



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 |
|-------------------------------------|----------------------------------|------------------------------------|
| Igo, Ono, Platina Union Elementary | Robert J Adams Superintendent | rjadams@rsdnmp.org 530 225-0011 |

General Information

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

In March of 2020, school closures were implemented across Shasta County due to the COVID-19 pandemic, requiring school districts to quickly transition from brick-and-mortar school operations to a distance learning environment. The rapid transition to distance learning from traditional instructional models necessitated changes to how we deliver services for instruction, meals, and after school care. The District quickly pivoted to survey the needs of our families to support continued learning and meals for their children. Additionally, the District wanted to ensure that all students' needs were met, especially our underserved and high needs populations. The Governing Board, Staff, and Administration met to develop a plan to offer the following services: 1) Distance Learning; 2) Access to Grab and Go Meals; 3) Childcare for essential workers; 4) Reaching out to our most at-risk students and our Special Education population to ensure equitable services.

Since that time Shasta County has remained relatively low in COVID-19 related cases and has not been placed on the state's monitoring list. With that said, we have had to make adjustments to our educational environment. It has necessitated changes to data collection, assessment practices, instructional practices, monitoring practices, and grading practices. Typical data points such as summative annual assessments, daily student attendance, and school culture and climate, among others, have had to be reevaluated to accommodate the In-Person and Online environment choices for parents. As a result, alternative metrics aligned to the shift are required in order to monitor and evaluate the effectiveness of the distance learning implementation. Additionally, the need to ensure that all students' needs are met, especially our underserved and high need populations, requires that intermediate and short term data are collected and monitored as soon as possible.

We have also needed to adjust and train our staff on new cleaning practices and food service protocols. The physical school structures have also needed clear shields installed, signage posted, and other distancing measures put in place for clear messaging for people entering our campuses.

We published and provided a Reopening Plan unique to our school site with multiple instructional models for accessing learning.

Stakeholder Engagement

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

In developing the Learning Continuity Attendance Plan, Igo-Ono-Platina School District used multiple opportunities to engage with parents, staff, and stakeholders. Upon request, translators were provided to families/students that needed this extra support.

An informational website was developed with news postings, surveys, and local resources. These postings were also shared on school district social media. In early June 2020, a Parent Informational Survey asking for feedback on the choices that they were desiring for the start of the 2020-2021 school year was posted. We then followed that with a survey to our entire staff on June 7, 2020, about their concerns and desires for the start of the 2020-2021 school. Weekly meetings were scheduled with leaders and health department officials. These and other engagement opportunities are outlined as follows:

March 30 to Present - Engagement Meetings with leaders

June 1, 2020 - Parent Informational Reopening Survey

June 7, 2020 - All Staff Concerns and Reopening Survey

June 26, 2020 - Parent Reopening update on social media

July 12, 2020 - Plan sent to bargaining unit presidents

July 14, 2020 - Site Leadership Teams (Teachers, Classified, Administrators, Parents, Students) Reopening Plan feedback session held on Zoom.

July 21, 2020 - Reopening Plan distribution and Parent Selection Survey

July 20-31, 2020 - Phone calls to families unaccounted for from survey

August 10, 2020 - Discussed Reopening Plan and parent options at regularly scheduled School Board Meeting (open to the public)

September 1, 2020- Parent Advisory Committee

August 25 and September 1- COVID Liaison Community meetings (ongoing each Tuesday)

September 9- Board meeting

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

Draft of Learning Continuation and Attendance Plan is posted online and on campus prior to the meeting. Stakeholders can submit an email before the meeting to be read during the meeting. Stakeholders can also address the board in person. All parent advisory meetings are held using Zoom or Google Meets for the convenience and safety of the participants.

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

Most feedback was focused around making sure that we were offering a variety of options for parents to choose from for the start of the 2020-2021 school year. 86% of parents selected In-Person schooling 5 days a week with social distancing and hygiene protocols in place. This left 14% of parents desiring full time home school for their children. Other feedback came in the form of items not addressed in the plan such as transportation, after school program, sports, and recess. We also heard from some parents around the arrangement of the content so it was more reader-friendly. The staff was concerned about safety and health protocols. Mask requirements were a topic of many feedback pieces from all groups.

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

Communication with parents, staff, and other stakeholders has helped guide the further development of this plan. The engagement opportunities helped the District focus on making sure parent choice was a priority within the plan. We rearranged the content to make it more reader-friendly as suggested and included those areas that were specifically called out as missing. Due to parent and staff feedback, we chose to offer two options of schooling for the start of the 20-21 school year; Full in-Person with Health Protocols and Home School. We have approximately 36 full in-person students and 6 home school students.

Continuity of Learning

In-Person Instructional Offerings

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

- There are 3 different Phases for school offerings within our plan that include In-Person schooling.
Phase 4: In-Person Traditional Instructional School - Monday-Friday with a typical schedule with no restrictions related to health and safety guidelines and protocols.
Phase 3: In-Person Traditional Instructional School with Health Protocols - Monday-Friday with a typical schedule, but with health and safety guidelines and protocols in place as described below.
Phase 2: Hybrid Model: Students will return to school two days each week with three days of at-home distance learning days.

Wednesday will be for teacher planning and preparation for instruction as well as Distance Learning for all students. Students will still have online contact with teachers and peers on the off days for instruction, progress monitoring, and social connectedness. Health and safety guidelines and protocols will still be in place as described below for on-site instructional days.

