



Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

As a result of the COVID-19 pandemic and under the guidance of the Tehama County Public Health Department and the Tehama County Office of Education, Antelope Elementary School District closed its schools and transitioned to remote instruction on March 16, 2020. This involved the discontinuation of students receiving in-person instruction at schools. Instead, all instruction was delivered through a remote learning model in which students participated in activities at home, receiving instruction primarily through digital means. In essence school closed on March 16th.

Because of the circumstances that remote learning presented families and the differing levels of support students received at home, the district determined it needed to create a more robust distance learning plan. The district received feedback through teacher/principal surveys sent to families, communication from parents, along with other input provided by teachers and staff. We also gathered information from stakeholders at the May 2020 Board of Trustees meeting, Booster club meetings, and school site council meetings to hear parent perspectives. These avenues of information helped us understand the impacts school closures had on students and families. We sent more surveys to our community in late June.

Because students were unable to participate with in-person instruction in classrooms during this time, progression of learning grade-level content across all subject areas was affected. There was no universal screener to gather assessment data to demonstrate student progress or regression. Remote learning did not replicate the traditional classroom learning experience, nor its outcomes across all content areas. Parents/guardians working outside the home were tasked with juggling the demands of work and providing support for their children's instruction at home. Parents/guardians working in the home faced the challenge of helping their children with learning while also completing their own work responsibilities. Some families experienced stress due to lost income resulting from the COVID-19 pandemic. Remote learning also had an impact on students' social well being, emotional wellness, and physical health. Even though school staff worked

diligently to maintain student connections to school, the social isolation at home and lack of in-person interactions was hard for students and families. Also, remote learning increased the amount of screen time that students faced, which elevated stress for some students and decreased the activity level of our students.

The first announcement to families was sent on July 17, 2020, from Gavin Newsom announcing no schools were to open prior to being removed from the waitlist. On August 6, 2020, the district announced plans to start the 2020-21 school year fully with in person instruction and to re-evaluate on or around September 2, 2020 based on status factors including community health status, fiscal viability and Tehama County status on the state watchlist.

Stakeholder Engagement

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

Stakeholder engagement is a vital component of our plans. We are fortunate to have an engaged community that has provided questions, feedback and input since our transition to Distance Learning on March 16, 2020. In order to inform this plan, we have used the input to design learning that will address learning loss and accelerate learning progress for pupils as we start the 2020-21 school year.

The district distributed a survey to our staff and parent communities in June 2020 to collect information on distance learning and return-to-school models. 479 parents answered questions on the parent survey. 78 staff members answered questions to the survey.

The district held a special board meeting on Tuesday, August 11, 2020. 175 attendees logged into the google meet platform. Over 40 parents and students addressed the board regarding reopening, learning loss, and the challenges of distance learning. This input shaped and updated our LeCAP draft.

The district held a Site Council/ELAC meeting on Thursday, September 3, 2020. 28 people attended the meeting. We asked the following questions: “What are you seeing as a social and emotional student need for children in our community? How do you think the school district can best support these needs in a distance learning model?” and “What more can we do to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness?”

The district will hold a public hearing at our September 10, 2020 board meeting. This public hearing to solicit community stakeholder input was posted on the Antelope Elementary School District website. In addition, notices were posted at the school sites. The district values the input of our community. Staff will review and integrate all public comment and information provided at the public hearing from stakeholders for the September 11, 2020 Board meeting and adoption of the LeCAP.

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

Board meetings, focus groups and LeCAP meetings were open to the public via Google meet due to the shelter at home order.

All meetings were open and accessible for anyone via remote participation. The agenda link is available via the AESD website. The public hearing is held at our regularly scheduled and agenda board meeting on September 10, 2020. Anyone wishing to speak on this item was given notice of the public hearing on September 10, 2020. On September 4, 2020, the public hearing notification was posted at the District Office and all school sites. On September 11, 2020, the LeCAP will go to board adoption and prior to September 30, 2020, the LeCAP will be submitted to the Tehama County Office of Education. Participants may participate via phone or virtually through Zoom. Members of the LCAP and DELAC have been contacted separately to ensure and encourage their ongoing participation. Anyone wishing to speak at the board meeting is able to announce their desire to speak in the meeting chat during the meeting.

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

Staff and families submitted feedback on the following information on surveys from March 27 2020 through July 15 2020:

Family Survey 1 (Late March)

Q1 - Does your household have the ability to access online resources for education?

