# 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.]

The COVID-19 pandemic has had a significant impact on our district and the community. The speed with which we entered distance learning mode back in March was so swift that it was not, and could not have been, done with excellence. Some of our parents work, and child care and supervision was a huge issue; others in our district had no Internet service at home. This hampered their ability to distance learn, as they first had to establish services, then quickly learn how to connect and use the device; still others in our classrooms are homeless, and distance learning for them was truly challenging. The pandemic has altered the way we provide services and support for our students and families. Our classified staff has worked tirelessly, over the summer, to establish new cleaning protocols, various policies, and sought guidance to ensure the safety and health of our students, staff, and families. Our teaching staff have self-trained so they are better versed in various distance learning platforms. They also have been seeking ways to first quantify learning loss an then mitigate it. As always, it is our goal to provide a safe, engaging, rigorous learning experience for all of our students. Knowing that, most of our families have expressed a desire to return to in-person learning this Fall.

The community response to COVID-19 mirrors that of the country. Some are terrified; others are fearless; and each group thinks the other is wrong. This polarization is not healthy for any community. Our District has fielded calls from parents saying that there is no way they will

return to school unless everyone is wearing a mask and all social distancing protocols are in place; the next call from a parent saying there is no way they will send their child to school if they have to wear a mask and cannot play with their friends. The rules and protocols have shifted so frequently that it is difficult for our school community to keep pace - and even more difficult for parents and community members to comprehend the complexities we have faced and are facing. This experience has been and continues to be taxing on our small staff as they field typical summertime calls, now exacerbated by COVID-19 related calls from concerned parties.

In hopes of students and staff returning to school, we instituted new practices to address learning modalities, movement around the facilities, and interaction with one another. Implementing the requirement to don face masks, maintain social distancing, provide extra cleaning, modeling hygiene practices, addressing learning loss, offering a rigorous remote learning program as well as in-person learning and Home School options, creating cohorts of students that may incorporate siblings, providing “Grab and Go” meals and modifying how we serve meals to our students in school, identifying a COVID-19 Liaison to the Health Department, and designing desk arrangements to maximize spacing while addressing capacity issues are just some of the modifications that have been implemented.

We created a comprehensive Reopening Plan and provided it to our families and staff, along with a variety of instructional models from which they may elect the option to access learning that is best for their family. We have received and weighed stakeholder feedback regarding reopening school this Fall. Over the summer, the Superintendent met frequently with the supervisors of the maintenance and operations team, the technology team, custodians, administrators, and support staff. He held weekly conference call meetings with administrative staff members to address needs and concerns as we planned the start of the new school year. In addition, there were weekly conference calls with local Health Department officials and our Shasta County Superintendent of Schools in order to receive current COVID status updates. This Learning Continuity and Attendance plan will address some of the items that have been impacted as a result of the pandemic.

# Stakeholder Engagement

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

Surveys and conference call meetings have been conducted with all stakeholders to seek multiple perspectives regarding the reopening of our schools. The Learning Continuity and Attendance Plan was presented at School Site Council meetings, which were held virtually or in person with social distancing and mask protocols in place, so that stakeholders are able to access the meeting as they feel comfortable.

Many opportunities were provided to the community, families, and staff to provide feedback for our plan. We used the following methods to communicate with our families: conversations, flyers, email, phone calls, texts, and posting on school and district websites. Our EL Liaison is available to support families whose primary language is not English. Social distancing and mask requirements were implemented for those parents and community members that wanted to meet face-to-face to provide feedback on the plan. Upon request, students, families,

educators, and other stakeholders that did not have access to the internet were provided with a Chromebook to attend the virtual meetings and to eliminate barriers for our most at-risk families. Additionally, we provided free Internet access in our parking lot so that parents could join meeting(s) from their cars.

The draft plan was posted to the website and families were encouraged to provide feedback.

Teachers and support staff have offered parent tutorials on how to access the information on distance learning options and the various online meeting modalities implemented.

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

Information on how to attend School Board Meetings was provided in advance of every meeting on the posted agenda at the district and on the website. The public was encouraged to attend and provide feedback on the plan, and if they were not comfortable attending in person, they were encouraged to email comments to the District prior to the Board meeting to be read and considered at the appropriate time in the agenda. There were multiple opportunities for public comment during the meeting. The Board President introduced the allotted period of time for public comments, organized the comments, and acknowledged those who would speak next. Additionally, staff assisted families that needed extra support to access online surveys and meeting agendas with links. Upon request, translators were provided to families/students that needed this extra support. Stakeholder feedback was analyzed by the staff to identify areas of concerns, areas of strength, and new ideas were taken into consideration when finalizing the plan.