Health and Safety Guidelines:

Entrance & Exits: Masks will be required for entering and exiting the building for everyone. Students will also enter and exit the building at an entrance/exit closest to their classroom. Please see map indicating classroom locations for entrance and exits.

Cohort Groupings: Students will remain in the same cohort (a well-defined group of students) during the school day to the greatest extent possible.

Screening at Home:

Parents/guardians are to take temperatures daily before sending students to school. Anyone with a fever of 100.4° or higher should stay home.

Students who are sick and have symptoms prior to coming to school should not attend school. If students develop symptoms during school hours, office staff will evaluate and notify parents if necessary.

If someone in your home or someone you have had frequent contact with has been diagnosed with COVID-19, please contact the school and keep your child home until you receive contact from Shasta County Public Health.

Offices: Remember that the same great office staff members are still here to help you.

Access to Campus: Sites will be limiting nonessential visitors, volunteers, and parent access to areas outside the office. Doors may be locked at times to limit the number of people who can enter at one time. Appointments might be utilized for parents to complete needed paperwork or other items.

Spacing Signage: There will be distancing markers on floors for office visitors as well as other reminders about social distancing measures posted on doors and walls.

Plexiglass Partitions: These partitions are installed only in the office for the protection of visitors and staff.

Face coverings: Face coverings are essential as long as the directive from the Governor stays in place. Disposable face coverings will be available upon request at the front office.

Health Office: Isolation areas & masks for students with symptoms or students who are sick will be used. All students visiting the health office will wear masks.

TK-2 Classrooms:

Classrooms organized in multi-grade level instructional models as is traditional for Igo School.

Desks are spaced for distancing between seating.

Mask use within the classroom will be required for staff and optional for students. Students will still need to wear masks when exiting and entering classrooms.

Sinks for handwashing as well as hand sanitizer are available for all classrooms, and students and staff are asked to use them as frequently as needed.

Multiple tissue boxes will be available in all classrooms.

Teachers will provide instruction on proper handwashing/hygiene and ways to prevent the spread of germs: covering cough/sneeze with tissue or elbow, avoid touching face, avoid close, prolonged contact with others.

3-8 Classrooms:

Classrooms organized in multi-grade level instructional models as is traditional for Igo School.

Desks are spaced to maximize distancing between seating as much as practicable.

Mask use within the classroom will be required for both staff and students unless campus numbers drop significantly enough to allow for distancing guidelines to be put in practice.

Sinks for handwashing as well as hand sanitizer are available for all classrooms, and students and staff are asked to use them as frequently as needed.

Multiple tissue boxes will be available in all classrooms.

Teachers will provide instruction on proper handwashing/hygiene and ways to prevent the spread of germs: covering cough/sneeze with tissue or elbow, avoid touching face, avoid close, prolonged contact with others.

Recess & Play Areas:

Before school access to playgrounds will not be allowed. Students will report directly to their classrooms each morning 15 minutes before school starts.

Sinks in bathrooms are available for hand washing and supervising staff will carry hand sanitizer.

Students will use playgrounds with their cohort groups to limit contact with larger groups.

Students will wash or sanitize hands before going to play and hands will be washed or sanitized after play.

Hallways:

Public Signage: Distancing reminders will be placed in key locations to help with social distancing and other health and safety suggestions.

Hand Sanitizer: Sanitizer will be available in locations throughout the school. Adults will distribute sanitizer to younger students, as guidelines require.

Tissue paper: Boxes of tissues will be available in all locations throughout the school.

Breakfast, Lunch, & Super Snack – Cafeteria Area:

Please fill out this eligibility form even if you don't think you qualify as participation in applications matter.

<https://www.myschoolapps.com/Home/PickDistrict>

Cafeteria Seating Plans: Common dining areas will have organized seating arrangements to ensure separation between table setups to keep cohorts of students together. Outside areas will be utilized when practicable. This may require lunch schedule changes to accommodate.

Breakfast – For all students enrolled, parents may order 5 days worth of breakfast items each week. The weeks order from each family will be given to the student to take home each Monday afternoon. The bags will contain milk, fruit, and grains for each day ordered. Igo Ono is a Community Eligibility Provision school. All students will receive free meals.

Lunch – For all students enrolled, lunch will be provided on a daily basis within the cafeteria. Students will have access to the meal service window where cafeteria staff will provide meal options. Salad bars will no longer be available in the traditional sense however may be used to have individually wrapped items available for student selection. Igo Ono is a Community Eligibility Provision school. All students will receive free meals.

Super Snack – This will be provided on a daily basis for those students enrolled in the After School Extended Learning Program at no cost to the family. Each snack will be grab-n-go bag that will contain milk, fruit/vegetable, grains, and protein.

Project SHARE After School Program:

Students will remain in the same cohort from the morning to the greatest extent possible.

Distance measures between students will be maintained.

Masks will be required the same as classroom procedures above.

Sign-out procedures will be modified to eliminate contact between families and staff to the greatest extent possible.

Bussing:

Due to Required Health Department directives, we ask that if you can bring your student to school then please do so.

The health department requirements are to have one student every other seat. If we followed this requirement, we couldn't return many of our students to school as the bussing isn't available at that level.

As a compromise, the health officials have allowed bussing at typical capacity with all students and adults wearing masks.