81% Yes

19% No

Q2. Does your household have an internet ready device that can support student access of the iReady program?

74.4% Yes

18.4% No

7.2% I don't know

Q3. During the school closures, did your students have contact with one or more of their teachers?

60.3% Yes

39.7% No

Q4. Is your household aware of the meal program operating at AES on weekdays?

92.6% Yes

7.4% No

Q5. Please give your preference between digital learning resources and packet resources.

37.4% Digital

62.6% Packets

Family Survey 2 (Early June)

Q1. Of the following please indicate your preference:

84.2% Students would attend school in person

5.2% Students would attend school through distance learning

10.6% Parents would choose to home school students

Q2. If the district decides to follow option A where students attend school in person, which of the following modified schedules would you prefer?

23.8% -- 50% of students attend on alternating days

26.6% -- Students attend 5 days per week

49.5% -- A version of either A or B but four days a week

Q3. If transportation were to become unavailable due to social distancing restrictions, would your student(s) be able to get to school?

81.7% Yes

18.3% No

Q4. If school were held on site, would your student(s) participate in SERRF?

40% Yes

60% No

Q5. Now that distance learning has been happening for two months, does your household have connectivity to support online learning?

74% Yes

26% No

Distance Learning Sign ups:

Our district offered distance learning as an option to start the year. Of 853 students, 182 signed up over a four week period from July 25-August 17. This represented 21.3% of our student population district wide.

Staff Survey:

From Mid to Late July, staff were surveyed about reopening:

Q1: Which scenario applies to you?

46.2% Yes, I am ready to come back to work in August 2020 WITHOUT TCDE guidelines

7.7% Yes, only if all guidelines are honored (Masks, face shields, social distancing, etc.)

46.2% Yes, if some guidelines are honored (Masks, face shields, social distancing, etc.)

0.0% Any "No" answer

Q2: Rank what is the most important (Top #1) regarding the TCDE Guidelines for you to feel able to return to work in August 2020.

15.4% Face Mask/Shield

7.7% Social Distancing

50% Cleaning/Sanitation Practices

15.4% Hand Washing Stations
11.5% Traditional Classroom Guidelines

Q3: In terms of self-assessment, please indicate your current risk level in relation to Covid-19 crisis.

61.5% Low Risk
23.1 Average Risk
15.4% High Risk

Q4: If you chose "High Risk" in the previous question please choose an answer below.

25% Personally at High Risk
50% Caregiver for High Risk
25% Both

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

Based on the LeCAP stakeholder input sessions (Board Meetings, SITE Council, and ELAC meetings) on September 1st and 3rd with community, staff, and students, the following are the broad categories of input:

Staff and families shared about the importance of counseling; concerns about anxiety; the importance of social interaction while distance learning or learning in pods; supporting students with the greatest needs through social-emotional learning, one-on-one check ins, support with food, shelter, and care; worries around new students coming to the district; parents wanting to understand educational standards, learning goals, and benchmarks to know how their child is progressing and wanting tools to help support their child from home; addressing and assessing learning loss; the importance of assessment, possibly with iReady; executive functioning supports; a range of advancement through distance learning to support advanced students; how to space out remote learning so kids are not on screens for hours at a time; consideration of recording sessions; a focus on consistency of learning; importance of students having devices; creating a template for parents of contacts for various issues; partnerships with community organizations; importance of professional development; concern with keeping kids engaged, online, and on time; importance of time for creativity; wanting to see a daily schedule; importance of strengthening parent/teacher communication and detailed information provided; wanting clarity around learning pods; importance of small group and one-on-one learning; using one portal to access learning and understanding how to share and access assignments; wanting to keep previous year's classes together; community volunteers of parents who could reach out to students in need of support

Students shared that they felt connected when their teacher did some live instruction, talked about homework, had fun bonus challenges on zoom calls, were able to share how they are feeling, communicated with their teachers via email, and had socially-distanced meetups with classmates. Students felt nervous or sad about the first day of school happening remotely and shared that they prefer to meet their teacher and class in person, miss their classroom and want to see their friends, are sad if it is a milestone year at the end of elementary or middle school, felt like middle school will be difficult, worried about working slowly, and that they were nervous about zoom meeting schedules.

