

Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

On March 19, 2020, the Governor of California and the Director of the California Department of Public Health ordered all individuals living in the State of California to stay home or at their place of residence, except as needed to maintain continuity of operation of the federal critical infrastructure sectors. As a result, California schools have been closed for in-person instruction since mid-March 2020 due to the COVID-19 pandemic. The current data reflect that community spread of the COVID-19 infection is of increasing concern in Kern County. Consequently, the Local Health Jurisdiction (LHJ) has been on the monitoring list since mid-July. Thus, our community and school district must continue to adhere to the stay at home order and must meet the in-person re-opening criteria to offer in-person instruction. COVID-19 has further affected the emotional, physical, health and financial well-being of our community. The Delano Joint Union High School District (DJUHSD) immediately implemented measures to ensure continuity of learning as well as providing student services and meals during the school closures. Loss of learning is of key concern for our district and community. The effects on learning have yet to be assessed. The DJUHSD, however, implemented instructional platforms to provide a rigorous and high-quality education in addition to providing supplemental services to mitigate any loss of learning for all students including English learners, students with disabilities, socioeconomically disadvantaged pupils, and homeless and foster youth.

Stakeholder Engagement

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

The Delano Joint Union High School District consulted with parents, pupils, teachers, principals, administrators, other school personnel, and local bargaining units in developing the Learning Continuity and Attendance Plan. The stakeholder consultations were conducted via phone conferences, personal phone calls, emails, texts, Zoom and Microsoft Teams sessions, and surveys via e-mail, text and phone calls.

Parents (2608) and teachers (176) were surveyed in July via personal phone calls or texts on the instructional scheduling model preference for the upcoming school year. Parents were also surveyed on the preferred instructional model (hybrid, distance learning, or traditional), needed transportation to attend in-person instruction, and pupil access to connectivity and devices to participate in the educational program and complete assigned work. The parent phone and text surveys were conducted in English and Spanish. Survey results were used as a gauge in determining the needed instructional platform for our students and to guide the development of the Learning Continuity Plan. The Learning Continuity and Attendance Plan was posted on the District's website in English and Spanish for continued parent feedback and input. A hard copy of the plan was available for parents with no internet access. Parent input was solicited via text message to all parents/guardians of the DJUHSD.

Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC) parents were contacted via phone to inquire about the most suitable platform for input on the development of the Learning Continuity and Attendance Plan. PAC and DELAC conferred that a telephone meeting was the best venue for them. Documents and budgets were e-mailed to PAC and DELAC for review prior to the scheduled meeting. The Assistant Superintendent conducted the phone meeting in English and Spanish. All documents were translated in Spanish for DELAC review.

The district consulted with principals, school and district administrators, teachers and other staff (counselors, instructional assistants, cafeteria staff, etc.) to solicit input in developing the plan. The consultation sessions were conducted daily during July and August 2020.

The Delano Joint Union High District Teachers Association and the California School Employees Association Chapter 79 was consulted to solicit input in developing the Learning Continuity Plan. The president for each of the collective bargaining units was contacted via personal phone call. The plan was e-mailed to the collective bargaining units for review and input.

Student input was solicited via scheduled Microsoft Teams sessions.

The Learning Continuity Plan was presented in a public hearing of the governing board on September 8, 2020 and adopted in a subsequent public meeting of local governing board on September 22.

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

Participation in public meetings and public hearings is posted on the board agenda prior to the public meeting and public hearings. The public meetings and hearings are accessible to members of the public remotely via phone numbers and meeting identification codes published on the posted agenda. The public may dial in and provide comments or recommendations during the phone meetings. Comments or recommendations may be e-mailed as well. Comments may be submitted in English or Spanish. Translation service in Spanish is available during the phone meeting as well.

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

Surveys of parents and teachers provided valuable input in guiding the plan and needed expenditures for distance learning and hybrid education, technology, and of any transportation needs for transition to in-person instruction. Parent survey results indicated a seventy-one percent preferred for hybrid and/or distance learning, more than a third required connectivity and/or a device, and less than one-third needed transportation to school.

Teachers provided input on various sections of the plan. The certificated teaching staff was instrumental in providing feedback regarding effective instructional strategies for assessing pupil progress; measuring participation and value of pupil work; pupil engagement and outreach; sufficient instructional materials to avoid sharing; and designating support staff for daily outreach and parent contact. Teachers of students with special needs indicated the need to modify classrooms for social distancing and to meet individual IEP needs; install sneeze guards for student stations; and have access to sanitation supplies and personalized protective equipment to serve medically fragile pupils.

Consultation with principals, assistant principals, and learning directors was instrumental in the development of the plan. All actions have been implemented at the school sites. The assistant principals provided input and feedback and created the tiered reengagement strategies component of the plan. Feedback from the learning directors and principals noted current effective instructional strategies; provided and planned professional development trainings; methods of assessing pupil progress; and how the schools will measure pupil participation and time value of work. The district and site administration reviewed the entire Learning Continuity and Attendance Plan and approved all actions and services for review and input by parents and the collective bargaining units. The plan was then presented at a public hearing for review and comment.

Consultations with district, site administration, and other staff identified the need to upgrade current connectivity to be able to provide uninterrupted service for students during distance learning; secure the necessary hotspots for students without access to internet; and purchase sufficient devices for all students to participate in distance learning. District and site administration also outlined needed personalized protective equipment (PPE) and modifications to school facilities in preparation for in-person instruction.

The district's other staff input is reflected in services provided as part of this plan. The mental health support staff and counselors provided feedback on all the services available to students and the mode of communication during distance learning. They were informed of the availability of funds for needed services, professional development, and communications with parents/guardians and students. School nutrition staff outlined how the district will provide adequate meals for all students for both distance learning and in-person instruction. The nutrition staff indicated no needed additional funding to provide meals for all students. Other staff concurred with the actions and services outlined in the plan.

The collective bargaining units were consulted for input and feedback. The DJUHSD teachers and CSEA Chapter 79 associations concurred with the actions and services outlined in the plan. The plan reflects actions and services developed with input from all stakeholders.

Students (including English learners, foster youth and pupils experiencing homelessness, and students with special needs) were consulted for input in the development of the plan. Students concurred with the actions of the plan and recommended protection from rain for outdoor social distancing seating.

DELAC and PAC were in agreement with the plan and budgeted expenditures. DELAC and PAC agreed, in particular, with class size reduction of designated and integrated ELD and the provision of online supplemental materials, Saturday school, and tutorials to mitigate learning loss. The plan actions include the recommendations from both parent advisory committees.

