

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
Los Olivos Elementary School District	Pamela Able -Interim Superintendent	Pable.losolivos@gmail.com 805.6884025

General Information

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

Los Olivos Elementary is a semi-rural basic aid single school district. Our school population is 158 students TK-8, on a spacious 5-acre campus. The pandemic has put our students in a difficult learning predicament. Hold Harmless was a disservice to our students, it made it difficult to hold students accountable. Our students are struggling with a lack of routines and procedures, and a side effect of school closure during COVID 19 is that some of our students will struggle with anxiety and depression. The community is ready for their children to return to school when we can do so safely. 21.6% of our students are identified as socioeconomically disadvantaged and 7.2% of students are identified as English Learners. It is these subgroups that may show the largest learning gaps. We have surveyed parents via ParentSquare (ParentSquare is our schoolwide on-line family communication tool) it reaches All of our families and it is translated in Spanish for our non-English speaking families. I have met with our taskforce made up of classified and certificated staff, parents, parents who are doctors, school nurse, board members and administrators. All constituents feel that we are at a good place to re-open. We have PPE equipment, signage, disinfectant misters, plexiglass, signage that receives handwashing, sneezing and coughing, and face covering protocols. The Union understands that our small school is unique and they are in-line with Los Olivos applying for the waiver based on the above criteria.

Stakeholder Engagement

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

The efforts that were made to solicit feedback from stakeholders included creating a taskforce of all constituents (classified and certificated staff, parents, parents who are doctors, school nurse, board members and administrators) to guide our discussions for school reopening and virtual learning. Meetings were held virtually through ZOOM. On August 3 at our board meeting the Learning Continuity Plan was introduced https://drive.google.com/file/d/1tNI99g_VAQQ_LnkibLxg5wWiTfMt0-m6/view via ZOOM.

A staff survey was created and disseminated through ParentSquare. Teachers are on board with applying for a waiver, and having students return to in-person schooling. All our teachers are currently teaching remotely from their classrooms. I have met with Los Olivos Education Association President (union representative) Sharla Branquinho and there are no conflicts with the union and applying for a waiver. Families were also surveyed through ParentSquare and the response to the question, If Los Olivos qualifies for a waiver, are you prepared to send your child/children back to school if all safety measures are in place? 73% of parents said yes. ParentSquare surveys and information are

translated in Spanish for our Spanish speaking community, and families that do not have access to internet were called and made aware of the schools plans and were asked for feedback. We also ran a query on ParentSquare and it informed us that all but 1 family is receiving our ParentSquare. That one families e-mail has been corrected. Google Meet meetings were held with teachers regarding our two plans; back to school in-person, or virtual learning (distance learning), and we collaborated to create schedules that are in our students' best interest. Our ASB Director has spoken, surveyed, and received feedback from our students regarding COVID-19 and re-opening of school.

<https://forms.gle/RFAAsruJbieiKFAL66>

Our decision to apply for a waiver was driven by data and stakeholder input.

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

On August 3, 2020 Los Olivos had their first board meeting of the school year, where the Learning Continuity plan was discussed and shared with the community via ZOOM. https://drive.google.com/file/d/1tNI99g_VAQV_LnkibLxg5wWiTfMt0-m6/view

Board agenda packet is on the website and notice of public hearing is up in the Los Olivos administration office as well. Given public health department guidance, the board can meet in person, with all safety measures in place, i.e., social distancing. The learning continuity plan with the new changes will once again be discussed at the next board meeting which will be on Monday, September 14, 2020

Taskforce meetings, and staff meetings are held virtually via ZOOM. Surveys have been sent out using ParentSquare, and Survey Monkey.

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

The taskforce agreed that we could reopen school safely based on the safety criteria and the measures Los Olivos was taking to ensure staff and student safety. Then on Friday July 17, Governor Newsom mandated online learning for California schools on state's coronavirus watchlist. Schools in watchlist counties can reopen when they are off the state's monitoring list for 14 consecutive days. The Governor then added the option, saying that based on local public health, officials may grant a waiver to allow elementary schools (K-6) to reopen in-person instruction if requested by the district superintendent. Based on that information and stakeholder feedback we are continuing to focus on our two models: distance learning, and in-person schooling. Our teachers have done a tremendous job of distance learning and our students are reaping the rewards of their hard work. We surveyed families again on August 27 about in-person schooling based on a waiver and asked the question, If Los Olivos qualifies for a waiver, are you prepared to send your child/children back to school if all safety measures are in place? 73% of parents said yes.