Students shared that they mostly did all of the work assigned during remote learning, but several shared that there was too much work that they were completing late into the night on some days. Middle school students shared that completing assignments became more difficult when teachers posted or responded to comments in different places within Google Classroom and email. Students believe we can help them be successful by spreading out assignments, providing schedules that do not overlap with other classes, organizing the posting of assignments, training teachers on Google Classroom, and using iReady.

As a result of stakeholder input, the district is incorporating structure, consistency and engagement strategies into the development of learning plans. Staff are meeting in collaborative teams to create responsive plans to meet the needs of students.

Continuity of Learning

In-Person Instructional Offerings

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

AESD worked in collaboration county wide with other schools to generate the TCDE reopening plan, where the goal is every student every day. This is an exhaustive plan that has been approved by our county public health officer. This reopening plan is founded in guidance from the CDC, California DPH, and Tehama County DPH. This plan focuses on 5 plan options for school "status." Plan A+ could be summarized as business as usual. Plan A is "open with modifications." Plan C+ is "distance learning prep." Plan C is distance learning. Plan D is full short term closure due to a health outbreak or emergency. As Tehama County was not on the state monitoring list, our district had the opportunity to open with in-person instruction on campus. Given the high likelihood of Tehama County being placed on the list, our district worked to prepare for all options throughout the summer. Our board voted on 8/6 to have in-person instruction district wide. We then implemented "Plan A." Masks, hand washing stations, transportation protocols, food service protocols, screening protocols, distance learning options for concerned or COVID impacted families, and a host of other accommodations and modifications were implemented as we started the school year on August 19th. One school was beset with quarantine and isolation requirements making it impossible to open to in person instruction, so it started the year in distance learning. On August 26th, the county was placed on the watch list. Our schools that are open to students plan to remain so to the best of our ability.

Our current classroom based instructional schedule model includes instruction in core curriculum for over 180 minutes for t-k and kinder, over 230 minutes for grades 1-3, and over 240 minutes for grades 4 and up. Diagnostic assessments in Language arts and Mathematics are a focus to start the school year, with review of that data used to inform instruction and intervention for all students, especially those who exhibit learning loss. Safety of all parties is at the forefront of district consideration. Student and staff movement during the school day has been

minimized to the extent practicable, visitors have been limited, physical distancing is practiced to the extent possible, and cleaning and disinfecting practices have been increased at all sites and for all vehicles.

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

Description	Total Funds	Contributing
In-person reopening protocols and procedures require the following items at an increased cost to the AESD as a result of the impact of COVID-19, including Essential Protective Equipment (EPE)	20,000	Yes
iReady K-8 Program and Distance Learning Curriculum;	27,663	No
Staff Professional Development	15,000	Yes
Technology devices for students	79,000	Yes
Laptops for staff	25,000	Yes
Connectivity, including hotspots and improved technology infrastructure	5,000	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.]

In a distance learning model, all students will receive synchronous and asynchronous instruction and content five days per week. The lesson design and type of instruction provided shall be at the discretion of the classroom teacher in accordance with SB98.

All content shall be aligned to grade level standards that is provided at the level of quality and intellectual challenge substantially equivalent to in-person instruction. This daily live interaction shall be designed by the teacher to meet the needs of students.

In the scope of their professional duties

When providing distance learning, academic content, classwork, independent work, assignments, projects, synchronous instruction, asynchronous instruction, and live interaction shall all be combined to meet the daily minimum minutes per grade level. Daily lesson plans, assessments, and instructional methodologies used shall be at the discretion of the classroom teacher.

Teachers are meeting to design curriculum and instruction to support distance and/or in person learning. They are collaborating with grade level partners to re-tool units of instruction so that there will be a continuity of learning whether in person or in distance learning.

If a transition between in-person instruction and distance learning is necessary, teachers will plan instruction so no instructional day is lost for students. If a staff member, administrator, student, or household member associated with a stable student cohort tests positive for COVID-19, the District will comply with local health department guidance. During this period of quarantine, students will receive distance learning. The teacher, if medically able to do so, shall continue to provide instruction to the cohort during distance learning. The teacher shall be notified of the transition to distance learning by 12:00 p.m. the day before distance learning is to begin.

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.]

The District shall ensure equitable access to education for all students and shall confirm and/or make provisions so that all pupils have adequate access to connectivity and technological devices to participate in the educational program and complete assigned work. We will ensure that all students have access to devices and wifi.

The district has inventoried all devices this summer. All students will be offered a device. Families that choose not to use a school device will need to explicitly state that their child has a device. Live attendance will be required starting on day one. Attendance will be taken as required by SB98. Staff will personally follow up with every child not attending by the first day of school.

