peer connections especially with the incoming 6th grade students. In the fall, these programs may have to adjust and conduct their orientation and support virtually.

Planning for First Days of School,

Support Staff will:

- Be welcoming in a positive way and help create a safe and relaxed environment.
- Be visible the entire week
- Build student relationships
- Use the CASEL Playbook and PBIS/ SEL scope and sequence to assist teachers plan SEL classroom activities

FAMILY ENGAGEMENT DOMAIN

In preparing to reopen in August, the family engagement subcommittee consisting of local district stakeholders (teachers, administrators, and support staff) met to examine ways to support and engage families through our reopening process. Additionally the committee considered methods to offer continued support to families of students once the school year begins. This committee examined communication & messaging, including parents in the decision making process, after school program, social emotional support, continued parent education, and systems to support our foster and homeless youth.

Family Engagement

In preparing for the fall reopening Soledad Unified School District through open communication will continue to engage all families and strengthen relationships with community organizations. The district will make every attempt to be inclusive of all cultures when inviting stakeholders to the decision-making table. Family engagement opportunities may include the following but are not limited to:

- Making regular contact with homeless / foster families, at most convenient times, whenever possible
- Communication with all families multiple times in multiple languages, whenever possible
- District wide intervention coordinator and other staff to provide additional support
- District staff to support with video project
- Open communication - keeping families informed as well as listening to their opinions (non-judgmental way)
- Continue ELAC/ SSC meetings - in person with precautions or via live conferencing (zoom/ hangouts)
- Health clinics to support our families and students - by directing families to our own support staff on campuses and district office
- Parent/ student support center(s) for families to go to for in person support and information

Communication with Families

Soledad Unified School District continues to communicate with families through the reopening of school and thereafter. Each school site as well as the central office (district) communicates through a variety of methods included but not limited to:

- Autodialer calls
- School Messenger (text to parent app)
- School marquees
- School and district website(s)
- Flyers and notices mailed home
- Two way communication with Liaisons, District Wide Intervention Coordinator
- Personal phone calls home
- Parent/ student support center(s) for families to go to for in person support and information)

- Class Dojo (two way communication between parent / school)
- Communication with teachers via: zoom, hangouts meetings, emails, etc.
- Parent networking
- Social Media
- Counselors in contact with parents

Work with Outside Agencies / Entities for Support

In effort to support our “At Promise Youth” and all students the district will continue to collaborate with local and county agencies. Soledad Unified School District partners with the following agencies but is not limited to:

- MCOE (Monterey County Office of Education)
- Non-profit shelters in county
- MCBH (Monterey County Behavioral Health)
- Gear-Up (Gaining Early Awareness and Readiness for Undergraduate Programs) at the high school
- MCOE Migrant Department
- Harmony at Home: Sticks and Stones
- Center for homeless/ foster students (ASP for equity)
- County food bank
- Other non-profit organizations
- Community-Based organizations such as Rotary/ Lions
- Faith based organizations
- YMCA
- Soledad Recreation Department

Participation in Decision-Making

Parent participation is critical in the academic success of Soledad Students. Soledad Unified School District aims to include all parents this may encompass serving or attending a school site committee (School Site Council, English Language Advisory Committee, Aztec parent meeting, etc.) or through district-wide participation in such activities as the LCAP (Local Control and Accountability Plan) evenings hosted in February. The district will continue to make every attempt to incorporate all parents to be part of the district’s shared decision making process in creating this reopening plan as well as the implementation thereof.

After School Program

Enrollment

All after school programs students, including students of employees, will be on a first come first serve basis. The after school program will register the first 20 students for each class to follow health and safety protocols of state and county health guidelines. The after school program registration this year includes a line requesting parent’s employment information. In the event the district provides after school program space for essential workers the after school program will use this information to determine each families need.

Schedule

The schedule of the after school program shall follow the instructional model of the regular school day. Students grades K-3 shall be placed on two day, in person, learning tracks. Track A, K-3 students shall attend school in person on Tuesdays and Wednesdays between the hours of 8:00 am - 12:30 pm (approximate times, subject to change). Track B, K-3 students shall attend school on Thursdays and Fridays between the hours of 8 am - 12:30 pm (approximate times, subject to change). Kindergarten through 3rd grade students that attend track A during the regular school day shall attend after school program on track A days (Tuesdays and Wednesdays). K-3 track B students will attend an after

school program on track B days (Thursdays and Fridays). Elementary students in grades 4th - 6th shall attend a similar day in length to their K-3 counterparts. Fourth grade through sixth grade students shall be placed on a track A, B, C, D dependent upon class size and school site. These 4th - 6th grade tracks will be assigned a corresponding track to attend after school program. A similar model of 4th-6th grade students is planned for after school program students at Main Street Middle School. Middle school students will be placed on an A, B, C, or D track and will be assigned the same corresponding day to attend after school program.

Academic Learning

The Soledad Unified School District after school program schedule will include time at each school site to complete academic online assignments. After school program classes will be smaller, consisting of smaller staff to student ratios. This will allow students time to get the help they need before leaving the afterschool program as well as access to the internet to complete digital assignments. Students in the after school program will have the opportunity to receive intervention and support in various academic areas that include but are not limited to: language arts, math, social studies, and science.

Staffing / Service Providers

Soledad Unified School District after school program staff will be properly trained in safety procedures before the beginning of the school year. All staff will reinforce safety procedures during after school program through the monitoring of after school program students. Currently each after school elementary program employs four activity group leaders, one per class, and a lead teacher to monitor and oversee staff and students. At Main Street Middle School students the after school program class will be supervised by one activity group leader and one lead teacher. Each after school program school site will also have a principal on duty in the afternoon should additional assistance or emergencies arise.

The Soledad Unified School District after school program will make every effort to utilize community resources and organizations of low cost to support enrichment in the after school program.

Safety Protocols

All after school program staff will be required to wear PPE (personal protective equipment); this includes face masks and gloves. Students will follow the guidelines of the district and health department and will wear a mask when protocol requires such. Students will be incrementally placed 6 feet apart to allow for social distancing from each other. Student staff ratios will be lower to allow for appropriate social distancing and to ensure the health and safety of staff and students. After school program will follow the same medical safety procedures of the regular instructional day. This will include but is not limited to having a safe space for sick students and staff, thermometers on hand to check the temperature of students and staff, wearing PPE, and monitoring the use of materials as well as the number of students in the bathroom at one time.

Foster / Homeless Youth

District-Provided Services

Our at-promise student groups, including foster youth and homeless youth, remain a constant focus for support and intervention. Family liaisons monitor the needs of our foster and homeless youth through email, phone calls, and in-person consultations. District services may include but are not limited to:

- Providing school supplies
- Providing toiletry kits/ supplies
- Access to PE and sports uniforms
- Immediate access to after school program, either immediate enrollment or placed at the top of the waitlist
- Support with cap and gown for promotion/ graduation
- Access to educational school activities/ trips

- School meals provided
- Support with student fees
- Transportation
- Links to community resources
- Priority enrollment to after school program

Parent Social & Emotional Support

District-Provided Services

Employees across the district are here to serve and support our students and their families. More specifically each school site has a family student support liaison that can align families with community resources and services. Additionally, district wide we have an intervention coordinator and a student support coordinator. These staff members are vital to our site's parent engagement as they assist to facilitate, host, and sometimes translate parent for trainings. Training topics may include but are not limited to: drug awareness, supporting student's academics, child discipline, healthy eating habits, and social emotional health, etc.

Support & Resources

In order to better serve our families Soledad Unified School District will make every effort to utilize internal resources and local community supports. See the subsection: Work with Outside Agencies / Entities for Support above for list of possible community supports. Personnel and supports within the district may be but are not limited to:

- Liaisons
- Truancy clerks
- Clerk typists
- Translators
- District wide intervention coordinator
- District wide truancy support
- Office staff
- Counselors
- School psychologists
- COST teams
- PBIS teams
- SST teams
- Health aides/ district nurses
- CTE coordinator
- Gear-Up at the high school

Parent Education

Supporting Student Learning

For the safety of our families and students parent education opportunities may be offered virtually. To ensure students are participating in virtual distance learning contact will be made with families to check-in on the progress of students and offer necessary support when needed.

Virtual parent trainings may include but are not limited to:

- Strengthening families
- Drug and alcohol awareness
- Online Aeries parent portal

- FAFSA application/ college preparedness
- Girls Inc.
- School Site Council Committee
- English Language Advisory Committee
- PIQE

Use of Technology

A parent orientation will be hosted at the beginning of the school year to familiarize parents with one to one student devices as well as learning platforms. Parents will be provided with basic information to assist them in navigating each learning platform including Google Classroom and Seesaw. Continued support will be offered to parents through our technology department as well as additional school staff as needed.