I also met with our union representative Sharla Branquinho and she specifically told me that the union supports our teacher's decision to apply for the waiver. Teachers were again asked by Assistant Superintendent/Principal at our Thursday September 3, faculty meeting how they felt about the waiver and opening to TK-6 or possibly TK-8, and we had one teacher that did voice some concern. Assistant Superintendent/Principal listened and is going to make sure ever safety measure is put in place and practiced before we begin small groups, as well as when we return to in-person schooling. ASB has been surveyed and their responses reflect the parent survey, kids want to be on

campus. Teachers were surveyed through ParentSquare on Wednesday July 8, as well as families on July 2. It was discussed at Thursday staff meeting on September 3, and students were surveyed through ASB on September 11. These conversations and data through survey results are what guided our decision to apply for the waiver. We surveyed families again on August 27 through ParentSquare, gave them a week to respond before tabulating the results about in-person schooling based on a waiver.

https://www.surveymonkey.com/analyze/a1YdjWcZBvoYrwCOz_2BSlwkMaljD3fE1WNeO2UK_2FVeNtQQkW_2BHymb3S6uugTXvqnm

The result of this parent survey, specifically the question, If Los Olivos qualifies for a waiver, are you prepared to send your child/children back to school if all safety measures are in place? 73% of parents said YES, helped determine our decision making.

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

Discussions were had in terms of how we distance learn better this time around. Los Olivos Education Association President (union representative) Sharla Branquinho and District leadership met and agreed that a very important step in that direction was to have our teachers back at school teaching from their classrooms working their normal hours 7:45-3:15. Teachers agreed based on several factors, accessibility to PLC’s and collaboration with colleagues, additional time for teaching and planning, vertical articulation (TK-2) (3-5) (6-8). Ability of site administration to observe distance learning and support teachers. Safety, our teachers are teaching in disinfected isolated classrooms by themselves. More reliable and consistent technology with ability for the District to respond to and repair tech problems. Confidentiality of student information which may be compromised in individual homes. Lack of distractions that are common when teachers are working from home—children, pets, partners, etc. Professional atmosphere of the classroom. Staff also had decision making about what the distance learning virtual schedule would look like to avoid overlap for our families with multiple children. Specifically, minimum instructional minutes were decided mutually between teachers and district leadership. This student-centered decision was mutually decided because it would allow us to focus on core curriculum. Given additional feedback following the announcement of a waiver option we gathered additional stakeholder feedback, Assistant Superintendent/Principal met with Los Olivos Education Association President (union representative) Sharla Branquinho and she made it perfectly clear that the Union understood our uniqueness and supported our decision to apply for the waiver.

Continuity of Learning

In-Person Instructional Offerings

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

Our teachers will assess all students in Math and English at the beginning of this year virtually. The results of those assessments will drive the targeted instruction virtually and when we return to the classroom. TK-K will test initially and their summative schedule for assessing takes place at the end of each trimester. Grades 2-8 summative assessment schedule for STAR reading takes place in September, November,

January, March, and May. All 3-8 graders will take CAASSP in April. Math summative assessments take place initially at the beginning of the year, in the 2nd trimester and at the end of the 3rd trimester. Teachers in grades (2-5) use Go Math for their summative assessments and grades (6-8) use Moby Max. Formative assessment are happening all day, every day as our teachers are checking for understanding and differentiating instruction. We are a K-8 school of 158 students, and our class sizes are small which lends itself to cooperative grouping to fill the gaps created by school closures. We will also offer after school intervention and enrichment programs if our students and families are interested. In terms of classroom based instructional schedule, our teachers will be focusing on core curriculum and we will adhere to the minimum instructional minutes to release students at lunchtime. School started on Thursday August 13. Teachers are teaching from their classrooms and will work their normal workday from 7:45-3:15. Teachers will focus on core instruction. A master schedule of virtual meetings has been created to maximize efficiency and ensure that siblings have different daily virtual meeting times. While students are on campus, they will adhere to face covering protocols for grades (3-8). We have purchased signage that will be strategically placed on campus to advise our students about handwashing protocols and how to safely travel the campus while maintaining physical distancing (ingress/egress). We have also purchased independent plexiglass for every students' desk and teachers as an extra safety measure. Lastly, we have purchased outdoor sails and tents so that every one of our classrooms will have a designated outdoor space for teaching and learning. This equipment should arrive and be installed by Monday October 5, 2020. Our instruction aide has a list of duties including cleaning of high touch areas for 45 minutes to an hour every morning that she is responsible for. Our custodian has created a cleaning schedule which I will send as an attachment. This includes daily disinfecting and sanitizing using our new 360-degree electro-static mister.

