Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

Our community has been negatively affected by the pandemic largely in terms of economic impact and social isolation. Infection rates have remained relatively low in comparison to the state of California. As a low income community, many of our families were especially hard hit by the economic slow down of businesses. Our students have high ACE scores compared to the rest of the state, and as a result more negatively affected by the absence of a safe, structured learning environment. We believe our students were disproportionately affected by learning loss as a result of school closure in the spring due to the high percentage of vulnerable populations that we serve.

Shasta County was not on the state monitoring list at the beginning of the 2020/21 school year. However, parent surveys indicated that at least 25% of families did not want their students to return to on campus instruction under the current conditions. The district explored offering Distance Learning for families who chose that option and 5 days in person for others. In order to assign teachers to Distance Learning, some classrooms would have had to collapse, driving up the number of students in an in-person classroom. The district was not able to ensure 6 ft distancing between students and between adults and students under the current conditions. The district opted to begin the 2020/21 school year in Distance Learning with opportunity for small group in-person instruction with the goal of increasing the number of students and length of time students are on campus within the first 30 days of school and as conditions permit. With a high number of low income families, the district recognizes the need for high levels of support during Distance Learning and the need for in-person opportunities to the greatest extent possible.

Within the first 30 days, stakeholder input was gathered and local conditions were monitored, and they continued to improve. The district considered a hybrid option as well. 75% of our families wanted their students to return to in-person instruction. The district decided to increase teaching staff to provide Distance Learning for those families who preferred that method. This lowered class sizes for in-person, and the district determined that it would shift to maximizing space and returning all students to campus 5 days a week as of September 21, 2020. We believed this would best meet the academic and social-emotional needs of our students while still allowing for the option of Distance Learning.

Stakeholder Engagement

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

The district has engaged in efforts to solicit feedback from students, families, teachers, and other stakeholders to provide input on our Learning Continuity and Attendance Plan. The efforts include surveys, live streaming Town Hall events (designated for employees on 7/24 and 7/28 for families) in which participants joined via FB or Zoom and were able to ask questions and have answers in real time from a panel including the superintendent, assistant superintendent, special ed director, health coordinator, and maintenance and operations director. A meeting to invite input of the DELAC members on 8/27/20 was advertised via phone call, email, flyers, and website and were held with the option of in-person with social distancing or via Zoom with an interpreter present. A general stakeholder meeting was also advertised via phone call, email, flyers, and website and was held with the option of in-person with social distancing or via Zoom on 8/27/20 (held after the DELAC meeting). A public hearing was held at the September 3, 2020 board meeting, again with the option to attend in person, on Zoom, or via phone. Attendees were able to address the board through any of those options. School Site Councils and Parent Advisory Councils were held at each site prior to the board meeting to elicit input from each school community of employees and parents. Bargaining team meetings were held during the month of August to get the input of employees, and administrators met on 8/19/20 to give their input on the LCAP actions. The following dates represent all of the meetings held with our bargaining unit from July - September 16, 2020: 7/6, 7/16, 7/23, 7/24, 7/28, 7/30, 7/31, 8/3, 8/4, 8/5, 8/19, 8/26, 9/4, 9/10, 9/14, 9/16 and 9/18. These frequent meetings were held with the goal of addressing unit member concerns, communication of plans, problem-solving, and bargaining impacts.

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

Participation in public stakeholder meetings, town halls, and public hearings were offered with the option to attend in person (with limited seating) and Zoom. Participants in Zoom were able to request time to address the group.

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

The trend for employee stakeholders was mostly about ensuring safety on campus through distancing, disinfecting, and sufficient PPE and clear protocols. They had concerns about additional leave time as well. Teachers also requested professional development in use of technology and in meeting student needs. There was some questions about whether health clerks had sufficient hours to meet the needs related to screening and COVID.
The trend for family input was largely an interest in more in-person opportunities for their children to be on campus. Some families wanted to have a choice to remain in distance learning, but 75% of families wanted their children to return to in-person school. Students have also expressed a desire to be in person because they found it challenging to learn via distance. Families have also expressed a need for technology support.
The need for counseling services was raised by both employee and family stakeholders. Both groups had suggestions about using funds that would've gone to field trips to access virtual field trips or other needs.

As a result of stakeholder feedback, these LCAP actions were added to address these concerns.

