

# 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
Desert Center Unified School District	Leonard Lopez Superintendent	(760) 413-2646 leonardlopez@eaglemtnschool.com

## General Information

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

Desert Center Unified School district has an enrollment of 20 students in TK - 8. DCUSD is in a rural area of the desert located by Eagle Mountain. The student demographics are as follows: 65% Hispanic and 25% White with the other 10 percent both Pacific Islander and African American. Five students are English Language Learners and 70% of our students are Socioeconomically Disadvantaged. Currently the ratio of teaching staff to students is 1:5.

On March 17, 2020, Desert Center Unified was closed to students and staff due to the pandemic and efforts to slow down the spread of the virus. Teachers and staff members worked to provide students with online instruction through Google Classroom and paper and pencil instruction at home to those students who did not have internet. Staff Members passed out supplies to every student. Every student had access to a computer or chromebook. Every student and staff member is enrolled in the Eagle Mountain School Google Management System. Students can be monitored for time online and participation in Google Classroom. Desert Center Unified School District attempted to purchase hotspots for students who did not have internet access, but hotspots were not available. Desert Center Unified also inquired about low income internet access, local free access hotspots, and free access offered through Comcast. Our rural area limited our options. Teachers continued to deliver paper packets to students who were not attending Google Classroom through the end of 2019-2020 school year. When it was determined COVID 19 was staying consistent and schools would most likely open virtually, Desert Center Unified invested in unlimited access hotspots through TMoblie for Education. Enough hotspots were purchased for each student and staff member. Those in need of internet, regardless of socioeconomic status, were provided a hotspot. A tech was available for installation of hotspots, chromebook connectivity issues, and any other technology issues that families and students had.

The transition to online learning in the 2020-2021 school year has been a challenge for Desert Center Unified. The Governing Board has allowed purchases of technology needed to help students and staff with the transition. The Loss of Learning Mitigation Funds have allowed the District to purchase better quality computers, routers, docucams, headphones, and other technology needed to make the transition easier for students and staff members.

We have, however, unenrolled 3 students specifically because of having to return to school online. Parents opted to either move to an area that was teaching in person or choose an established online school feeling it would better serve their students. With the size of our enrollment, that equated to a 13 percent loss in enrollment at the start of the school year.

Desert Center Unified has made significant improvements in online learning and continues to improve technology and staff development to further mitigate learning loss due to COVID 19.

1. Consistent, direct, live instruction for every student: Every student has the technology to access daily direct, live instruction. Teaching staff record the participation of each student daily. A tech is available to help students with computer, internet, and connectivity problems.
2. Access and Availability: Teachers are available outside of direct, live instruction.
3. Collaboration: Teachers, superintendent, and staff members collaborate to increase outcomes for students.
4. Appropriate supports for students in Special Education: Educational opportunities and supports are in place to correlate with IEPs and 504 plans.
5. Targeted student support and intervention: Support for students who need additional instruction and/or social and emotional attention.
6. Communication and feedback: Regular communication with students and parents on learning goals and student progress.
7. Support for English Learners: Bilingual staff members are a part of the live, direct instruction and are available for ESL support whenever needed.
8. Professional Development : Staff have attended professional development for accessing and delivering online instruction for the adopted curriculum. Staff members have also attended social and emotional staff development to identify trauma induced problems in the classroom and have been given tools to address those problems.

These efforts empower stakeholders to hold the district accountable for providing consistent, high quality instruction and other services to meet the academic and social and emotional needs of students and families. The pandemic has caused the district to fully implement distance learning models that are sufficient for academic success and to broaden the collaboration to overcome the challenges of COVID 19. These foundations will allow students to succeed in the 20-21 academic school year. In the case that in person instruction resumes, the district has prepared for the return of the students. Protocols are in place to protect the safety of staff and students. The district has also prepared for the possibility of students returning to in person instruction and then possibly returning to distance learning if circumstances of the pandemic change.