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

Parents/Community: The majority of our parents have requested that we provide in-person instruction five days a week with social distancing and hygiene protocols in place. Some have indicated a need for their students to participate in remote learning or a hybrid model. Several have opted to participate in our home school option. Still others have left for private schools which are surfacing quickly in response to the sudden demand.

Teachers/Support Staff and Union Representatives: Our staff resoundingly expressed the need for adequate PPE, identification of essential standards, provision of professional development in identified areas of need, improved technology and technology training, rigorous cleaning schedules and additional hand-cleaning stations, adequate inventory of thermometers, water bottle fill stations, support for truancy, implementing staggered schedules, instituting minimum days when needed, distributing adequate devices to students, rapid response times for repairing malfunctioning devices, modifying the format of Back to School Night events, and training parents on how to use technology so they are able to access the online adopted curriculum.

School Site Council Members: Parent representatives strongly supported the plan to return to "normal" school to address a myriad of needs: the needs of the parents to maintain employment, the needs of the students to actively engage with learning, the social needs of students, and a return to regimen in their lives. They cautioned the schools to ensure strict adherence to the guidelines put forth by the Shasta County

Health Department, but were overwhelmingly positive in their response to the district offering a variety of means by which their child/ren can access learning.

Students: Parents have reported that their children requested a return to in-person learning, along with a full complement of sporting and after school activities, and electives. They expressed that they miss the opportunity to socialize with their friends.

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

Stakeholders strongly indicated their desire to return to school as normal as possible. Additional PPE was ordered, including a variety of masks and shields so individuals could utilize the most comfortable and least obstructive PPE. New technology devices were purchased to ensure 1:1 throughout the student population and quality devices were available for teaching and support staff. Additional training on virtual platforms was provided before the start of the school year to increase proficiency. Schoolwide COVID protocols were implemented including signage to direct traffic flow and remind students to cough in the elbow and frequently wash their hands. Clear plastic barriers were installed in every classroom to add another barrier between students and the teacher. Additional hand washing stations and hand sanitizing dispensers were purchased and installed. Water bottle filling stations were installed. Volunteering has been eliminated at this time to minimize the number of outsiders on the campus. Students and bus drivers now wear masks during transport, and while waiting for the bus, parents and students are encouraged to wear masks. Additional seating was purchased to allow for teaching and dining outdoors when the weather permits. Seating for lunch now includes shaded outdoor areas, outdoor tables, in the cafeteria, and in open areas on the campus. Support for truancy was also an expressed concern, especially in the remote learning arena.

# 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.]

As stated by the American Pediatrics Association, it is "critical" that we balance the risks of COVID-19 in children, which appear to be minimal, with the harms of school closure which negatively impact their academic achievement, and their physical and mental health. It should be recognized that it will not be possible to remove all risk of infection and disease now that SARS-CoV-2 is well established in many communities. We also recognize the mitigation of risk, while easing restrictions, will be needed for the foreseeable future.

As such, it is our strong desire to offer classroom-based instruction whenever possible. We surveyed our community, worked diligently to follow all protocols, and planned to open school with in-person instruction, ensuring personal health and safety in school facilities and

vehicles through teaching, practicing, and using proper hygiene, social distancing, cohorting of student groups, personal protective equipment, frequent cleaning and disinfection, working with employees to provide necessary training and accommodations, and communicating with students, parents, employees, health officials, and the community. Then, the failure of AB 1384 that would have provided indemnification to public schools in this situation, has given rise to angst and division among the community due to the liability risk. Our teachers trained on distance learning over the summer and prepared for in-person learning.

The goal of this District is to provide ongoing rich and robust standards-based instruction while maintaining instructional delivery that furthers student academic success and advance learning by progressing through the state standards.