We were given formal approval on Wednesday September 2, from CDPH that we could start serving students in-person on campus in small groups for our students with disabilities, our English language learners, and students **that are at high risk of further learning loss or are not participating in distance learning**. Our start date for small groups is fluid and changing. As soon as teachers can be tested, and results analyzed we will offer small group intervention. We are offering this support for our students twice a week on Mondays and Wednesdays from 2:00-3:00 and will provide transportation for those that live in district. We have extended this service to 35 students and families based on their assessments and teacher feedback. Staff has been informed that these students which account for less than 25 percent of our total population, they will travel in cohorts and must be self-contained in classrooms for that 1 hour. They will abide by our handwashing, sneezing/coughing/ social distancing, and ingress/egress protocols while on campus. Teachers will enforce protocols and if support is needed Assistant Superintendent/Principal will be available to reinforce protocols. All our teachers have virtual office hours where families can call in and teachers can then get on a Google meet with parents and students. When we return to in-school learning and we decide as an LEA to change our instructional minutes to full time, we will then offer those students that were part of small group extensive intervention support. Enrichment courses will also be offered, examples of past enrichment courses would be Robotics and Gardening.

In terms of social and emotional student needs, our teachers are doing a daily check-in, they are using story time for teachable moments, teachers are working together, collaborating, and modeling this behavior virtually, and they are asking students to work in groups during breakout sessions. Our school psychologist is available every Tuesday if teachers' sense that they have a student that could benefit from those services. Teachers were also given a Power Point "Coping with Stress during COVID-19" from SBC SELPA and as a staff we discussed it at our Thursday staff meeting.

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

Description	Total Funds	Contributing
Moby Max - Benchmark Assessments in Math for our (6-8) grade students. This helps identify struggling learners quickly and can guide teachers on student learning gaps for targeted instruction	[\$ 3000.00]	[Y]
Renaissance (accelerated reading program) as well as serving as a baseline assessment to measure gaps in reading and target instruction.	[\$ 2383.00]	[Y]
Go Math – used by our (TK-6) teachers for assessment purposes as well as a program that offers an engaging and interactive approach to learning math following Common Core math standards.	[\$3549.00]	[Y]
Mystery Science- is used by our (TK-5) teachers, it is used as our entire science curriculum, and it is aligned with NGSS	[\$499.00]	[Y]
Learning Ally – audiobooks that provide students that struggle to read with a reading deficit with equitable access to all the books they need and want to read.	[\$3132.00]	[Y]
Industrial 360-degree electrostatic misters (2) were purchased as well as 5 gallons of cleaning solution, and a daily cleaning/disinfecting schedule has been created	[\$2512.66]	[N]
Infrared thermometers for every teacher’s classroom to use as a daily symptom checker	[\$183.20]	[N]
(4) Portable hand washing stations have been leased	[\$600.00] per month	[N]
Signage and floor decals for COVID-19 have been purchased to inform students and families on campus to social distance, wash their hands and how to travel the campus ingress/egress.	[\$699.16]	[N]
Protective sneeze guards were purchased for our school secretary	[\$312.45]	[N]
Individual plexi-glass for every student and teachers’ desk	[\$4507.61]	[N]

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.]

Los Olivos teachers have demonstrated its ability to ensure students' have access to curriculum via distance learning. Evert student has a device, and they will continue to use that device whether we are distance learning or in-school learning. We moved our PD days from January and March to August which gave our teachers and staff 4 days rather than 2 days to allow for vertical articulation (k-2) (3-5) (6-8) prepare their lessons, and classrooms for distance learning. Teachers also put together supplies for their students that were picked up by families on the first day of school. School started on Thursday August 13. Teachers are teaching from their classrooms and working their normal workday from 7:45-3:15. Teachers will focus on core instruction. A master schedule of virtual meetings has been created to maximize efficiency and ensure that siblings have different daily virtual meeting times.