## Stakeholder Engagement

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

Desert Center Unified School District is located in a sparsely populated area. Employees of DCUSD have been able to reach out to stakeholders, including Spanish speaking families, by phone, website, mail, text, signs posted in neighborhood and personal visits. Those employees with knowledge of the community and the stakeholders have been actively seeking engagement from community members and families. DCaaUSD began gathering stakeholder concerns regarding distance learning in the 2019-20 school year. Parents and families were notified of the closure of the school and were given access to numbers of employees who were working from home. During the summer, staff created a survey to gather information from stakeholders regarding the opening of school for the 20-21 school year. The survey was also posted on the website so all community members and interested parties could participate.

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

Zoom meetings held by DCUSD are open to the public and publicized to encourage participation.

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

Feed back from stakeholders includes concerns on our ability to teach effectively online, especially to our special ed students and concerns from working parents on how to help students with supervision and online learning and still be able to maintain employment. They have been very understanding of the need to be cautious for the health of the students and staff. A large majority feel the procedures we have designed if we were to go back to in person instruction, are sufficient if followed consistently. Before finalizing the Learning Continuity and Attendance Plan, stakeholders input was considered.

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

DCUSD has welcomed feedback from a range of stakeholders, from teachers and staff to parents and board members as well a few concerned community members. We are currently looking into the logistics of regular testing of staff as a suggestion from board members.

We have purchased hats with shields for our kindergarten students and any other small students that may find it difficult to keep a mask on as expressed by some parents. Our staff have been issued lab coats to wear over their street clothes as a two way protection for themselves and the students to reduce cross contamination and the school is purchasing a washer and dryer to over see proper cleaning and sanitation of lab coats and masks for students and staff as suggested form the staff. Stakeholders input was considered before making decisions for the Learning Continuity and Attendance Plan.

## 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.]

Providing in person instruction as safely as possible is a priority of stakeholders. The district acknowledges the importance of mitigating learning loss during the closure of schools as deemed necessary by the Riverside Public Health Officer. On July 17, 2020 Governor Newsom issued guidance in which schools would be able to open for in person instruction. The requirements and conditions of school reopening plans were clearly outlined. Current health conditions do not allow for in person instruction, but DCUSD will continue to base decisions based on public health guidance at the state and county level. The information in this plan will allow the district to be prepared to operate a blended learning plan when guidance is issued. DCUSD will continue to monitor state and local guidance, and DCUSD will also monitor community conditions and needs.

#### Modes of Instruction:

Guidance from the state and county public health office will deem when it is safe to reopen schools. The blended learning model will allow students to return to school to receive part of their instruction in school, and students will continue distance learning for the rest of instruction time. This model will provide students with in person instruction to mitigate learning loss, and the days of distance learning will lessen the time the students are interacting with other students and staff to reduce to possibility of exposure to COVID 19.

1. The district is preparing for the change in mode of instruction when in person instruction resumes. As determined by public health officials, the staff understands the students may return to distance learning when any of the criteria for closing down schools is met. Google classroom is utilized to deliver schedules, worksheets, links to websites, and other materials the students will need. Zoom is used to deliver instruction. Break out rooms allow classroom aides to monitor students who are working independently and are not in direct instruction with the teacher. Multi level classrooms make distance learning instruction difficult. The usual inclusive classroom teaches the core subjects to one classroom level. Our teachers are responsible to deliver core instruction to 4 or 5 different grade levels. Teachers have designed a system of in person instruction that is fair to each grade level and have included independent interventions to students to help mitigate learning loss.

2. When all students are engaged in direct distance learning, teachers will provide support that maintains a community of learning and meets the needs of the students.

#### Cohorts:

Cohorting, placing students in small groups, is a strategy to prevent the spread of COVID 19 by limiting the physical contact between cohorts.