We started the school year offering a 3-prong approach for parent choice: #1: In-person school 5 days a week with all students in attendance while implementing social distancing, hygiene practices, and protective masks/shields requirements in grades 3-8 and recommendation that students in grade K-2 also wear masks. Additionally, students are required to wear masks during drop-off, dismissal, anytime they may need to interact with peers from other cohorts, and while riding the bus. #2: Distance Learning using a district-provided device (iPad or Chromebook), connecting electronically to teacher-led instruction 5 days per week; #3: Home School wherein the parent assumes the responsibility for educating the student. The District provides all curriculum and necessary supplies. Home School teachers oversee and assist with instruction as needed to ensure student achievement.

There are 4 phases of school operation for 2020/21. The district began the 2020/21 school year in Phase 3. Shasta County is not on the "watchlist," but if we are moved to the “watchlist,” we will move to Phase 2.
Phase 4:  All students return to school with no restrictions.
Phase 3:  All students return to school every day with restrictions (i.e., spacing,  face coverings, cohorts).
Phase 2:  Hybrid Learning, a combination of in-person and remote learning, with reduced numbers of students on campus, cohorted attendance days, and a modified schedule.
Phase 1:  Full Remote Learning with limited in-person instruction in small groups.

In our Phase 3 reopening plan, students in grades K-5 are in self-contained classrooms with a teacher. Students in grades 6-8 will rotate from class to class with masks and social distancing to decrease student congregation in hallways. Staggered schedules have been implemented to reduce congregating of students. The modified bell schedule accommodates multiple recesses, lunch periods, and multiple meal distribution points, along with time for students to engage in hand washing before entering classrooms.

With the closure from March to June, we have seen 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 and enrichments, and support for students, teachers, and families are in place to support foundational understanding of grade level concepts.

Our monthly site-based data meetings examine each student’s achievement and evaluate each student’s need for additional support. Once identified as needing intervention or extension, the student receives 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.

Support staff works alongside our at-risk students in small groups and one-on-one to provide additional support. Interventions are offered within the classroom and during evening hours throughout the school week. Using formative assessment, teachers identify the area of need for each student. Furthermore, teachers identify essential state standards for current and prior school year utilizing iReady diagnostic testing to address any learning loss and accelerate students. Learning goals are set for each trimester to focus on areas of growth.

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.

Rigorous cleaning protocols are in place for each classroom. Site staff ensure desks, masks, social distancing, hand washing, and other protocols are implemented based on the classroom environment to ensure continuity of learning.

In order to minimize the potential risk of spread, we will not hold assemblies or field trips, nor allow visitors or volunteers on campus for the time being. Extra-curricular activities are on hold until further notice. Parents are asked to support the community health by teaching their children about face coverings and proper hand washing. The district promotes the use of soap and water and the use of unscented hand sanitizer with at least 70% alcohol when soap and water are not available. All students and staff members are to stay home if they are feeling ill or experiencing symptoms. Parents are asked to check their child's temperature each day before sending them to school. Children must stay home, and will be sent home, if they have a temperature of 100.4 or higher. To help protect everyone, families were provided information regarding the symptoms of COVID-19.

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

| Description | Total Funds | Contributing |
|---|---|---|
| Purchase and use of cleaning and disinfecting products to allow for increased cleaning and disinfecting due to COVID-19 | 20,000 | No |
| Paraprofessionals - one-on-one support for at-risk students to mitigate learning loss. | 100,000 | Yes |
| PE/Music/Interventions - Small group instructional support for students who have experienced learning loss | 200,000 | Yes |
| Social-Emotional Learning resources & personnel | 50,000 | Yes |

| Description | Total Funds | Contributing |
| --- | --- | --- |
| Professional Development - Explicit Direct Instruction, AIMSweb, West Ed Writing, Restorative Practices, Universal Design for Learning, Capturing Kids Hearts (training, substitutes, teacher time), Google Classroom, Aeries Gradebook, and Google Suite for comprehensive in-person instruction. | 50,000 | Yes |
| Supplemental instructional materials to address learning loss | 120,000 | Yes |
| Curricular software (iReady, ConnectEd, ClassDojo, Renaissance Place, MyON, AimsWEB) | 20,000 | Yes |
| Attendance monitoring & incentives | 10,000 | Yes |
| Classroom supplies, containers for supporting clean environments, containers for individual student items, etc. | 10,000 | Yes |
| Shipping containers to store excess furnishings in order to maximize classroom space | 9,000 | No |
| Furniture to support social distancing, i.e., separate desks to replace tables | 10,000 | Yes |
| Signage - directional, hygiene, masking, cafeteria, floor and sidewalk distancing spots | 5,000 | No |
| Additional custodial support | 50,000 | Yes |
| Additional student supervision | 50,000 | Yes |
| Additional after-hours student intervention | 100,000 | Yes |