The district is negotiating with bargaining units about items such as additional leave time and has ensured families and employees that all guidelines of public health will be followed. The district has purchased sufficient PPE, sanitizer, disinfectants, and related cleaning materials to ensure that these requirements are met. Protocols for wellness and screenings are included in the school year plan (attached). At this time, the district believes the health clerk hours are sufficient to meet the needs on campus.

To better meet the needs of students and families, the district is actively making in-person opportunities available to students and transitioning toward a return to on campus instruction on September 21, 2020, while allowing the option of distance learning for families who prefer that.

The district has increased technology support to offer professional development to employees and both online and in-person technology support for families to assist them in distance learning at home, including with interpreter support. Since we were not able to hold summer school this past summer, there was interest expressed by administrators in allocating funds for that in 2021 if it is safe to do so. Counseling is available both in-person and virtually at every campus. Professional development and parent education in social-emotional well-being will be provided throughout the school year.

Continuity of Learning

In-Person Instructional Offerings

Students at Redding Collegiate Academy (RCA) follow an Independent Study Program which includes personalized learning programs.The personalized learning programs include weekly to biweekly meetings with their teachers of record. During parent/teacher meetings, student work is evaluated and academic credit is applied. Student academic performance in grades TK-8 is determined by district approved assessment. In grades 9-12, academic credit is determined by evaluating student projects (via rubrics) and evaluating online and paper-based content specific assessments. Assessment results are used to help guide the development and adjustment of personalized learning plans. In addition, students receive both onsite and virtual academic support in their core academic subjects and elective content. The onsite supports include writing workshops, math tutoring, science labs, specialized support in Integrated Math 1 and 2 for high school students, art instruction, music instruction, archery, and Spanish instruction. The in-person or onsite instructional supports comply with the guidelines stated by the Public Health Department (adjusting for the number of students who can be present in an onsite instructional setting, based on

our identified "phase"). As with all NCB schools, onsite attendance is not required. RCA currently provides a "Virtual Class/Workshop" schedule for all students grades TK-12. The Virtual Schedule provides students with the same academic support and access to content area specialists as present in the onsite program.

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

Description	Total Funds	Contributing
Redding Collegiate Academy (RCA) will continue to provide a blend of in-person (on-site) and virtual academic support in core academic subjects and with teachers serving as "teachers of record" and "content area specialists." The paraprofessional staff, under the supervision and guidance of credentialed teachers, provide targeted academic tutoring. The results of each tutoring session are reported to the family, the student, and the teacher who then modifies instruction based on the outcomes of each tutoring session. To address any potential for learning loss, RCA increases the frequency of in-person parent meetings, tutoring sessions, and we include content specific workshops and classes into the personalized learning plans. Currently, each teacher meets with parents and students in a designated location which is cleaned between each meeting. During each meeting, all present wear PPE and practice physical distancing. When health and safety allows a return to classroom-based instruction, there will be an increased need for cleaning and cleaning supplies to provide greater access to hand-washing and daily disinfecting. The district has already purchased PPE for staff and students, additional sinks and hand-washing stations, and plexiglass partitions in order to prepare for students on campus. There will be an increase in time for custodial and food service staff when students return. There is an increase in costs for student supplies and teacher materials to be able to teach remotely and in-person (i.e., web cameras, headphones, disinfecting wipes) and teachers' classroom budgets have been increased to allow for these expenses.	29,528	Yes
After-school tutoring in small groups with teachers, specialists and/or paraprofessionals that can be conducted in-person.	7,463	Yes
English Language Learners will have in-person opportunities to receive designated ELD in targeted, small groups - both during the instructional day and after school - conducted by teachers, specialists, and/or paraprofessionals. A district liaison is available for interpreting services and ELL parent support.	2,221	Yes

Description	Total Funds	Contributing
Class size reduction to increase spacing within classrooms has resulted in over-staffing by 2 teachers.	374,198	Yes
Health & Safety Measures & PPE to address COVID to improve services: When health and safety allows a return to classroom-based instruction, there will be an increased need for cleaning and cleaning supplies to provide greater access to hand-washing and daily disinfecting. The district has already purchased PPE for staff and students, additional sinks and hand-washing stations, and plexiglass partitions in order to prepare for students on campus. The District has also installed high efficiency filters to help remove airborne particles.	30,000	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.]