Student Health & Safety

Student health and safety is the district’s number one priority therefore safety protocols will be followed and shared to reassure parents and families. Students and staff will be expected to follow all safety protocols that include but are not limited to:

- Personal protective equipment - masks & gloves (for employees)
- Social distancing
- Non sharing of any items
- No congregation of students in any areas
- Grab and go breakfast and lunches
- Decreased class sizes as placed on learning tracks
- Decreased in person learning time during the day
- Cleaning and sanitizing classrooms daily, as well as all other common areas
- Limited number of students in the bathroom at the same time
- Limited number of students permitted to ride the bus

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

Description	Total Funds	Contributing
Read 180 for middle school and students with disabilities at Main Street Middle School. Read 180 is a targeted program which helps students who are two or more years behind become active, accomplished readers. Supports English Learners who are below grade-level readers with increased services to get them to grade level in their reading.	\$21,840	Yes
iReady online assessment of students in grades K-8 - Provides assessment of students to measure learning loss due to school closure in spring 2020. Improves services for low income students who experienced a greater impact due to school closure. Supports English Learners since the iReady results will be used for reclassification.	\$60,853	Yes

Description	Total Funds	Contributing
Addition of a School Nurse FTE for generating lessons and protocols for student safety and support safe, healthy in-person learning environments	\$184,960	No
Purchase of PPE, Shields, Thermometers, disinfectant, hand-sanitizer, hand-washing stations, touchless towel dispenser, etc.	\$151,000	No
MESA (Math Science Engineering Achievement) - Program for secondary students (grades 7-12) which provides co-curricular activities and in-class curriculum to underserved students to increase college-going rates and interest in science. Supports low-income and homeless students	\$14,000	Yes
Illuminate Assessment & Data System - Provides a standards-based assessment bank for teachers in grade-level/subject-area PLCs to create common formative assessments to measure student learning. Illuminate also provides teacher access to student diagnostics, formative and summative assessment data from local assessments and state assessments. Action includes \$37,365 for licenses and \$8,000 for training.	\$45,365	No
Advanced Placement Testing Fees - High school students enrolled in AP classes have their fees paid for. Supports low-income and homeless students	\$21,000	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 District's Distance Learning Plan was developed with participation of certificated, classified and administrative representatives. The Soledad Board of Trustees approved the District Distance Learning Plan on July 28, 2020. The response to this prompt includes elements from that Distance Learning Plan. Posted on the district website: http://soledadusd.org/wp-content/uploads/2020/08/English-2020_Learning_Continuity_and_Attendance_Plan_Soledad_Unified_School_District_20200825.pdf

INSTRUCTION

Instructional Schedules

The daily schedules for distance learning were derived from those developed for the Hybrid Learning Model. They were developed by collaborative groups of teachers, classified representatives and school site principals. When the Distance Learning schedules were drafted, it was determined that Mondays would be designated live student check-in in the morning leading to asynchronous learning, and services for English Learners, Students with Disabilities and Transitional youth in the morning, followed by teacher office hours, teacher planning and collaboration (PLCs) in the afternoon. On Tuesdays through Fridays teachers would synchronous instruction in the morning. In the afternoon, teachers would facilitate live student check in, hold office hours and be provided time for planning.

Elementary School Schedules:

https://docs.google.com/document/d/1TW92PO4p0fXt5vjeJT9ShGNO7pr7cTKG8D_5PuumSaQ/edit?usp=sharing

Middle School Schedule: <https://docs.google.com/document/d/124LoxKlr3O96e8926nh9Kw81DN2CyyyB4mcfJ7ZyLOc/edit?usp=sharing>

High School Schedule: https://docs.google.com/document/d/1WCCEjaUD5VIYJfLwPXJNvBoagr2bZqqGAJFWQ_DIRAU/edit?usp=sharing

Definitions

The definitions of Distance Learning and Services are as follows:

Asynchronous - No live instruction - Independent work assigned by the teacher. Students determine their schedule based on their personal circumstances.

Synchronous - Online live instruction with lessons/classwork assigned by the teacher. Suggested live instruction would range between 15 and 35 minutes depending upon subject and grade level.

Live Check-in - A period of time when certificated staff meet "live" their entire class students for the purpose of checking for understanding and assignment of asynchronous, independent work. The purpose of this time is to build rapport with students to keep them engaged.

Student Support Sessions - At the secondary level, students meet with teachers of classes in which the student has a grade less than a C or otherwise needs support in the specific class.

Intervention and Supports - Students with unique needs receive support from teachers, education specialists, service providers (OT, SLP, psychologists), counselors, other designated staff and community partners (Behavioral Health, Harmony at Home, Sun Street Centers)

Office Hours - Teachers and counselors will inform students/parents how they can schedule a meeting, either during their office hours (at the end of the school day or as otherwise scheduled)

Curriculum

Students will be provided with essential standards-based, literacy, and academic supports for English Learners, Students with Disabilities

and Transitional Youth.

Teachers will make use of electronic resources included in district adopted materials including

HMH Journeys for English Language Arts

GoMath for grades K-8

Math Visions for grades 9-12

STEMscopes for Science in grades K-8

Pearson for History / Social Science

Benchmark English and Spanish Language Arts for the Dual Immersion Program

E3D and Houghton Mifflin for English Language Development

Inside the USA for Newcomer English Learners

Teachers and students will be provided electronic access to district-adopted, standards-based curriculum.

Instructional Practices

Online daily “live” learning sessions will be required. These sessions will provide for student engagement with the teacher and student-to-student interactions. “Recorded” online learning accessed at home will consist of instructional videos, independent practice, and other activities via district-approved online resources.

Parents/caregivers and students will be able to access weekly schedules via the teachers’ Google Classrooms (grades 3/4-12) or SeeSaw (grades K-3/4). Weekly schedules will be posted to support students and families in digital platforms such as Google Classroom. Teachers will review and provide meaningful feedback on student work in order to adjust instruction and learning goals for students. Rubrics may be used to enhance students' understanding of expectations.

Core Instruction

Instruction in English Language Arts and Mathematics should occur on a daily basis for elementary students. Instruction in Science and History/Social Science will be provided on a weekly basis to elementary students. Secondary students take 4 classes at a time. Middle School students will take 4 periods of classes during the first five half weeks of the 1st quarter and the balance of their classes in the second five half weeks of the 1st quarter. Student schedules will be programmed to include two of the four core courses in the first five weeks of the school year and the other two core courses in the second five weeks of the school year. High School students will take four of their eight classes in the fall semester and the other four classes in the spring semester. Student schedules will be programmed to include two of the four core courses in the fall semester of the school year and the two other core courses in the spring semester of the school year.

Electives

Instruction of elective courses will be adapted to a distance learning format. Examples include:

Music will be taught using the SmartMusic application which enables teachers to facilitate rehearsals and assign music to students playing at home.

Photography will be taught with students using their smartphones and PhotoShop software.

Art Supply kits will be provided to secondary students enrolled in Art classes.

Career Technical Education

The ICEV (Innovative Online CTE Curriculum) program will be provided for a majority of the Soledad High School Career Technical Education courses. ICEV offers an online curriculum for CTE courses. The majority of the fall CTE classes are going to be the first course in the pathway so it is more classroom instruction than hands on with a few exceptions. A distance learning strategy will be developed for courses such as Advanced Agricultural Mechanics, Culinary 2, and Dental 2. There is no online curriculum for Dental Assist 1 and 2. There is a textbook for these courses which will be distributed.

Work-Based Learning

Students who are enrolled in classes which include work-based learning (Work Experience, ROP courses with Community Classroom, Adult Transitions Program), will participate in distance learning activities in a setting with their teacher and their peers. The district will explore software/platforms which can provide resources and simulations which provide virtual workplace experiences.

English Learners

English learners (EL) of Soledad Unified School District shall continue to receive the necessary services and support to reinforce their English language development while simultaneously learning academic content. In the district's distance learning model EL students shall receive English support through designated resource time as well as designated and integrated supports throughout the week during synchronous and asynchronous lessons. Designated ELD (English Language Development) bolsters student's development of the English language through the four domains: speaking, listening, reading, and writing. ELD offers students the opportunity to learn how the English language works and proper use thereof. Integrated ELD removes the barriers to academic achievement providing students with the necessary scaffolds and supports to navigate each content area.

The District will acquire the Rosetta Stone program to augment ELD instruction and the DLI program. The Rosetta Stone online language learning system will provide English Learners with the opportunity to build English Language skills outside of synchronous instruction by teachers.

EL Reclassification/Redesignation

The reclassification criteria set forth in California EC Section 313 and Title 5 California Code of Regulations Section 11303 remain unchanged. Soledad Unified School District shall continue to follow the state's criteria for reclassification of English learners:

1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of ELPAC
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery
3. Parent opinion and consultation; and
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age.

The California department of education has established students must score 4 or Well Developed on their overall proficiency performance of the ELPAC assessment to be considered for reclassification. Soledad Unified School District utilizes this criteria for ELPAC performance in the reclassification process. All other reclassification criteria (2-4) remain locally determined.

