

# Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

Cardiff School District is a small, two-school K-6 district located on the coast in North San Diego County. 14% of our students receive free or reduced lunch and 5% are English Learners.

The District's last day for in-person instruction for the 2019-20 school year was March 13, 2020. All of our K-6 students were sent home that day with iPads and appropriate instructional materials. School resumed for the remainder of the year in a distance learning model on Monday, March 16, with no instructional days lost. Families that needed technical support with devices, software, or connectivity were immediately responded to by our District technology team. All district students were connected and engaged within one week. School lunches were offered to all students for pick-up at a local school. A Daycare program was offered from July 7- August 7 and reopened again on August 25. The district offered two options for the 2020-21 school year, a full-year distance learning model (Cardiff Virtual Academy) and a distance learning start with a transition to a hybrid in-person model when able.

## Stakeholder Engagement

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

The District has sent out two in-depth surveys to all parents and staff to solicit feedback and input on the design and implementation of our distance learning program as well as options for a return to in-person instruction. We had a 95% response rate on our parent surveys. The District has met with a subcommittee of teachers for planning and developing our return to in-person instruction. Multiple District-wide meetings with both certificated and classified staff have been held to inform and solicit feedback from staff. Regularly scheduled Board

meetings were open for public comment and included an update of our distance learning program and plan development for in-person instruction. The draft of the Learning Continuity and Attendance Plan was shared with all parents and staff via a direct email. Feedback was collected in a dedicated email address and all comments were responded to in writing and taken into consideration when developing our final plan. Public Hearings were held on September 10 and September 29. The Board adopted the final plan on September 29.

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

Board meeting agendas and minutes are available on the Cardiff School District Website homepage. Under Executive Order N-25-20, large gatherings are currently prohibited. During this time, Board meetings are available for public participation through telephonic/video means. Notifications for public hearings are posted at the school sites in the District, as well as virtually through the Cardiff Website and via email. Persons wishing to address the Board concerning items on the agenda can submit a Request to Provide Public Input Form prior to the start of a Board meeting.

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

Feedback received from parents included wanting more consistency across grade levels, more live instruction time for their students, increased direct contact with their teachers, and more streamlined schedules and consistent use of digital programs. Teachers and staff also wanted more consistent schedules and use of consistent digital platforms, as well as time to collaborate and plan with grade level teams.

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

Based on the specific feedback the District received from stakeholders, the District increased the amount of synchronous instruction provided by teachers and support staff, coordinated instructional delivery expectations within and across grade levels, and provided consistency with our use of digital platforms.

## Continuity of Learning

### In-Person Instructional Offerings

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

The District is currently beginning the school year in distance learning due to the status of San Diego County on the state monitoring list. As soon as Public Health orders allow us to return to in-person instruction, the District will take 10 days to transition from distance learning back to in-person learning. We will return in an AM/PM hybrid model of in-person instruction.

To determine learning loss, intervention staff began assessing all students, which included one-on-one virtual meetings using DIBELS and other assessment methods. during distance learning this school year. Teachers and other staff will also be doing reading and math diagnostic assessments with their students to determine learning loss and student levels for referral to intervention support. Teachers will continue throughout the school year to use formative assessments to determine student needs. District intervention teachers and staff will support students who have already experienced learning loss and those with unique needs, including our English Learners and pupils with exceptional needs..

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

Description	Total Funds	Contributing
Hire an additional Instructional Aide for support of students with exceptional needs	25,198	No

**Distance Learning Program**

**Continuity of Instruction**

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

The District has offered all parents the option to enroll in the Cardiff Virtual Academy for the entire 2020-21 school year. The Virtual Academy will be a fully online distance learning program for families who have health concerns and/or do not feel safe returning to in-person instruction. The Virtual Academy will consist of students and teachers from both of our schools, with one teacher assigned to K students, another to 1st grade students and a third teacher assigned to our 2nd-6th grade students. The program will consist of both synchronous and asynchronous instruction and will utilize a comprehensive standards-based online curriculum.

To begin the year, the District is providing a distance learning program that utilizes consistent curriculum and resources to ensure instructional continuity when we transition to in-person instruction. The instruction consists of both synchronous and asynchronous instruction and includes all of our specialty program offerings. This program design can be re-implemented in the case of required school closures throughout the year due to Public Health orders.

## 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.]

We have a 1:1 iPad program in our district where each student has a district-provided device. When we started distance learning in the spring, our teachers and bilingual office assistants surveyed our families to see who did not have connectivity at home. This was less than 1% of our families. For these families, we partnered with local Internet service providers who offered free or reduced-cost Internet services. We have continued these partnerships for the 2020-2021 school year. The San Diego County Office of Education has provided us with an MOU to secure mobile hot spots for families that cannot afford subsidized Internet at home for 2020-2021.