Redding Collegiate Academy (RCA) has established a Non-Classroom-Based instructional program that is aligned to grade level essential standards and utilizes curriculum which has been approved by the Enterprise Elementary School District. The curriculum offerings include both textbooks and digital learning options which cater to all families personalized learning needs. The high school curriculum is approved by the University of California Office of the President (UCOP) within the descriptions of our approved courses (both textbook-based and digital content). Digital content follows the National Standards for Quality Online Course (iNACOL).

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Every student will be loaned a district Chromebook to be able to fully participate in distance learning. Connectivity will be provided via hot spots, in conjunction with the Shasta County Office of Education, to all families in need. Any families who live outside an area where

connectivity is possible, will be provided printed materials or have the opportunity to come on campus to access connectivity in order to participate.
The district conducted 2 parent surveys to determine access to devices and connectivity. Additional contact is made at each site to determine sufficient access if a student is not engaged in distance learning. Students can have access to be on site or provided paper copies of materials if they are still not able to access digital classroom.

Pupil Participation and Progress

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

All teachers will have daily interaction with students and provide opportunities for them to interact with their peers. The district uses the primary platforms of Google Classroom and Google Meet. Both have features that make it easy to record when students are accessing those platforms on a daily basis and include safety features to prevent outsiders from joining a virtual meeting. It is also possible to blur student backgrounds to enhance privacy. Teachers will use a combination of live instruction and some pre-recorded portions of lessons so that students can reference them at a later point which will accommodate any students who are unable to log on to a live session. Live instruction will allow for student responses in real-time and paraprofessionals may assist with break-out groups. Elementary teachers will offer daily class meetings, live lessons for both ELA and Math, as well as additional small, virtual groups for targeted support of reading, math, and/or ELD. A consistent daily schedule will be established at the school or grade level. Students' participation will be gauged by both joining live sessions and completion of activities. Jr high teachers will offer live class time according to the bell schedule, offering live instruction for at least 75% of the class period. When teachers have both in-person and distance learning students on their roster, they may opt to check in with distance learning students after in-person students are dismissed but will still provide live interaction with peers and teacher each day. Assignments will be recorded in the district provided teacher gradebook aligned to the student information system and is accessible online to parents so that it is easy to see whether or not students have completed assignments. This is one avenue to provide feedback. Additional feedback will be offered to students via Google Classroom, email, phone, or during virtual class time. Any printed material provided to students will be subject to teacher feedback as well. Teachers will determine the time value of asynchronous assignments in conjunction with synchronous instruction to meet required instructional minutes each day. Weekly engagement reports will be completed for students in distance learning to provide evidence of instruction provided and the degree to which the student has participated in learning. Teachers who have an assignment that is exclusively for Distance Learning will follow the requirements as outlined in the 4 Phases of Instruction (attached).
The district also has an Alternative Plan for any students for whom daily interaction is not feasible and is mutually agreed upon by school and family to be in the best interest of the student (family out of town, virtual instruction has been determined to be ineffective for a particular student, or other unusual circumstance). In this case, the school may offer weekly interaction with the teacher and peers and the family will be provided with printed materials to be used at home. This may include access to recorded lessons.

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.]

Increased ongoing professional development and resources available to staff. Technology training in district platforms and applications was offered to teachers throughout the week before the start of school. Mondays have scheduled time for collaboration and professional development (when exclusively in Distance Learning). Teachers will also have opportunities to access training after school hours and on district Buy Back Days. The technology department has a dedicated website with recorded training and resources to support teachers. A weekly newsletter is provided to teachers with tips and support for best practices in Distance Learning. The district has a dedicated educational technology coach for teacher support. The district math coach and site literacy teachers have also received extensive training in order to provide support to teachers on site with the use of technology in instruction. Additionally, the Shasta County Office of Education offers weekly professional development opportunities for all teachers in instructional practices, trauma-informed practices, and other topics. Staff are surveyed on the areas in which most training is needed.

