

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pine Ridge Elementary School District	Steve Rosa Superintendent/Principal	srosa@prsrattlers.org 559-841-2444

General Information

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

The COVID-19 pandemic has had a big and unprecedented impact on the Pine Ridge Elementary School community. In order to support students, staff, and the community during the COVID-19 pandemic a plan has been created to inform the community in regards to the planning for an eventual return to on-campus instruction when deemed safe by local and state health officials. The plan was informed by our stakeholders through a variety of manners, we have held two community zoom meetings and sent out surveys. Additionally, there were many phone calls and socially distant encounters in the community where the sentiment has been the same: we want our kids back in school full time. Our reopening plan has been guided by our stakeholders. As a small school with a relatively large campus, we will be able to maintain social distancing and sanitation protocols. The schedule and timing/length of our zooms has been totally guided by our stakeholders. We took their feedback and gave it sincere consideration and implemented best we could with in Department of Public Health guidelines. The plan that we designed has been principally guided by our stakeholders. All of our Learning Loss Mitigation funds have been used to purchase additional technology for our staff to improve accessibility for students to participate in the zoom sessions. Resources supporting the plan implementation for instructional delivery, health and safety protocols include Local Control Funding Formula, State and Federal Learning Loss Mitigation funds. Specific uses are detailed further in the action sections throughout the plan.

Stakeholder Engagement

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

COVID has impacted our community like many others. As we serve as the hub of community, the move to distance learning or hybrid model would have a direct impact on our student enrollment. Through parent surveys and parent's calling us, it was clear that our schedule needed to mirror the high school district to help allow high school age students to care for their siblings during school closure. We have seen an

increase in the number of students wanting to attend our independent study school, so the older siblings can have the flexibility to support younger siblings on Zoom and with day care and then complete their work later at night. Parents are relying on the older children to stay with siblings so parents can work. We are in unprecedented times with the COVID 19 pandemic. Since the beginning of the closure, the goal of the district was to return to a traditional in person learning environment. During the closure in the spring and over the summer, the district worked on creating plans to ensure the safety of our students and staff if students were on campus, as well as prepare for distance learning if that was necessary.

The district solicited ongoing feedback from a variety of stakeholder groups through email, text, and other media resources. Surveys were sent to parents, students and staff to seek input on how distant learning was done in the spring, their desire to return to school, and what types of safety measures were needed. Surveys were also available in paper form for families that did not have internet access. Updates and opportunities to provide input included engagement with various parent committees such as the Parent Advisory Committee and the other community members. These meetings provided options for committee members to join via phone or Zoom for participation. The public had the opportunity to provide written feedback and questions were taken and responded to during each meeting. Questions and written responses from the committees were recorded and responded to.

As the state and local county sent out new guidelines, the district adjusted their plans to ensure we were meeting all of the new guidelines. On July 17, Governor Newsom mandated schools to only open with a distance learning model if your county is on the COVID “watch list.” Fresno County was on the watch list and the district was mandated to move to distance learning. The district staff worked incredibly hard during the summer preparing for the opening of school, no matter what the teaching model would be. Staff was provided professional development and will continue to participate in professional development to make our distance learning the very best and will be ready to support students in every way possible. Our Fall distance learning program will be more robust and challenging than during the spring. Daily student attendance in the virtual classroom will be mandatory. The administration and teachers have worked collectively with our teacher task force to develop a distance learning plan, hybrid plan, and regular instructional plan. The district anticipates the year to be very fluid and will be asking for flexibility from everyone as we approach the hurdles that come our way. The safety of students and staff will be one of our top priorities. We do not take the safety protocols lightly, which will be in place when students and staff return. The maintenance staff has worked very hard this summer preparing for the school opening. All classrooms have been deep cleaned and sanitized. All hand washing stations have been upgraded on campus. There will be several hand sanitizer stations on campus and hand sanitizer in every classroom. Every classroom and common area will be disinfected and cleaned daily.