1. In an effort to follow state guidelines, DCUSD has determined that classrooms are large enough to space students 6 feet apart with 100% of student population returning to in person instruction.
2. Transportation has been determined to be available to all students. Student enrollment is currently at 20 students. Buses will be fitted with hands free thermometers, and parents will be provided thermometers at home to take temperatures before students are at the bus stops. Staff will be available to respond when a student is not able to board a bus due to a temperature above the state guidelines for attending school.
3. Lunch times, recess times, and bathroom breaks will be timed so cohorts will have different schedules to keep physical distancing at a maximum.
4. Middle school students are currently in an inclusive setting. That setting will continue.

#### Staffing:

1. All staff are working on campus; including teachers. Staffing will remain the same when students return to in person instruction.
2. Any staff needing accommodations are encouraged to contact the superintendent with their needs, and the superintendent will base decisions on public health officers guidance.

The district will mitigate the risk of exposure between staff, students, and visitors by following physical distancing protocols, disinfection procedures, and PPE requirements.

1. Physical distancing: Everyone must practice physical distancing, keeping 6 feet away from other people at all times.
2. Face Coverings: Wearing a cloth face covering is required for all DCUSD staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields may also be worn by those with a medical condition who cannot wear a face mask.
3. Ventilation and air flow: Sites will replace all HVAC filters on a regular schedule to increase air flow. Windows and doors will be kept open to increase airflow if weather permits.
4. Designated Care Room: A designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.
5. Physical Education: Limited to activities that do not involve physical contact with other students or shared equipment until further guidance from state and county public health officials.

Staff and students will be encouraged to self screen prior to coming to school. Buses will be equipped with touchless thermometers. Students and staff will also have their temperature taken once they arrive on campus. PPE will be provided for staff and students. A washer and dryer

will be on campus for staff to wash, dry, and sanitize face masks provided to the students and staff. Students will be instructed on good hygiene habits and encouraged to follow those guidelines even when at home.

Students social and emotional well-being during this time of uncertainty are an important part of a successful learning environment. Desert Center Unified will designate employees to participate in training related to social and emotional well-being of students. The entire staff has been educated on the signs of trauma and have been directed to check in with students on a regular basis. A staff member has been designated to have resources available for parents/guardians of students who are exhibiting signs of instability or trauma.

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

Description	Total Funds	Contributing
Personal Protective Equipment (PPE) Face coverings, masks, face shields, lab coats, hand sanitizer, supplies of soap and any other PPE requested or needed to reduce the spread of COVID.	5,000.00	No
Health Materials Additional Thermometers, Bus touchless thermometers, touchless hand sanitizing stations.	2,000.	No
Visual Cues and Materials to Maximize Social Distancing Signs, posters, and any other signage to remind staff and students to stay 6 feet apart.	700.00	No
Handwashing Stations Additional hand washing stations for locations where sink access is insufficient. Portable sinks will improve access to handwashing to help mitigate exposure to COVID 19	2000.00	No
Portable Sanitizing Units and HVAC Filters Portable Sanitizing Units will be used in the classroom during the time cohorts are on blended learning and will not be in class.	3500.00	No

Description	Total Funds	Contributing
Disinfecting Materials Additional materials need to protect students and staff from transmission of COVID19.	5000.00	
		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.]

Desert Center Unified School District has implemented the adopted curriculum and intervention services to ensure the delivery of curriculum. Currently teaching staff is 100% responsible for lesson plans that use the adopted curriculum and reflect the required minutes the students are in class online. Teachers take attendance several times daily to ensure all students are attending their virtual classrooms. The instruction will continue as long as the school is using virtual learning as the source of instruction.

### 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.]

Desert Center Unified School District will continue to provide chromebooks to each student. Students will have access to unlimited internet with TMobile hotspots purchased from TMoblle Education. All internet devices are CIPA compliant. Students are signed in on the Chromebooks by their eaglemtnschool.com domain name. The staff is able to monitor students activity on the internet. Every student will have access to the internet and technology help to keep services up and running.

## **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 teachers will assess students in reading, and math based on our curriculum's placement tests and DIBELS. These assessments can be administered both online and in live classroom settings. Students will also be assessed based on live interactions/observations, question/answer session. They are also continuously grading student's work provided as both in-class work and homework.