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.]

Attendance will be recorded in our Student Information System. It will be taken by teachers everyday. Teachers will grade assignments in a timely manner and provide feedback to the students. All students will be assessed on the K-8 Assessment Calendar including formative, benchmark and summative assessments. Students with disabilities will be supported by our Special Education Department with in-person assessments when possible and safe.

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.]

Professional development will be offered every week after student dismissal. The focus will be on furthering collaboration and consistency across grades/departments, to utilize research to transform our current units for remote learning, to plan for building classroom community and connection, to develop a plan for deepening student engagement, to develop plans for providing on-going feedback remotely, and to collaborate with our team to support self-care and reduce stress!,
For District provided or required distance learning platforms, the District shall provide training for teachers to engage with students in a virtual setting either as part of in-person learning or distance learning.
Distance learning professional development will include sessions related to:
Supporting executive functions & social/emotional wellness
Google Meet Basics
Google Classroom Basics
Seesaw Home Learning Overview
Google Classroom Q&A
Digital Workflow for Teachers: Videos, and Google Drive
Drop-in Instructional Tech Office Hours

Staff Roles and Responsibilities

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

When a school or the district are in distance learning status, certificated staff shall deliver curriculum remotely. Specialized certificated staff, including intervention and PE teachers shall be assigned to a grade level to reduce class size for distance learning, or be assigned as a multi grade subject area curricular and attendance support teacher.
The district has signed and approved MOUs with both certificated and classified staff bargaining units to provide flexibility in assigned roles and responsibilities to reflect increased health and safety objectives and provide maximized instructional supports for students. This flexibility

includes but is not limited to: increased expectation for all staff to support disinfecting and cleaning common surfaces, supporting food services, collaboration, supervision of students, social emotional needs of staff and students, and modifying assignments based on district needs as situations change. These agreements include changes to original roles when and if that role is not feasible in a remote environment, like driving a bus for example.

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 Language Learners will receive 30 minutes of English Language Development at their level from the designated ELL teachers. Student progress toward English Language Development will be monitored by formative assessments and the ELPAC (English Language Proficiency Assessment for California) will be administered per State mandate. ELL teachers will collaborate regularly with the general education teacher.

Intervention supports will be provided to all students 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 who are below grade level and meet the criteria as measured by universal screening measures. Administrators will ensure on-going progress monitoring and appropriate services.

For pupils with exceptional needs, special education case managers will consult with all service providers for their pupils and develop Distance Learning Plans (DLPs) that contain the pupil's IEP goals and address the mode and method of service delivery. The DLPs will also contain a schedule of service delivery as well as the method and schedule for consultation with the pupil's parent/guardian. IEP services for students in AESD will be provided via live, remote instruction and pre-recorded videos as appropriate to IEP goals. The district will also work with case managers of students who may be placed in special education programs outside of AESD to ensure that DLPs are being developed for all students. In addition, for our most vulnerable students, the district will provide some in-person instruction and assessments.

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

Description	Total Funds	Contributing
iReady K-8 Program and Distance Learning Curriculum; Additional staffing and assessment	Same as previous section	Yes
Staff Professional Development	Same as previous section	No
Technology devices for students	Same as previous section	Yes

Description	Total Funds	Contributing
Laptops for staff	Same as previous section	Yes
Connectivity, including hotspots and improved technology infrastructure	Same as previous section	Yes
Transition from Distance Learning	25,000	Yes

Pupil Learning Loss

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

K-8 Formative Assessments will be developed by certificated teachers to monitor student learning, check for understanding, provide individual feedback, differentiate instruction and collect data over time.

Kindergarten benchmark assessment will include ESGI. This assessment determines foundational reading, language arts and math skills. Fluency will be assessed at all grade levels with AIMSWEB.

Grades K-8 iReady ELA & Math will utilize the I-Ready diagnostic assessments which meet the California Department of Education mandate for schools to provide diagnostic assessments that “can identify where students are in their learning within key content areas when they return to school so teachers can teach them most effectively.” In addition to providing teachers useful information for planning instruction, I-ready provides targeted instruction and independent practice for students in math and reading.