All riders will use hand sanitizer when they get on the bus.

Sports:

All fall sports are postponed until further notice.

Maintenance Cleaning: School staff will follow Center for Disease Control & Prevention cleaning and disinfecting guidelines including requirements for cleaning high touch points (door handles, light switches, bathroom surfaces, etc.) at the school each day.

Handwashing & Sanitizing: Staff will teach, model and practice handwashing. Students and staff will be washing hands or using sanitizer when arriving, after play periods, before lunch, and other times during the day when practicable.

Tissues (Coughs & Sneezes): Boxes of tissues positioned in as many places on campus as is practicable.

In addition, we will identify students who have experienced learning loss by administering diagnostic assessments upon students' reentry into school. We will use formative and summative assessments to develop an instructional model to address the needs of students.

Early foundation skills assessments such as BPST, CRLP assessments and Lexia will be utilized. We will look at DIBELS, STAR Reading, and Summative content tests. We will use the Universal Screener, Student Risk Screening Scale, for social emotional supports. This data will help us determine the best implementation of intervention strategies and social emotional supports to accelerate learning for students at risk for experiencing learning challenges due to the impacts of COVID-19.

Small group instruction will be utilized for ELA and Math within classrooms. Intervention extra time sessions are developed using either push-in or pull-out strategies. Social emotional curriculum was purchased and implemented on campus. A counselor is available on campus for students. Tutoring schedules will be developed and implemented.

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

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| The District purchased face coverings so that students, staff, and family entering the school site are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol. | \$200 | No |
| Additional materials to support effective, routine disinfection of high-tough surfaces such as spray bottles, disinfectant, paper towels, gloves, masks, and sanitizing wipes. | \$750 | No |
| Purchased digital touchless thermometers to screen student temperatures and additional supplies to respond to students who display any signs of illness. | \$500 | No |

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| The District purchased signage, posters, and floor decals to add visual cues throughout the school to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce the requirements for the use of face coverings and hand washing protocols. | \$250 | No |
| The District is maintaining custodial staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas. | \$24,260 | No |
| The District is replacing HVAC filters four times per year as recommended rather than the three times a year as has been past practice. | \$250 | No |
| Plexiglass shields have been added to the main office as well as other areas where close contact is likely to occur and space does not allow for physical distancing of 6 feet. | \$500 | 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.]

Should circumstances dictate a move to Phase One, all students would transition to Full-Time Distance Learning. In preparation for this possibility, teachers received two days of professional development in regards to the use of Zoom, Google Classroom, and Kami/TextHelp PDF, Class Dojo, Flipgrid, and other digital tools and platforms to ensure the achievement growth and success for students. In addition, each teacher has developed a Google classroom to organize student assignments. The following plans will be implemented in the event the school moves to Distance Learning:

To facilitate communication, all teachers will use the school wide platform of Class Dojo.

The instructional minutes are as follows:

180 minutes for Kindergarten

230 minutes for grades 1-3

240 minutes for grades 4-8

These minutes reflect a combination of synchronous and asynchronous learning. The synchronous instruction is focused around the grade level content standards of English Language Arts and math. Synchronous learning consists of direct instruction for 1 to 2 hours each day for each student. Asynchronous activities make up the difference of each day's instructional minutes. The asynchronous activities are focused around the subject areas of history, science, PE, art, and social and emotional health.

In addition, teachers participate in bi-weekly collaboration. Topics are around the effective use of digital tools and instructional strategies.

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.]

Each student in Distance Learning will have the use of a digital device in grades Tk-8th grade. Those families who need support with internet connectivity will be given access to an internet hotspot. Parents can schedule in-person digital assistance with the Igo-Ono-Platina District Technology department if needed. Digital "How To" videos will be posted on the School Story in Class Dojo and on the District website for parents to access.

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.]

Teachers will take daily attendance and mark engagement within the student information system of Aeries. Evidence will be measured by contact between the LEA and the student and through participation in synchronous and asynchronous activities, such as completing assignments and assessments. Templates for daily instructional schedules were produced and provided to teaching staff. Teachers will calibrate instructional time and the value of student work through weekly collaboration with their peers. Teachers will use a gradebook as well as a weekly instructional schedule.

Daily feedback will be provided through Google Classroom and/or directly from the teacher through student work and assignment completion. Progress reports will be provided (via Aeries or in writing) and shared with the parents/guardians. At the end of every grading period, feedback and grade reports will be provided. Intermittent feedback will be provided to students as needs arise. Active engagement means a student is active in his/her coursework as determined by the teacher of record.

If a student misses 60% or more days within one instructional week, Igo-Ono-Platina School District will follow the District's Attendance Policy:

1. Verification of current contact information for the student
2. Daily notification to parents/guardians of absences
3. A plan of outreach to determine supports needed to ensure the success of the student attending online classes
4. The possible transition of the student to in-person instruction

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.]

Teachers received two days of professional development in regards to the use of Zoom, Google Classroom, and Kami/TextHelp PDF, Class Dojo, Flipgrid, screencastify, and other digital tools and platforms to ensure growth and success for students. In addition, each teacher has created a Google classroom to be used for delivery and collection of assignments. The school is using the online platform of Class Dojo as a communication tool. Teachers will receive ongoing technological support during bi-weekly collaboration to ensure quality instruction and the effective implementation of technological tools.