Though COVID cases are very unpredictable, we will follow all health department protocols to make our campus as safe as possible. From our surveys, 92% of our families want their children back in school for live instruction. It is also the belief of the Board of Trustees that live instruction is best for our students. As the year progresses, we hope to move from distance learning to in-person teaching as quickly as possible. We will be starting with distance learning to begin school and will move to an in-person model with the guidance of the health department. The primary goal is to bring students back to the unique Rattler environment. We all look forward to the energy of kids on campus supporting each other and creating lifetime memories. Pine Ridge Elementary is confident that the district will shine and help be part of the solution going forward. We will get to the other side and be better for it. As we navigate through this time, the district has taken advantage of the federal and state money to support our community, families, students, and staff. The focus of our money was first to make sure our staff was safe when on campus, with having enough Personal Protective Equipment (PPE). After ensuring safety needs were met, the focus turned to technology and ensuring all students had the technology, including hot spots, to be successful during distance learning.

Finally, the focus of our money was to make sure our teachers had the online resources and professional development support to be ready to educate during distance learning. As needs or guidelines change, the district continues to use federal and state money to focus on what is needed for the success of students.

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

Since the closures in March, the district has made stakeholder engagement and feedback main priority. At the end of the 2019-20 school year, surveys were sent to parents, teachers, and students to learn what went well and what needed to be improved if distance learning was to continue. During the summer additional surveys went out to teachers and parents on what would make them feel safe to return and if they planned on having their child return. Once the state decided that the Local Continuity and Attendance Plan would need to be written, communication with stakeholders groups (parents, pupils, teachers, principals, administrators, other school personnel and bargaining units) continued. Parents and community members were invited to the District Advisory Committee to allow for consultation and feedback around specific actions and expenditures. The plan was posted on the district and school websites for public comment for one week before it was presented at a public hearing and then was adopted at a regularly scheduled public board meeting. A public hearing was held a week before the board meeting to allow for consultation and feedback around specific actions and expenditures from stakeholders. Staff and local bargaining units had opportunities to provide comment at two separate meetings.

To support stakeholders who did not have internet access, all communication was sent through SchoolWise communication, which reaches all parents, and allows information to go home in the parent/guardians home language through email, phone call, or text. All other stakeholder groups, teachers, other staff and local bargaining units have access to the internet, but if they did not, all Zoom meetings have the ability for people to call into the meeting. All meetings were held through Zoom to various stakeholder groups, those who did not have internet could call in to hear about the plan and provide input or comments. The LCP went to public hearing on September 8th and was board approved on September --- 2020.

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

Since the closures in March, the district has made stakeholder engagement and feedback main priority. At the end of the 2019-20 school year, surveys were sent to parents, teachers, and students to learn what went well and what needed to be improved if distance learning was to continue. During the summer additional surveys went out to teachers and parents on what would make them feel safe to return and if they planned on having their child return. Once the state decided that the Local Continuity and Attendance Plan would need to be written, communication with stakeholders groups (parents, pupils, teachers, other school personnel and bargaining units) continued. Parents and community members were invited to the District Advisory Committee, the school has no EL students, to provide for consultation and feedback around specific actions and expenditures. The plan was posted on the district and school websites for public comment for two weeks, one week before it was presented at a public hearing and then was adopted at a regularly scheduled public board meeting. A public hearing was held during a board meeting to allow for consultation and feedback around specific actions and expenditures from stakeholders. Staff and local bargaining units had opportunities to provide comment at two separate meetings. To support stakeholders who did not have internet access, all communication was sent through SchoolWise communication, which reaches all parents, and allows information to go home through email, phone call, or text. All other stakeholder groups, teachers, other staff, and local bargaining units have access to the internet, but if they did not, all Zoom meetings have the ability for people to call into the meeting. All meetings were held through Zoom to

various stakeholder groups, those who did not have internet could call in to hear about the plan and provide input or comments. Parents/guardians were informed that they could also get a hard copy of the plan in district or school offices. No specific questions were asked, however if there were they will be responded to in writing by the superintendent.