Staff Roles and Responsibilities

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

Technology staff has taken on the increased responsibility of providing devices, training, and support of staff, students, and families.
Designated aides are providing supervision of distance learning for children of staff on site.
Health Services staff are conducting screenings and temperature checks of visitors. They are also designated as liaison with county public health to assist in contact tracing.
Custodians are engaged in daily disinfecting of high-touch surfaces.
ELL Family Liaison is helping families with set up of new technology, meal service, and distance learning requirements.
Some shifts are required in hours to provide staggering of recess and lunch periods by cohort. Bargaining agreements have been made with units to address changes in working conditions.
Some teachers will be considered for alternative assignments, such as solely Distance Learning.

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.]

All teachers and/or specialists will provide ELL students with a minimum of 20 minutes of designated ELD at least 4 times a week either in person or virtually.   Students with exceptional needs will the opportunity for a combination of in-person and virtual learning to be determined by the IEP team. Daily instruction is documented for Students with Disabilities and IEP teams will determine delivery of service with consideration for in-person instruction whenever possible. Special Ed teachers will collaborate with gen ed teacher to provide support in order to meet IEP goals. Foster youth and homeless youth will have priority for in-person opportunities, provided materials needed for distance learning, given priority access to school counselor, access to check out books in the library as well as electronic books, and additional small group support with paraprofessionals.

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

Description	Total Funds	Contributing
Professional development for teachers and paraprofessionals in use of technology for effective instruction in distance learning.	25,122	Yes
ELD Instruction to improve services (cost already included in other item)	0	Yes
Student Devices and Connectivity	105,140	Yes
Technology support of student devices and infrastructure.	31,295	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 district will use a combination of diagnostic and formative assessments to determine learning status in ELA, ELD, and math. New ELL students will be administered the ELPAC as required within 30 days of starting school.. Teachers in primary grades will administer foundational reading and math assessments in person to the greatest extent possible, such as the Basic Phonics Skills Test, reading fluency, etc. The district has invested in digital programs (i.e., ESGI) that will allow for teachers to administer one-on-one foundational assessments virtually or in person and maintain consistency of assessment information. This platform also provides parent-friendly reports and practice activities, such as sight word flash cards. The district will use i-Ready diagnostic screener as a common assessment for reading and math in grades K-8; this diagnostic can also be administered to students while at home and proctored by the teacher electronically.   At the classroom level, teachers will make use of frequent, short, formative assessments - whether in distance learning or in-person - to determine the need for prerequisite skills introduced just in time for introducing grade level essential learning. District trimester assessment data will also be analyzed to monitor student growth.
Collaboratively develop protocols for teachers to analyze results and determine appropriate next steps to address areas of pupil learning loss.

Consider using the Interim Comprehensive Assessments (ICAs) for an overview of students' status on grade level standards from 2019–20
Follow up with groups of students in more specific domains that appear to need more reinforcement using the Interim Assessment Blocks (IABs).
Provide parents with resources to support understanding of grade level standards and assessments.
Consider standards mastery assessment (presentation, essay, portfolio) at the end of a unit or time period in which the student shows how they have mastered standards.
ELD
Administer initial ELPAC, ELPAC practice tests, and/or ELD Curriculum based assessments
Explore Tools for Teachers website for formative resources to assess English language development.
See attached District Assessment Calendar.

Pupil Learning Loss Strategies

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

The needs of our EL, LI, FY, SWD, and homeless students are considered in the development of a plan that ensures they have access to grade level standards, high expectations, engagement, and quality instruction rather than a focus on remediation. Scaffolding and additional supports are in addition to grade level instruction. Teachers are provided resources and professional development for identifying the essential learning at their grade level and how those standards connect with prior grades' learning using tools such as Achieve the Core. Standards are studied alongside year-long scopes and sequences to understand what standards and topics will be covered when, how students will apply their knowledge of the standards, and how they will show that knowledge. Teachers will use weekly collaboration time to look closely at the standards, the topics, and the tasks within a unit and across the year.
Instruction will focus on the most essential grade level skills/knowledge. Teachers will identify prerequisite skills students will need to access that grade level content when they encounter it throughout the year and teach those skills "just in time." Use of adopted curriculum will provide greater continuity in learning.
Foundational reading instruction should be targeted according to developmental level of students. Reading programs should include: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teachers will use frequent formative assessment to determine whether prerequisite skills need to be taught prior to introducing grade level concepts rather than a remedial approach for all students.
Teachers will integrate subject matter to incorporate reading and writing across content areas.
Students who have suffered greater learning loss, including ELL, low income, foster youth, students with disabilities, and homeless students - will be provided additional small group support to target those skills with the priority for in-person opportunities given to those students with their classroom teacher or specialist. Progress monitoring will be documented for these students with the greatest needs.
Administer a diagnostic screener early in the 2020-2021 school year.
Collaboratively develop protocols for teachers to analyze results and determine appropriate next steps to address areas of pupil learning loss.
Implement formative practices (exit tickets, student work, and student discussions) during instruction.