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

Stakeholder input highly influenced aspects of our Learning Continuity and Attendance Plan. These consultations served as a basis to create the necessary actions and services to mitigate learning loss and improve student learning. The district, based on consultation with stakeholders, proposed to upgrade the technology infrastructure to ensure uninterrupted connectivity service for students during distance learning and hybrid instruction; provide all pupils with access to a device and internet connectivity; modify student facilities to comply with CDPH guidelines; secure sufficient protective equipment to meet the immediate needs of students and teachers; and ensure teachers have the necessary technology to deliver high quality distance learning instruction. Teachers and administration communicated the concern of providing pupils the curriculum and instruction of the level of quality and intellectual challenge equivalent to in-person instruction. As a result, the district proposes to use Canvas instructional platform, upload the district's curriculum, use the necessary online venue (Microsoft Teams, Nepris, etc.) to deliver the instruction and provide teachers the resources and professional development to assess student learning and mitigate learning loss. Site and district administration used the CDE Stronger Together guide in integrating additional services and actions for social and emotional education; developing procedures for tiered engagement strategies for pupils; adding new roles and responsibilities for instructional and support staff; including provisions for no share instructional materials; and providing the necessary school supplies for pupils of low socioeconomic status. Added protection from rain for the outdoor meal seating was included as a result of feedback from students. DELAC and PAC wanted to ensure continued tutorials and supplemental instruction be provided during the COVID-19 pandemic for all pupils to mitigate learning loss.

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.]

As noted in the previous section, California schools have been closed for in-person instruction since mid-March 2020 due to the COVID-19 pandemic. Based on the California Department of Public Health (CDPH) guidelines and the Local Health Jurisdiction (LHJ) status, the Delano

Joint Union High School District was required to begin the 2020-2021 school year with distance learning instruction. The DJUHSD will be allowed to phase in the hybrid instructional model as the County of Kern comes into compliance with the State’s monitoring criteria.

The state has defined the conditions to re-open schools for in-person instruction. The reopening criteria is noted as follows:

- Schools and school districts may reopen for in-person instruction at any time if they are located in a local health jurisdiction (LHJ) that has not been on the county monitoring list within the prior 14 days.
- If the LHJ has been on the monitoring list within the last 14 days, the school must conduct distance learning only, until their LHJ has been off the monitoring list for at least 14 days.

The Delano Joint Union High School District will continue to monitor the LHJ status and the CDPH guidance for re-opening to in-person instruction. Our district has elected, when conditions permit, to re-open with the hybrid instructional model for compliance with the social distancing requirement and the state’s health and safety guidelines. The district has modified classrooms; secured sufficient supply of personal protective equipment and disinfectant products and equipment; and has trained all staff on the safety protocols and procedures in preparation for in-person instruction.

As a gauge to measure COVID-19 safety concerns and in preparation for the upcoming school year, the DJUHSD surveyed parents and teachers in July on the preferred model of instruction (distance learning, hybrid, or traditional). Seventy-one percent of our parents and eighty-six percent of our teachers indicated a preference for hybrid and/or distance learning instruction. Thus, the DJUHSD in-person instructional plan was developed and approved to reflect the needs and concerns communicated by our parents and teachers. This plan includes both distance learning (Governor’s July order) with a transition to hybrid instruction (contingent on the re-opening criteria noted above) as an A/B student group blended learning model. Half of the student population attends in-person learning opportunities two days while the other half is engaged in distance learning opportunities. The students would alternate every two days. The instructional program would be sequenced to accommodate both asynchronous and synchronous instruction for students. Teacher collaboration, professional learning, and parent engagement time is scheduled during the school day as well.

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

Description	Total Funds	Contributing
Modification to facilities in preparation for in-person instruction that include installation of plexiglass to reduce the spread of disease; removing counters and other classroom modifications to maximize the 6 foot social distancing; and installation of additional handwashing and hand sanitation stations.	\$183,778	Yes

Description	Total Funds	Contributing
In preparation for in-person instruction, purchase additional outdoor seating with covering for protection from the rain for the meal service in compliance with CDC guidelines and the social distancing requirements.	\$400,000	Yes
In preparation for in-person instruction, purchase protective equipment (gloves, masks, face shields, no touch thermometers, disposable coveralls and aprons, etc.) and sanitizing supplies and equipment to meet the needs of students and teachers and reduce the spread of disease.	\$675,967	Yes
In preparation for in-person instruction, purchase the necessary equipment (backpack sprayers, foggers, and blowers) to clean and sanitize classrooms after each student use.	\$164,189	Yes

Distance Learning Program

Continuity of Instruction

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

The DJUHSD will continue to provide content aligned to grade level standards that is provided at a level of quality and intellectual challenge equivalent to in-person instruction. During the summer, our teachers developed a shell on Canvas and uploaded all DJUHSD curriculum to ensure pupils receive equivalent quality curriculum and instruction through distance learning. The courses uploaded in Canvas include all core and AP academic content courses, designated and integrated ELD, transition program, Career Technical Education, dual enrollment, music, world language, physical education, and art. All instructional lessons will be modified collaboratively by the general education teacher and case manager for students with disabilities in accordance with the pupil's Individualized Education Program. The week prior to the start of school, all teachers were trained in Canvas and Microsoft Teams to ensure high quality delivery of instruction. During these two days, the teachers of students with significant disabilities were provided professional development on Unique Learning, News-2-You, Symbolstix and other instructional lessons. The district will provide continued training on Canvas and Microsoft Teams for all instructional staff during the January scheduled professional development day.

Our district will continue to provide academic and other supports to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, pupils with exceptional needs, and pupils in foster care or experiencing homelessness. Academic and instructional supports and services are provided to mitigate the learning loss for all pupils. These support services include virtual summer school during 2020; designated ELD class size reduction; academic content class size reduction for students not performing at grade level; virtual after school tutorials and Saturday school sessions; afterschool credit recovery to mitigate learning loss and improve graduation status of all pupils; mental health support services; support staff to contact pupils or parents and assist in engagement of learning; and provide all students with devices to participate instruction and, if needed, hotspots for connectivity.