Additionally all 3rd-8th grade students will be administered the CAASP in accordance with state testing. The Smarter Balanced Summative Assessments are comprehensive end of the year assessments in English Language Arts (ELA) and mathematics that are aligned with the Common Core State Standards (CCSS) for English Language Arts (ELA) and mathematics and measure progress toward College and Career Readiness. The tests capitalize on the strengths of computer adaptive testing--efficient and precise measurement across the full range of achievement and timely turnaround results

California Science Test (CAST).

English Language Learners will be assessed according to state guidelines. State and Federal law require that local educational agencies administer a state test of English Language Proficiency (ELP) to eligible students in kindergarten through grade twelve. The California Department of Education (CDE) is transitioning from the CELDT to the ELPAC as the state ELP assessment by 2018. The ELPAC will be

aligned with the 2012 California English Language Development Standards. ELPAC consists of two separate assessments: one for the initial identification of students as English Learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The district will provide professional development and support for teachers and staff during the 2020-21 school year to address learning loss and accelerate learning progress in a distance learning model to improve tier 1 instruction. Professional Development will focus on two key areas: Engagement and Feedback.

Administrators and certificated staff will ensure student progress for all students and specifically traditionally under-served populations (ELL, low-income and foster youth, pupils with exceptional needs, and foster youth & those experiencing homelessness) through universal screener processes and interventions. Progress monitoring will take place every 10-12 weeks and additional supports will be provided as necessary.

Strategies for English Language Learners differs from typical learning with the addition of designated support.

Strategies for Low-Income students will differ for students by partnering with families to determine specific supports for students, strengths the child, focus on social emotional well being and receive support from a crisis support team. Strategies will be focused on better communication and collaboration, resourceful solutions for addressing needs and focus on equitable access for learning.

Staff will use a universal screening process and identify students in these categories and ensure follow up and monitoring for these students. Students were offered summer school support through iReady. Individual progress monitoring for identified students occurred in the summer and will continue during the school year. Additional support will be provided over extended break for students to access learning supports. Students who are determined at risk will be nominated for the Student Study Team process with grade level teacher, administration, parent/guardian, and student involved in the process.

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.]

A new representative team will be formed to develop a survey and review results of curriculum implementation, instructional strategies efficacy and assessment data trends. This group will meet three times this year and will include representatives from all schools. Teachers, special education teachers, site administrators and district administration will review data to determine if the learning loss strategies in Tier 1, Tier 2 and Tier 3 are showing student improvement on benchmark assessments, surveys, and student engagement.

Data will be shared with LeCAP team members and additional input from stakeholders will be integrated into adjustments and supports . LeCAP student input sessions will be held.

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

Description	Total Funds	Contributing
Staff Professional Development	Same as previous section	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.]

The school district has a full time psychologist and a contract with a local counseling center, Empower Tehama. These resources will be maximized to address social and emotional well being of our community.

The district has hired a full time Director of Human Resources to support staff during the school year. The district also has provided all classified, certificated and administrative staff the EAP (Employee Assistance Program) to provide support for their personal well-being related to impacts of COVID-19. The EAP includes support for well-being and mental health, counseling for financial challenges and legal support as needed.

In the area of social emotional learning programs, the district has started to implement Second Step and is evaluating the fiscal viability of the Toolbox system. In addition, the district and school websites will post common community resources supporting Mental Health and Emotional Well-Being.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

The District will develop written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than three school days or 60% of the instructional days in a school week. These procedures shall require school site administrators or classified staff to make contact with the pupil's parents or guardians pursuant to the requirements of Education Code Sections 43504(f). Classroom teachers shall regularly communicate with parents and guardians regarding a pupil's academic progress consistent with established practices and procedures for traditional in-person learning.

School administrators will oversee the engagement and outreach of pupils for reengagement strategies in the following way. Each step is progressive:

Teachers do the first level of outreach to try to re-engage the student.

For students who remain un-engaged, Administrators provide google documents for teachers to input students' names who hadn't accessed office hours, handed in homework, or connected with the teacher in any way for a whole week.

If a student is "absent" from multiple classes or multiple days, the counselors will reach out to their respective students and seek to understand what is going on and work with the student to re-engage them.

Administrators will reach out to the student and/or parent to express concern, explain the importance of continuing with remote learning and encourage students to re-engage, and do follow up checks.

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.]

Approximately 55% of students in Antelope Elementary School District participate in the National School Lunch Program and receive free or reduced price meals. With the announcement of school closures, the district implemented a grab and go daily meal pickup, with both breakfast and lunch offered.