(TK-5)

<https://docs.google.com/document/d/1CYvrq1fiLnrtjdjkiUFuqY6hiouvd3407/edit>

(6-8)

<https://docs.google.com/document/d/1eT7hR7DgdJyjBv2UsSqqMYgnU-h5IFH/edit>

All students interact with teachers, whether on or off campus, via either Google Classroom or SeeSaw. We are using Google Meet to meet with students virtually. All instructional planning is focused on a seamless transition regardless of instruction models. When students return to in-school learning they will continue to be engaged. Regardless of what instructional model we are using, instruction will continue to be a constant. Assistant/Superintendent has asked every teacher to create a daily schedule that delineates what is being taught and when it is being taught to fulfill minimum instructional minutes. Teachers have focused on vertically articulating and teaching power standards through learning objectives. Los Olivos will still focus on core curriculum and adhere to the state's minimum instructional minutes when we can return to in-school learning. The reason for this is that we want our students to have a predictable schedule, one that focuses on routines and procedures regardless if teaching and learning is remote or in-person. We understand that transitioning from distance learning, to learning in-school and possibly back to distance learning can be stressful for all constituents and having a consistent schedule will alleviate some of that stress.

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.]

Every Los Olivos School District student has a device and we have purchased and passed out hot spots to our families that needed wifi connectivity to support distance learning. After last year's abrupt school closure, teaching and learning was primarily done through packets. Larissa Cortez school secretary had a list from March of families that were having wifi issues and we used that list to guide our discussion. Every new family that transferred in were asked if they needed a device or a hot spot and based on those results, we ordered the 15 Kajeet

hot spots, plus five extra ones. The Assistant Superintendent/Principal has had to adjust data on a few Kajeet hot spots to ensure that certain families with multiple students had enough data to get through the month. Additionally, teachers are informing parents, school secretary, and Assistant Superintendent/Principal daily about attendance and engagement of our students. Technical support is available on-site and can be reached by cell phone

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.]

We have created a daily schedule that requires teachers to take attendance interactively through Google Classroom or Seesaw (TK-K) first thing in the morning. Part of that virtual schedule for our (TK-5) students per grade level requires teachers to meet students virtually every day. This live interaction with teachers and peers is for purposes of synchronous instruction, progress monitoring, and maintaining school connectedness. Live participation and progress are assessed through instruction, assessment, and grades. Whether we are distance learning or in-school learning formative and summative assessments are used to evaluate student progress and differentiate learning. Our Middle School Teachers (6-8) will continue with their normal in school schedule virtually. Teachers will see their students 4 times a day. They will focus on core academic instruction only as we distance learn. Office hours will be available daily for students that need extra help. Attendance will be taken daily per grade level (TK-5) and per subject for middle school (6-8). All schedules reflect the time set aside for participation and time value. Our teachers are using the engaged or not engaged categories within attendance to give us good data on student engagement. All our teachers are aware of the minimum instructional minutes needed per grade level and understand that attendance, virtual meetings, classwork, and homework are considered as part of their asynchronous/synchronous educational experience by our certificated staff. Average weekly attendance has been 98% and teachers are informing Assistant Superintendent/Principal when students are misbehaving and are not engaged during Google Meet. Student work is being graded, and progress reports are sent out through email to parents bi-weekly. As I mentioned earlier in this document, every teacher has created a schedule that focuses on core curriculum and virtual meetings that equal the minimum instructional minutes required.

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.]

We have moved our PD days from January and March to August which will give teachers 4 days rather than 2 days to allow for vertical articulation (K-2) (3-5) (6-8) and to prepare their lessons and share best practice. We received training on Google Suite specifically Google Classroom and Google Meet by Matt Zuchowicz from SBCOE on August 7, 2020. He has also been available by phone or e-mail for follow up questions. In-house support by staff has been provided to teachers who were not as comfortable with our platform Google Suite. We have renewed licenses for our teachers with Renaissance, which is our Language Arts on-line assessment tool as well as our accelerated reading program. Go Math (TK-5) and Moby Max will be used as math baselines and assessments. Mystery Science has been purchased and our TK-5 teachers will use this to provide science curriculum that is NGSS aligned. We have also purchased Learning Ally which is an on-line resource that provides audio books for struggling readers. We have also added an access point to improve connectivity and Lanspeed ran a diagnostic check to ensure that connectivity was optimal around campus. We also purchased MacBook Air computers for our teachers, set to arrive next month. The computers they are currently using are 10 years old.