## 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.]

All distance learning teachers will assess pupil progress through virtual identification to monitor the presence, progress and participation of the individual student in their daily, regularly scheduled synchronous class time. There are multiple types of synchronous instruction being implemented: whole class, small group, and individual. Each of these synchronous interactions have a range of instructional minutes involved. Additionally, there is asynchronous student presence, progress and participation that adds to the instructional time required for effective student learning. All students will be using an established Learning Management System (LMS) that will track daily asynchronous participation and progress through daily and weekly schedules and assignment logs. Teachers will assign a time value to all asynchronous assignments, to ensure all students receive the daily required instructional minutes through a combination of synchronous and asynchronous sessions. Teachers will engage in tiered re-engagement interventions if a lack of presence, process, and/or participation is indicated. Teachers will record grades, absences, tardies, and behavioral concerns within our LMS and use student data to drive instruction and multi-tiered systems of support.

## 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.]

Last spring, our district provided professional development for our teachers on Zoom and Google Meet videoconferencing apps. This summer, all of our teachers completed a distance learning pedagogy professional learning experience developed by the College of Education from the University of Massachusetts at Amherst. Our educators were also offered the opportunity to participate in a self-paced course titled “Developing an Innovator’s Mindset Through Remote, Face-to-face, and Blended Learning” developed by George Couros. Throughout the 2020-2021 school year, we will partner with the San Diego County Office of Education on our early release Wednesdays to continue professional development in Best Practices of distance learning.

## Staff Roles and Responsibilities

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

The District has collaborated to ensure that all staff members are supporting teaching and learning through their roles, or revised roles, during distance learning. There are three staff roles that have needed revision during distance learning: Child Nutrition Services staff, Extended Day staff, and noon duty supervisors. Staff schedules have needed to be adjusted to accommodate the AM/PM hybrid model.

## 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 Cardiff District will ensure all students have equal access to their learning environments. All families have direct access to IT support as needed. Cardiff is providing access to interpreters to ensure parents understand the information that is being provided. We are checking in with all families to ensure they have access to Internet access with the provided device and that they can get connected. Interpreters are available to the staff when calls need to be made to families to assist them in their distance learning. Students in foster care or who may be experiencing homelessness are provided access to free internet and social emotional supports as needed to ensure they are having all needs addressed. Students with unique needs that require academic support are provided small pull-out groups by intervention teachers or their special education providers and instructional assistants. Students who have been identified with special needs will have access to both synchronous and asynchronous activities throughout the week as appropriate by all of their service providers (i.e. specialized academic instructor, speech and language pathologist, occupational therapist etc.). Students will continuously be evaluated informally as well as through the use of formative and summative assessment tools as appropriate. If a student with unique needs is not able to access the curriculum, follow up will be made by appropriate administrative team members through phone calls and physically distanced home visits.

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

Description	Total Funds	Contributing
Provide 2 extra Professional Development work days for all teachers	31,092	No
Purchase Zoom Pro License to help distance learning connectivity	6000	No
Purchase Edgenuity curriculum for Virtual Academy	3620	No
Provide iPad and LMS training for all classified staff	1000	No
Provide distance learning for ESY July 2020	6392	Yes
Purchase supplies for students for distance learning	1200	No

Description	Total Funds	Contributing
Purchase Schoology and Seesaw LMS	6982	No

## Pupil Learning Loss

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

Intervention staff will begin assessing students using DIBELS the second week of distance learning to determine learning loss and form student groups for additional instructional support. Intervention teachers and instructional aides will support students in both ELA and mathematics who have already experienced learning loss as well as for those who are at greater risk of experiencing learning loss. Intervention groups, including ELD, will be flexible, based on student needs, and driven by assessment data.

## 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.]

All staff members will continue to use differentiated instruction based on each student's needs by scaffolding skills being taught as related to grade level standards. Continuous relevant feedback to students as well as culturally and linguistically appropriate instruction is provided. All students are consistently evaluated at multiple time points throughout the school year in ELA and math. This will continue to be done for all students and those with unique needs will have their special education goals re-evaluated to ensure that the student is making progress in their areas of need and appropriately adjust as needed. Students will be provided with whole group lessons as well as participate in small groups to address their level of need. All English language learners will continue to receive ELL supports in a small group and will be evaluated with the rest of the school, including foster youth and pupil experiencing homelessness, to determine their current levels and needs in ELA and math. Each group's instruction will be scaffolded to fit the needs of each student. Students with other unique needs will be provided necessary tools to access learning including instructional materials, access to Internet and anything else that is required to help them continuously make progress with their counterparts. There will be continued intervention groups in reading and math available to those students who have demonstrated learning loss or are otherwise below grade level expectations at this time. Students with special needs will have their goals evaluated to identify any regression and to determine where additional supports through small group or one-on-one may be necessary. Additionally, by providing culturally and linguistically relevant instruction, students' cultural knowledge, language, and learning styles are connected to academic content so that students can build on and legitimize their experiences..