| Description | Total Funds | Contributing |
|---|---|---|
| | | |

# 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.]

In Phases 1 and 2, the district's primary digital platforms for remote instruction are Google Classroom, Class Dojo, Parent Link, Facebook Live, Microsoft Teams, Zoom, and Google Meet. As a result of what we have learned from distance learning in the Spring, we have adopted more rigorous expectations and implemented remote learning standards going forward that include daily live interaction with a teacher and peers, grade level content, and taking attendance. The district is committed to removing barriers to student engagement and progress, including access to connectivity and devices, so that students can fully participate in distance learning, if needed.

Remote Learning opportunities are available for students whose parents choose one of these options or if the District is required to globally revert to remote learning. Remote learning teachers have been identified to manage the paperwork and to meet with families. Teachers prepare remote learning work each week. If our school is required to close due to an infected staff member or student, all students will immediately revert to the remote learning model.

Remote evening tutoring and homework support is provided for students who have significant learning loss or students who need additional help. The district is compensating its teachers and paraprofessionals who are willing to provide this service.

We provide continuity of instruction by:
1. Maintaining grade-level content and instructional rigor
2. Focusing on the depth of instruction and pace
3. Prioritizing English language arts and mathematics content standards and learning
4. Maintaining the inclusion of each and every learner
5. Identifying and addressing gaps in learning and unfinished learning through formative assessment, focused instruction, and prioritizing essential standards for each grade level utilizing our adopted curriculum
6. Focusing on commonalities that students share in this time of crisis, not on their differences. These principles reflect high-quality instruction and are integrated to address social-emotional and mental health concerns.

Teachers at each grade level identify and focus on the essential standards and keep the focus on grade-level content and rigor, addressing learning gaps and unfinished learning within the context of grade-level work. Work is differentiated for each student based on the Universal Design for Learning principles.

Teachers and support staff are expected to take daily attendance and reach out to students that were not in attendance to find out how the school can support their learning. Teachers are also expected to teach or provide rigorous video lessons in mathematics, English Language Arts, Science, and Social Studies, at a minimum of 3-4 hours per day, keeping in mind the social-emotional well-being of the student. Students in Kindergarten will receive 180+ minutes and students in grades 1-3 will receive 230 minutes, and grades 4-8 will receive 240+ minutes of both synchronous and/or asynchronous instruction each day. Daily schedules are provided to parents and students.

Students and teachers have opportunities to interact and build a community of learners in both on-campus and remote pathways. Students in remote settings have schedules that match or exceed the daily minimum across all grade levels. While we understand this schedule is dependent upon the percentages of remote learners and the evolving confirmed cases in our county, the schedules are a guide for planning purposes. The implementation model is subject to change.

Cascade Union Elementary School District teachers are deployed based on their strengths to be instructors in either remote or on-campus pathways. In the event that circumstances change in our community, all Cascade Union Elementary School District teachers will quickly pivot to remote learning, if needed. From the beginning of the school year, all teachers design lessons in our Learning Management Systems for on-campus learners and remote learners. There is likely to be student movement across models, and we are prepared to make this as seamless as possible.

Students attend live sessions for community building, intervention, and/or enrichment. These live lessons allow peer-to-peer interaction and relationship connections with teachers. Teachers will set up one-on-one or small group meetings to support social and emotional learning.

Content for core subject areas is provided through supplemented campus instructional resources.

In grades TK-2, learning packets are distributed and live virtual learning via various platforms is offered. In grades 3-5, content and instruction is provided by teachers. These teachers are the point of contact for distance learning. In grades 6-8, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.

Office hours are available for one-on-one conferences during the school day, or before or after school for parent and student assistance.

Attendance is taken daily in Aeries, as determined by engagement. Teachers will complete a daily participation log based on a 100-500 scale.

Grading for home school is credit/no-credit as the parent is the teacher. For Distance Learning, grading is the same as on-campus learning and outlined in our district handbook and policy.

Though the physical education minute requirement is not in effect, for the health of our student, a bank of exercises, physical activities, and resources have been provided. Various resources for art, music, and electives have also been provided.