Use continuous "minute-by-minute" formative assessment that informs the teacher about student progress as well as their own practice and informs the students about their own learning progress building their disciplinary identity and flexibility.
Employ targeted checks for very specific subject and grade-level instructional purposes.
Focus on the depth of instruction, not on the pace. Avoid the temptation to rush to cover all of the 'gaps' in learning from the last school year.
Provide actionable-feedback that encourages students to reflect on their learning and encourages them to continue learning.
Develop and administer performance assessments such as Silicon Valley Mathematics Initiative (SVMI) that unveil students problem-solving and sense-making.
Utilize portfolio-based assessments that describe students' learning progress over time with student work.
Initiate student-led parent teacher conferences that encourage students to prepare presentations about their learning goals, reflection on their learning progress.
Administrators can collect data by conducting classroom walkthroughs. This can be done in-person and virtually by gathering teachers' synchronous classroom log-in information and logging in to virtual synchronous instruction.
Data can also be collected through in-person or virtual student focus groups, individual student interviews, teacher and parent interviews.
ELA/Literacy:
In grades K–2: ongoing measurement of foundational skills to support students' decoding and fluency.
In grades 2–12: periodic measurement of fluency with grade-level text to monitor progress and provide additional supports.
Utilize instructional aides in online instruction to join in instruction and help smaller groups of students who need support.

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.]

Grade levels will use the information from beginning of year assessments in foundational skills and the diagnostic tests to determine goals to demonstrate at least a year's growth for at least 85% of students. The district's student data system will follow student performance and make this information easily accessible to teachers to inform their instruction. The second trimester i-Ready diagnostic along with assessments in foundational skills will be used to determine progress toward that goal. Trimester assessments and biweekly progress monitoring in reading, ELD and math will be used to measure progress along the way.
When services and supports are collaboratively selected, metrics from district assessments and progress monitoring are used to determine gaps in learning.
Data is collected and recorded via remote assessment platforms such as ESGI and i-Ready. Some students are provided in-person appointments to complete assessments.
Verify that data is recorded by student demographic factors so data can be analyzed to illuminate any gaps in access, opportunity, or achievement.
Relevant staff are trained in data entry, data collection, and data analysis.
Scheduled opportunities to review results of data analysis and discuss how to respond to effectiveness data occur on a trimester basis and during weekly collaboration.
The purpose for collecting such data as well as trends in results of analysis is communicated regularly during collaboration and professional development opportunities.

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

Description	Total Funds	Contributing
Improve small group instruction and progress monitoring to address learning loss of vulnerable populations of ELL, LI, SWD, FY, and Homeless conducted by site literacy specialists and paraprofessionals. (Costs already included previously.)	0	Yes
Improve weekly Teacher Collaboration to analyze evidence of student learning, planning instruction to address essential learning and learning loss, identify social-emotional student needs, and strategize how to address student needs.	38,000	Yes
Improved & increased professional development will be offered during Buy Back Days and (hourly) outside of the school day on accelerated learning, effective instructional practices, effective use of technology, student data analysis, ELD strategies, implementation of curriculum, and Universal Design for Learning.	30,014	Yes
Increased and improved services will be provided through access to quality digital learning programs, platforms, diagnostic and formative assessment tools, and student data system to facilitate quality Distance Learning instruction and assessment of student progress. The decision was made to continue, despite budget cuts, expenses for i-Ready, Ready Toolkit, Raz Kids, Raz Kids ELD, Learning A-Z, Accelerated Reader, ESGI, Performance Matters, Pear Deck, and Keyboarding Without Tears. New program expenses for Distance Learning include MyOn, SeeSaw, Google Classroom, Google Meet, Zoom, Kami, ScreenCastify, Jamboard, Mystery Science, and Playposit.	19,908	Yes