Staff Roles and Responsibilities

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

The school site administrator will oversee the Distance learning program. The technology department assists parents/guardians in order to troubleshoot digital and access issues. In addition, an educational technology coach has created a video library of "How To" videos for parent use.

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.]

Students with unique needs are given additional daily support in a small group outside of the core instructional time in order to support learning. This will be reflected in the daily teaching schedule of each distance learning teacher.

English learner students will continue to receive integrated and designated English language development using the ELD strategies embedded within the District adopted curriculum. When necessary, Tier 2 supports may be provided for an additional minimum of 20 minutes, 4 days a week, either in-person or virtually. The English Learner coordinator is available to assist families with translation and other supports needed for their child to be successful in school.

Special education services will be provided in accordance with each student's IEP. RSP services will support students' progress in their general ed class. Special Day Class students will be able to attend in-person instruction to the greatest extent possible to ensure access to

required services. Other service providers may deliver services in-person or virtually. For students with disabilities, special education teachers will work with general education teachers, students, and families to minimize barriers the student may experience in a remote setting. The IEP will include a description of the means by which the IEP will be provided under emergency conditions, as specified, in which instructions or services, or both, cannot be provided to the pupil either at the school or in the person for more than 10 school days, as specified. Support staff will also be assigned to students who need additional support. Tutoring will be provided to struggling students who have experienced learning loss.

A Foster Youth liaison will work with each of our foster youth to provide the necessary support needed to succeed both inside and outside of school. The Liaison will work to connect the foster youth families to outside resources when necessary.

Foster youth, homeless students, and special education students may attend more in-person instruction, as needed, during at-home learning days. Additional support for Students with Disabilities is determined by the Individualized Education Process. Additional support for Foster Youth, Homeless, and English Learner students is determined by the Student Study Team process.

Home visits, phone calls ,emails and virtual meetings will take place with our homeless/foster youth liaison and/or counselor/administrator when students are not engaging with school.

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Purchase Chromebooks to distribute to all students without access to a reliable device to participate in Distance Learning | \$11,500 | Yes |
| Purchase of Wifi hotspots and monthly ongoing service for students identified as Low Income, EL, or Foster Youth to access and engage in distance learning. | \$1,300 | Yes |
| Maintain staffing and supports that specifically address Foster Youth needs. | \$500 | Yes |
| Maintain staffing and supports that specifically address English Learner needs including designated/integrated ELD implementation. | \$500 | Yes |
| Implementation of support team to facilitate effective delivery of research-based, standards aligned instructional practices. Expand professional development efforts to meet distance learning context needs including, but not limited to, effective use of district's scope and | \$2,500 | Yes |

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| sequence documents, integration of SEL practices, use of learning management system, and implementation of targeted small group and individual sessions. | | |
| Continue providing Special Education Instructional Assistants and Psychologist to provide and adapt to delivery of services and supports to distance learning context. | \$18,750 | No |
| Purchase online tools for educators such as Kami, RenPlace, and Lexia for educators to support Distance Learning. | \$3,000 | Yes |
| Continue Collaboration Wednesdays for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration is further focused on assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID. | \$1,500 | Yes |
| Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations. | \$500 | Yes |
| Through personnel service agreements, provide additional teacher time and support for students learning at home. | \$11,500 | 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.]

With the closure from March to June, we are expecting skill deficiencies. Although teachers and learning coaches (parents/guardians or other adults/older children in the home) may have taught the lessons, the depth of the concepts and expectations within the units may not have been met by all students. Data collection, lesson design, interventions, enrichments, and support for students, teachers, and families are in place to support foundational understanding of grade level concepts.

Students will be assessed in English language arts, mathematics and English proficiency within the first 30 days to identify gaps and areas of need.

All teachers are expected to access the state standard documents which include the highest leverage standards in each subject by grade level. Other resources include: district formative assessments, grade level pacing guides, and the ELD curriculum and teaching strategies which teachers can implement and leverage to identify gaps prior to teaching the grade-level standards.

Our bi-weekly site-based collaboration meetings discuss and examine each student's achievement and evaluate each student's need for additional support. In addition, high leverage instructional strategies are discussed in order to increase academic outcomes for all students. Once a student has been identified as needing intervention or extension, each student receives the appropriate help in a timely manner. Students who are experiencing difficulty are identified to receive additional support targeted to the areas of his/her deficiency.

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.]

While school closures have impacted all students, some such as English Learners, students with disabilities, students with learning or attention issues, economically disadvantaged students, foster children, and homeless youth may be disproportionately affected by school closures and the unanticipated transition to distance learning. Now more than ever, we believe it is essential to ensure that each and every student has equitable access to engaging grade-level content and instructional rigor. We will provide students with different ways to engage in and process learning, and to express their learning needs to help reduce or eliminate barriers showing what they know and can do.

To ensure that we are not a source of further distress for our most at-risk students and families, we will work with families to support learning loss recovery and not attempt to catch up for lost academic time through accelerating curriculum but instead focus on the most essential standards and tutoring. Curricula and instructional practices will be adjusted accordingly without the expectation that all lost academic progress can be caught up.