Students frequently and consistently use the provided Learning Management System. The expectation is a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments. Engagement (attendance) is collected through these methods of lesson delivery on a daily basis. Students are expected to complete and turn in daily work to receive credit for the day.

Teachers arrange regular check-ins with students - either one-on-one, or small or large groups settings. At a minimum, students and teachers check-in at least once a day and attend the teacher-classroom connection for grades TK-8.

## 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.]

Parents and age-appropriate students sign a user-agreement at the beginning of the year. iPads (grades TK-1) and Chromebooks (grades 2-8) are assigned to each student. A check-out process was utilized during the first week of school to ensure every student has a device assigned to them in case we are required to shutdown on a moment's notice. Our parking lot/WIFI access points are open 24 hours per day, 7 days per week for parents and families to be able to access the internet.

The district also worked with a local internet provider to secure free or reduced rates for internet access and to eliminate barriers for our most at-risk families.

Students in grades TK-2 may be distributed paper packets on a weekly basis as either primary or supplemental learning.

Over the course of the first few weeks of school, teachers taught students how to use the various remote learning platforms and distance learning expectations to be prepared should a transition to a hybrid or distance learning model be required.

Teachers will also continue to assist parents in understanding Chromebooks, Google Classroom, attendance expectations, learning expectations, and tips/tricks for teaching and monitoring student work at home. This will take place beginning at our virtual Back To School Night events.

Getting Connected
During our Back to School night events, teachers surveyed families to determine more individualized information regarding the deployment of devices and available internet access at home. Teachers directed parents how to access tech support for extra support.

## 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.]

FEEDBACK TIMELINES
Daily feedback is provided through Google Classroom and/or directly from the teacher through student work and assignment completion. Frequent 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 is provided to students as needs arise.

The school district works alongside stakeholders to identify a remote educational delivery approach that accommodates, as much as practicable, the unique situations of each child. It is possible that our most vulnerable students will face multiple challenges. During this time, we will seek to maintain meaningful relationships and connections through personal contact with on-campus meetings, one-on-one virtual meetings or phone calls to ensure student success. The instructional materials provided by the teacher for on-campus learning will be attached in the remote learning modality utilized in that classroom with adaptations as needed for individual students to address students with any disabilities and English Learners.

Students access assignments, projects, and communication through various remote learning platforms and/or by learning packets. Students are expected to complete assignments on a daily basis to receive attendance for the day. Students will not be allowed to complete all of their assignments on one given day. Assignments are to be submitted daily for completion and credit for enrolled courses.

ACTIVE ENGAGEMENT
Active engagement means a student is active in his/her coursework. The student is marked present when the following items have been achieved:
Completion of lessons- activities, assessments, projects - on a daily basis
Attending synchronous (live lessons) for tutoring, intervention, enrichment
Or daily contact with the teacher.
A teacher will input the student's attendance into Aeries, based on the student's engagement. Course completion is based on demonstration of academic proficiency.

ASSESSMENT
Individual Education Plans (IEPs) will be adhered to in all testing environments.
Teachers, support staff, and/or school testing coordinators have been trained on how to deliver online assessments.
Assessments will be delivered online through a variety of modalities including teacher-created questions or performance tasks placed in the Learning Management System.
All assessments guide instruction.

DATA COLLECTION
Teachers assess students at the start of the school year to evaluate learning loss. Using the assessment data, personalized learning pathways are developed. Formative assessments are used to gauge student progress and to adapt curriculum to support student learning.

For content areas and grade levels, our district will leverage curriculum-based assessments. Quick checks (exit tickets, short quizzes) are implemented to immediately track progress and determine mastery of understanding. Formative assessments are administered and appropriately paced to correspond with scope and sequence.

## Distance Learning Professional Development

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

Professional development has been provided to staff in Google Suite (Forms, Calendar, Docs, Slides, Sheets, Meets, Classroom, etc.) based on their needs. Administration will provide additional professional development to support distance learning based on direct feedback from teachers.

Technological support is provided to staff on an as-needed basis. IT personnel are available to assist staff.