## **Distance Learning Professional Development**

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Professional Development will be provided on McGraw Hill online curriculum through distance professional development. Extra curriculum and intervention will be available to teachers if needed. Technology support will be provided to staff and students to ensure 100% participation in online courses.

## **Staff Roles and Responsibilities**

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

DCUSD has a limited staff who are responsible for many services in each position. Since the shut down in March that workload has increased dramatically for all staff. DCUSD has 2 maintenance employees and 1 custodial staff member that have doubled their workload to make sure the facility was and continues to be disinfected on a daily bases including learning the use of new equipment such as UV light wands, air foggers and floor scrubbers. Teachers and aides have had to learn a whole new level of technology use and online curriculum with out the aide of a technology department that larger schools have in a very short period of time. They have gone above and beyond to design and online program that will allow our students to continue to succeed and grow to the level of expectation that has always been a point of pride for our district. Our Accountant doubles as our IT person to aid and instruct the teaching staff and that they and the students had the technology needed to help them be successful, on top of making sure we were in compliance with all fiscal and hr COVID-19 directives from the county and the state. The secretary/administrative assistant who also doubles as the school nurses office aide has worked to create our procedures for sanitizing, social distancing and health monitoring of all staff and students as well as keeping up with changes to state and county guidelines, orders, directives and laws as they are issued and/or change. The front office comprising of our new Superintendent/Principal, Secretary, and Accountant have all been working diligently on this document, looking at the requirements to applying for a waiver, guidelines for online, hybrid, and traditional school transitions as well as keeping up with existing local, county, state and federal reports that are required to be completed annually.

## **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.]

DCUSD continues to utilize services from RCOE to assist in providing support to our students with unique needs during distance learning.



Our current student population includes:

- \*English learners
- \*Pupils who need special services
- \*Special needs student
- \*Homeless students

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

Description	Total Funds	Contributing
<p><b>Technology Needs</b>                      Upgraded Chromebooks, hotspots, headphones with mics, and any other technology needed to mitigate learning loss. Technology to support teachers and aides in online learning.                      Document cams, headphones, laptops, increased internet capabilities, and learning platforms.</p>	10,000	Yes
<p><b>Professional Development</b>                      Training in adopted curriculum online learning component support for teachers from online resources. Assessment and intervention programs for determining needs of students who have had learning loss.</p>	6000.00	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 Desert Center Unified School District recognizes that some students may have experienced learning loss during the 2019-2020 and 2020-2021 school years due to school closures and distance learning offerings beginning in Spring of 2020. The District is committed to identifying students experiencing learning gaps through assessment.

During instruction, teachers will administer formative assessments to determine if students are mastering skills, concepts, and standards. This type of assessment provides the teacher with the ability to gauge learning in real-time and make modifications to best meet the student needs.

Students who are identified with learning gaps will receive small group instruction and/or one-on-one support on a consistent basis to address their areas of need.

The teachers are providing curriculum instruction and work completion one-on-one with the students in their own grade levels. Aides are available to monitor the students during independent work time and answer questions students may have. Assessments are given more frequently so that material is tested in smaller increments of time, allowing for a higher level of success.

English Language Learners will be assessed for Learning Loss utilizing the assessment included in the adopted curriculum, McGraw Hill. English Language Learners will be assessed informally monthly. Assessment tests will be administered each trimester. In conjunction with the assessments, teachers will monitor students for learning loss and utilize intervention strategies to address any learning loss gaps.

Desert Center Unified School district recognizes the school-family partnership is essential to improving student learning. Consistent communication with families regarding their students' progress towards achieving grade-level standards. If a student is identified with a learning gap, the staff will communicate the gap to the family and determine a plan together for addressing the learning gap. Parents/guardians will be invited to participate in conferences with the teacher.