Mental Health and Social and Emotional Well-Being

The mental well-being of our students is especially important as students have experienced a range of effects as a result of the disruption and stressors caused by the pandemic. Families have experienced economic strain and many students have experienced negative effects of the isolation that has occurred with school closure and restrictions to every day life. In order to evaluate the well-being of our students, they will complete a survey to complete to gather information on their attitude toward school and their overall emotional well-being at the beginning of the year. This will be repeated at least once a trimester. Each school site has a part or full time counselor assigned to further support students who may be in need of additional support. Counselors will offer individual and small group counseling in person as well as be available to students for virtual groups and phone calls. To support all students, elementary classrooms utilize the Second Step curriculum with weekly SEL lessons to build a foundation for safe and positive learning and develop interpersonal skills for success in school and in life. All teachers were provided resources through Achieve the Core that provides actions to facilitate social, emotional, and academic development through grade level content. These resources were provided to teachers prior to the start of school and incorporated into the first Buy Back Day for Professional Development on August 10, 2020. All teachers were provided professional development on best practices for providing all students an equal opportunity to succeed at school in a safe and healthy atmosphere of supportive, caring relationships. All teachers have been trained in Capturing Kids' Hearts principles which focuses on fostering positive relationships, building an atmosphere of safety and engaging students. New teachers will receive this training in December 2020. Social-emotional well being is the primary focus during the first 1-2 weeks of school, including building predictable routines and a sense of community. A referral system is in place for students in need of greater intervention. Subsequent Professional Development days in November, January, and April will address trauma-informed practices.

Survey staff periodically during the school year to continually assess staff needs. Ideally, schedule individual conversations (in-person or virtual) to illuminate additional needs.

Work with district staff (e.g. Personnel, Risk Management) to determine the best method to respond to needs.

Select and administer a student mental health screener (Adverse Childhood Experiences - ACE; Whole Person Health Screener, RUHS; CoVitality).

Based on screener results, offer mental and general health services that are documented (bill back through Medi-Cal).

Consider specific needs of diverse students when designing interventions (students with exceptional needs).

Consider providing training to staff on how to identify the difference between normal levels of stress, chronic stress, trauma, PTSD, anxiety and other affective issues to determine appropriate tiered interventions.

Consider using an anxiety/depression/ behavioral screener to measure the level of emotional and behavioral impact on students' daily functioning (i.e. coping skills) due to fact that currently available trauma and PTSD checklists/rating scales (i.e. ACES) may not take into consideration the chronic life stressors experienced by students and families during this current global crisis (multiple losses - job, family death, livelihood, home).

Consider differences that might exist between what a student experiences during the pandemic in comparison to what their parent(s)/staff might experience and why and differentiate the level of support to be provided (i.e. staff may need on-going support whereas students may benefit from limited interventions).

PROFESSIONAL DEVELOPMENT:

Frequently survey the well being of staff and offer related services to support identified needs

Conduct student circles (in-person or virtually) and administer survey screeners to facilitate student expression of impact. Document identified needs and initiate services as determined. Reassess needs over time to determine impact of services.
Consider differentiated resources for students with exceptional needs to address trauma and other impacts.
LEA will facilitate student and family connections with no-cost community resources since many families have suffered losses of employment and medical benefits. Document available resources and log services in SIS.
Staff will be trained on how to identify and measure differences between normal levels of stress, chronic stress, trauma, PTSD, anxiety and other affective issues to determine appropriate interventions.
Schools will consider differences that might exist between student/adult experiences during the pandemic and differentiate the level of support to be provided (i.e. students may need on-going support whereas staff may benefit from optional interventions.)

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.]

Building a school culture that is both welcoming and inclusive is the foundation of pupil and family engagement. Classroom and school-wide practices to promote safety and belonging are part of our core values. Giving students choices and making learning relevant also promote student engagement and encourage attendance. Family messages that promote attendance are part of regular school communication.

Attendance will be taken daily and is determined by one of the following methods in distance learning: evidence of participation in online activities, attending live interaction with a teacher, completion of assignments/assessments, and/or contact between employees at the school and students or parent/guardian. SIS system will be modified to allow for taking attendance of distance learning or in-person. A student who does not participate in distance learning for at least part of an instructional day is documented as absent for that day. Teachers will complete a weekly engagement report, verify attendance, and certify that instructional minutes were met via live, asynchronous, or in-person instruction for part of all of a school day. Teacher gradebooks will also document completion of assignments and be accessible to parents online as a measure of student participation. The district MTSS team will function to address students with Tier 2 and Tier 3 needs.