TEACHERS
Last spring, staff participated in synchronous and asynchronous professional learning and collaboration meetings. This school year, staff, and teachers will build on that foundation with ongoing professional learning specific to their content area and instructional materials. Several professional development trainings including Google Suite for Educators are being offered this year by the Mountain Valley Education Consortium for participating districts. Teachers have the opportunity to participate in the Shasta County Office of Education and the Mountain Valley Education Consortium professional development training offerings.

ONGOING LEARNING
Time is allotted weekly for staff to connect with their peers and to build capacity in delivering on-campus and remote instruction. The district provides continuous learning opportunities and teachers work together to sharpen skills, teaching one another tips and tricks for distance learning. We continue to utilize grade level and vertical teams to provide identified professional development.

Job embedded support for teachers includes teacher observations, professional learning communities, mentoring, coaching, examining student work, modeling, and a focus on analyzing high-impact instructional strategies.

## Staff Roles and Responsibilities

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

Flexibility will be the key to implementing new practices within our district. Staff will provide the necessary support to make each of our children and their families successful. We will work together to ensure our students receive a high-quality education and a nurturing, supportive environment necessary for success.

Office Staff-Isolate students or staff with COVID symptoms. Protect school facilities by keeping parents from entering campus.

Custodians-Clean facilities in-between student and staff use including cafeteria with multiple lunches, classroom areas, playground, bathrooms, and other high use areas.

Transportation-Clean bus between student use.

Instructional Aides-Assist in temperature checks.

Teachers-Provide a quality education for all students utilizing multiple means of accessing the curriculum. Be ready and able to quickly transition from a brick and mortar classroom model to a remote learning model. Plan for both remote and in-class learning. Teach and reinforce proper hygiene, hand-washing, and social distancing protocols. Teach students and parents how to use Chromebooks and remote learning platforms. Establish and implement daily routines for both in-person and remote delivery. Include and interweave stress management and mindfulness practices in daily classroom routines.

Administrators-Train all employees on health and safety protocols, including correct application of disinfectants and maintaining physical distancing.Teach and reinforce handwashing and use of a cloth face covering by employees when near other employees or students. Ensure adequate supplies for both employees and students including soap, hand sanitizers, cleaning solutions, tissues, masks, and other PPE.

Nursing-Serve as the District's COVID 19 Liaison and train staff on how to reduce exposure and follow the latest protocols. Assist site staff in assessing student wellness and identifying students who may be unwell.

## 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.]

English learner students continue to receive integrated English language development and designated English language development for a minimum of 20 minutes, 4 days a week, either in-person or virtually. Our family liaison is available to assist families with translation.

Special education services are provided in accordance with each student's IEP.  RSP services support student progress in his/her 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 work with general education teachers, students, and families to minimize barriers the student may experience in a remote setting. Additionally, Case Carriers will provide packets that address individual goals for distance learning. The IEP will include a description of the means by which the IEP provisions will be offered 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. Our goal is to create multiple means of

engagement through IEPs and 504 plans. Additionally, we aim to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

Technology devices have been provided to all students to enable them to participate equitably in remote learning while at home.

Foster youth, homeless students, and special education students may attend more in-person instruction, as needed, during at-home learning days.

Our most at-risk students are assigned a staff member who provides regular weekly check-ins to ensure students are receiving the necessary support to be successful. Teachers, administrators, special education teachers, the Behavior Intervention Specialist, and support staff work collaboratively to ensure all students have regular contact with the school.

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

| Description | Total Funds | Contributing |
|---|---|---|
| Google Classroom Training to support interactive distance learning | 15,000 | Yes |
| Ruby Payne Poverty Training is planned once we can host this training | 15,000 | Yes |
| Technology devices to support remote learning, meetings | 200,000 | Yes |
| Technology software licenses and subscriptions for virtual platforms | 25,000 | Yes |
| Technology support for staff, parents, and students | 60,000 | Yes |
| Parent training for Chromebook, Google Classroom, instructional planning | 10,000 | Yes |
| Special Education Student Support | 200,000 | Yes |

| Description | Total Funds | Contributing |
|---|---|---|
| Behavior Intervention Specialist (Homeless and Foster Youth Liaison, home visits) | 105,000 | Yes |
| Behavior intervention aides | 250,000 | Yes |
| English Learner Coordinator | 140,000 | Yes |
| SARB/SART Data Coordinator | 98,000 | 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.]