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

The aspects of the LCP were based on feedback from stakeholder groups. The major item that was influenced by our stakeholder input is the recording of all zoom lessons. Although 100% of our stakeholders have internet access, however due to our mountain location internet access can be "spotty" or it can go out for parts of the day. In order to remediate this issue, as a staff we decided to record all zooms and make them accessible. Additionally, each recorded Zoom session has built in mechanisms to allow the teachers to verify that students participated in the lesson and completed the assignment. Stakeholder feedback has and will continue to guide and inform district plans to improve student outcomes.

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.]

The goal of our district is to return to in person instruction five days a week as soon as the county public health allows and is safe for our students. Pine Ridge is committed to ensuring student learning and competency development while also considering student's social-emotional well-being. COVID-19 mitigation practices are implemented to provide a safe and healthy work site environment. In preparing for the transition to in-person instruction, the district will follow all guidelines set forth by the state and county health departments. In an effort to make the transition between in-person and distance learning, our daily schedule of classes meeting would not change, just the times students are attending. On our comprehensive high school campus, the distance learning schedule follows an odd/even schedule and continuation follows an everyday schedule. When the schools transition back to in-person, that same schedule will follow. Students will only need to adjust to the time schedule difference of attending school all day. This schedule will also allow for the schools to be on a hybrid schedule as well. This consistency was paramount in helping ease the confusion about moving from different forms of learning. The district created the 2020-2021 School Opening Plan to ensure the health and safety of staff, students, and visitors. The plan details that parents and students should review the screening questions to see if they should attend school. Once on campus, all staff and students will complete a written screening as they enter the building. The results will be monitored by office staff and administration. All staff, students, and visitors must use face coverings in accordance with California Department of Public Health (CDPH) guidelines. Social distancing protocols will be followed for maintaining 6 feet from other people and avoiding mass gatherings. Campus cleaning will include: high touch surfaces in common areas disinfected daily, classrooms disinfected daily, buses cleaned and disinfected daily and after transporting students, safety and

social distancing signage posted in all buildings, and signage regarding hygiene practices. Staff, students, and visitors will be encouraged to wash hands frequently and use hand sanitizers throughout the day. To promote social distancing, student recesses will be shorter to prevent gathering of students and lunch will be longer with staggered release times. The district is prepared to handle a case of COVID-19. Protocols are in place to protect the privacy of the person having COVID-19 and ensure proper notification. The district has contracted with Fresno County Superintendent of Schools to have a nurse be our contract tracer and provide information to those who are impacted by a positive COVID-19 case or exposed to someone having COVID-19. As the district receives new guidance, the plan will be adjusted. To identify students who have experienced significant learning loss due to the school closures in 2019-20, Pine Ridge has a solid systemic cycle of assessments including NWEA MAP for Reading and Math as well as classroom based formative assessments. As our students transition to in person learning, teachers will continue to monitor for learning loss. Just as during distance learning, teachers will complete assessments to see if students have experienced significant learning loss. Students who have demonstrated some learning loss will be provided additional after school tutoring opportunities. We have purchased Edgenuity, which interfaces with our NWEA assessment system and will prescribe a course of intervention specifically for each students specific needs. As the district received guidance from the state and county regarding small in-person groups on campus, the district will follow that guidance to allow students on campus . Even if not all students can be on campus, the opportunity to bring students who are at risk onto campus for direct instruction and support will help to mitigate the learning loss of our students. The district is committed to doing what is legally allowed to provide support for students and to help overcome any learning loss they may have experienced.

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

Description	Total Funds	Contributing
Purchase of additional technology: Students living in disadvantaged circumstances generally do not have reliable access to technology to support their learning needs which becomes critical in a distance learning model. This action supports the purchase of additional learning devices and access to internet connectivity for students and staff. These devices principally benefit low-income, English Learners, and Foster Youth students, for whom the lack of this equipment would exacerbate the challenges for optimizing learning .	\$35,000	Yes
Purchase of additional sanitation supplies	\$3,100	No

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.]