Attendance records will be updated in PowerSchool on a daily basis and allow the opportunity for any students who couldn't attend a live session to complete assigned tasks in order to demonstrate participation that day. Families can view attendance record in the PowerSchool Parent Portal.

If a student misses 3 days in a week (60%), the following re-engagement strategies will be taken:
- Teachers will attempt to contact the student/family promptly.

- School will verify contact information if teacher is unable to reach the family.
- Absence (or no-contact) letter will be sent to the family; letters specify whether or not they are in Distance Learning.
- Daily notification to family of any further absences
- Administrators will contact family if absences persist and an in-person appointment may be scheduled
- Student may be offered additional in-person instruction opportunities
- Home visit may be made
- SART/SST meeting may be scheduled to address concerns and offer additional support
- District liaison is available as interpreter for Spanish-speaking families. Written documents can be translated in other languages.
- Actions and contacts will be documented in SIS.

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.]

Meal service will continue to be provided during both in-person and distance learning. An online order form is available on the district website for families in distance learning, and they can choose the most convenient way to pick up food. Each school site will be open for food pick-up between 11:00-12:30. In addition, buses will drop off food at regular bus stops for families who are unable to come to the school site (when the district is in full distance learning). Breakfast and lunch will be provided. Continue to collect data via electronic food-service systems. During in-person instruction, meals will be served by cohort (no buffet lines), and breakfast will be sent home with students for the following morning.

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	A part-time counselor is assigned to RCA to support mental health and social emotional well-being of students.	19,721	Yes

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	New teachers will receive a 2-day training in Capturing Kids' Hearts to support social-emotional well-being of students. This action improves services to our vulnerable students by ensuring a positive, safe learning environment that is consistent in all classrooms.	953	Yes
Mental Health and Social and Emotional Well-Being	Parent Ed on supporting social-emotional health of families to improve engagement and support services to our families.	662	Yes
Pupil Learning Loss (Effectiveness of Implemented Pupil Learning Loss Strategies)	Increased services by supplementing teacher budgets to provide students with necessary supplies for learning at home	6,000	Yes
Pupil Engagement and Outreach	Production of video messages to families to increase and improve communication regarding school operations and engagement with families and students.	569	No
Pupil Engagement and Outreach	Providing technology support and training to parents via in-person (during and after school hours), help center, help email, and website resource page to improve student engagement and achievement.	4,561	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
18.24%	$335,228

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The needs of the students who have suffered the greatest learning loss are the highest priority of the actions of this plan. Learning needs are determined by diagnostic and formative assessment conducted teachers. The analysis of that data helps to identify students most in need of in-person instruction and additional support. Based on parent input during school closure in the spring, we anticipated that English learners may require additional outreach in order to be engaged in distance learning, including a need for increased interpreter services, home visits, in-person parent support with navigating technology, and small group designated ELD instruction and related professional development. We also recognized based on the experience in the spring, that a minimum number minutes of designated ELD instruction was necessary to ensure those students' needs were being addressed.
Considering the needs of our low income, FY and homeless students, we made it a priority to purchase a device for every student to have at home and ensure connectivity by providing hot spots and service to families who need it. We considered the needs of Students with Disabilities, Foster Youth, Homeless and ELL students to allow for the increased opportunity for in-person services. An additional special ed teacher was hired to provide greater support in addressing learning loss and increased engagement for our SWD, a large percentage of whom are also low income students. Foster youth and homeless needs are addressed by providing social-emotional support from the school counselor, and increased home-school communication, at least weekly.

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

Based on the needs of these students, services were increased to provide 1:1 access to devices to take home and a priority for in-person instructional opportunities.
Academic supports were increased by reducing class sizes and hiring an additional 4 teachers.
Academic services were improved by structuring ELD instruction and providing additional supports to families of ELL, FY and Low Income students to support success in Distance Learning.
SEL supports have all been improved by connecting survey results to counseling staff and offering both in-person and virtual counseling in an effort to better serve these vulnerable students.
Professional development will be targeted to provide trauma-informed response strategies and addressing learning loss.