EL Instruction

Designated ELD

English learners at both the elementary and secondary level shall still continue to receive English language support. Students at the secondary and elementary levels will continue to receive language development virtually through asynchronous and synchronous lessons. Teachers shall explore multiple opportunities for English learners to interact with fellow classmates through virtual meetings or lessons as well as with the teacher. English Learners needing additional language reinforcement as well as academic support will receive additional in virtual meetings with teachers. All English learners have access to the core curriculum and core instructional courses.

ELD Curriculum is as follows:

- Houghton Mifflin designated ELD, grades K-3rd
- E3D for grades 4th - 12th
- Into the USA for newcomers grades 7-12

Distance Learning Platforms & Technology

The District will support the use of the following platforms for Distance Learning

- Zoom - platform for live / synchronous instruction as well as recorded / asynchronous lessons
- SeeSaw - Learning Management System for grades TK-3rd grade
- Google Classroom - Learning Management System for 4th-12th grade
- Screencastify - for video presentation of lessons with teacher narration

All students will have access to a device (iPad or Chromebook). Students who do not have access to WiFi internet at home will be provided with a hotspot to access synchronous and asynchronous instruction. Parents will be able to purchase device protection agreements and repair pick-up service.

The district will provide technical support to parents and students with use of their devices. The district will post online videos showing how to connect and use district-issued devices. The district is planning to provide live and recorded training to students, staff and parents on the use of technology tools and applications.

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.]

EDUCATIONAL TECHNOLOGY NETWORK

Network Infrastructure

Our network & infrastructure needs will be more crucial than ever, as much of our learning is transitioning to online based learning, or teacher pre-recorded lesson videos being uploaded and downloaded using classroom Wi-Fi. The system bandwidth will be measured at school sites and addressed if the bandwidth is not supportive of all students on campus with devices.

Student Access

All students will have access to a device (iPad or Chromebook). The District has been 1:1 with devices for every student prior to the COVID-19 pandemic. All secondary students have district-issued devices (iPads) which they are able to carry back and forth from home to school prior to school closure, every elementary student had a district-issued device, which was kept in the classroom at school. In April, 2020 the District held a device distribution at each of our elementary school sites providing an iPad to each student who did not have a device at home for distance learning. The devices were collected back at the end of the school year for cleaning, maintenance and reprogramming. They were redistributed at the start of the 2020-21 school year.

Students who do not have access to WiFi internet at home will be provided with a hotspot to access synchronous and asynchronous instruction. Parents will be able to purchase device protection agreements and repair pick-up service. The district will provide technical support to parents and students with use of their devices. The district will post online videos showing how to connect and use district-issued devices. The district is planning to provide live and recorded training to students, staff and parents on the use of technology tools and applications.

Our district has purchased 1,000 hotspot devices which are being distributed to students at the start of the school year. The district has installed community wifi at Soledad High School, allowing students and parents to drive into the parking lot to access the internet. The district will also be purchasing and installing two LTE towers to be able to provide at-home internet for 20% of our student population, about 1,200 students. This will enable students to participate in online synchronous and asynchronous learning using district-issued devices.

Device Management

All district student devices are Children's Internet Protection Act (CIPA) compliant as they have a web filter enabled to ensure age-appropriate web access. The district also has the ability to limit the apps downloaded on the iPads to ensure they are age appropriate. Apple Classroom gives teachers a powerful tool to manage iPads in the classroom and ensure students remain on task while completing assignments in class.

Acceptable Use Policy

The Technology Acceptable Use Policy Student Acceptable Use of Technology / has been reviewed and is up to date. The Soledad Parent iPad Guidelines English / Soledad Parent iPad Guidelines Spanish are provided to parents of students who are issued district-owned devices.

ONLINE LEARNING

Online Platforms

The district has procured licenses for the 2020-21 school year for Seesaw, our K-4 online learning platform, and Screencastify for K-12, a powerful tool for recording lessons. Other platforms that are district supported for distance learning include Google Classroom, QuickTime video recording, and any online curriculum platforms. Online Resources

The District will continue to provide current online learning platforms which will include the following

- Zoom for Education - Video Conferencing application allowing for live/synchronous teacher-student instruction and recorded/asynchronous lessons accessible on demand.
- Google Classroom (for grades 3-12) - Classroom application which enables teachers to manage coursework, create classes, distribute assignments, grade and send feedback, and see everything in one place.
- Seesaw for Schools (for grades K-3) - Classroom application which enables teachers to collaborate, obtain lessons and activities, sync student work and engage parents in student learning.
- Screencastify for Schools – Is an application which enables teachers and students to create video lessons, assignments and projects.

iReady Instruction and Assessment Program may be made available to elementary students and teachers (grades k-6). iReady provides for standards-based instruction in English Language Arts and Mathematics. The district may also expand the use of Acellus Learning through the secondary grades 7-12. It would enable teachers to manage virtual classrooms and conduct standards-based instruction and

assessments. The district utilized iReady as the online learning platform for its summer school program. It was deemed effective and useful by teachers, students and parents. iReady could provide for standards based instruction and assessment for students in grades K-8. iReady mathematics could be available to teachers for hybrid instruction in mathematics. Acellus has been used for credit recovery for high school students in our district. The Acellus program can be used for online instruction in grades 7-12. Acellus and iReady could also serve as the online learning platform for students whose parents do opt out of in-person instruction, as well as for after-school tutoring, social-emotional support, and intervention

Student Preparation

Most students are already familiar with their online learning platform, either Seesaw and/or Google Classroom. Students in grades Kindergarten & students newly enrolled in the district will need support to get started. The learning platforms are fairly easy to learn. Teachers may need to provide a bit of extra support or getting started lessons to get new students familiar with the online platforms. Educational technology orientation may be provided to students at the beginning of the school year.

Parent Education

The district plans to provide training for parents to be familiar with the online learning platforms, Google Classroom & Seesaw, so that they may help their students at home with where to find assignments and how to turn them in.

Professional Development for Staff

The district plans to provide live webinar online professional development that focuses on our learning platforms for teachers, especially new teachers who are new to the programs. The district will also provide support by identifying individuals who can be reached out to for personal one to one support for those teachers who need extra support with the online learning tools.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

The SUSD District will track and monitor student progress through both live contacts and synchronous instructional minutes. For in person sessions and synchronous virtual sessions the teachers would take attendance and mark A if the student is absent. and what can be measured for asynchronous learning (e.g the student showed evidence of completing the work or participating in the class activity, the teachers will track participation for each learning opportunity in the following ways : For asynchronous distance learning participation standards will be established and missed participation will be documented. Teachers can keep track in google doc and final documentation will be recorded in Aeries. We will calibrate these instructional times by calculating the number of learning opportunities attended compared to the number of opportunities offered asynchronous, synchronous and in person for the period that the student enrolled. We will communicate these instructional times by: calculating the total number of absences from learning opportunities compared to the total number

of learning opportunities offered by the teacher. and we will keep track of time values of pupil work through documentation: The data can be aggregated across quarters/semesters and across classes to determine if a student would be considered a chronically non- participant.

DAILY PARTICIPATION

Teachers will use the following codes to verify students' participation and engagement in their learning. These codes will be entered into Aeries by teachers and Attendance Clerks will verify Absence codes and possibly make changes after verification and approval from the teacher pending on student's completion of assignments and assessments.

1. When taking attendance, teachers will mark every student either code for Present or Absent with new codes below.
2. As normal, Attendance Clerks will verify absences and change to excused or unexcused
3. Teachers will need to internally keep track of which students were Absent, but later completed that day's work (even partial completion). Their code should be changed to 2 Present Asynchronous and indicated so in the Weekly attendance log that they sign & submit to Attendance Clerk. This log is to be turned in to Attendance Clerks by the Wednesday, following each week of student attendance.
4. If parent contact is made, teachers should enter this under Attendance Notes in Aeries for that day, for that student. Attendance notes appear as a little bubble beside the student's name. This is required by the CDE.
5. Students have until the following Wednesday after an absence to make up their classwork, for their code to go from an Absent code to code 2 Present Asynchronous

ATTENDANCE CODES and REASON

1 = Present during Synchronous learning

A = No Participation/Absent

2 = Present Asynchronous (student was not present but Assigned Work) Submitted / Assessment Completed

3 = Student is unable to participate due to connectivity issues.

U = Unexcused absences (forgot, overslept, did not show, etc.)

X = Excused absences (illness, medical/appointment, etc.)

L = Late to school / period under 30 minutes

L> = Late to school / period 30 minutes or more

LE - Left online session early

WEEKLY ENGAGEMENT REPORT

Teachers will have to fill out & sign a Weekly Engagement Template from CDE, per class, due along with the weekly Attendance report. The Weekly Engagement Report will be pushed out through Aeries (our student information system). Back-up for the Weekly Engagement Report will be teacher records in SeeSaw and Google Classroom.

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.]