As the district began preparing for the 2020-2021 school year, it was clear that flexibility was going to be key. We met as a staff to create our return to school plan. The idea that we would have multiple learning environments (in-person, hybrid, distance learning) helped guide the need for consistency across all environments. This system provides consistency as no matter the learning environment, allowing for students to get into a routine and ensure consistency in their schooling. This would allow for an easier transition between the learning environments. Their focus during distance learning and hybrid would be core courses with direct instruction and elective classes available through an online platform. This would allow for an easy transition back to in-person as elective classes would remain in the afternoon. Once the daily schedules were decided, the focus on curriculum in all environments was addressed. Instructional continuity is assured through use of the district-adopted curriculum for all courses. The district also purchased multiple software products that would help engage students during distance learning, but would provide just as much engagement while in-person. For the math department students were provided access to an online program that could support new students learning, as well as working on areas of struggle. The purchase of Edgenuity will be paramount in helping mitigate any learning loss experienced by each student. The quality of the curriculum and instruction does not change based on the mode of delivery.

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.]

Pine Ridge Elementary School District was a one to one campus before the COVID-19 pandemic. Starting with the closure in March, all students have had access to a Chromebook. Each computer that was provided had directions on how to log into the device and the students school email. During the first two weeks of instruction, teachers had lessons for students on learning through distance learning. Additionally, during our 1:1 family registration meetings, while observing all social distancing and sanitation guidelines, met with each family and reviewed all aspects of how to get started with their distance learning and also the expectations for distance learning. These lessons included how to access email, Google Classroom, and all of the online software programs they may be needed during the school year. In addition, our Teachers provided instruction regarding responsible behavior during synchronous sessions as well as provided lessons on how to be safe online. Access to devices and connectivity for all students is a vital component for effective distance learning. Prior to registration, families were notified that at the drive thru registration students could request a hotspot. The priority of hotspots started with students who did not have any internet connection, then to students who lacked a strong connection. The need for hotspots was larger than the initial surveys indicated. During the socially distant registration, students reported that they did not have internet or if their connection was not strong. Their information was taken and the school provided hotspots in order of need. For families that did not have a tower that Verizon hotspots could not connect with, were instructed to contact the district. The district bought additional hotspots that do not connect with our carrier, but has access to all provider cell towers. The district is continuing to purchase hotspots to ensure all students are connected. To ensure families are fully supported with devices and connectivity, the district provides assistance to families with devices, password resets, and any other technology related issues. During the first week of school, any student who does not log into classes, will be contacted by phone to see why they are not logging in. If there is an issue with connectivity the district will work with the family to ensure they are connected. Students who

are just experiencing technology issues, will be able to email the technology department. The technology department will troubleshoot with the student and attempt to fix remotely. If that does not work, the student will be asked to bring the computer in for repair or a new device. Students who are not able to make it in due to transportation issues or health concerns, the district will go to the house and pick up the computer. Teachers will also be asked to report to the technology department any technology issues they see students experience during online interactions. The district is committed to ensure students with exceptional needs, low income, have access to devices and connectivity. As mentioned previously, all students have a device and if students had broken devices, they were provided a new computer. The district is providing wifis to any person who requested and after the first day of instruction, all students who did not attend were contacted. Teachers are aware of their students who may need additional support and will continue to ensure that these students have the technology to be successful. To support teachers during distance learning they will be able to use their district provided laptop or desktop. In an effort to support online instruction, all teacher desktops were given a webcam, as well as teachers were given a headset with microphone.

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.]