The distribution of school lunches will be provided at each of the schools for both in-person instruction and distance learning as applicable. The AESD is committed to provide a lunch that meets or exceeds the National School Lunch Program (NSLP) requirements. Lunches will comply with county health requirements and be distributed in an a la carte meal pre-bagged and labelled for each student to reduce contact. For distance learning, meals may be picked up and taken "to-go" as applicable to the instructional delivery.

Student cohorts shall be maintained during their lunch period(s). When school facilities and weather conditions allow, students will eat outside. In a cohort model, students will eat lunch at school and all students will have access to the lunch program starting on August 19, 2020.

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

Section	Description	Total Funds	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures or distance learning as well as in person instruction, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, perishable materials to serve and package meals, sanitation supplies, and PPE	10,000	Yes
Mental Health and Social and Emotional Well-Being	Nurses and health assistants: Maintain existing staffing and supports to provide critical health information, referrals and support. Support district's broader efforts to educate community about COVID, support contact tracing, and engage in direct outreach to students and families.	61,208	No
In-Person Instructional Offerings	Teachers and paraeducators: Support sanitation and disinfecting common surfaces and spaces, supervise students during in room lunch, support custodial staff to increase efficiency.	419,584	No

Section	Description	Total Funds	Contributing
Distance Learning Program (Access to Devices and Connectivity)	District Admin and site secretaries: Maintain multiple methods for families to access devices or support. Online, by phone, or in person.	20,000	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Student Services Office: Program specialist will consult frequently with Special Education teachers to maintain high level of engagement with all students with disabilities, whether on site or distance learning.	430,478	No
Distance Learning Program (Supports for Pupils with Unique Needs)	School Psychologist: Maintain existing staffing and supports to assess, screen, and identify learning disabilities and to recommend appropriate interventions/modifications for students.	102,263	No
In-Person Instructional Offerings	Additional staff time in the form of extra duty, temporary staff, and substitute staff to mitigate the impacts of COVID-19 at school sites and district facilities. This action supported efforts in Maintenance and Operations, Health Services, the District Office, and school sites.	150,000	Yes
Distance Learning Program (Continuity of Instruction)	Technology materials and services to support teacher delivery of distance learning curriculum and instruction.	10,000	Yes
Mental Health and Social and Emotional Well-Being	Counseling through Empower Tehama accessible to all students	14,400	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
11.19%	\$662,107

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.]

Differentiated learning to address academic needs of all students; close the achievement gap with underperforming students
 Homework program at the middle school and targeted elementary sites
 High-quality ELD curricular materials and professional development
 Strengthen parent involvement and communication
 Monitor EL student progress
 Reading and Math Support
 Designated English Learner Support Time
 Our English Language Intervention team will provide targeted reading, writing, and vocabulary lessons through one-on-one and small-group instruction. Team will serve as liaisons between classroom teachers and students, offering guidance for individualizing assignments and assisting students with completing work. Team and classroom teachers will offer students individualized support during check-in meetings. They will regularly communicate with their students' families to determine other needs they may have, and they will communicate with staff to help families access the needed resources.
 Low-income students and foster youth will receive targeted supports and services, as needed. To access digital instructional platforms, the district will ensure all students in need of a device and wifi are provided one. The district will ensure all families in need of Internet access are provided a hot spot. At some grade levels and for students in need, paper packets will be provided in order to limit the amount of work completed on a device.
 Grade level teachers will work with paraeducator staff to offer supports virtually or in-person when possible to students with needs in the areas of mathematics or ELA multiple times per week, assisting with classroom assignments and providing targeted intervention.
 Teachers, administrators, and other staff will check in regularly with students and families to assess their social-emotional needs and provide counseling as support. Staff members will reach out to families to inform them of supports provided by the district. Also, students participating in the National School Lunch Program will be provided access to lunch each day.
 In order to grow services in quality and quantity, staff will provide training and ensure consistency and intensive supports to achieve grade level competencies.

English Language Learners are receiving additional targeted ELD instruction above and beyond classroom integrated ELD strategies. Administrators will communicate with families of foster youth to ensure responsive actions to support learning.

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

In order to grow services in quality and quantity, staff will provide training and ensure consistency for teachers to implement various supports to increase literacy and reading comprehension.

English Language Learners are receiving additional targeted ELD instruction above and beyond classroom integrated ELD strategies. Administrators will communicate with families of foster youth to ensure responsive actions to support learning.