Special education services will be provided pursuant to the pupil's individualized education program (IEP) with the necessary modifications and accommodations to ensure that the individualized education program can be executed in a distance learning environment. Students with disabilities are enrolled and have equitable access to comparable opportunities that include participation and enrollment in Career Technical Education, dual enrollment, and UC a-g courses. The special education teachers are assigned to co-teach with the general education teacher in the subject areas of English and mathematics for the purpose of providing instructional support for students with disabilities and implementing Universal Design for Learning (UDL) strategies. Paraprofessionals are assigned to provide instructional support for students with disabilities in English, social studies, and the sciences. Students with disabilities are provided instructional support through Microsoft direct messaging with the special education teacher or paraprofessional before and during synchronous and asynchronous instruction. For pupils with significant cognitive disabilities, synchronous instruction is provided via Zoom and Microsoft teams. Special education teachers of students in Special Day Class (SDC) use Unique Learning System (ULS), a standards-based program specifically designed for students with special needs to access the general education curriculum. ULS is a cloud-based platform, which allows teachers to deliver differentiated, standards-aligned instruction to students with complex learning needs. The use of a cloud-based curriculum system allows for students to have consistent access to high-quality instruction in a motivating and interactive distance learning environment.

Designated and integrated instruction in English language development (ELD) will continue to be provided to all English learners including assessment of English language proficiency, support access to curriculum, and reclassification of pupils who have met the criteria of English language proficiency. All English learners are provided designated and integrated ELD as part of the standard instructional program. Assessment of English language proficiency and reclassification procedures during COVID-19 have been developed and integrated as part of the Master Plan for English Learners approved by DELAC and the governing board August, 2020. All certificated teachers have the appropriate authorization in their subject matter to provide designated or integrated ELD. Instructional assistants provide English learner support and services in attaining, within a reasonable amount of time, grade-level proficiency in English as well as providing instructional academic support for success in core academic content classes. The approved DJUHSD English Learner Educational Plan is designed to provide English learners with access to core academic content and a broad course of study including UC a-g eligibility and CTE completion.

In preparation for transition between distance learning and in-person instruction, the DJUHSD has secured a ready supply of PPE including specialized masks with drapes for students with disabilities who refuse or are not able to wear masks; purchased no share instructional supplies, books, and materials; modified classrooms and other school facilities to comply with CDE's physical distancing guidance; provided staff training regarding sanitation and the minimization of infectious disease spread; and communicated with students, parents, employees, public health officials, and the community about COVID-19 related protocols. These communications are posted on our website in English and Spanish.

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.]

Prior to the start of the school year, the DJUHSD conducted parent surveys (in English and Spanish) to identify the needed quantity of devices and connectivity to support distance learning. Accordingly, the Delano Joint Union High School District secured an adequate supply of hotspots and devices (one-to-one) for all pupils to participate in the educational program and complete assigned work. Laptops were distributed before the start of the school year and will continue to be distributed on an ongoing basis to meet the needs of all students and families. The district will make arrangements to deliver hotspots and devices to students who are not otherwise able to make it during the distribution times or locations. Our district provides the necessary technological assistance to support student learning. The DJUHSD scheduled and provided Canvas training for all students on first day of school. Ongoing support is provided to parents and students via the IT Help Desk, Canvas Hotline, and campus Technology Task Force at their respective school site to assist them with technology, software, or program questions and issues.

Pupil Participation and Progress

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

The Delano Joint High School District will conduct formative assessments and progress monitoring during live contacts and synchronous instruction to provide a measure in gauging instruction and student learning. Formative assessment is conducted daily through quizzes, assignments, and Explicit Direct Instruction (EDI) strategies to check for understanding (CFU). The Canvas poll tool provides immediate feedback to teachers of student responses simultaneously during the lesson. Teachers may then re-teach (EDI strategy) if necessary. Quizzes and other formative assessments are immediately graded in Canvas allowing teachers to refine, modify or adjust the next day's instruction. Instructional staff will also utilize ULS as an assessment and data collection tool to further measure the instructional needs of students with disabilities.

The DJUHSD has common formative and summative assessments at all school sites for comparative analysis to identify specific targeted student learning needs. Teachers and instructional staff have a daily scheduled collaboration time from 7:40 am to 9:50 am for the purpose of reviewing student assessment data, collaboration, and refinement of curriculum and instruction. Collaboration is key to supporting English learners during distance learning. During the scheduled collaboration time, teachers and support staff are available to meet with parents via phone conference, Zoom, and Microsoft Teams in meeting the needs of pupils and provide the necessary supports and accommodations. Translation service in Spanish and Tagalog are available for parent meetings. During this structured time, paraprofessionals provide one-on-one virtual academic instructional support for pupils who are not performing at grade level, English learners, pupils with exceptional needs, and pupils in foster care or experiencing homelessness. The paraprofessionals contact parents of students who have not engaged in instruction and provide pupils with technical assistance such as logging into Canvas, uploading assignments, Microsoft direct messaging, and assistance with the protocols for taking assessments. Students who are not engaged in the learning are referred to support staff for the implementation of the district's tiered re-engagement strategies. The school site staff will regularly communicate with parents regarding pupil's academic progress via phone call, AERIES Parent Portal, or Blackboard Connect messaging system.

Teachers in all departments have designed learning experiences through platforms such as Canvas and Microsoft TEAMS that allow for direct instruction to students in a live setting. During these sessions, teachers interact with students and assess their learning through evidence-based strategies such as randomly calling on students, open-ended constructed responses, and video recorded answers. Certificated teaching staff measure students' progress through graded assignments as evaluated by several methods such as openers and warm-ups, homework/independent practice, chapter tests and quizzes, discussions, methods of checking for understanding (like calling on students to respond verbally or using the chat in Zoom or Teams), participation/notes, mid-terms, and the final exam. Students engage in discussion forums where they are asked to explain their understanding of a topic and respond to other students' responses. In addition, teachers have been trained on how to create 'breakout rooms' in Microsoft TEAMS where they can meet with small groups of students and provide differentiated instruction as well as assess student mastery of standards. These live learning opportunities allow each teacher to use SDAIE and other EL strategies to best meet the needs of English Learners. In addition, teachers are able to collaborate and involve their co-teachers to best meet the needs of those receiving special education services.

The district teaching staff provides multiple ways for students to demonstrate engagement in synchronous and asynchronous activities in order to measure participation. During synchronous learning, students will participate orally or in written format during live sessions, may engage in discussion board posts, and may submit assigned activities to their teacher. During asynchronous learning, students may view a teacher-created instructional video, further engage in discussion forums, and submit assigned work. Teachers assess the value of their assigned work by determining the essential standards of their content area and then creating a scope and sequence that aligns to those essential standards. Students' participation time is also measured by the amount of time they spend with their teacher during live sessions of direct instruction and by the amount of time needed to complete independent tasks (such as watching pre-recorded videos of the lesson, watching supplemental videos, or doing independent practice(s) (HW).

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.]