Pine Ridge provides both synchronous and asynchronous learning opportunities for all students. During distance learning, students will have daily interaction with teachers through synchronous instruction and during small group and individual support. Attendance will be taken during morning synchronous sessions and teachers will track student engagement during asynchronous times through participation. Students will have required synchronous time in the morning and then have virtual sessions in the afternoon that will either be mandatory based on teacher discretion or available for small group and individual support. The specifics for each school within the district are listed below, though all grades will meet or exceed the instructional minute requirement. To ensure that students are attending and engaging, the school will follow guidelines set by the district. Teachers will take attendance through our SIS system in the morning during synchronous learning and be marked as absent or present. If a student misses in the morning, but attends during the afternoon session, they will be marked present. Additionally, students will have access to recorded zooms in the event of connectivity issues. For any student that has been marked absent, our teachers will make contact , and an automatic phone call will be sent home nightly to inform parents. At the end of the week, attendance will be printed for teachers to review. Any student marked absent, but completed work later in the day will be marked and returned to the office. Office staff will then go in and change the attendance code. Weekly, teachers will review engagement of students through homework and assessments. During the morning, students will participate in synchronous learning activities a fifteen-minute break between periods. Students will be given a 1-hour lunch break. In the afternoon, students will have an additional thirty minutes with each period for additional instruction, small group work or individual support. Attendance will be taken in the afternoon sessions, but if a student did not show up in the morning session, but attends in the afternoon, they will be marked present for the day. All lessons are given a time allotment for completion. Synchronous instruction in the morning will account for 180 minutes of instruction and then each class will assign a minimum of 60 minutes of asynchronous work for students to complete in the afternoon. Teachers will complete the daily participation form that will list synchronous and asynchronous work. They will complete the weekly engagement form that will show if students completed work and assessments, as well if they made parent and/or student contact.

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.]

Pine Ridge Elementary School District always strives to provide quality professional development to staff. During the summer we received input from teachers on what online resources would better support them in a distance learning environment. The district purchased multiple online software products. Professional development opportunities were sent to staff during the summer. These professional opportunities focused on engaging students during distance learning, how to use technology, and topics related to specific content areas. Many teachers and staff took advantage of these opportunities, as well as other training they heard about to better prepare them for the coming year. In August, the district informed teachers and staff about training opportunities through the Fresno County Superintendent of Schools (FCSS) as well as professional days offered through the district. The focus of the district training was on new software programs the district purchased, online assessments and social and emotional learning. The district also has a contract with FCSS to provide additional days of training focused on distant learning, social emotional learning, and supporting students in Mathematics. Throughout the year, the district will send out surveys to teachers and staff to guide professional development needs. To ensure appropriate technology, all teachers have access to a laptop. The district purchased web cameras for all teacher classrooms, and offered teachers the option for the district to buy headsets and an additional monitor. Additional laptops have been purchased so if a teacher's laptop breaks, they have access to a new one. To assist both students, teachers and families we increased the amount of days that our technology support staff works. In addition, the teachers have a shared folder with resources and a list of experts on campus they may contact to receive individual support on software programs and technology needs.

Staff Roles and Responsibilities

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

Since the closures occurred in March, the district has adapted our schedules to ensure staff safety, with continued support for students. Minor modifications have been made to staff roles and responsibilities to meet academic and socio-emotional needs of students while simultaneously ensuring the health and safety of staff and students. For the current school year, the only adapted roles have been to teachers and instructional aides. Both of these roles, per an agreement based on request, may request the ability to work from home during distance learning. As part of the agreement, the staff members must ensure that they are able to meet the technology requirements and continue to perform their job as if they were on campus. Additionally, all full time employees are able to bring their children to work if they are not able to secure childcare. All other staff are on campus, following the district health and safety measures. As the district receives updated health guidelines, responsibilities and roles may need to be adjusted.

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.]

Pine Ridge Elementary does not have any students experiencing homelessness, English Learners or students in foster care. Pine Ridge is providing additional supports during distance learning to assist students with exceptional needs during distance learning. It is critical to maintain communication with parents, ensure digital access for all students, and provide students with a Free Appropriate Public Education (FAPE) through distance learning. Since we have a small amount of pupils with exceptional needs, we are currently meeting in small groups to receive remediation as well as complete any assessments required as by law.