Staff Roles and Responsibilities

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

All staff has been affected. Our teachers are on one platform and they are experts at virtual teaching and learning. Our custodian has taken on more cleaning and disinfecting. Duties of administration have changed, there are COVID-19 protocols, attestation training, LCAP learning, contact tracing, and budgeting. Teacher lesson plans will be available to substitutes through Google Classroom and Assistant Superintendent/Principal will have their distance learning plan on file that includes how they are utilizing their instructional minutes during a school day. Modifications were made to instructional minutes; we will adhere to the state’s minimum in terms of instructional minutes and will focus on providing core curriculum. Our IA spends the first hour of her day disinfecting high touch areas on campus while wearing gloves and a face covering. A schedule for disinfecting rooms has been created, and our custodian has been trained on how to use our electro-magnetic misters to disinfect classrooms and other shared spaces. Assistant Superintendent/Principal has also been trained and will be using electro-magnetic misters to disinfect playground equipment daily. Fiscal Specialist Nydia Bernal is now spending a good amount of time figuring out COVID monies and how to spend them. Teachers have been trained on Google Suite and are delivering strong lessons. Larissa Cortez (School secretary) is making calls and informing parents of student’s virtual attendance and teachers are informing parents whether their child was engaged during virtual class. When we return, teachers will be responsible for making sure their students have fulfilled their passive screening at home and if not, teachers will take their temperature and students will be asked to fill out the form and send it in. Our bus driver will disinfect his bus before pickup, and after drop-off. He will also be the keeper of masks for students that may need one.

In terms of social and emotional student needs, our teachers are doing a daily check-in, they are using story time for teachable moments, teachers are working together, collaborating, and modeling this behavior virtually, and they are asking students to work in groups during breakout sessions. Our school psychologist is available every Tuesday if teachers’ sense that they have a student that could benefit from those services. Teachers were also given a Power Point “Coping with Stress during COVID-19” from SBC SELPA and as a staff we discussed it at our Thursday staff meeting.

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.]

Our students with unique needs will still receive services virtually. Office hours are available for all students and our teachers are making those mandatory for our struggling students. Our teachers have made themselves available through phone calls, Google meet (virtual meeting) and home visits when it is deemed necessary. Assistant Superintendent/Principal is also conducting home visits and we are meeting kids where they are. We are having great success virtually; however, the school has little control over what the consortium does to support our students, and we have been told that they will only provide services virtually. Once our teachers are tested and results are available, we will offer in-school small group instruction to our most vulnerable students two days a week from 2:00-3:00; not to exceed 25 percent of our total enrollment. We do not have foster or homeless children. When we do return, as an LEA we will decide to offer more instructional minutes than the minimum which will allow us to focus on after school enrichment and more robust intervention opportunities. Recently Santa Barbara County was awarded a grant that focuses on youth mental health wellness which is intended to improve access to mental health services.

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

Description	Total Funds	Contributing
Purchasing Kajeet hot spots for families that do not have access to wifi	[\$ 11585.59]	[Y]
Google Classroom and Google Meet professional development training by Matt Zuchowicz from Santa Barbara County Office of Education	[\$900.00]	[Y]

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.]

Los Olivos Elementary has determined that assessing our students to understand the level of learning loss is one of our top priorities. Teachers are using Renaissance as our on-line language arts benchmark assessment tool and Go Math and Moby Max as our on-line math benchmark assessment. Our middle school math teacher used MDTP last year for start/mid/ end of year benchmarks for math. All grades have assessed their students in Math and English and will do so at the end of each trimester. Teachers were given time prior to the start of school to collaborate with other teachers and discuss student performance from our Spring Distance Learning. Since the state did not administer the CAASPP last year, the district will rely on last spring benchmark-assessments to evaluate student achievement. Regardless of the instructional model, preassessments taken before instructional units help our teachers assess potential gaps and address those gaps through differentiation. Our EL students will be assessed by October 30 through the ELPAC. These results help to drive instruction for our EL learners.

Pupil Learning Loss Strategies

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

Los Olivos School has an outstanding group of teachers with a lot of educational experience. We have maintained a strong educational program regardless of being in a Pandemic, and our students past state tests scores are well above the national averages. Los Olivos teachers focus is on what good teachers do each day for all students. Where gaps exist, teachers provide office hours for every grade level 5 days a week, and in-school small group support will be offered to our identified students as soon as all teachers are tested. We have partnered with our community testing site in Buellton in hopes of getting all staff tested next week.