The District's ongoing commitment to provide support, guidance, and necessary resources for teachers assists in ensuring students have access to high-quality instruction. The Delano Joint Union High School District will continue to provide professional development on evidence-based instructional strategies to support the distance learning program and improve student learning. The scheduled professional development activities for fall semester 2020 include Expository Reading and Writing Curriculum (ERWC) virtual workshops for delivery of instruction and curriculum through Canvas; Literacy workshops to learn and practice effective instructional strategies for teaching reading and writing; EL instructional strategies training through the county office; and academic coach trainings on best practices. The DJUHSD will also schedule Explicit Direct Instruction (EDI), Designated ELD, and Integrated ELD instructional strategies trainings in September and October 2020 to mitigate learning loss for English learners, students with disabilities, socioeconomically disadvantaged pupils, and homeless and foster youth during distance learning instruction. The special day class teachers were also provided professional development in August of 2020 on Unique Learning, News-2-You, Symbolstix and other instructional lessons and strategies for the purpose of providing continued high-quality distance learning instruction.

Continued technological professional development and support for educators is a key component for student achievement. Comprehensive training in the use of the Canvas Learning Management System and Microsoft Teams (Office 365) application has been provided to develop and enhance teachers' instructional skills on a virtual platform. As an integral part of synchronous and asynchronous learning, Canvas and Office 365 offer a user-friendly, content-focused design in a platform that encourages consistent, digital teaching and learning opportunities. A series Microsoft Office 365 professional development sessions were offered in July and August 2020. These sessions provided teachers the opportunity to learn One Note for displaying notes, drawings, screen clippings, and audio commentaries for the purpose of improving learning; Sway for combining text and media to create lessons; Forms for creating surveys and quizzes; and how to collaborate with staff and communicate with students during instruction. Before the start of school, the DJUHSD also provided two full-day trainings on Canvas and Microsoft Office 365. The Canvas (asynchronous) professional development included import of courses; creating content by adding text, images, and links using Canvas studio; and how to edit assignments and quizzes. The Microsoft Teams (synchronous) professional development included training on how to live stream, security options, chat management, downloading attendance list of students, and posting video on Canvas. To offer continued technological support, video links were made available as a resource to reference as needed. Academic coaches will provide additional continued technological support for teachers.

Specific professional development opportunities were facilitated prior to the start of school for special education teachers and the Career Technical Education sectors staff. These trainings included MyITLab for the dual enrollment business classes; Clinical Skills Lab and Virtual Clinical Excursions resources training for the nursing class; CONNECT ACCESS CODE for virtual skills and lesson plans; Simitics to facilitate lab experiences via simulation for the medical assisting program; S/P2 workplace safety training for the agriculture and construction; and Nepris workshop for CTE and special education teachers on virtual work-based learning experiences with industry professionals across the nation. In addition, the special education staff was provided professional development on tools such as instructional videos, online access to educational programs, virtual live sessions, parent consultation, and additional resources which will be on Microsoft Teams, Zoom, and Canvas.

The DJUHSD will continue to provide instructional staff with continued technological trainings to support distance learning. Teachers have readily available training webinars that include Onboarding to the Canvas LMS; Canvas Course Tools; menu of recorded Canvas trainings; and the KCSOS App/Platform. The DJUHSD intends to offer weekly ongoing instructional staff Canvas trainings for continued technological support. A follow-up training on Nepris is scheduled September and, thereafter, as needed by the teachers. The comprehensive school sites also survey their teachers on a weekly basis to determine needed professional development activities. On the most recent survey, teachers expressed interest in receiving ongoing workshops for Canvas applications, Microsoft Teams, OneNote, and Sway. As an extra level of support, our Academic coaches have been added to new teachers' Canvas courses as Course Designers, Observers, or as a Teacher's Assistant. Supplemental curriculum trainings on Reading Horizons (ELD teachers), Listenwise (all teachers) and IXL (math and English teachers) have been scheduled for August and September 2020. The district has a scheduled full-day professional development on January 11, 2021 for identified professional development needs to improve student outcomes and learning.

Staff Roles and Responsibilities

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

The effects felt by COVID-19 have created impacts unlike any we have experienced before. COVID-19 has changed the way we provide services to ensure the health and safety of students and staff; the delivery of instruction; social and emotional education during COVID-19; essential services for pupils such as meals and technology; monitoring of student progress; and strategies in engaging parents as partners in providing the best education possible. These changes are reflected in the district's new roles and responsibilities.

The health and safety of students and staff is the top priority in the decision for continued educational platforms and support services. All staff received information and training regarding the CDC and CDPH Safety Protocols, self-assessment wellness checks, and passive and active screening procedures resulting in new roles and responsibilities for all staff. Classified work duties have also been modified to meet the needs of the district during the COVID-19 pandemic. These new roles and responsibilities are reflected in this section for the delivery of meals and technology, providing student support, monitoring of student progress, and the engagement of parents.

The roles and responsibilities of the district's instructional staff has changed as a result of the impacts of COVID-19. In adhering to the CDPH recommendation, the DJUHSD certificated staff are required to provide distance learning instruction until Local Health Jurisdiction (LHJ) conditions are met. Teachers are responsible for modifying all instructional lessons into a virtual platform to ensure continued content aligned grade level standards instruction at a level of quality and intellectual challenge substantially equivalent to in-person instruction. Teachers are additionally responsible for providing synchronous and asynchronous instruction utilizing Canvas and Microsoft Teams virtual instructional platforms or other distance learning programs specific to their content area.

The roles and responsibilities of the district's paraprofessionals has been modified to support individual students. The paraprofessionals are responsible for providing one-on-one virtual academic instructional support for pupils who are not performing at grade level, English learners, pupils with exceptional needs, and pupils in foster care or experiencing homelessness. An added role for the district's paraprofessionals includes the provision for contacting parents regarding pupil's academic progress and attendance on a daily basis.

Of utmost importance is the continued provision of social and emotional education during this pandemic. The mental health support staff has taken on the role of ensuring uninterrupted social and emotional services via telephone and Microsoft Teams. Our social and emotional education staff modified the social and emotional educational curriculum for access as virtual lessons; conduct regular check-ins by phone and tele-counseling; and conduct virtual substance abuse program.

The DJUHSD is committed to ensuring all students are provided meals during school closures; have sufficient instructional materials for class instruction; and access to a device and connectivity to participate fully in the educational program. Cafeteria staff is responsible for on-site and off-site meal delivery; cleaning and disinfecting surfaces frequently touched by students during meal service; and ensuring all meal items are individually plated meals and proportioned and prewrapped produce. Bus drivers, child care aides, and warehouse staff assist in the delivery of meals. Security staff deliver books to students in outlying areas or who are unable to pick them up at school. Bus drivers also assist the technology department in the distribution of devices and hotspots.