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

Description	Total Funds	Contributing
<p>Purchase of Edgenuity for student intervention/remediation/acceleration: Data shows that our unduplicated student groups need additional opportunities and progress monitoring tools in order to reduce learning loss as a result of the COVID-19 pandemic. The district will purchase adaptive online programs to monitor pupil progress for English Language Arts and Mathematics. This will allow the LEA to monitor student engagement and participation and provide qualitative feedback to improve student achievement. Resources contributing to increased or improved services for the unduplicated pupil population are principally directed and effective of meeting the needs of students. The system of assessments used are equipped with tools and analytics designed to identify gaps/learning loss of disproportionately affected student groups. Data will help inform the identification of specific needs and strategies to improve outcomes</p> <p>(dollar amount accounted for in the Learning Loss section).</p>	<p>\$0 (see LLS)</p>	<p>Yes</p>

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.]

As the pandemic changed the way education was presented, the district's focus on assessing students to ensure learning status is identified and progress is being made will not change. The district will assess for learning loss from the 2019-20 year and continue to assess for learning loss during the 2020-21 year due to COVID-19. To address learning loss, the district will use a combination of assessment tools to check for learning loss. The district will use NWEA assessments, in conjunction Edgenuity to address specific needs, alongside textbook assessments, as well as informal assessments to check for learning loss, learning status and acceleration. During the first month, baseline assessments will be given in ELA and math to see where students are at. Students will then be monitored on a monthly basis through formal assessments, as well as more frequently during informal assessments teachers have during synchronous and asynchronous time. For all subjects, teachers will assess learning monthly through a formal assessment, but also with informal assessments during synchronous and asynchronous learning. Students whose teachers feel that there is learning loss will contact their administrator to set up a parent meeting to discuss additional supports available to the student.

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.]

Pine Ridge Elementary does not have any pupils experiencing homelessness, foster youth or English Learners enrolled in our school system. The focus of the district is to support all students in addressing learning loss. The district has purchased software to support learning loss in math, by offering individualized lessons to meet the student need. Our learners who already are identified as students who struggle with English, have the opportunity to receive individualized lessons through a program purchased by the district that uses a pre-assessment to identify areas of need another program. In addition, students will be able to meet with their teacher in afternoon sessions for additional support.

The focus is on all students, but the district also knows that students with unique needs (low-income and pupils with exceptional needs) will need additional support and tracking. Teachers are aware of students who are in these categories and will communicate with administration if they see learning loss in their students. Teachers will use afternoon sessions for small group or one-on-one support to target the learning loss. These students will have first access to after school virtual tutoring and once approved by the state, first access to in person intensive tutoring. The district has committed to ensuring that the students have access to virtual tutoring through devices and connectivity and when able, access to transportation to school to receive in person support.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The goal of our district is to mitigate any learning loss that has occurred or occurs due to distance learning. Baseline data will let teachers know the standards and areas the student is struggling in and can develop additional support lessons. Teachers will then measure these

standards and areas throughout the year to check on progress. Teachers will be provided professional development on using data to inform instruction, and have time to meet in Professional Learning Communities (PLC's) to review data and discuss ways to better support students. By having baseline data from assessments, continuous monitoring of progress, and teacher informal data, the district will be able to show if growth is occurring. If no growth is seen, the district will take steps to start our student study team process to provide additional support for our students.