The total of student-achievement data via on-line learning, formative and summative assessments and constant checking for understanding provide time-tested strategies to address learning. Assessing student achievement and receiving benchmark scores from them is a priority at the beginning of school. If a student requires remediation or acceleration, teachers will assess and differentiate to meet their needs. English Learners will receive appropriate instruction based on their needs, as well as our low-income students, and in some occasions, home tutoring

visits have been conducted. Our teachers understand the challenges that some of our families are facing in terms of learning loss and have been flexible. They are continuing to teach but they understand that “Fair is Not Equal,” and what one student needs may be very different from another. As I mentioned earlier home visits to drop off schoolwork, collect homework, help with a lesson, and dropping off needed food, are regularities here at Los Olivos. Currently, Los Olivos does not have any foster youth or homeless students, but accommodations would be made for those students based on their needs and academic levels.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

Students have all taken on-line benchmark assessments in Math through Go Math, Moby Max, and Mathematic Diagnostic Testing Project (MDTP) and in English through Renaissance. The results of those assessments have informed teachers and are driving differentiated instruction. Effectiveness of our Implemented Pupil Learning Loss strategies will be measured not only by student attendance and the categories engaged or not engaged, but also by teacher feedback regarding participation and grades through distance learning. Teachers regularly administer formative and summative assessments to inform instruction, and many of our on-line curriculum have assessments embedded in them. Additionally, teachers are constantly checking for understanding, and grades/progress reports will be collected every other week and shared with site administration, so a conversation can be had with the instructor as well as the parent to inform how a student is performing and potentially modify their instructional program to meet their needs. Constant monitoring will inform instruction and keep parents apprised on how their child is performing.

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

Description	Total Funds	Contributing
Renaissance accelerated reading program to assess, motivate, monitor, and manage students’ independent reading practice	[\$2383.50]	[Y]
Moby Max helps struggling Math learners quickly catch up to grade level and closes learning gaps for all our students	[\$3.000.00]	[Y]
Go Math- Is a teaching tool which enables teachers to deeply engage students, meeting them where they are and gradually improving their conceptual understanding, fluency, and application. A comprehensive system to support differentiated instruction.	[\$3549.00]	[Y]
Mystery Science- is aligned to the Next Generation Science Standards . Each Mystery is aligned to a topic, performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts.	[\$499.00]	[Y]

Description	Total Funds	Contributing
Learning Ally – Is an audiobook Solution which is a multi-sensory reading accommodation that levels the playing field for students who struggle to read due to a reading deficit, providing them the opportunity achieve in school and in life.	[\$3132.00]	[Y]

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.]

- Staff will monitor and support students’ mental health and emotional well-being through daily check-ins and attendance. TK-5 teachers facilitate class check-ins each morning to assess and address student needs. At the middle school (6-8) teachers use homeroom for their daily check-ins. Should a student present themselves with a need, staff will report to the site administrator who will make the appropriate referral and outreach, whether it is through the Special Education Consortium in the Santa Ynez Valley or the Santa Barbara County Mental Wellness Program. This program is intended to improve access to mental health services and enhance crisis services for youth. The program is also intended to focus on specific populations including students identifying as LGBTQ+, students who have been suspended or expelled, and foster youth. ASB is up and running and they will continue with activities throughout the year regardless of whether we are virtual learning or in-school learning. Faculty was given a PowerPoint Coping with Stress During COVID-19 and it was discussed during our Thursday staff meeting. Faculty and staff can receive counseling services through their health provider and SISC. Assistant Superintendent/Principal was MTSS trained on March 4, 2020 MTSS is a framework that many schools use to provide targeted support to struggling students. It screens all kids and aims to address behavioral as well as academic issues. The goal of MTSS is to intervene early so students can catch up with their peers. Our school nurse was recently credentialed, and a portion of the credential covers social and emotional well-being. Our school Psychologist is on campus twice a day to meet with our students virtually specifically to address trauma associated with the impact of COVID-19. Teacher will be offered professional development in October through SBCOE – Inclusion Inquiry Network. Below is a link to CDE’s Resources for Students in Crisis: <https://www.cde.ca.gov/ls/cg/mh/studentcrisishelp.asp>

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 is not engaging in instruction and is at risk of learning loss.]