The DJUHSD has integrated into the instructional staff day a structured time of approximately two hours for parent engagement, teacher collaboration, and monitoring of pupil progress. Teachers utilize this time to contact or meet with parents to address the needs of students and to provide pupils with additional academic support. Pupil progress is monitored through immediate assessment results via Canvas. Teachers then meet during this time for the refinement instruction and curriculum to improve student learning. Paraprofessionals and office support staff contact parents throughout the day regarding pupil's academic progress and attendance. They also contact students who did not engage in the previous instructional period to remind them to login into their classes.

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.]

The Delano Joint Union High School District is committed to providing the necessary supports in improving student learning. Instructional, technological and social and emotional supports are critical in addressing the learning needs of English learners, pupils with exceptional needs, pupils in foster care and pupils who are experiencing homelessness. The DJUHSD has implemented the necessary services and actions to address the learning needs of our students.

Our district has integrated and implemented the necessary supports to assist students in attaining the best learning possible. Paraprofessionals are assigned to provide one-on-one virtual academic instructional support for pupils who are not performing at grade level, English learners, pupils with exceptional needs, and pupils in foster care or experiencing homelessness. Support staff and paraprofessionals contact parents daily of students who have not logged in or engaged in instruction. They also provide pupils with technical assistance with logging into Canvas, uploading assignments, and assistance in Microsoft direct messaging to prompt questions during instruction. Teachers of pupils with exceptional needs are assigned co-teaching with the general education English and mathematics teachers. Pupils are able to use Microsoft Teams direct messaging to prompt questions during instruction or request instructional assistance from the special education teacher or paraprofessional. The Microsoft Teams messaging has increased student comfort in asking for help. Special education teachers also maintain frequent contact with students and families via phone, email and Microsoft teams. IEP goals are reviewed with families every two weeks to determine if any changes to the method or delivery of instruction is needed. In addition, Special Education teachers monitor student attendance, grades and stay in frequent contact with their student's general education teacher.

Supplemental instructional software is utilized to improve and supplement student learning. District staff use the Smart Learning Suite to integrate visual mathematical representations into the instructional lessons for the purpose of improving student learning and understanding. Listenwise and NewsELA supplemental curriculum provide online learning to improve student literacy and exercise critical listening skills. IXL online curriculum will supplement learning to mitigate learning loss in mathematics and English language arts. The supplemental curriculum intended use is targeted towards mitigating learning loss of English learners, pupils not performing at grade level, pupils with exceptional needs, pupils in foster care, and pupils who are experiencing homelessness.

The homeless and foster youth outreach staff communicates with students on a weekly basis to identify the need for school supplies, instructional support, or social and emotional learning. Foster and homeless youth will continue to have available the continuum of services

that include immediate enrollment in school no matter the documentation; defray the costs of transportation to school of origin; and provide mentoring and tutoring services. Homeless youth will be referred, if needed, to health care services, dental services, mental health and substance abuse services, and housing services. Foster and homeless youth transferring between schools after completing their second year of high school will be informed and considered for the state graduation requirements pursuant EC section 51225.1. The district will ensure foster youth is awarded any partial credits in all classes the foster youth was passing when they left their previous school even if they did not complete the entire class.

Access to devices and connectivity is essential in ensuring student learning during the COVID-19 school closures. The Delano Joint Union High School District secured sufficient supply of devices for all pupils to participate in the educational program as well as ensuring all pupils have access to connectivity. In addition, the district will provide continual technological support for all pupils. For students new to Canvas, an introductory course was placed in their respective Canvas Dashboard to familiarize them with the platform and archived for repetitive viewing. Students have access to the IT Help Desk, Canvas Hotline, and campus Technology Task Force at their respective school sites to assist them with any technology, software, or program questions and issues. Prior to the initial school closure in spring of 2020, teachers utilized the final two days to train students in using Office 365 and Teams. Students with exceptional needs were provided with larger touch screen Chromebook computers that were already paired to Wi-Fi hotspots so that connectivity was not an issue. Student devices were preinstalled with all the necessary software used each day for distance learning. Teachers assisted students in learning the canvas platform by guiding them through the onboarding modules. Teachers and paraprofessionals make themselves available to troubleshoot student concerns through telephone support and Microsoft teams.

The DJUHSD mental health support staff will continue to provide high-quality learning and support during this pandemic. The support for mental health education will be provided via telephone conferencing and Microsoft Teams sessions conducted by the intervention counselor, school psychologist, or Medical Family Therapist (MFT). Students are also enrolled in a social-emotional course, Mental Health Lounge via Canvas, in addition to their regular course offerings in Canvas. The support services on the Mental Health Lounge are available in English and Spanish. The class was developed in partnership with district psychologists, intervention counselors, and marriage and family therapist. The class is a virtual resource room where students are connected to various links to learn ways to manage stress, anxiety, trauma and learn self-care strategies. Students are able to directly contact any of the support services professionals through the course to discuss concerns they are experiencing as a result of the effects of COVID-19.

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

Description	Total Funds	Contributing
Provide extra duty time for teachers to upload all DJUHSD curriculum onto Canvas to ensure pupils receive equivalent quality curriculum and instruction through distance learning.	\$135,893	Yes
Provide extra duty time for teachers to refine, modify, or adjust curriculum and instructions based on the monitoring of assessment data and identified student learning needs to improve	\$85,568	Yes

Description	Total Funds	Contributing
learning of English learners, pupil who are performing below grade level, students with exceptional needs, foster youth.		
Reduce class size in core academic content courses (general level) to mitigate learning loss for English learners and pupils not performing at grade level.	\$822,062	Yes
Allocate resources for supplemental online instructional materials and no share instructional materials to support student learning. These online resources include Smart Suite to provide mathematical visuals to increase understanding; Listenwise and NewsELA to improve student literacy and listening skills; IXL to supplement learning in English and mathematics; Reading Horizons; and Mental Health Lounge for social and emotional education and support.	\$374,883	Yes
Provide virtual summer school, after school, and Saturday tutorials and credit recovery sessions to mitigate learning loss and improve graduation status of English learners, pupils with exceptional needs, students who are performing below grade level, foster youth and pupils experiencing homelessness.	\$133,050	Yes
Offer professional development opportunities for all instructional staff to provide technological support and support the distance learning program. Professional development for classroom instruction will focus on evidence-based instructional strategies to improve learning for English learners, students with exceptional needs, pupils performing below grade level, foster youth, and pupils experiencing homelessness. Social and emotional professional development opportunities will be offered to all staff.	\$214,531	Yes
Provide the necessary technology to ensure all pupils have access to connectivity and sufficient devices (for one-to-one) for all students to participate in the educational program and complete assigned work (student and teacher devices, hotspots, document cameras, flash drives for students).	\$3,252,447	Yes

Description	Total Funds	Contributing
Purchase the necessary online platforms for teacher collaboration, delivery of instruction, and pupil instructional engagement (Microsoft Teams, Canvas, Zoom, Nepris, etc.).	\$35,924	Yes
Upgrade the technology infrastructure to support uninterrupted distance learning instruction.	\$1,406, 582	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.]