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 realized 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 are 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. Learning Mitigation Loss between September 8th and December 14th for teachers to intervene, extend and offer homework help to all students in their cohort. If a student is quarantined, they will be able to join their class via Google Meet/Google Classroom and/or the teacher will provide a packet and follow-up meeting to continue their learning at home.

Our monthly site-based data meetings examine each student's achievement and evaluate each student's need for additional support. 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, 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 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 work with families to support learning loss 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 are adjusted accordingly without the expectation that all lost academic progress can be caught up.

Support staff work with our at-risk students in small groups and one-on-one to provide additional support due to learning loss. Interventions take place within the classroom and during evening hours throughout the school week. Using formative assessments, teachers identify the needs of each student. Furthermore, teachers 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 are set for each trimester to focus on areas of growth.

Tutoring and homework support, both in-person and remotely, are provided for students who have significant learning loss or students who need additional help. Paraprofessionals, in collaboration with classroom teachers, 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 participate in core instruction with push-in support provided by paraprofessionals.

English learners are 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 that English learners acquire fluent English proficiency as rapidly and effectively as possible. English learners are provided additional support to rebalance and 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 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 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 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 provide students with various ways to engage in, process, and express their learning to reduce or eliminate barriers to showing what they know and can do. Teachers use these classroom practices to help increase active student engagement, which is key to improving the rate of growth for all learners.

Teachers 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, mathematics language development, routines, and vocabulary development to show growth. Tier 3-There will be students that may 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 are specifically targeted to individual student academic difficulties or language development needs and 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, and 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 to improve student learning and address learning loss. Universal screenings are scheduled in a variety of intervals (beginning of the school year, every 6 weeks, etc.) Formative assessments and progress monitoring take place during the lesson and provide actionable information about students' learning status relative to the desired lesson goal. Formative assessment examples 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 high-order thinking questions. When students are given opportunities to participate in engaging activities, teachers and support staff provide students with ample time to think and develop a solid response.

Teachers use data from the formative assessments to immediately adjust instruction to ensure students progress toward learning goals.

Staff meet in monthly collaboration meetings to complete a needs analysis on the effectiveness of the services and supports to address the learning loss. Actions and services are 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 |
|---|---|---|
| After hours interactive sessions with teachers and paraprofessionals | 100,000 | Yes |
| Intervention period at middle school grades | 50,000 | Yes |
| In-person, before school interventions from Shasta College TRIO Tutors | 5,000 | Yes |
| Supplemental curriculum to reinforce learning | $25,000 | Yes |
| Additional certificated employees to provide 3-prong instructional choices | 180,000 | Yes |
| Additional technology device purchases | 50,000 | Yes |

| Description | Total Funds | Contributing |
|---|---|---|
| | | |

# 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.

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 must anticipate that some of our students will have times when they are distracted and unfocused because of the turbulent environment in which we now live.

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 members use practices to support students' social, emotional, and cognitive development. 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 exercise help us calm down and focus. When students come back to school — through distance learning or in-person — we help them best by ensuring a steady flow of oxytocin that calms their brains and allows them to learn. We do this by doubling down on the Three Rs: Relationships,Routines and Resilience. Our staff interweaves social emotional learning throughout the instructional day and provides families with tips and tricks for assisting their student(s) through these tough times. Teachers and support staff already know how to do these 3 R's. 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. Our staff give clear, simple directions and model expectations with their words and actions. Building young people's resilience is another priority. Our staff 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 to manage and regulate their emotions. All of these practices are based on the way the brain develops and learns. Our staff provides social emotional support also to our parents/teacher partners in the event we have to return to remote learning and for those in HomeSchool/Independent Study programs. Resources and tips/tricks are shared with the parents to support their students while learning from home. Counselors are available upon request or for students referred by staff members for additional support. Plans are in place for outreach to students who have not returned, given the likelihood of separation anxiety and agoraphobia in students. 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 are  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 are provided additional support and assistance. We incorporate academic and behavioral accommodations for all students who may still experience difficulty concentrating or learning new information from time to time due to stress associated with the pandemic. Additionally, After School program staff naturally serve as role models, while helping to address the challenge of maintaining low student-to-staff ratios and support the academic and social emotional well-being of every student. 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 continue to be inter-woven in daily lessons by teachers and support staff. Teachers check in daily with students to build rapport and monitor mental health. Teachers will provide Tier 1, 2, and 3 social emotional supports as the needs of students bubble to the surface. The counselors 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 do not attend school. Tier 1, 2, and 3 supports will be utilized when there are attendance concerns. Administrators will follow-through on students that have been identified for Tier 2 and 3 support.