Support staff will work with our at-risk students in small groups and one-on-one to provide additional support needed due to learning loss. Interventions will take place within the classroom during a specific time of the day throughout the school week. Using formative assessment, teachers will identify the areas of need for each student. Furthermore, teachers will identify essential state standards for current and prior school year utilizing diagnostic testing in order to address any learning loss and accelerate students. Teachers will prioritize the concepts and skills that are of immediate importance in helping students access grade-level work. Learning goals will be set for each trimester to focus on their areas of growth.

Both in-person and remote tutoring and homework support will be provided for students who have significant learning loss or students who need additional help. Paraprofessionals, in collaboration with classroom teachers, will provide this support.

Research shows that for students with disabilities, the level of inclusion is a strong predictor of academic growth-the greater the level of inclusion (particularly 80% or more of the day), the greater the rate of academic growth. We know that removing students from core instruction in an attempt to remediate or catch them up is not only counter productive, it significantly contributes to the widening of the opportunity gap and often results in students being grouped or tracked into a lower grade-level and core content classes. Foster youth, homeless youth, English learners and students with disabilities will participate in core instruction with push-in support provided by paraprofessionals as per their individual IEPs.

English learners will be provided a deliberate and sound pedagogical approach for developing their academic language to enable them to engage with grade-level content. It is our goal to continue to ensure the goal of English learners acquiring fluent English proficiency as rapidly and effectively as possible. English learners will be provided additional support to refocus on the task of learning and being productive in the school community. The goal remains for our English learners to achieve the same challenging work and cognitive demands as their peers in order to develop academic skills and grow as scholars. To accomplish these goals, all English learners will receive a comprehensive program of designated and integrated English language development instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program.

Additionally, we believe engaging the parents of English learners, foster youth, homeless youth and low income students is important during distance learning and in-person learning. We will adequately notify parents of these at-risk populations of the same information about any program, service or activity that is shared with other parents in our district.

We will make grade-level content accessible for all students through the use of the principles of Universal Design for Learning (UDL). UDL principles are based on the understanding that students differ in the ways they are motivated to learn, and that students with language and/or cultural difference, sensory disabilities (e.g., blindness or deafness), and learning disabilities all require a different way of approaching content. We will provide students with different ways to engage in and process learning, and to express their learning, so as to reduce or eliminate barriers to showing what they know and can do. Teachers will use proven classroom practices to help increase active student engagement, which is key to improving the rate of growth for all learners.

Teachers will ensure that all students have the opportunity to engage in productive struggle with Tier 1 instruction, allowing sufficient time to make sense of a task or problem before intervening. Tier 2-some students will need more time and engagement strategies through additional

opportunities to practice, review, preview, develop vocabulary and learn routines to show growth. Tier 3-There may be students who need even more intensified instruction to address skills deficits. These supports will not come at the expense of core instruction. Instead, the scaffolds that teachers and support staff employ to meet specialized student needs will be specifically targeted to individual student academic difficulties or language development needs and will serve to expand, not limit, their access to rigorous content and their development of higher order conceptual understanding and the corresponding academic language to convey their understanding.

Interventions may include regularly scheduled 30 minute sessions with an intervention provider or specialist through video conference, scaffolding for specific task assignments, pre-highlighted texts, more frequent feedback or check ins, time management supports, or maintaining a daily written agenda. Students in the upper grade levels may be offered guidance for monitoring their own progress and implementing supports like setting their own timer to chunk assignments, keeping a daily agenda that outlines tasks and goals, or creating a playlist or active routine to help with stress or anxiety management.

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.]

Diagnostic assessments are used to identify specific areas where instruction or intervention are needed to improve student learning and address learning loss. Universal screenings will be scheduled in a variety of intervals (beginning of the school year, every 6 weeks, etc.) Formative assessments and progress monitoring will take place during lessons and provide actionable information about students' learning status relative to the desired lesson goal. Formative assessment examples may include collecting exit tickets through a digital platform at the end of each class session, whether online or in person; using an opener to reinforce skills and check for understanding on concepts recently taught; giving students opportunities to share what is working and what is not working; or continuing to provide ample opportunity for discussion and meaningful content interaction with students through higher-order thinking questions. Teachers and support staff will give students opportunities to participate in engaging activities and will provide students with ample time to think and develop a solid response.

Teachers will use data from formative assessments immediately to adjust their instruction and ensure students progress towards learning goals.

Staff will use time during collaboration meetings to complete a needs analysis on the effectiveness of the services and supports to address learning loss. Actions and services will be adjusted and refined based on student data and reflection.

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

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| Extra time will be provided for certificated teachers for tutoring on campus. Homeless, Foster Youth, English Learners, and Low Income students will be a priority, but it will be available for all students. | \$10,000 | Yes |
| Under the supervision of certificated teachers, classified staff will be utilized to support tutoring and work completion for all students with Homeless, Foster Youth, English Learners, and Low Income students being a priority. | \$3,000 | Yes |
| Increase access to afterschool program to address learning loss and close learning gaps for all students with Homeless, Foster Youth, English Learners, and Low Income students being a priority. | \$13,500 | 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.]

We believe relationships and connectedness are at the core of our school community. We know from experience and the science of learning and development that meaningful relationships are essential for students to grow as learners. The student/staff relationships are the foundation of students’ connectedness to the school community and learning. Staff to staff relationships provide the space for staff collaboration and growth. Student to student relationships allow peers to connect to each other and begin to understand diverse perspectives, helping them become more compassionate human beings.

In order to focus on student success, we need to honor the biology of our brains — our interconnected centers of emotions, focus and learning. Our staff will use practices to support students’ social, emotional and cognitive development.