Certificated staff were surveyed on their use of learning platforms and tools. Based upon those results, professional Development was provided for certificated employees during the 4th quarter of the 2019-20 school year. This included training on:

- Zoom Conferencing
- SeeSaw (grades K-4)
- Google Classroom (grades 4-12)
- Google Suite
- ScreenCastify

and more. Certificated staff were provided multiple access points to training including Alludo (Gamified Learning), a dedicated YouTube Channel and online live and recorded PD (<https://virtualprofessionaldevelopm2020.sched.com/>).

Based upon a PD needs survey sent out to certificated staff in August, new training was provided at the start of the school year to determine their professional development needs.

The District provided professional development to certificated staff on calendared PD days August 7. Training included:

Health & Safety

Student Engagement in Online Instruction

SEL

Digital Platforms - Zoom, SeeSaw, Google Classroom

Self-care

Accessing Electronic Curriculum

SPED topics including IEPs, SIRAS,

ScreenCastify

Virtual PE

HyperDocs

The district administered a survey to teachers on August 31. The purpose of the survey is to check to see if there is a need to provide support to staff, students and parents. As of this date, 110/225 responses have been received. The significant information from the responses pertaining to PD needed include:

- 15% of responding teachers want training in Zoom
- 6% of responding teachers want training in SeeSaw
- 10% of responding teachers want training in Google Classroom
- 15% of responding teachers want training in online classroom management
- 25% of responding teachers want training in self-help/care

These topics will be considered in the Certificated PD day scheduled for October 9, 2020.

The District academic TOSA will provide support and coaching on electronic applications throughout the year. The district also has an administrator assigned to support EdTech infrastructure which would include creation of instructional videos on topics of interest to teachers.

The district's technology director will work to ensure the licenses and electronic applications stay operational and accessible by certificated staff.

The District is planning PD for Classified staff on October 9th, topics based upon survey.

Classified staff will be trained in new roles which they will be fulfilling including:

- Use of iPads and Chromebooks
- Processing requests for tech support
- Accessing Aeries student information system
- Training on electronic applications (SeeSaw, Google Classroom, Zoom, etc.) so that they can support staff and parents on use of electronic applications

Staff Roles and Responsibilities

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

Roles of classified staff are being changed to meet new needs brought on by COVID-19. These roles are being negotiated with CSEA. The new roles needed include:

- Taking the temperature of students, staff and visitors arriving to school campuses; screening visitors to school campuses
- Using electronic devices to support student distance learning
- Scheduling virtual classrooms and meetings for teachers and students
- Providing interpretation between parents and teachers, for which there is a greater demand in distance/virtual learning
- Providing tech support to students or parents and inputting requests for tech support via phone call into tech ticket request forms
- Doing outreach work with parents of students who are not participating in distance learning
- Assist with the distribution
- Participate in operation of the after school program
- Provide/support parent training on use of educational platforms such as Zoom, SeeSaw, Class Dojo, Google Classroom and iPads

The district will provide training for staff who will be asked to assume different or new roles and responsibilities.

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.]

ENGLISH LEARNERS

English learners (EL) of Soledad Unified School District shall continue to receive the necessary services and support to reinforce their English language development while simultaneously learning academic content. In the district's distance learning model EL students shall receive English support through our resource Mondays as well as designated and integrated supports throughout the week during synchronous and asynchronous lessons. Additionally, teachers have office hours in the afternoon to support English learners with content material and/ or language fluency demands. Soledad Unified School District employs several instructional assistants that are also on call to deliver support to students in need such as English learners. Designated ELD (English Language Development) bolsters student's

development of the English language through the four domains: speaking, listening, reading, and writing. ELD offers students the opportunity to learn how the English language works and proper use thereof. Integrated ELD removes the barriers to academic achievement providing students with the necessary scaffolds and supports to navigate each content area.

Designated ELD

English learners at both the elementary and secondary level shall still continue to receive English language support. Students at the secondary and elementary levels will continue to receive language development virtually through asynchronous and synchronous lessons. Teachers shall explore multiple opportunities for English learners to interact with fellow classmates through virtual meetings or lessons as well as with the teacher. Mondays will be used for extra support for English learners that need additional language reinforcement as well as academic support to be supported in virtual meetings with teachers.

Integrated ELD

Elementary students - EL students will continue to receive academic supports and scaffolding to assist EL students access the curriculum, such as but not limited to GLAD strategies and other resources.

Secondary students - EL students will continue to receive academic supports and scaffolding to assist EL students access the curriculum, such as but not limited to CM and other resources.

Newcomers

Elementary students - Continue to receive support through integrated and designated ELD, as well as, Mondays for extra support

Secondary students - Designated course at secondary sites, as well as continued support through designated/ integrated ELD and Mondays for extra support

STUDENTS WITH DISABILITIES

Students With Disabilities

RSP students with Mild-Moderate Disabilities will receive instruction through Distance Learning, like their general education peers. RSP students will attend their assigned class(es) and will receive support as defined by the student's IEP. RSP Teachers will create a student/group session schedule and submit it to the site leader and the Special Education Director, with links to their virtual sessions. RSP teachers will collaborate with their general education colleagues on their IEP schedules and students inclusion plans. The RSP teacher and general education teacher will connect and collaborate weekly to support student goals and student access to core curriculum. This collaboration can be through virtual meetings, emails, and phone calls.

Students with Moderate-Severe Disabilities will also engage in distance learning with both synchronous and asynchronous learning based on students individualized needs. The classrooms will follow the general education schedule whenever possible. Service providers will collaborate with teachers on scheduling student services.

IEP meetings will be held through Google Meets. Provisions for distance learning for special education students will be agreed to through IEP amendment meetings.

Special Education Assessments:

Virtual Special Education Assessments: In Spring 2020, portions of initial/triennial/additional assessments were completed virtually. These include parent and teacher interviews, rating scales, and review of records. With the district staying on distance learning at the start of the school year, we are start and complete all assessments. The district is moving forward with Presence Learning (or an alternative assessment program) as the digital platform for both psychoeducational and academic assessments. School psychologists will utilize the Presence Learning system for all assessments. School psychologists will share data and collaborate with Education Specialists. Education Specialists will write the academic goals. Speech assessments will be conducted virtually by the district Speech Language Pathologists. In house training will be provided for how to conduct those assessments with fidelity.

In Person Special Education Assessments: (Only conducted if digital assessments are not possible)

In order to ensure assessments are thorough and comprehensive, district staff may require access to the student in person, which would include utilizing the PPE listed below. This would include individually administered tests (IQ, Processing, etc.) as well as completed observations when possible. In order to ensure assessments are thorough, the District will provide staff members with the appropriate Personal Protective Equipment (PPE) needed to complete individually administered assessments. They will also utilize social distancing when completing all classroom observations of students.

Assessment Equipment / Devices

In order to ensure the safety of staff and students during all assessments the following resources will be needed:

- Gloves
- Face Masks
- Plexiglass Divider for assessor and student
- Face Shields
- Hand Sanitizer

Curriculum & Instructional Materials

SPED students will be provided the same access to distance/online learning platforms as all other students. Additional resources will be provided to mild/moderate and moderate/severe program students as determined by respective case carriers.

Instructional Models

Synchronous - Live online instruction

Asynchronous - Students complete work independently

FOSTER & HOMELESS YOUTH

Homeless and foster youth have access to the core curriculum and all other student services. Homeless and foster youth have access to additional educational support through our district in the afternoon during teachers' office hours and on resource Mondays to address learning loss as well as assist students with technology issues and to support learning new content. All foster and homeless students in need of internet connection shall be provided a wifi hotspot to access internet for virtual learning. Foster and homeless students also have priority enrollment in after school program, immediate enrollment to school regardless of necessary registration documents, the right to participate in extracurricular activities and/ or sports. Homeless students have access to additional resources as needed: toiletry kits, school supplies, and assistance with fees. Additionally, school site liaisons and our District Wide Intervention Coordinator shall also link foster and homeless youth to community resources as needed.