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

Description	Total Funds	Contributing
<p>Purchase of Edgenuity for student intervention/remediation/acceleration: Data shows that our unduplicated student groups need additional opportunities and progress monitoring tools in order to reduce learning loss as a result of the COVID-19 pandemic. The district will purchase adaptive online programs to monitor pupil progress for English Language Arts and Mathematics. This will allow the LEA to monitor student engagement and participation and provide qualitative feedback to improve student achievement. Resources contributing to increased or improved services for the unduplicated pupil population are principally directed and effective of meeting the needs of students. The system of assessments used are equipped with tools and analytics designed to identify gaps/learning loss of disproportionately affected student groups. Data will help inform the identification of specific needs and strategies to improve outcomes.</p>	<p>\$9,500</p>	<p>Yes</p>

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.]

Pine Ridge understands that the impact of COVID-19 is not just with academics, but also with the social and emotional well-being of our students and addressing the trauma students are experiencing. Since the school closure in March, the district continued to ensure students who were receiving counseling services, continued to receive those services. The district posted on all district and school websites, resources for families to access. As we start the new school year, the district's commitment is just as strong. The district is continuing to work with FCSS and All 4 Youth. All 4 Youth is mental health support for students and their families. They provide counseling for students and/or families and help students gain access to psychiatrists if medication is needed. In addition to these resources, the district has local

organizations that are willing to provide services to students and families. A list of these local organizations are on district and school websites. All administrators and school counselors have flyers with this information as well to provide to families when requested. In an effort to support our teachers and staff, professional development and resources will be provided throughout the year. During the summer teachers and staff had the opportunity to attend the FCSS Distance Learning Academy. Many of the sessions provided information and support for Social Emotional learning and supports that can be provided both in a distance and in-person learning environment. In addition, our school psychologist is providing social and emotional learning lessons for our teachers to use in their classrooms to support students. All staff have access to a shared folder that has resources not only to support students, but how to also support their own mental health. As part of our handbook provided to parents and students, one section was dedicated to how students and parents can reach out to staff for support. This includes phone numbers and emails of all school counselors. Teachers are being instructed to let administration know if they see students during live instruction who need help. Students who are not engaging in school work or who are not attending will be contacted by administration to offer support.

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.]

As a requirement of SB 98, Pine Ridge's distance learning program must ensure students have daily live interaction with teachers and peers for the purposes of instruction, progress monitoring, and maintaining school connectedness. In an effort to ensure this is being met, the district will monitor students through a weekly engagement record. When the district recognizes students are not participating or attending and at risk of learning loss, steps will be taken to engage with the student and parent to see what supports are needed to re-engage the student. Reengagement strategies for students who are absent from distance learning opportunities include; school personnel to contact the child's parent and determine what is required to get the student present and engaged in learning, teacher support, small group support, home phone calls, electronic and mailed written notices. We have no students are are homeless, foster youth or English Learners.

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.]

Pine Ridge Elementary is committed to ensuring students have access to the lunch program. Bagged meals aligned with the National School Lunch Program will be available to students. Staggered lunch times and/or an increased number of lunch periods will be scheduled. Students will eat in designated lunch areas outside, or in case of inclement weather, in assigned classrooms. Social distancing will be maintained in all meal environments to the extent possible and eating areas cleaning procedures will include the enhanced cleaning protocols outlined in the Students, Staff and Campus Safety section. In addition, if/when students eat on campus, surfaces will be cleaned before and after each lunch period. Hand sanitizer will be available to students before and after lunch, and time will be built into the school day for hand washing and sanitizing. Food service staff will wear required Personal Protective Equipment (PPE) and will maintain social distancing during food distribution. All staff will ensure qualifying students receive meals the following procedures will be developed for on campus and off campus learning. During distance learning, all lunches will be delivered. If federal guidelines change, the school will adjust and meet those guidelines. Parents and students will be made aware of the new changes through SchoolWise Communication. When on campus resumes, the plan will follow all state and federal guidelines. This will include ensuring social distancing, enhanced safety and cleaning, as well as staggered lunches. As the district transitions to on campus learning, these guidelines will be sent to all parents and students.