## 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.]

All students will be assessed using DIBELS during the first three weeks of school, after the first trimester, and at the end of the second trimester. Students who have demonstrated learning loss, are English learners, or have exceptional needs and receive intervention support will be progress monitored at least monthly to determine the effectiveness of the services provided.

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

Description	Total Funds	Contributing
Purchase student and staff desk shields for individual support and assessments	10, 625	Yes
Purchase Boom Cards to support students with exceptional needs	300.00	Yes
Purchase Raz Kids to support students who have demonstrated learning loss, including English learners	4250.	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.]

Cardiff School District employs two part time school psychologists as well as three interns (two school psychology interns and one counseling intern) this school year. In order to support the mental health and social-emotional well-being of student and staff, we have implemented Care Solace. Care Solace is a tool that is designed for staff and students to seek out additional mental health or social emotional support that they may require for themselves or someone in their family. Parents and staff can refer students and staff can refer themselves. The social emotional support team has developed various tools, many of which are based on the CASEL's 5 core competencies that are being shared with staff for supporting students' needs in the classroom as well as supporting themselves. This program has scripted lessons for students by theme to address the various needs they may experience in both a virtual format or in-person that the teachers can implement in their classroom. Additionally, there are opportunities for the staff to refer a student to the social emotional support team. The staff can either submit a referral for additional support for their whole class or for a single student. Someone from the social emotional support team will then

follow up with consultation to understand the exact need. By providing tools and the ability to refer, the social emotional support team will be able to track needs and respond as necessary. If there are students that are requiring additional support due to continued concerns following intervention or a history of social emotional needs that impact their schooling, then the school psychologists will determine whether moving forward with next steps of an assessment for special education services is appropriate.

Teachers are also provided access to resources for self-help tools that they can use when re-entering school and coping with the needs that their students may have. Staff was able to choose the type of professional development was most appropriate for their needs prior to the start of the school year. Additionally, the social emotional support team will be available to provide supplemental training as needed to staff on how to address various students' needs.

## **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.]

Teachers will take attendance in their daily live sessions and will mark students absent by 9:00 AM each school day. If the student is not present, the student will be marked absent in the district's official attendance program. If the student does not regularly participate in either synchronous or asynchronous learning experiences provided by the teacher, then the lack of engagement will be documented and contribute towards the tiered strategies for re-engagement. For students who are absent from distance learning for more than three school days or 60% percent of the instructional days within a given school week, the teacher will implement strategies for re-engagement. Teachers will contact the parent/guardian to determine why the child has missed school and explain that daily attendance is required in distance learning. Teacher will then determine if the family needs additional supports (principal, school psychologist, technology team, etc.)

For students who are identified for attendance and participation re-engagement intervention, the principal will implement a re-engagement plan which will include communicating with parent or guardian about attendance issue, evaluate the student's conditions for learning, and work with family and staff members to determine solutions for re-engagement.



# School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Child Nutrition Services will start the school year with a Grab & Go meal service while all students are in the distance learning model. Fresh lunches will be served at one location for all students at Ada Harris School daily from 11:30am-1:00pm. The lunch menu is provided on our website, and meals will be available to all enrolled Cardiff School District students under the guidelines of the NSLP. Lunches will be charged at the student’s current eligibility (free, reduced, or paid price). Lunch will be available for drive-up or walk-up service. Parents/Guardians will be able to pick up meals on behalf of their children. Meals will be individually packaged/wrapped for food safety and all current public health guidelines will be followed. All food service employees will be wearing the appropriate personal protection equipment while preparing and distributing meals following CDPH guidelines.

When students return both campuses for in-person instruction, Child Nutrition Services will continue to follow the most current public health guidelines. All food will be pre-packaged/wrapped to maintain food safety and the use of salad bars will be discontinued. Meals will be available for students at both campuses.

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
3.29%	166,652

## 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 District has one full-time teacher at each school site that will support English learners. The District is implementing an AM/PM hybrid model of in-person instruction in order to reduce class size and improve the services we are able to provide students, including more frequent small group instruction to meet the needs of low-income and foster youth and providing targeted English Language Development for our English learners. Through this hybrid model, teachers and intervention staff will have more frequent opportunities to connect with students and families of foster youth, English learners, and low-income students about academic and social emotional learning needs.

We have allocated learning loss funds to each school site based on their Free/Reduced Lunch populations to support intervention and learning re-engagement during distance learning.

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

For the 2020-21 school year, the increased or improved services designed to serve foster youth, English learners and low-income students include additional intervention support at both sites, proportionally based on low-income population numbers and two site Program Support Teachers for English learner support.