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

Description	Total Funds	Contributing
Zoom Enhanced Licenses allowing teachers to use breakout rooms and record lessons	\$4,800	No
Enhanced SeeSaw Licenses - Instructional platform for use with Kindergarten - 3rd grade students	\$9,405	No
Construction of 2 LTE Towers to provide internet access for up to 1,200 students via district-issued devices. This action supports low-income, foster and homeless students who cannot access or afford wifi in their homes.	\$283,750	Yes
SmartMusic to enable music instruction, online. SmartMusic is a web-based suite of music education tools that support efficient practice, helping students to develop and grow their musical instrument skills.	\$5,120	No

Description	Total Funds	Contributing
Leasing of up to 1,000 Hotspots to provide students with access to the internet at home until LTE tower project is operational. This action supports low-income, foster and homeless students who cannot access or afford wifi in their homes.	\$300,000	Yes
iCEV Licenses to enable students enrolled in Career Technical Education classes to continue their learning.	\$6,300	No
Casey Printing for instructional materials and mailings related to distance learning program. This action supports low-income students whose parents/family are not able to access the electronic versions of district communications and instructional materials. This action sustains distance learning for those low-income students unable to access the internet from home.	\$26,528	Yes
Student Supplies distributed to students for Distance Learning - School supplies including pencils, crayons, markers, journals, etc. This action supports low-income students to ensure they have all of the necessary materials to fully participate in distance learning.	\$49,000	Yes
Stylus for students to use with iPads. Stylus's improve the student interface with the iPad and enhances instruction and learning. This action supports low-income students who might not be able to afford the purchase of a stylus on their own.	\$5,000	Yes
iPads for Kindergarten, state preschool, SDC students. This action makes it possible for young learners including English Learners and low-income students who do not have a device and cannot afford one, to fully participate in distance learning.	\$356,737	Yes
Adapters & Chargers for Kindergarten iPads. This action makes it possible for young learners including English Learners and low-income students who do not have a device and cannot afford one, to fully participate in distance learning.	\$10,000	No

Description	Total Funds	Contributing
Tech Support Help Center Staffing to sustain devices and tech support during distance learning.	\$61,830	No
Community WiFi located at the Soledad High School parking lot, for students who do not have wifi access at home and who do not live in an area where hotspots work. This action makes it possible for young learners including English Learners, low-income students and homeless/foster youth to access the internet in order to participate in distance learning.	\$65,000	Yes
ScreenCastify, Learning Tool for Teachers - enables the creation of visual lessons with teacher narration.	\$4,800	No
New Teacher Training - for teachers new to the district, this year had a distance learning focus.	\$7,342	No
Art supplies for secondary students enrolled in Art classes. This enables low-income, foster and homeless students who cannot afford to purchase supplies to participate in art classes.	\$18,440	Yes
Photoshop software for middle school and high school photography courses.	\$2,500	No
Licensing for CDE-issued Chromebooks. CDE is providing 700 Chromebooks to the District. In order for the Chromebooks to be used, the district will have to purchase a license for each unit. Chromebooks will be used by classified staff providing support to students with disabilities. Chromebooks will be used for conducting academic and psychological assessment of students being considered for Special Education Services. Chromebooks will be checked out to kindergarten and preschool students for use until iPad orders arrive.	\$24,500	Yes
Apple device chargers - for Kindergarten and other grade	\$28,927	No

Description	Total Funds	Contributing
Teacher hotspots. The district is providing hotspots for teachers who are teaching from home, and do not have adequate home wifi networks to support distance learning.	\$48,000	No

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.]

Soledad Unified School District will be utilizing the i-Ready Diagnostic to address all pupil learning loss resulting from COVID 19 in both English Language Arts, Math, and English Language Development (ELD) The data from this diagnostics will provide an overall scale score, domain-level scores, and Lexile of students to help define learning loss. This diagnostic assessment will be given every 12 weeks to kindergarten through eighth-grade students in both ELA and Math. Data provided from these assessments will be used to provide actionable information about students' learning status relative to the desired mastery of grade-level standards, monitor student growth over time. In addition, common formative assessments would be developed at the interim to help determine student growth and acceleration and to identify essential standards not mastered. At the high school level, the Math Diagnostic Testing Project (MDTP) would be administered to assess areas of unfinished learning, inform instruction, potential intervention, and measure students' growth. In English Language Arts, Houghton Mifflin Harcourt (HMH) Reading Inventory an adaptive assessment tool will be used to give teachers research-based growth assessments, identify unfinished learning, and provide instructional, intervention, and acceleration recommendations. At the end of every 12-week cycle, professional development will ensure the teaching staff to study their students' data to determine learning acceleration and further intervention. The District will use the apportioned Learning Loss Mitigation funds, which include the Coronavirus Aid, Relief, and Economic Security (CARES) Act funds, Governor's Emergency Education Relief (GEER) funds and the Coronavirus Relief (CR) funds, in accordance with assurances submitted to the California Department of Education.

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.]

Our at-promise student groups, including foster youth, homeless youth, and English learners remain a constant focus for support and intervention. Site liaisons monitor the needs of our foster and homeless youth through email, phone calls, and virtual consultations. School site staff (including liaisons, teachers, English Learner teachers on special assignment, office staff) shall monitor our at-promise youth to track student engagement of distance learning through student attendance. Outreach to non-participating students and/or families will consist

of home visits, evening calls because of parents' work schedules, posting office hours of days and times during the week where parents know how to reach support staff. Support staff contact information will be placed in registration packets going home to parents. Also, the district will utilize current staff with translation services to help teachers and support staff make that contact connection with families from the very onset.

Additionally, foster youth, homeless youth, and English learners will benefit from resource Mondays and teachers' afternoon office hours in which student groups and intervention are designed to address areas of the deficit as well as learning loss. Students will have the opportunity to interact with their teacher(s) virtually to secure the help needed. Students may receive support in core classes, social-emotional support, or assistance with technology. Moreover, instructional aides district wide work on call to support students and families in need this may include helping troubleshoot technology issues or academic assistance when possible to address students misunderstandings or learning loss.

Pupils with exceptional needs will be receiving services during instructional time, as well as on resource Mondays and afternoon office hours scheduled Tuesdays-Fridays. All services have adjusted back to students' original minutes. These services include speech therapy, physical therapy, occupational therapy, and counselling. Instructional special education minutes are based on student need and distance learning plans. A district prior written notice has been sent to all families with students in special education with updated services. Each case manager will be providing an amendment IEP, to address each student's specific needs and create a plan to combat learning loss. When possible, the district will be conducting assessments to determine students progress and specific areas of need.

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.]

At SUSD students will be assessed according to the district assessment calendar ([INSERT CALENDAR LINK](#)) using common formative assessments which will allow teachers to identify areas for learning acceleration, Teachers will have weekly PLC collaboration time specifically focused on review of student data and to discuss the delivery of instruction on concepts taught, share best practices, identify alternative ways to address these concepts for students and immediately adjust instruction to ensure student's progress towards learning goals.. Plans will be developed at the site level for re-assessment to monitor student growth and acceleration. Data from both formative and summative assessments will monitor student growth and help develop actionable information about students' learning status relative to the desired lesson goal. Data from common formative assessments will provide feedback to teachers and principals to see how well students are engaged in their learning and whether the instructional supports and accommodations are working and also whether the material used is relevant and accessible to students. Whereas, the summative data from the IReady system given every 12 weeks cycle will provide an overall picture of how students are performing.

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

Description	Total Funds	Contributing
iReady for assessment of student learning loss based upon essential standards. This action supports English Learners as iReady data is used for the reclassification process.	\$ 60,853	Yes

Description	Total Funds	Contributing
Summer School - Distance Learning Program utilizing iReady. This action supports ELs and low-income students by providing access to learning remediation and next grade readiness opportunities.	\$1,500	Yes
Summer School (Title 1 funded)	\$135,877	Yes
Illuminate - Assessment and Data System - Allows PLC teams to build standards-based assessments for use as Common Formative Assessments for students. Illuminate also provides access to assessment data for teachers.	\$45,365	No
MDTP - secondary math assessment. Students in grades 9-12 will be assessed with the Mathematics Diagnostic Testing Project to determine students' need for math support classes.	\$0	No
Reading Inventory - Secondary Reading Assessments. The Reading Inventory would be used as a screener for secondary students to determine need for enrollment in Read 180 (middle school students) or ELA support classes (high school students). The Reading Inventory results would be used for reclassification of ELs.	\$23,000	Yes

Mental Health and Social and Emotional Well-Being

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

SUSD is committed to supporting the mental and social-emotional well-being of students and staff during the school year. Professional development for staff will include support for Tier 1 (Whole school safety and prevention, community and family engagement and supports,

stall wellness, classroom strategies), Tier 2 and Tier 3 (Early and targeted intervention for students/staff) supports. Those include social-emotional learning, building relationships, community-building activities, and increased access to mental health/wellness services. Families and schools will work together to check how students are feeling and assess their individual needs to provide the support and offering resources to ensure students and staff have a smooth transition back to school. SUSD staff would be accessible to help reduce the anxiety levels of students through acknowledging students' feelings, the building of relationships, setting clear behavioral expectations, and communicating those expectations on the onset. They will help students understand the new changes and support them with their understanding and transitioning towards this distance learning model. Teachers and students will revisit their school SEL/PBIS rules and together in order to create respect agreements in the classroom. The support staff will teach students how they can achieve the expected behavior and let students understand the transitioning process in a positive way. The SUSD will also provide the following resources for students and staff to address trauma and other impacts of COVID-19 on the school community. The District will use the apportioned Learning Loss Mitigation funds, which include the Coronavirus Aid, Relief, and Economic Security (CARES) Act funds, Governor's Emergency Education Relief (GEER) funds and the Coronavirus Relief (CR) funds, in accordance with assurances submitted to the California Department of Education.

Basic Needs:

In order to meet students' basic needs, students will:

- Be met by the school staff that is welcoming.
- Be provided with information about who their counselor and support staff are and their role at the school, especially, for new students and transitioning grades.

During the first week, they will learn about their transition into a distance learning school model with teachers and support staff.