The Delano Joint Union high school will address pupil learning loss by providing all students with a rigorous, high-quality education and targeted supplemental instruction. To that extent, the district has ensured all pupils have access to connectivity and devices to participate in instruction, turn in assignments and complete assessments. Teachers developed and uploaded into Canvas course curriculum of the level of quality and intellectual challenge equivalent to in-person instruction.

All English, ELD, and mathematics teachers are administering formative assessments to gauge standards of mastery and identify learning loss. Teachers have included time and space in their pacing to address any gaps and reteach any standards that the class majority needs before moving onto content for the current year. Additionally, teachers are hosting breakout groups to address areas of need in small groups as required. Throughout the year, teachers will spiral the content in order to continue to go back and reteach and re-expose students to challenging content. In addition, instructional aides have been strategically employed to support our most vulnerable students and provide academic and technological support as needed.

As the year continues, teachers will continue to assess and adjust pacing guides and curriculum to meet the needs of students as we recognize that learning loss will become more evident throughout the year. We have identified incoming freshmen for a Math Support course and Reading support course. Similarly, all ELD students have been placed in the appropriate reading or writing course in order to receive designated ELD instruction. Additionally, all ELD students will be using Reading Horizons and the Listenwise program to supplement reading and mathematics instruction at their current academic ability.

Teachers of pupils with exceptional needs conduct daily formative assessments to measure pupil learning. These daily assessments include short quizzes, comprehension checks, written statements and discussions. Special Day Class and Transition program teachers use manipulatives such as Yes/No, A/B, and number icon cards to help with formative assessment in measuring pupil learning.

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 Delano Joint Union will ensure all students are provided a high quality education. Our district will implement the needed actions and strategies to assess and address learning loss; offer supplemental instruction; ensure sufficient technology is available for teachers to provide instruction; and maintain adequate supply of devices and connectivity for all pupils to participate in the educational program. The DJUHSD will also make available student support services; provide a safe and healthy school environment; and conduct parent outreach to improve academic achievement. All actions and strategies are targeted to address learning loss and accelerate learning progress of pupils who are English learners; performing below grade level; of low socioeconomic status; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.

The DJUHSD has outlined strategies to assess and address pupil learning loss. Teachers will utilize the collaboration time to evaluate formative and summative assessment data and refine and modify instructional strategies to mitigate learning loss and accelerate learning. Certificated teachers will continue to provide grade level standards content aligned curriculum of equivalent quality and intellectual challenge substantially equivalent to in-person instruction. Academic coaches, including a special education academic coach, will monitor student data and assist teachers in refining instructional strategies to improve learning for English learners, students with special needs, and pupils not performing at grade level. In addition, the district will continue to provide instructional staff with technological and instructional strategies professional development to improve student learning and support the distance learning program. The DJUHSD will provide the necessary school supplies for pupils of families experiencing the financial hardship of the COVID-19 pandemic.

Interventions and supplemental instruction will be provided to mitigate learning loss and accelerate learning for English learners, pupils not performing at grade level, and pupils with exceptional needs. Reading, writing, and mathematics interventions are offered during the school day to meet the needs of students and families. Class size reduction has been implemented in designated and integrated ELD and English 9, mathematics grade 9, and the general level core academic content courses. The DJUHSD will allocate resources for online supplemental instructional materials to improve student learning. Summer school and academic tutorials (afterschool and Saturdays) will be offered to supplement instruction and mitigate learning loss. Credit recovery courses are offered for pupils to make up failed classes. The district's credit recovery program encompasses general level, approved UC a-g, and Advanced Placement courses.

Technology is essential in ensuring students receive the highest quality instruction possible in the distance learning and hybrid instructional setting. To that end, the district will continue to provide the necessary technology to ensure all pupils have a device and connectivity and ensure the technology infrastructure is upgraded to support uninterrupted service during instruction and learning. The district will also

provide the necessary technology and online instructional platforms for teachers to deliver high quality instruction and implement effective learning strategies.

Students will be offered support services to assist with barriers that may impede learning. Instructional Support staff such as instructional assistants, EL coordinators, and site administrators will monitor pupil progress and engagement and designate any needed supports improve student learning. The district will make available health and social and emotional support, services, and education for pupils. Staff will have the opportunity to participate in social and emotional education professional development and pupil reengagement workshops.

The DJUHSD will adhere to state regulations and guidance in providing a safe and healthy school environment for all pupils. To comply with CDC and CDE guidelines, student facilities will be modified to ensure social distancing; provide adequate outdoor circulation; include sneeze guards and partitions; and have sufficient handwashing and sanitizer stations. In addition, the district will ensure sufficient supply of protective equipment and disinfectant products to meet the immediate needs of students and teachers. Sanitizing equipment and staff overtime is included in this plan, if needed, to sanitize rooms and facilities in preparation for class instruction. An allocation has been designated to avoid the sharing of electronic devices, books, and other learning instructional aids among pupils. If necessary, extra bus routes will be scheduled when in-person instruction is authorized by the LHJ.

Parent involvement is key to student success and learning. Each school will communicate with parents on a daily basis to inform parents of academic progress and pupil engagement via phone call, e-mail, text, or mail. The communication will be provided in English, Spanish, and, if needed, in Tagalog. School staff will conduct parent trainings on how to support their student during distance learning.

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 DJUHSD implemented strategies and actions to provide a high quality education for our students. The effectiveness of the strategies and actions to address pupil academic learning of grade level standards will be measured through the formative and summative assessments. All teachers administer formative and summative assessments to gauge mastery of standards and identify learning loss. Formative assessments are conducted daily through quizzes, assignments, and Explicit Direct Instruction (EDI) to gauge learning and refine and modify instruction. Summative (benchmark) assessments are conducted at the end of each term. Pupil reengagement strategies will be targeted to meet or exceed the 2018-19 average daily attendance for our district. Social and emotional learning will be measured through completion of group and individual sessions and regular check-ins and follow-ups conducted by the mental health support services. High profile cases will be referred to outside agencies for continued social and emotional support. Parental involvement will be measured through call logs documenting parent contact, informing of academic progress and available services, and parent response for pupil reengagement.