It is no exaggeration to say the past five months have been horrible. The pandemic abruptly disrupted all aspects of our lives, leaving most of us isolated, frustrated and impatient — and some of us lonely, depressed and even unsafe. We can anticipate that some of our students will be distracted and unfocused because of the turbulent environment we are in.

The disruptions we are experiencing create stress, which causes cortisol to flood the limbic system of our brains — stimulating our emotion center (the amygdala) and distracting the parts of our brain that manage learning and memory (the hippocampus) and attention and concentration (prefrontal cortex). This imbalance is why we feel so distracted and unfocused with each new piece of bad news.

Fortunately, science gives us some good news — our brains also respond to another hormone: oxytocin. Also known as the “love” hormone, oxytocin comes from trusting relationships and safe, calm and predictable environments. It is why connecting with friends and family, even if virtually, makes us feel better. It is also why doing things like tuning into what we’re sensing at the moment and exercising help us calm down and focus.

When students come back to school — through distance learning, hybrid or in-person — we will help them best by ensuring a steady flow of oxytocin that calms their brains and allows them to learn. We will do this by doubling down on the Three Rs: Relationships, Routines and Resilience. Our staff will interweave social emotional learning throughout the instructional day and provide families with tips and tricks for assisting their student(s) through these tough times.

Teachers and support staff already know how to do these new 3 R’s through the implementation of Capturing Kids Hearts. They understand the importance of relationships and take the time to get to know every student individually and help students connect to their peers.

Our staff are also skilled at setting up routines that establish safe and supportive environments through the implementation of school-wide Positive Behavior Intervention and Supports (PBIS). Our staff give clear, simple directions and model expectations with their words and actions.

Building young people’s resilience will be another priority. Our staff will intentionally create engaging, collaborative activities that fill young people’s brains with the oxytocin that counteracts their stress and trauma. Since our staff know our students and our families well, they are attuned to their emotional states and needs and can respond with the supportive words, guidance and practices that help them learn how to manage and regulate their emotions. All of these practices are based on the way the brain develops and learns. And our staff is also here to provide social emotional support to our parents/teacher partners in the event we have to return to remote learning or for students who are on HomeSchool/Independent Study programs. Resources and tips/tricks will be shared with the parents to support their students while learning from home. Counselors will be available upon request or for students who are referred by staff members for additional support.

Plans are in place for outreach to students who do not return, given the likelihood of separation anxiety and agoraphobia in students. We anticipate that some students may have difficulty with the social and emotional aspects of transitioning back into the school setting, especially given the unfamiliarity with the changed school environment and experience. Special considerations will be provided and warranted for students with pre-existing anxiety, depression, and other mental health conditions; children with a prior history of trauma or loss; and students in early education who may be particularly sensitive to disruptions in routine and caregivers. Students facing other challenges, such as poverty, food insecurity, and homelessness will be provided additional support and assistance.

We will incorporate academic and behavioral accommodations for all students who may still be having difficulty concentrating or learning new information because of stress associated with the pandemic.

The school has a counselor who provides Tier 2 and Tier 3 support to students. In addition, she provides opportunities of outreach services to families in need.

Additionally, Project SHARE after school program staff naturally serve as role models, while helping to address the challenge of providing a safe place for students outside of school hours.

This year more than ever, our staff plan to laugh, play, listen and connect with our students and families so that they are ready and able to learn their reading, writing and mathematics.

Social Emotional Learning supports will be inter-woven in daily lessons by teachers and support staff. Teachers will check in daily with students to build rapport and monitor their mental health. Our counselor will work alongside teachers enabling them to provide Tier 1, 2, and 3 social emotional supports based on student needs. The counselor and support staff will connect and provide additional support for identified students. Teachers and support staff will reach out to parents and families when students are not attending school. Tier 1, 2, and 3 supports will be put in place to address attendance concerns. The site administrator will follow-through on students who have been identified for Tier 2 and 3 support.

Professional development and resources will be identified as additional needs become evident. Teachers and administrators have the opportunity to participate in a variety of trainings through the Shasta County Office of Education. Social Emotional webinars such as Second Step and Mind Up will also be opportunities for training.

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.]

We have had to fundamentally rethink our approach to family engagement. Because families are increasingly expected to assist in ensuring that children are learning from home, they have moved from being stakeholders to being critical learning coaches and partners in the central work of teaching and learning.

Moving forward, we will provide parents with more detailed and timely information on technology tips and tricks and learning expectations to ensure that learning continues in whatever circumstances the next few years bring. Using our existing tools and social media platforms we will inform, engage, and train parents in supporting their students both academically and socially.

Every attempt will be made to reach out to families, including in languages other than English, when students are not meeting learning and attendance standards, not engaging in instruction and are at risk of learning loss. The principal and teachers will identify and target students who need additional support to ensure students are receiving a quality education.

Teachers are taking daily attendance and marking engagement within the student information system of Aeries. Evidence is measured by contact between the LEA and the student and through participation in online activities, such as completing assignments and assessments.