- Participate in community building activities to help them develop relationships with their teacher, staff and other students.
- Continue receiving school lunch currently in place.
- receive ongoing support with devices and internet connection
- Be administered a Social Emotional Learning (SEL) screener in Illuminate to help staff determine students' needs.
- Participate in a SEL lesson map at the beginning of the school year presented by counselors addressing needs at each school site.

Social-Emotional Learning

Counselors will take an active role in providing SEL lessons and activities. At their regular PLC meetings, counselors will share and discuss valuable SEL lessons designed for SEL classroom lessons. They will conduct screening to identify social emotional needs of students and conduct routine check-ins using a trauma and resilience informed lens.

School counselors will receive training from Monterey County Office of Education (MCOE) for use of appropriate resources and activities in the PBIS and CASEL (California Social Emotional Learning) scope and sequence, and CASEL playbook. Both resources contain many classroom SEL strategies and activities that can be implemented in the classroom on a monthly basis. Strategies suggested in these resources help to support personal responsibility, respectful discourse, collaborative problem solving and student engagement; all helping to

build community in the classroom and implementing strategies adaptable for distance learning. In addition, strategies from Zones of Regulations would be used to help de-escalate intense student behavior.

Counselors will continue with the Tier I approach to support teachers on trauma-informed practices by assisting teachers with how these learning experiences can be embedded in the classroom. In addition, MCOE archived virtual Professional Development on trauma informed practices will be made available as professional development for support staff and teachers who need the training.

The Positive Behavior Intervention and Support (PBIS) team at each site will receive the appropriate resources and activities in the PBIS and CASEL scope and sequence, and CASEL playbook. The site PBIS team will revisit with students their school PBIS behavioral expectations, rules and offer appropriate PBIS activities to students in the onset. Also, the school counselor(s) and the PBIS team will work together to help integrate PBIS/SEL Scope and Sequence monthly guide schoolwide activities and strategies.

Social-Emotional Support

Access to Counseling Support:

Counseling and mental health services will be made available to all students. Currently, students have access to counseling through a referral process coming from teachers, staff, parents, students, and Sprigeo, an online tool available to all students. Their counseling needs are then referred to their assigned school counselors and, or appropriate in-school support services and partner agencies such as Harmony at Home, Sun Street Center and Monterey County Behavioral Health (MCBH).

District services would be made accessible to students by support staff posting their translated services information and hours of operation on their school site and the district websites. Also, an in-school student support matrix would be made available to every staff member at the school site, so that they know who and where students can go to receive counseling and other support services. Finally, we will revise our current referrals methods of students to their counselors making it easier for counselors to know struggling students in order to provide immediate support.

Connecting to Mental Health Supports:

Students will be connected to mental health services through a COST (Coordination of Services Team) referral process which is available at all sites. The COST process refers students not only to outside agencies but also onsite groups such as Harmony at Home, Sun Street Center, YWCA, YMCA, Friday Night Life, Partner for Peace, and Community Health Services for services..In addition, students have access to Monterey County Behavioral Health (MCBH), which also offers free mental health services to the community. Also, families with medical insurance are encouraged to use their health care providers to access mental health services.

SUSD will promote staff wellness and prevent burnout, and secondary traumatic stress by providing training on selfcare, promoting mindfulness techniques and supporting staff social supports to enhance staff cohesion and coping. In addition, staff would be provided informational resources about mental health and wellness and encourage both students and staff to use counseling services as needed

Trauma-informed Practices

SUSD will also provide the following resources for students and staff to address trauma and other impacts of COVID in the school community:

- Work with providers to offer regularly scheduled virtual training related to mental health services and how to support students at schools. Training to include the role of clinicians, administrators, teachers and parents with regard to mental health supports.
- Provide regularly scheduled virtual training on Social Emotional Learning and how to apply strategies to build relationships between teachers and students in the classroom.
- Include virtual training on Self Care for Educators in order to decrease the number of administrators and teachers experiencing burn out, depression, or feelings of being overwhelmed.
- Provide training on trauma informed practices and how to integrate into school response systems.
- Provide training and support for parents to increase parent engagement with distance learning.
- Provide training on restorative practices, how to create expectations for behavior in virtual and in-person classrooms. .

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 SUSD will continue to provide engagement and outreach to students who are absent from distance learning. In addition, SUSD has developed written procedures for tiered re-engagement strategies for all students who are absent from distance learning form more than three school days or 60% of the instructional days in the school week. The tiered re-engagement strategies we will use for pupils who are absent from distance learning are as follows: SUSD will develop a tiered process for responding to unexcused absences in a full distance learning model and this would be done through the lens of engagement with a three-tier process. In the Tier I approach, at the start of the year, when students return back to school, it is imperative that our staff develop relationships with students and their parents to allow for effective student outreach. Outreach to non-participating students and/or families will consist of all staff making phone contacts immediately on the first day of school to students that are marked absent, home visits, evening calls because of parents' work schedules, posting office hours of days and times during the week where parents know how to reach support staff. Support staff contact information will be placed in registration packets going home to parents. Also, the district will utilize current staff with translation services to help teachers and support staff make that contact connection with families from the very onset. In Tier II approach, administrators or counselors will conduct a virtual Students Attendance Response meeting with student and parent to develop a plan of engagement and support plan to include a checking in system. Our tier three approach to further engage the student and family, home visits will be conducted by the family liaison with

continuously scheduled outreach, if we are not able to reach the student or parent, the administrator or counselor or the family liaison will partner with the Soledad Police to conduct a wellness check.

Student Outreach

In addition to the multi-tiered approach, counselors will conduct a needs assessment questionnaire or survey with students in order to help counselors determine students' needs. Next, counselors and support staff will receive referrals from staff, parents, and an intake is conducted and students are placed in services based on their needs. Student's parents are contacted and are included in the process. Student outreach consists of programs and agencies offered to students as a way of reaching out to students, such measures include: coordinating tabling through club carnivals, during student registration and at lunchtimes where they are accessible to students. During this time, they share with students the different services they provide. For example, students referred to programs such as Sun Street centers are provided services, which also include drugs and life skills training.

Furthermore, support staff will meet with students virtually or work closely with the Health, Get focused, Stay focused, and the 11th-grade classes to present their services.

Finally, support staff receives communications from students through Sprigeo, which has been very helpful in reaching out to students and linking students with support and mental health services. The reports and notifications generated from Sprigeo have been very helpful in providing the services students need.

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.]

CHILD NUTRITION SERVICES

Hybrid Learning Model:

Due to issues with large gatherings and the prohibition of buffet options for meals, all meals will be pre-bagged in individual servings. Food service staff are all Serve Safe certified in the proper health and safety rules, regulations and protocols of meal preparation and distribution. As part of their regular procedures they wear hair nets, gloves and disposable aprons. Face masks were added after the onset of the pandemic. The regular washing of hands, equipment and surfaces are included in their daily routines.

Breakfast & Lunch - Students exiting the school at the end of the day will walk past the meal table where bags containing that day's lunch and the next day's breakfast will be available for grab-n-go. Students will need to provide their student ID number to the Cafeteria Clerk for the required data collection of meals served used for reimbursement. The bag will be taken home for consumption, not eaten on school grounds or on buses.

Students not in school - Meals will be available for students not present through the drive through grab-n-go process that was established in March. Meals will be available at all school sites. The presence of students is not necessary to pick up meals; however, those picking up meals must have the student ID number to provide to the clerk. Student ID numbers will be sent to the address of residence for parent/guardian use.

A student supper program will be implemented if the state approves the appropriate waivers.

Preschool students will receive their pre-bagged meals in their classrooms. A staff member will pickup the meals from the cafeteria at a designated time and return them to the students in the classroom. Students will consume their meal at the scheduled time with social distancing, and take the rest of the meal home with them at departure time.

Planning for food service for After School Program students is in progress. It is anticipated that ASP students will eat their lunch on campus, socially distanced before reporting to ASP classrooms.