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

Description	Total Funds	Contributing
Purchase school supplies (pencils, pen, paper, binder) for pupils of families experiencing added financial hardship during this pandemic. This service is intended to improve learning	\$15,000	Yes

Description	Total Funds	Contributing
and engagement of English learners, student with exceptional needs, socioeconomically disadvantaged pupils, and pupils performing below grade.		
Provide overtime, if necessary, for classified staff to sanitize classrooms after each use and disinfect and disinfecting and cleaning any area used by any sick person.	\$40,000	No
Provide resources to establish extra bus routes to ensure pupil safety and social distancing when in-person instruction is authorized to increase learning for English learners, foster youth, and socioeconomically disadvantaged pupils.	\$120,000	Yes
Conduct parental Involvement communications for reengagement and academic progress and support as well as parent trainings to support distance learning for English learners, foster youth, and socioeconomically disadvantaged pupils.	\$20,000	Yes

Mental Health and Social and Emotional Well-Being

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

The DJUHSD mental health support staff and teachers continue to provide high-quality learning and support during this pandemic. The mental health and social emotional well-being of pupils is monitored regularly. The district’s psychologist, Marriage and Family Therapist (MFT) and intervention counselors conduct regular check-ins and tele-counseling with pupils. Support staff and counselors provide student outreach strategies for reengagement in learning, monitoring of academic progress, and to identify and refer any mental health or social and emotional concern. Administrators and supervisors were trained during the summer to conduct daily employee wellness checks and monitor and support mental health and social and emotional well-being of all staff during the COVID-19 pandemic.

Mental health education for students is provided via telephone conferencing, Canvas class synchronous instruction, and Microsoft Teams sessions. The DJUHSD has integrated social and emotional education into the health and physical education curriculum. Curriculum learning modules in these two courses include Understanding and Managing Emotions; Ways to Manage Stress; Suicide Prevention; Interpersonal Communication Skills; Anger Management; Healthy and Unhealthy Relationships; Decision Making; and Conflict Resolution. Telephone conferencing and Microsoft Teams sessions are facilitated by the intervention counselors, school psychologists, or Marriage Family Therapist (MFT) to provide group and individual counseling; conflict resolution; anger management; bullying resolution strategies; drug & alcohol awareness; social-emotional development (SED) training for referred students and victims of bullying; family and relationship issues; sexual orientation issues; monitoring of social-emotional progress; and coping with emotional issues due to COVID19. High profile cases such as major grief and loss issues, suicide prevention, coping with symptoms of depression, anxiety, trauma, serious LGBTQ issues, and family and relationship issues are addressed by our MFT and school psychologist. In addition, the district's mental health support staff will continue to virtually:

- Assess students for risk, provide counseling and make referrals to outside services as needed
- Respond to crisis calls to screen and assess for student imminent risk.
- Provide self-harm/suicidal ideation Crisis support
- Facilitate 504 initial and follow-up meetings
- Offer virtual substance abuse program

Professional development opportunities for parents, students, and staff will also be provided to address trauma and other impacts of COVID-19 via Zoom and Microsoft Teams sessions. The district facilitated a virtual Suicide Prevention AB 2246 and Human Trafficking for all staff during the first week of school. Parent and student Suicide Prevention training will be conducted virtually in English and Spanish at least twice during the 2020-2021 school year. The district will continue to conduct the Parent Project training as well as provide professional development on trauma and other impacts of COVID-19 for parents, students and staff. The school sites have developed a weekly newsletter for students on mental health, general health, academic guidance, and school culture.

Additionally, the DJUHSD provides resources in English and Spanish to assist parents and students during this pandemic. The available resources are posted on the district webpage in English and Spanish and include:

- The Peers' Guide to Behavioral Health Apps
- A Parent's Guide to Head Lice
- The ABCs of Health Coverage for All Kids
- How to Support Your Teen During Corona Virus
- The Families First Corona Response Act (FFCRA) (For staff)
- Kern County Service Providers Directory
- Community and School Mental Health Provider Information
- Anti-bullying: Things to Look For & How to Help Your Child

Pupil and Family Engagement and Outreach

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

The DJUHSD is committed to engaging all students in a high-quality education in partnership with our parents/guardians. First and foremost, the district will ensure that contact information for all students is updated annually at the start of the school year. For the 2020-2021 school year, the emergency contact information form was mailed out with the annual notice and mailed back, collected during the textbook distribution or dropped off at the attendance office. This information was then updated in the Aeries student information system by our office staff. The updated contact information will be used for student and parent/guardian outreach as a strategy for reengaging pupils in instruction and informing parent of their pupil's academic progress.

As part of the reengagement strategies, school support staff will contact students who did not engage in the previous instructional period to remind them to login into their classes. For students who do not respond, the support staff will contact the parent via phone, text message or e-mail to inform them that their student is unresponsive and must login into instruction. The DJUHSD teachers are also available before the start of the first instructional period for parent and student engagement. In addition, the DJUHSD will contact parents on a daily basis through the Blackboard Connect messaging system (phone message or text) to notify parents of student non-engagement or non-attendance.

The discipline liaisons at each school site will make contact via phone calls, e-mails, text messages, and emergency contacts for students who habitually continue to be unresponsive in engaging or attending instruction. If the discipline liaisons identify a health services need, they will refer the student for the necessary follow-up with our health or mental services staff. Technology and connection issues will be addressed immediately. The DJUHSD has sufficient devices and hotspots to ensure continuity of learning. Students may switch out devices that malfunction. The discipline liaisons, resource officers and security staff will adhere to CDC guidelines if home visitations are deemed necessary to engage students in instruction.

The DJUHSD mental health support staff will continue to provide high-quality learning and support during this pandemic. The support for mental health education will be provided via telephone conferencing and Microsoft Teams sessions conducted by the intervention counselor, school psychologist, or Medical Family Therapist (MFT). The intervention counselor will provide services that include group and individual counseling; conflict resolution; anger management; bullying others; drug & alcohol awareness; social-emotional development (SED) for victims of bullying; family or relationship issues; sexual orientation issues; monitoring of social-emotional progress; and coping with emotional issues due to COVID19. High profile cases are addressed by our school psychologists and MFT and include, but not limited to, major grief and loss issues; suicide prevention; depression, anxiety, trauma, and serious LGBTQ issues.