If a student misses 60% or more days within one instructional week, Igo-Ono-Platina School District will follow the District's Attendance Policy:

1. verification of current contact information for the student
2. Daily notification to parents/guardians of absences
3. A plan of outreach to determine supports needed to ensure the success of the student attending online classes
4. The possible transition of the student to in-person instruction

The countywide Help Me Grow initiative provides schools with support for truant students so that we can re-engage students in school. A three-tiered system has been put in place to collect engagement and provide outreach to our most-vulnerable populations. Students who are not engaging school, either in person or via distance learning platforms, are contacted to inquire further regarding any connectivity issues and to ensure their well-being. A collaborative effort has been made with Human Health Services, Children's Legacy Center, Child Protective Services, the Shasta County Sheriff's Department, the Help Me Grow staff, and the Shasta County Office of Education to assist local schools with reaching out to students and their families when students are not attending school.

During the spring of 2020, local superintendents, attendance clerks, SARB members, probation, and county office personnel met to study County SARB processes compared to the model SARB process in the state of Ca. Thus, the SARB process in Shasta County has been redeveloped. Now there are resources, forms, schedules and best practices identified for schools to utilize consistently. Prior to the start of school, District staff attended training and developed School Attendance Review Teams. Some of the processes are outlined below:

COVID 19 TIERED RE-ENGAGEMENT STRATEGIES

Tier 1 includes: UNIVERSAL SUPPORT

Priorities & practice supporting all families in the most inclusive & equitable way

Expected Percent of Families Served: All

Project Intervention: All Shasta County School Districts will provide communication to families regarding distance learning expectations and school provided resources.

Project Goal: 90% of students will have weekly contact with their school

COMMUNICATION

1.Schools send out the plan to parents (using multiple methods) for what distance learning will look like and ways students can engage if they have internet and if they do not.

2.Schools send out the updated meal pick-up locations flyer for their attendance area.

TRACKING OF STUDENT ENGAGEMENT

1.Teachers take "attendance" on a weekly basis to see which students have engaged in either the pick up of a packet, completion of some work, and/or visually with the student online. This attendance should be shared in some way with the school office.

2.School lunch personnel track which students pick up breakfast and/or lunch at least once a week. This information should be shared with the school office.

3.At the end of each week, schools identify which students there has been no accounting for, either through distance learning or meals.

ADDITIONAL ATTEMPTS AT COMMUNICATION

If no student engagement has been made that week, someone from the school will call (could be school counselors, psychologist, office staff or administrator) at least twice to clarify ways for families to contact the school so their student can engage, using emergency contact list if needed.

Tier 2 includes: SUPPLEMENTAL SUPPORT

Additional services provided for some families who require more support

Expected Percent of Families Served: Some

Project Intervention: All families who have not made contact with their school for one week will be referred to Help Me Grow case management.

Project Goal: 95% of families referred to HMG will make contact with their school.

For a student/family to be referred to Tier 2 the following criteria must be met:

1. All Tier 1 interventions are complete

2. No CONTACT from student/family

3. CONTACT with no follow-up the following week

Tier 1 to Tier 2 Referral Tool

Each school will keep a record of students that meet the Project's Tier 1 to Tier 2 criteria.

School will complete a Referral Form (Google Form) for each student

A document lists all of the information that is needed to gather to complete a referral.

If the family makes contact with the school following the referral, the school must notify HMG using the same Referral Form

All questions can be emailed to April Matthews at amatthews@shastacoe.org

Tier 2 Supplemental Support

HMG will receive referrals from schools using the Referral Form. The form will be used to enter their information into the STAR Database.

Once a referral is received the following will occur:

1. Day 1: Call, Text, Email, and Mail the Family

2. Day 2 & 3: Call, Text, and Email the Family

HMG will use an incentive as a "hook" in our messaging to increase family engagement. For instance it may be the COVID-19 Make Contact Contest. Every family that connects with school will be placed in a weekly drawing for a cart of groceries to be delivered to their home. HMG messaging will clearly state the need to connect with their child's school and an offer to help link them to other community-based resources.

If needed, HMG will provide the program's typical case management until the case is complete.

Tier 2 to Tier 3 Referral Criteria

For a student/family to be referred to Tier 3 the following criteria must be met:

1. HMG Case Manager has attempted to make contact with the family for 3 days using mail, email, text, and/or phone call.

2. No CONTACT from family to school or HMG by Day 4.

Tier 2 to Tier 3 Referral Tool

1. HMG will keep a record of students that meet the Project's Tier 2 to Tier 3 criteria.

2. HMG will share this list using a secure Google Sheet with the Children's Legacy Center (CLC).

3. Once the family makes contact with HMG or the school following the referral, case will close.

Tier 3 includes: INTENSIFIED SUPPORT

Targeted support directed toward the few families with the greater needs

Expected Percent of Families Served: Few

Project Intervention: All families who have not made contact with the school after Help Me Grow case management will be referred to the Project's multidisciplinary team for targeted intervention.

Project Goal: 100% of families referred to MDT will make contact with their school.

Tier 3 Intensified Support

CLC will receive referrals from HMG using a Google Sheet. The Sheet will be used to enter the families information into a new COVID-19 Section of the Collaborate Database.

Referrals will be reviewed by a multidisciplinary team (MDT) including representatives from the student's School, HMG case management, CLC, Law Enforcement, HHSA Children's Services, and potentially others during a weekly HIPAA compliant Zoom meeting. Intervention may be provided by Community-Based Organization (CBO) , a coordinated response among MDT members and CBO and/or a request for a Welfare Check completed by Law Enforcement.