We have created a virtual learning schedule that has grade level teachers (TK-5) taking attendance interactively with students first thing in the morning. That same schedule also has virtual learning time slots for every class. Middle school will continue with their in-school schedule virtually. The focus will be on core instruction. We sent out a PSA on ParentSquare in English and Spanish informing parents that school is in session regardless if it is being done remotely. The value of their education and the importance of being a part of class daily. Teachers communicate with parents, school secretary, and Assistant Superintendent/Principal daily in terms of student virtual attendance and engagement.

As of Friday September 4, our average weekly attendance for our students has been above 98%. I will stress that **connection before consequence** is our goal in terms of daily attendance. When a child is absent our protocol is below. Teachers have done an excellent job of creating engaging lessons and activities that keep our students coming back for more. Additionally, Assistant Superintendent/Principal as well as teachers frequently send out ParentSquare to keep families informed and connected

1. School secretary will verify contact information and absence with family
2. If it becomes habitual (more than 3 times in a week) the Assistant Superintendent/Principal (who is bilingual) will reach out to families. per board policy, if a student is absent 4 days in a row a doctor's note is required.
3. If it continues Principal will conduct a welfare check.
4. Referral to SARB.

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.]

Los Olivos families have been asked by our school secretary as well as through ParentSquare if they need lunches during distance learning? If they are Spanish speakers Nydia our fiscal specialist or the Assistant Superintendent/Principal made those inquiries; all families said no. Los Olivos has partnered with Santa Ynez High School; they will prepare our lunches for our free and reduced students and our paraprofessional will pick up lunches and return them to Los Olivos for distribution. Our paraprofessional will be wearing gloves and a mask to pick up as well as distribute individualized lunches.

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

Section	Description	Total Funds	Contributing
School Nutrition	Daily distribution of lunches to families	[\$ 1000.00]	[N]

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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
4.07%	49,403

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.]

Los Olivos began the distance learning conversation with our unduplicated students in mind. How can we improve upon what we offered in March of 2020? It was decided that to offer the most robust curriculum possible, our teachers had to be on campus collaborating, vertically aligning, technology at their fingertips, and having conversations about students, their learning and focusing on depth over breadth. EL learners and low-income students will be targeted through direct instruction, as well as RTI. All our teachers are Cross-Cultural Language and Academic Development (CLAD) certified. Also, our English curriculum, California Wonders seamlessly integrates ELA, integrated ELD, and designated ELD instruction with connected instruction and resources. This connectedness provides English Learners with equitable access to rigorous content in meaningful contexts. All students have a device, and those that asked for hot spots have been given one. We have conducted home visits to our EL and low-income students for the purpose of passing out schoolwork, collecting schoolwork, tutoring students, or dropping off needed food supplies. Teachers have assessed students in Math and English and based on those results as well as progress through virtual learning have determined which students could benefit from small group on campus intervention and support. We have partnered with Community testing sites in Buellton and I have sent teachers a link to sign up and get tested next week. As soon as all staff has been tested, we will move forward with small groups. This service will be offered on Mondays and Wednesdays from 2:00-3:00 to target learning loss. Transportation will be arranged for our in-district students. Effectiveness of virtual learning and small groups will be determined through attendance, engagement and formative and summative assessments.

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

As a very small school, it is critical to have adequate numbers of students in a program to make it successful. Therefore, we have included students beyond our unduplicated count to provide peer modeling, flexible groupings, and academic vocabulary practice. Combining our small amount of supplemental funds that allows us to create a more solid, comprehensive, and successful program, making this the most effective use of these dollars. The identified subgroups have access to all the resources that the school has to support learning. In some situations, hot spots were provided, while laptops were given to all students. Teachers are reaching out to families ensuring that students are attending class

and turning in work. Lunch was made available to our students, yet no one took advantage of this service. Our EL's and our low-income students are invited to office hours for additional help and support. included in our small group intervention and support program that will be offered on Mondays and Wednesdays from 2:00-3:00. This focused intervention will give them the needed 1 on 1 support to regain learning loss and make strides towards grade level prior to all students possibly being on campus whether through a waiver or successfully being in tier red for two weeks. Also, our Assistant Superintendent/Principal is bilingual and has met and reached out to many EL's and low-income families on site, or through home visits.