When COVID19 conditions permit (as determined by the local health jurisdiction), students who exhibit continual non-engagement or nonattendance may be placed in full-time in-person instruction at the comprehensive high school or the continuation high school. Students who are transitioned to full-time in-person instruction as a result of non-engagement will be required to participate in supplemental instruction

with the academic intervention teacher. The DJUHSD utilizes Advantage Press Positive Behavior and Instructional Resources curriculum as a means of correcting behavior. Some of the instructional units in this curriculum include Skipping Class, Learning from Mistakes, Truancy, and Decisions and Consequences.

All parent outreach, written or verbal communication, is conducted in English or Spanish districtwide.

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.]

Distance Learning

The Delano Joint Union High School District has established protocols for providing meals to be served in non-congregate settings at school and non-school sites in a manner that protects the safety of both students and school personnel. School meal distribution for the Delano Joint Union High School District started on the first day, March 18, 2020, of the COVID-19 school closure and will continue through the 2020-2021 school year. All food service staff was trained by the district's registered nurses on social distancing protocols and use of personal protective equipment (PPE). PPE is provided to all staff assisting in the meal distribution. Meals were available for parent or student pickup through drive up or walk up meal lines. Each of the meal bags include breakfast, lunch and supper for the school week. Parents were notified in English and Spanish of meal distribution days, times and locations through letter mailings and the Blackboard automated phone messaging system. Locations of meal distribution are strategically selected to provide meals to all of our students. The meal distribution locations are designated as noted:

- Cesar E. Chavez High School 800 Browning Road, Delano, California
- Delano High School 1331 Cecil Avenue, Delano, California
- Robert F. Kennedy High School 1401 Hiatt Avenue, Delano, California
- Earlimart Memorial Building 712 E. Washington Avenue, Earlimart, California
- Richgrove Middle School 20812 Grove Drive, Richgrove, California

Commencing the 2020-2021 school year, the DJUHSD was approved for the Community Eligibility Provision (CEP) which qualifies all pupils in the DJUHSD to receive meals at no cost to the pupil or parent.

In-person instruction

When conditions permit, meals for in-person instruction will be served as a pre-packaged meal. Eating areas will be spaced to meet the 6-foot physical distancing requirement in outdoor seating, our school gyms, and classrooms as needed. The DJUHSD will implement a hybrid instructional model in which the student school population will be divided equally in two groups, A and B. This will result in accommodating approximately half of the pupil population in any given day.

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

Section	Description	Total Funds	Contributing
School Nutrition	Provide school nutrition staff with personal protective equipment needed to improve student sense of safety and reduce the spread on infection during meal distribution to students.	\$20,000	Yes
School Nutrition	Allocate resources for transportation to deliver meals to students residing in outlying areas. Ninety-one percent of pupils living in outlying areas are English learners, foster youth, or socioeconomically disadvantaged.	\$10,000	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Allocate resources to deliver hotspots, devices, and instructional materials to students residing in outlying areas who are not otherwise able to make it during distribution times or location.	\$10,000	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
20.06%	\$7,651,961

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 needs of foster youth, English learners, and socioeconomically disadvantaged pupils were of top priority in identifying the increased or improved actions and services outlined in this plan. The DJUHSD serves 91% socioeconomically disadvantaged pupils. Thus, parents and students were surveyed in March 2020 via phone to identify the need for technology and student learning. Sixty-two percent of the families lacked adequate internet access and approximately seventy-three percent of our pupils were utilizing cell phones as the device to access instruction and complete homework. To improve the conditions for learning, the DJUHSD purchased sufficient hotspots and devices for all pupils to participate in the educational program and complete assigned work. In addition, the DJUHSD upgraded the technology infrastructure to ensure uninterrupted instructional time for all pupils.

Students outcomes (mark analysis, graduation rates, UC a-g completers, AP passing) were evaluated at the end of second semester to measure and mitigate learning loss of English learners, foster youth, pupils with exceptional needs, and socioeconomically disadvantaged pupils for the upcoming school year. Graduation rates, UC a-g completers, and AP passing remained comparable to the previous year. There is, however, a noted decline in the semester grade markings when compared to the previous semester. Consequently, the actions and services are principally directed to improving pupil learning. The daily scheduled teacher collaboration time will be utilized for evaluating formative and summative assessment data of English learners, foster youth, students with exceptional needs, and low income students. Teachers will evaluate the data on an ongoing basis for the purpose of refining and modifying instructional strategies to improve learning. English learners, foster youth and socioeconomically disadvantaged pupils will be provided grade level standards content aligned curriculum of equivalent quality and intellectual challenge substantially equivalent to in-person instruction. In addition, the DJUHSD will provide the necessary school supplies for pupils of families experiencing financial hardship resulting from the effects of COVID-19.

All interventions and supplemental instruction and materials are principally directed and effective in improving learning for foster youth, English learners and low-income students. Reading, writing, and mathematics interventions are offered during the school day to meet the needs of students and families. Class size reduction is targeted to improve learning of English learners, foster youth, and socioeconomically disadvantaged pupils. Summer school, credit recovery courses, and academic tutorials (afterschool and Saturdays) are provided supplement instruction and mitigate learning loss of these subgroups. All English learners, foster youth, and low-income pupils are provided

the necessary school supplies and technology (devices, connectivity and technological support) to participate fully in the instructional program and complete assigned work.

Student support services and parent involvement is also principally directed and effective in improving learning and engagement for foster youth, English learners, and socioeconomically disadvantaged pupils. Instructional assistants, mental health staff, and other support staff services are focused on providing the necessary services to communicate with students and assist them with barriers that impede learning. Parents will be contacted daily in English and Spanish of students not engaging in the learning or making the expected academic progress. Students and parents will be offered supplemental instruction and the necessary support to meet the needs of Foster youth, English learners, and socioeconomically disadvantaged youth.

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

The DJUHSD enrollment is comprised of 91% total unduplicated socioeconomically disadvantaged, foster and English learner pupils. Accordingly, the DJUHSD provides services for participation of all students in the educational program. These services provided for all pupils total \$38,129,510. The increased or improved services for foster youth, English learners, and low-income pupils outlined in this plan total \$8,119,874 over services provided for all pupils. Our district targeted specific actions and services to focus on assessing and addressing pupil learning. Teacher collaboration time is used to evaluate the results of these assessments and to modify and refine curriculum and instruction to mitigate learning loss. All supplemental instruction (afterschool tutorials and Saturday school), support staff, class size reduction (ELD, English and mathematics), no share instructional materials, school supplies, hotspots for internet access, and devices are principally directed to improve learning for all of our students. Virtual social and emotional education and support is also principally directed in improving services, in particular, for low income, English learners and foster students. All modifications to school facilities and safety measures (personal protective equipment, sanitation, prevention, and protocols) outlined in this plan are also principally directed to improving the learning environment for socioeconomically disadvantaged pupils.