The results will be discussed at the next MDT meeting. The school and HMG will inform the team if the family/student has made contact.

This Project is not a referral to or a pathway to Children and Family Services. An objective of the Project is to help ensure the health and safety of our students. We will endeavor to do that using support from our schools and our community. Our ultimate aim is safe and healthy students who are engaged in distance learning.

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.]

In Person Instruction:

Students will be provided the opportunity to participate in daily meal: breakfast, lunch, and a super snack. Each Monday, students will order breakfast and receive the breakfast meal for the week as this is eaten at home prior to coming to in-person school. Students receiving in-person instruction will be served lunch on a staggered schedule and as the "offer vs. serve" model. The offer vs serve model includes: While keeping at a social distance and wearing masks, students will be allowed to go one at a time through the serving line. All items that are normally put on the salad bar will now be either portioned out and put in sealed containers/bags or served directly on the serving line by an adult. Extra lunch periods have been put in place to implement social distancing. Cohorts of students are sent to the cafeteria each day on staggered lunch times. Lunch may be served outside when the weather permits. Hand hygiene will be performed prior to and after lunch breaks. Social distancing will be implemented at the lunch tables depending on where students eat.

Distance Learning Instruction:

Breakfast and lunch meals will be put in place 5 days a week during instances of Distance Learning. Students will be provided the opportunity to order daily meals through a meal sign up form pushed through the school's Dojo platform. Each daily meal will consist of breakfast, lunch, and a super snack. A drive thru pick up will be available each Wednesday from 7:00 am-8:00 am, 11:00 am-12:00 pm, or 2:00 pm-3:00 pm.

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

| Section | Description | Total Funds | Contributing |
|---|---|-------------|--------------|
| Mental Health and Social and Emotional Well-Being | Second Step and Mind Up have been acquired for all classrooms to principally support Low Income, Foster Youth, and English Learners for in-person environments and support their emotional well-being. | 1,800 | Yes |
| Mental Health and Social and Emotional Well-Being | A counselor will be available on campus two days each week to support students' social and emotional well-being. Homeless, Foster Youth, English Learners, and Low Income students will be a priority, but services will be available for all students. | 10,000 | Yes |

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

| | |
|--|--|
| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
| 15.8% | \$80,582 Supplemental & Concentration |

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.]

Equity is at the forefront of every decision we have made with the COVID funding and supplemental funds. No matter the instructional schedule model, we continue to work to eliminate the barriers to student success that existed before the closure. We believe that we have an unprecedented opportunity to improve how we provide services and implement more student-centered designs for our most at-risk families. We identified the areas of need for our foster youth, English learners and low-income students and reached out to their families, the first week of school, in order to provide the necessary tools and resources for their students to be successful in school.

All actions and services will be provided on an LEA-wide basis in our rural school district. The supplemental funds will be principally directed to support the unduplicated pupils and enhance the overall program.

In determining the most effective use of supplemental and concentration funds, the following information will be principally directed to support the unduplicated pupils and enhance the overall program.

In determining the most effective use of COVID funds, federal funds, supplemental and concentration funds, the following information was considered:

1. Review of survey results from stakeholder groups
2. Review of one-on-one feedback from parents, staff, students, and community members
3. Review of the CA School Dashboard student group report to identify which student groups need additional support
4. Current local and state metrics with actions and services in place
5. History of success with actions and service in district programs
6. Refinement of district programs to improve services to students
7. Validity of services based on best practices of effective schools and relevant research

With this analysis, the District has determined that the implementation of the following actions and services are the most effective uses of the supplemental dollars to meet the needs of our identified student group populations of socioeconomically disadvantaged, Foster Youth, and English Language Learning students:

1. Social emotional learning professional learning and support,
2. Use of Explicit Direct Instructional practices,

3. Early intervention in reading and math,
4. One-on-one support and small group instruction,
5. Establishing expectations for learning,
6. Assisting parents with tips and tricks for educating their students at home,
7. Family outreach and individual check-ins with our most vulnerable students,
8. Student Study Team, Student Data Systems and progress monitoring in place,
9. Bi-weekly collaboration meetings to identify students who need targeted support,
10. Multi-tiered system of support,
11. Tiered system of support for student engagement and attendance,
12. Professional development instructional strategies to support our most vulnerable students,
13. Parent engagement and effective communication,
14. Weekly homework assistance,
15. Counseling services,
16. Transportation of meals to low income families and/or multiple locations to access meals,
17. Foster youth/homeless youth/English Learner liaison
18. Support staff
19. Tutoring,
20. and goal setting.

We believe these actions are effective in meeting the goals for these student groups as they provide the additional resources needed to set students up for success. Using engagement and local assessments as a measurement, we will be able to see the progress students made during the first trimester. After we review the data, we will reevaluate the actions and services that support these student groups and adjust accordingly.

[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 2019-20 school year, the district 's estimated unduplicated count percentage of students identified as low income, foster youth, and English learner will be approximately 76.27%. Our district will receive approximately \$85,509 in supplemental and concentration grant funds, \$39,835 CARES funding, \$39,420 Covid Relief Funding in 2020-21 to provide improved or increased services for identified students.

The district proposes to spend the increased funding of \$85,509 on Academic Intervention Services, Instructional Support Services, Student Support Services to serve English Learners, Foster Youth and Low Income students primarily. The actions listed above show how we have increased and improved services for our most vulnerable student groups.