## **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.]

Desert Center Unified School District is committed to identifying students with learning gaps early on in the school year. Assessment testing will be used early on to determine the level of students and the need for support. DCUSD has approximately 80% unduplicated count. This includes English learners, socio-economically disadvantaged, students with disabilities, and homeless youth. All actions and strategies will be based on a student's personalized learning needs per assessments. Grade level mastery will be based on diagnostic assessments and teacher evaluation.

All teachers form small groups based on learning needs and/or skills and utilized grade-level standards to guide their instruction to recoup learning loss.

DCUSD has developed a school wide plan for use with federal categorical funds. These guidelines will also be used to designate resources towards any modifications or increase in resources to meet any resource inequities.

Each classroom has a designated time frame to provide students with 1 on 1 tutoring. DCUSD feels this strategy will give students the opportunity to revisit lessons and master the content.

English Language Learners services will include a defined minimum time allocation for English language development instruction within the student's schedule, with opportunities for extended instructional time in the development of reading, writing, listening, and speaking skills. Family outreach and education will be provided to support families' understanding of virtual learning models and how to support their children's learning.

Low Income, Foster Youth or Students experiencing Homelessness: Students who have experienced learning loss and need additional support to accelerate learning will have access to small group or individualized instruction that is targeted to identified student needs. This support can be done in distance learning or in an in-person format if needed. Students will also use online intervention programs, such as ST Math, that finds and fixes learning gaps with the power of personalized learning. This adaptive curriculum creates an individualized education plan for each student, providing remedial students with the extra instruction they need. Family outreach and education will be provided to support families' understanding of virtual learning models and how to support their children's 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 effectiveness of the services or supports provided to address pupil learning loss will be measured by weekly/monthly teacher and site administrator collaboration meetings to analyze student data and strategies of support, administrative oversight of virtual classrooms to provide coaching support and feedback to teachers. In addition, continued progress monitoring (trimester progress reports, trimester report cards, Parent/teacher conferences, and annual and triennial IEP meetings held virtually), monitoring of student daily attendance, and social emotional progress monitoring will occur throughout distance learning. Relevant staff will be trained in data entry, data collection, and data analysis to ensure that student data is recorded and can be analyzed to identify any learning gaps in access, opportunity, and achievement. Communication will occur frequently about the purpose of collecting such data as well as data trends.

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

Description	Total Funds	Contributing
Supplemental instructional materials Additional instructional materials will be available for teachers who have determined a student is in need of additional instruction to mitigate learning loss from COVID 19 school shutdown.	5,000.00	No
Staff duties reconfigured to connect with students and families that are not engaging in online instruction.	0	No

Description	Total Funds	Contributing
Small group instruction, one-on-one instruction, and teacher availability will be provided to support students who are achieving below grade level.	0	No
Homeless student and family outreach, services, and supplies	1,500.00	No
Chronic absentee student and family outreach, services and supplies	750.00	No

## 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.]

Students are provided with Acellus Social Emotional Learning Programs. Students are given many opportunities to talk with their teachers based on small class sizes. A local church provides food bank opportunities for families in need of basic necessities as well as the school providing food boxes every Monday to students containing the equivalent of breakfast and lunches they would receive if attending in person instruction on site. The entire school staff is in connection with the community and are supportive of the students' needs and well-being.

Staff training on childhood trauma and supporting students through trauma such as the pandemic. Staff will continue to receive training on social and emotional well being of students so they may be able to identify and offer tools to the students to reduce instructional interruptions.

Staff are monitored by administration for signs of stress, secondary trauma, compassion fatigue, or any other related mental issue in association with COVID 19. Staff meet on a regular basis to debrief on the stress of a COVID 19 working and learning environment.

The Benefits staff in the Business/Human Resources department are notified when an employee expresses a need for support with stress, secondary trauma, compassion fatigue, or any related mental issue in association with COVID 19 in order to provide timely outreach and

support for the employee. Employees with benefits have access to mental health services through their medical plan. All employees in the Desert Center Unified School District have benefits. These benefits and resources are communicated to staff regularly.

Other resources include: Keenan Webinars on COVID related topics, BenefitBridge Open Enrollment and Resource Library, and Blue Shield helpline.