Distance Learning Model:

Currently the District is providing a distance-only and meal distribution lunch and next day breakfast, between 12:00 noon and 1:30 pm daily. Students from all schools are able to get their meals from any of the seven school sites. If the district is provided the appropriate supper meal plan approval, it will include supper to the daily meal distribution to provide better nutrition for our students. The distribution system also includes delivery of meals to students in communities that were previously bused into their instructional site.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	District agreement with Monterey County Behavioral Health to fund 2 therapists to provide counseling services to general education students experience mental health issues. Program will offer virtual services. This action supports homeless and foster students experiencing trauma from the COVID pandemic. This action supports low-income students with mental health needs, whose families might not otherwise be able to afford services. This action supports homeless and foster youth who may be experiencing trauma due to their circumstances.	\$212,000	Yes

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	District agreement with Harmony at Home to support Sticks & Stones anti-bullying programs and Community Counseling family support services for elementary students. Program will offer virtual services. This action supports homeless and foster secondary students experiencing trauma from the COVID pandemic.	\$65,000	Yes
Mental Health and Social and Emotional Well-Being	District agreement with Sun Street Centers to support STEPS, Life Skills and Peer Leaders programs for students with substance abuse issues. Program will offer virtual services. This action supports homeless and foster elementary students experiencing trauma from the COVID pandemic.	\$14,038	Yes
Pupil Engagement and Outreach	School Messenger - Parent Texting Application. This app enables schools to text messages and links to informational fliers to parents. The app also notifies a parent when their student is absent from school	\$13,345	No
Mental Health and Social and Emotional Well-Being	Sprigeo Anti-bullying and Tip Line Reporting App for student devices. Students are able to report instances when they feel unsafe. The reports are viewed by school administrators / or support staff and who respond to and/or investigate the report.	\$5,500	No
Distance Learning Program (Access to Devices and Connectivity)	Hourly compensation for EdTech overtime to support network, device programing and distribution, and hotspots programing and distribution. Support includes tech support for parents and students offered in English and Spanish. This action supports low income, homeless and foster students	\$9,000	Yes

Section	Description	Total Funds	Contributing
Distance Learning Program (Continuity of Instruction)	Summer Math Elevate program supports students in rising grades 3-9 with next grade level readiness mathematics in standards-based mathematics. Program provides low-income, ELs and homeless foster youth the opportunity to make up for learning loss in mathematics, due to to the COVID pandemic.	\$32,000	Yes
Pupil Learning Loss (Effectiveness of Implemented Pupil Learning Loss Strategies)	Early Learning professional development for teachers in grades 1-2. Teacher training in early literacy supports young English Learners with language acquisition instruction essential for academic achievement in 3rd grade and beyond.	\$2,400	Yes
Distance Learning Program (Pupil Participation and Progress)	Accelerated Reader program engages students with high-interest books at specific reading grade-levels. Program assesses students after each book has been completed and gives a grade-level reading score to guide the next book selection. This activity supports English Learner interest and participation in reading. It supports homeless and foster students in providing accessibility to interest books.	\$45,961	Yes
Distance Learning Program (Access to Devices and Connectivity)	iPad Leases - renewal of lease agreement for iPads, 1:1 for all elementary students. This supports families of low income, foster and homeless students who might not be able to afford a device a device.	\$496,000	Yes
Mental Health and Social and Emotional Well-Being	PBIS - Positive Behavior Supports and Interventions provide training for teachers in promoting positive behavior amongst there students and incentives for students demonstrating positive behavior.	\$16,250	No
Mental Health and Social and Emotional Well-Being	SWIS data system works in tandem with the PBIS program. It generates data on student behavior issues, frequency,	\$5,500	No

Section	Description	Total Funds	Contributing
	location and type of behavior problem enabling teachers and administrators to be proactive and responsive in student behavior management and intervention.		
Pupil Engagement and Outreach	School Messenger program enables school staff to text parents with specific messages and announcements about school activities and events. It includes attendance alert, which text parents if a students is absent, allowing them to excuse the absence or let the school know that the student should be in attendance. This supports low-income parents who may be working during the day and unable to go to the school or phone the school regarding student attendance.	\$12,445	Yes
Pupil Engagement and Outreach	Web Hosting and improvement. Ensures the district website is available, user friendly and ADA compliant.. Web site also included Spanish language versions of district documents including resources for parents to support student learning.	\$5,100	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Constructing Meaning provides training for secondary teachers in providing integrated English Language Development in core content courses. Training will be provided virtually, and will focus upon best practices in an online context. Training also provides for certification of program completes through summer institutes allowing them to training apprentices. CM supports English Learners by providing core content ELD instructional strategies for secondary teachers.	\$14,000	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Thinking in Common will provide training and coaching to elementary teachers teaching in a co-teacher setting. Originally offered in an in-person format for in-person instruction. Training will shift to virtual delivery and focus on	\$10,000	Yes

Section	Description	Total Funds	Contributing
	<p>best practices for the distance learning co-taught classroom. Training for regular education teachers and educational specialists in Universal Design for Learning, making instruction accessible to students with disabilities and all learners.</p>		
<p>Mental Health and Social and Emotional Well-Being</p>	<p>Resources for LGBTQ students. Originally included in the LCAP to provide for materials and student travel to LGBTQ-related activities, resources will be used to support online collaborative work with advisors and students. Action supports low-income, foster and homeless LGBTQ youth, providing resources necessary for their participation in activities, which they could not afford on their own.</p>	<p>\$1,500</p>	<p>Yes</p>
<p>Distance Learning Program (Supports for Pupils with Unique Needs)</p>	<p>Mandatory training for certificated and classified staff on McKinney-Vento laws which require district staff identify and provide services of Homeless. Certificated and Classified staff will learn on how to identify and support homeless students.</p>	<p>\$1,500</p>	<p>Yes</p>
<p>Pupil Engagement and Outreach</p>	<p>Counselors:</p> <p>Elementary Counselors provide ongoing support to students in grades JK/TK-6th grade, including social-emotional support, coordination of student support services.</p> <p>Secondary Counselors provide guidance for students to college and career postsecondary opportunities, scholarships and financial aid, student 4-6 year plans, social-emotional support and crisis intervention.</p>	<p>\$1,170,000</p>	<p>No</p>

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Family Liaisons at each school site who ensure parents are able to connect with school staff and receive support needed for student success. Liaisons support parents and students through outreach and scheduling of meetings.	\$520,000	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Typist/Clerks coordinate scheduling of IEPs and Student Success Teams to support parents and school staff meeting on behalf of students in need of support and intervention. This action supports ELs, students with disabilities and homeless/foster students who have a higher degree of need for support and intervention.	\$427,000	Yes
Distance Learning Program (Distance Learning Professional Development)	TOSAs (Teachers on Special Assignment provide professional development, coaching and support for teachers including use of Education Technology and teaching in an online learning environment.	\$390,000	No
Distance Learning Program (Supports for Pupils with Unique Needs)	EL TOSAs - Provide for EL assessment (ELPAC), support and reclassification as well as data entry for ELs, and homeless/foster students.	\$426,000	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
37.07%	\$14,867,648

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 preparing this LCP, our district considered and responded to the needs and conditions of English learners, low-income students, foster youth, and students experiencing homelessness during the COVID-19 pandemic through meetings with stakeholders and staff. As the district transitioned to distance learning, actions included on the list below are based upon on the considerations that student access to devices and the internet was essential for students to access curriculum, that frequent assessments by certificated staff (summative and formative) were necessary to monitor and address pupil learning loss, and that social-emotional supports provided by trained staff were needed to build strong and healthy relationships between students, families and our school communities.

Read 180 for middle school and students with disabilities at Main Street Middle School. Read 180 is a targeted program which helps students who are two or more years behind become active, accomplished readers. Supports English Learners who are below grade-level readers with increased services to get them to grade level in their reading.

iReady online assessment of students in grades K-8 - Provides assessment of students to measure learning loss due to school closure in spring 2020. Improves services for low income students who experienced a greater impact due to school closure. Supports English Learners as the iReady results will be used for EL reclassification.

MESA (Math Science Engineering Achievement) - Program for secondary students (grades 7-12) which provides co-curricular activities and in-class curriculum to underserved students to increase college-going rates and interest in science. Supports low-income and homeless students in establishing college-going mindset and connections with Hartnell Community College and University of California Santa Cruz.

Advanced Placement Testing Fees - High school students enrolled in AP classes have their fees paid for. Supports low-income and homeless students who might not otherwise be able to afford AP exam fees. Students have the opportunity to achieve college credit by scoring 3, 4 or 5 on the AP exams.

Construction of 2 LTE Towers to provide internet access for up to 1,200 students via district-issued devices. This action supports low-income, foster and homeless students who cannot access or afford wifi in their homes.

Leasing of up to 1,000 Hotspots to provide students with access to the internet at home until LTE tower project is operational. This action supports low-income, foster and homeless students who cannot access or afford wifi in their homes.

Casey Printing for instructional materials and mailings related to distance learning program. This action supports low-income students whose parents/family are not able to access the electronic versions of district communications and instructional materials.

Student Supplies distributed to students for Distance Learning - School supplies including pencils, crayons, markers, journals, etc. This action supports low-income students to ensure they have all of the necessary materials to fully participate in distance learning.

Stylus for students to use with iPads. Stylus's improve the student interface with the iPad and enhances instruction and learning. This action supports low-income students who might not be able to afford the purchase of a stylus on their own.

iPads for Kindergarten, state preschool, SDC students. This action makes it possible for young learners including English Learners and low-income students who do not have a device and cannot afford one, to fully participate in distance learning.

Community WiFi located at the Soledad High School parking lot, for students who do not have wifi access at home and who do not live in an area where hotspots work. This action makes it possible for young learners including English Learners, low-income students and homeless/foster youth to access the internet in order to participate in distance learning.

Art supplies for secondary students enrolled in Art classes. This enables low-income, foster and homeless students who cannot afford to purchase supplies to participate in art classes.