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
3.77%%	\$29,705

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The supporting details required in this prompt are unique to each action/service included in this plan. Each "contributing" action/service located in this plan contains the required explanation for how it is principally directed and effective in meeting the needs of unduplicated students. Also, every "contributing" action is designed to support the identified group's needs in order to close equity and achievement gaps and accelerate learning in response to the COVID-19 pandemic. All actions/services identified as "contributing" were developed after conducting a comprehensive needs assessment with meaningful input from our stakeholder groups.

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

The "contributing" actions/services are principally directed toward our English learners, low income and foster students (also known as unduplicated students) and designed to help Pine Ridge Elementary balance the COVID-19 pandemic related educational needs of identified students. These actions/services were developed using input from stakeholders, including educators, parents, students and community members to be effective in meeting the pandemic-related needs of unduplicated students. These actions/services are designed to increase or improve services and are principally directed toward unduplicated students.

The percentage to increase or improve services has been calculated at 3.77%% using the dollar amount of \$29,705. By directing all the supplemental and concentration funding toward actions principally directed toward our unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided for all students. Therefore, our district has demonstrated that it has met the minimum proportionality percentage by expending \$29,705 on actions and/or services principally directed towards the unduplicated student population. These actions are found both in this plan and in other plans.

Feedback from stakeholders and research both indicate that providing additional support to the most at-risk students as identified with NWEA Benchmark Assessments will greatly support student academic growth. In addition, having reviewed the Student Group Report on the California School Dashboard, our whole student group has grown in their math (YELLOW) and English Language Arts (BLUE) achievement.

However, our periodic NWEA benchmark assessment in January 2019 showed our overall Reading RIT scores dropped from 89% in 2018 to 83% in 2019. We need to continue to improve the academic outcomes for all students. To accomplish this, we have applied 45% of one part-time Aide and 74% of another part-time Instructional Aide to work in classrooms to support student Guided Reading instruction and academic learning and provide targeted on-time interventions. The focus of Guided Reading is to develop foundational reading skills Grades 1-3 and support reading advancement Grades 4-6. Much of this instruction is provided in small leveled reading groups by a teacher or trained Instructional Aide. As a result of providing this support, PRES D anticipates increased academic performance for unduplicated students as revealed by increases on the winter NWEA Reading benchmark assessment and the maintenance of a BLUE measure for all students on the California Schools Dashboard for ELA.

Other Considerations: Not offering supplemental academic intervention to our most needy student; only providing in-class interventions from the primary teacher; only offering after-school interventions to students.

Research to support this action/service:

Gilbert, J. K., Compton, D. L., Fuchs, D., Fuchs, L. S., Bouton, B., Barquero, L. A., & Cho, E. (2013). Efficacy of a first-grade responsiveness-to-intervention prevention model for struggling readers. *Reading Research Quarterly*, 48(2), 135–154.

Johnston, R. S., & Watson, J. E. (2004). Accelerating the development of reading, spelling, and phonemic awareness skills in initial readers. *Reading and Writing*, 17(4), 327–357.

Feedback from stakeholders and research both indicate that providing additional support to the most at-risk students will greatly support the students' academic growth. In addition, having reviewed the student group report on the California School Dashboard, our unduplicated students have low performance on the ELA and Math Indicators. Some subgroups of students have a very low performance indicator status. We need to improve the academic outcomes for these most at-risk students. To accomplish this, we will provide an Rtl Intervention teacher to provide increased instructional time in a small group or 1 on 1 setting. This action is principally directed to the unduplicated students and very effective in meeting their learning needs. As a result of providing this support, PRES D anticipated increased academic performance for unduplicated students as revealed by increases on the academic performance measures on the California Schools Dashboard.

Other Considerations:

Not offering supplemental academic intervention to our most needy of schools; only providing in-class interventions from the primary teacher.

Research to support this action/service:

Research-based strategies for English Learners and Long-Term English Learners: <http://laurieolsen.com/resources/>

ELDStandards, <http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf> Understanding Language, Stanford University

<http://ell.stanford.edu/>