## 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.]

Staff and teachers are in frequent communication with parents and students through Google Classroom, email, phone calls, texts, and home visits.

- \*Daily student attendance in each classroom
- \*Attendance documented in Aeries
- \*Teachers make initial contact communication with family
- \*If still consistently absent, administrator makes contact with parent
- \*Home visits
- \*Daily and weekly analysis of attendance data
- \*Daily and weekly analysis of student engagement data

### New student enrollees

- \*School office sends immediate email to teacher notifying of new student and start date
- \*Families/Students check out Chromebooks from school
- \*Student entered into management system and assigned google classroom

### School-wide methods for outreach and engagement

- \*Google Classroom as resource for families
- \*Emails, phone calls, texts, are used for regular communication
- \*Home visits

- \*Providing support for tech issues
- \*Identifying families that need hotspots

#### Teacher methods for outreach and engagement

- \*Morning meeting time to check-in and support SEL habits, review work or expectations for the day, build relationships, etc.
- \*Family communication
- \*Google Classroom/Email
- \*Personal phone calls
- \*Delivering supplies need to homes

#### Teacher monitoring of student engagement

- \*Google Classroom and Aeries to monitor daily and weekly engagement
- \*Reviewing Google Classroom Assignments daily and providing teacher feedback and grading
- \*Offering one on one support

#### Administrator methods for monitoring class student engagement

- \*Weekly check in with teachers
- \*Reviewing and monitoring Google Classrooms

If student is determined to not be engaging in instruction and at risk of learning loss, the following strategies will be engaged:

- \*Virtual meets with teachers, families, students, admin, etc.
- \*Surveying families to see what their needs are, what their interests are
- \*Develop Personalized Learning Plans for students that need modifications and or accommodations in order to support their access and completion of academics
- \*Individual outreach phone calls
- \*Home visits

#### Technology Connectivity:

Students and their families need internet access and training on utilizing online learning platforms to participate in virtual learning. School site staff will identify students with connectivity issues and determine whether student have access and equipment. Staff will use technology resources to address gaps in accessibility.

#### English Language Learners:

- \*English Language Learners and families will be provided with all communication in their spoken language.
- \*Bi-lingual staff will assist language learners with technology needs

\*Possible Learning Loss will be monitored daily by teacher  
 \*Bi-lingual staff will be available for translation during virtual class

## 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.]

The Desert Center Unified School District will provide nutritionally adequate meals to all students during distance learning by delivering food boxes for breakfast and lunch on Mondays to the homes of students. During in-person instruction, students will be provided with free breakfast, snack, and lunch served in individual full enclosed clam shell containers by properly PPE'd staff.

## 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
23.16%	\$45,160

## 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.]

DCUSD has implemented a 1:1 chromebook initiative school wide. DCUSD has made it a priority for foster youth, English learners, and low-income students to be considered first when issuing chromebooks.

Hotspots were purchased for students. Every student is eligible to receive a hotspot. Again, foster youth, English learners, and low income students are considered first when issuing hotspots.

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

**1:1 Devices for Students**  
 This action has been implemented districtwide but is primarily intended for low-income and homeless students who may not have access to devices at home.

Internet access for all students.  
 This action again in districtwide. Low-income and/or homeless students are at risk of learning loss once distance learning is strictly online. It is the goal of DCUSD for every student to have a device suitable for distance learning and access to reliable internet.

**Health and Mental Health Support**  
 English learners, foster youth and low-income students and their families are also prioritized for health and mental health services. Ongoing outreach and valuable community resource referrals are made so students and families can access services in a timely manner.



Prior to March 2020, DCUSD was a 1:1 Chromebook initiative. Last spring chromebooks were issued to each and every student for home use. Many of the chromebooks were old and outdated. They did not support the hotspots purchased. New chromebooks were issued to students to improve access to Google Classroom.

#### Increased Professional Development

Teachers were provided with additional professional development to ensure teachers were aware of instructional interventions for students who were experiencing learning loss due to COVID 19.