Licensing for CDE-issued Chromebooks. CDE is providing 700 Chromebooks to the District. In order for the Chromebooks to be used, the district will have to purchase a license for each unit. Chromebooks will be used by classified staff providing support to students with disabilities. Chromebooks will be used for conducting academic and psychological assessment of students being considered for Special Education Services. Chromebooks will be checked out to kindergarten and preschool students for use until iPad orders arrive.

Apple device chargers - for Kindergarten and other grade

2020 Summer School. Summer school was offered to students in grades K-12. Program served rising regular education students with next-grade readiness curriculum and instruction. Program supported English Learners and Students with Disabilities and made use of iReady curriculum and other resources. The program provided an opportunity to ELs, low income and homeless/foster youth to make up for learning loss due to school closure in spring 2020.

Reading Inventory - Secondary Reading Assessments. The Reading Inventory would be used as a screener for secondary students to determine need for enrollment in Read 180 (middle school students) or ELA support classes (high school students). The Reading Inventory results would be used for reclassification of ELs.

District agreement with Monterey County Behavioral Health to fund 2 therapists to provide counseling services to general education students experience mental health issues. Program will offer virtual services. This action supports homeless and foster students experiencing trauma from the COVID pandemic. This action supports low-income students with mental health needs, whose families might not otherwise be able to afford services. This action supports homeless and foster youth who may be experiencing trauma due to their circumstances.

District agreement with Harmony at Home to support Sticks & Stones anti-bullying programs and Community Counseling family support services for elementary students. Program will offer virtual services. This action supports homeless and foster secondary students experiencing trauma from the COVID pandemic.

District agreement with Sun Street Centers to support STEPS, Life Skills and Peer Leaders programs for students with substance abuse issues. Program will offer virtual services. This action supports homeless and foster elementary students experiencing trauma from the COVID pandemic.

Sprigeo Anti-bullying and Tip Line Reporting App for student devices. Students are able to report instances when they feel unsafe. The reports are viewed by school administrators / or support staff and who respond to and/or investigate the report.

Hourly compensation for EdTech overtime to support network, device programming and distribution, and hotspots programming and distribution. Support includes tech support for parents and students offered in English and Spanish. This action supports low income, homeless and foster students

Summer Math Elevate program supports students in rising grades 3-9 with next grade level readiness mathematics in standards-based mathematics. Program provides low-income, ELs and homeless foster youth the opportunity to make up for learning loss in mathematics, due to the COVID pandemic.

Early Learning professional development for teachers in grades 1-2. Teacher training in early literacy supports young English Learners with language acquisition instruction essential for academic achievement in 3rd grade and beyond.

Accelerated Reader program engages students with high-interest books at specific reading grade-levels. Program assesses students after each book has been completed and gives a grade-level reading score to guide the next book selection. This activity supports English Learner interest and participation in reading. It supports homeless and foster students in providing accessibility to interest books.

iPad Leases - renewal of lease agreement for iPads, 1:1 for all elementary students. This supports families of low income, foster and homeless students who might not be able to afford a device a device.

School Messenger program enables school staff to text parents with specific messages and announcements about school activities and events. It includes attendance alert, which text parents if a student is absent, allowing them to excuse the absence or let the school know that the student should be in attendance. This supports low-income parents who may be working during the day and unable to go to the school or phone the school regarding student attendance.

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Constructing Meaning provides training for secondary teachers in providing integrated English Language Development in core content courses. Training will be provided virtually, and will focus upon best practices in an online context. Training also provides for certification of program completers through summer institutes allowing them to training apprentices.

Constructing Meaning provides training for secondary teachers in providing integrated English Language Development in core content courses. Training will be provided virtually, and will focus upon best practices in an online context. Training also provides for certification of program completers through summer institutes allowing them to training apprentices. CM supports English Learners by providing core content ELD instructional strategies for secondary teachers.

Thinking in Common will provide training and coaching to elementary teachers teaching in a co-teacher setting. Originally offered in an in-person format for in-person instruction. Training will shift to virtual delivery and focus on best practices for the distance learning co-taught classroom. Training for regular education teachers and educational specialists in Universal Design for Learning, making instruction accessible to students with disabilities and all learners.

Resources for LGTBQ students. Originally included in the LCAP to provide for materials and student travel to LGTBQ-related activities, resources will be used to support online collaborative work with advisors and students. Action supports low-income, foster and homeless LGTBQ youth, providing resources necessary for their participation in activities, which they could not afford on their own.

Mandatory training for certificated and classified staff on McKinney-Vento laws which require district staff identify and provide services of Homeless. Certificated and Classified staff will learn on how to identify and support homeless students.

Family Liaisons at each school site who ensure parents are able to connect with school staff and receive support needed for student success. Liaisons support parents and students through outreach and scheduling of meetings.

Typist/Clerks coordinate scheduling of IEPs and Student Success Teams to support parents and school staff meeting on behalf of students in need of support and intervention. This action supports ELs, students with disabilities and homeless/foster students who have a higher degree of need for support and intervention.

EL TOSAs - Provide for EL assessment (ELPAC), support and reclassification as well as data entry for ELs, and homeless/foster students.

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

The Soledad USD's LCP seeks to increase and improve services and resources for English Learners, foster youth and low-income students. Since Soledad USD has a high unduplicated count, many actions in the LCP, support students with unique needs as well as students as a whole. The following summarizes LCP actions which increase or improve services to students with unique needs.

INCREASED SERVICES

The following actions increase services for foster youth, English learners, and low-income students:

- construction of LTE towers increasing student access to the internet
- provision of hotspots to increase student access to the internet
- AP testing increases access to college-level courses and credit for AP exam scores of 3 or above
- Student supplies distribution increases the support of students basic needs
- iPad purchase for kindergarten, preschool, SDC students increase student access to district/school instructional resources
- Parking lot wifi increases student group access to the internet, and therefore, learning
- Purchase and distribution of art supplies to secondary students increases student participation in class activities
- Licensing of CDE-furnished Chromebooks which will be provided to kindergarten and preschool students will increase their access to distance learning, pending distribution of iPads, when they are received
- Provision of summer school and the summer Math Elevate program increased learning and next-grade-level readiness for students with unique needs
- Contracting with the Monterey County Behavioral Health department for two licensed therapists will increase mental health services for low-income and homeless/foster students whose mental health may have been more severely impacted by the COVID pandemic
- Contracting with the Harmony at Home for Community (family) Counseling and Sticks & Stones anti-bullying programs increase support services for low-income and homeless/foster students and families who may be experiencing trauma due to the COVID pandemic
- Agreement with Sun Street Center will increase services for low-income, foster/homeless secondary students needing drug/alcohol diversion programs due in part to the COVID pandemic

- Accelerated Reading program provides increased access for ELs and low-income students to high-interest books and reading improvement
- School messenger adds to schools' repertoire of communication tools to increase parent engagement, including low-income, foster and homeless students
- LGTBQ resources will increase engagement for participating secondary students
- Typist/Clerk services increase the access for parents of SPED students, 504 students and other students with unique needs to IEP meeting, SSTs and other student-focused meetings
- EL TOSAs work in conducting ELPAC assessment, data entry, and data entry of McKinney-Vento residency forms lead to increased services for ELs and homeless students

IMPROVED SERVICES

The following actions increase services for foster youth, English learners, and low-income students:

- Read 180 improves access to EL learning capacity; improved reading skills enable ELs to access core curriculum
- iReady assessment of ELs provide data for intervention and reclassification process
- Casey printing and mailing of district documents including instructional resources improve student access to learning
- Furnishing stylus's for use with iPads improve student interface with technology
- Licensing of CDE-furnished Chromebooks which will be provided classified support staff will improve services they provide to students with disabilities and other students with unique needs
- Reading Inventory - assessment of secondary students will improve services to English Learners, who will be offered support classes based upon the results of the Reading Inventory screener
- Sprigeo App will improve district response to reports of bullying and other concerns as disclosed by students filing reports
- Compensation for EdTech staff will improve services to students needing tech support with district-issued devices and hotspots, shortening wait time to Spanish-speaking families
- Professional Development for 1st and 2nd grade teachers in Early Learning will enhance teaching practice to better meet the needs of young English Learners in getting them to grade-level literacy
- iPad leases maintain the district's 1:1 student access to devices which improve learning for all students including low-income, ELs, homeless/foster students
- Constructing Meaning provides Integrated ELD training to core content teachers which enhances their instructional strategies to improve EL student mastery of content standards
- Thinking in Common provides training and coaching to elementary teachers teaching in a co-teacher setting focusing on best practices for the distance learning co-taught classroom. Training for regular education teachers and educational specialists in Universal Design for Learning, will improve instruction for students with disabilities and all learners.
- Mandatory McKinney-Vento training for certificated and classified staff will increase awareness of the needs of homeless students and what services, resources and accommodations must be provided to homeless students. Therefore, services to homeless students will be improved
- Family liaisons provide outreach to students and families who need support with basic needs and other areas. Their services improve the educational engagement of low-income, foster and homeless students