Our Behavior Intervention Specialist, helps support staff's mental health through: monthly newsletter with social emotional and physical health tips. She is also available for individual for support and refer meetings if individuals need help.

Additional professional development and resources will be identified as additional needs become evident. Teachers have the opportunity to participate in the Shasta County Office of Education and the Mountain Valley Education Consortium professional development training.This year, Capturing Kids Hearts has been offered to staff not previously trained in the framework. Social Emotional webinar information was also offered by our counselor.

# Pupil 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 approaches to family engagement. Because families are increasingly expected to assist in ensuring that children are learning at 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 are providing parents with more detailed and timely information on instructional approaches and learning expectations to ensure that learning continues in whatever circumstances the next few months and years bring. Using our existing tools and social media platforms we inform, engage, and train parents in supporting their students both academically and socially.

Every attempt is being 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 are identifying and targeting students who need additional support to ensure they are receiving a quality education.

The countywide Help Me Grow initiative provides schools with support for truant students so that we can re-engage them 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 participating in a learning path via face-to-face, distance learning, or home school platforms or are not picking up meals 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 these students and their families.

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
Schools send out the plan to parents (by multiple means) for what distance learning looks like and ways students can engage if they have internet and if they do not.
Schools send out the updated meal locations flyer for their attendance area.

TRACKING OF STUDENT ENGAGEMENT

Teachers take "attendance" on a weekly basis to see which students have engaged in either learning packet pick-up, completion of some work, and/or visually with the student online. This attendance is to be shared with the district/school office.
School lunch personnel track which students pick up breakfast and/or lunch at least once a week. This information is also to be shared with the district/school office.
At the end of each week, schools identify those students from whom there has been no interaction, 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:
All Tier 1 interventions are complete
No CONTACT from student/family
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.
This document lists all of the information that you will need to gather to complete a referral.

Referral Form Link

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:
Day 1: Call, text, email, and mail the family

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:
HMG Case Manager has attempted to make contact with the family for 3 days using mail, email, text, and/or phone call.
No CONTACT from family to school or HMG by Day 4.

Tier 2 to Tier 3 Referral Tool
HMG will keep a record of students that meet the Project’s Tier 2 to Tier 3 criteria.
HMG will share this list using a secure Google Sheet with the Children’s Legacy Center (CLC).
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.]

All Cascade Union Elementary School District, students eat free. On days when our students are on campus for in-person instruction they will be served breakfast as they arrive at school, on a staggered schedule. Extra lunch periods have been built into the daily schedule in order to allow for social distancing. Cohorts of students are sent to the cafeteria each day on staggered break and lunch times (or have lunch in classrooms). Meals will be served outside when the weather permits. Hand hygiene will be performed at the start of the school day and prior to and after lunch breaks. Social distancing will be in place at the lunch tables, whether indoors, outdoors, or in the classroom, wherever students eat.

For students who are learning remotely, “Grab and Go” breakfast and lunch meals are prepared and available at the student's designated school site.

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

| Section | Description | Total Funds | Contributing |
|---|---|---|---|
| School Nutrition | Supplies for meal preparation and packaging | 5,000 | Yes |

| Section | Description | Total Funds | Contributing |
|---|---|---|---|
| | | | |
| School Nutrition | Cafeteria equipment | 5,000 | Yes |
| In-Person Instructional Offerings | Hand sanitizer and hand-washing stations | 5,000 | Yes |
| In-Person Instructional Offerings | Additional custodial services during meal times | 10,000 | Yes |
| Stakeholder Engagement | Signage, flyers, postcard mailer | 5,000 | Yes |
| Distance Learning Program | Postage costs to support remote learning (Spring/Fall) | 20,000 | Yes |
| In-Person Instructional Offerings | Additional PPE for staff and students | 20,000 | 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 |
|---|---|
| 29.55% | $2,512,031 |

## 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.]

While school closures have impacted all students, 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 are providing multiple ways for students to engage in learning.

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 of core content classes. English learners need a deliberate and sound pedagogical approach for developing their academic language skills in order to enable them to engage with grade-level content. Our most at-risk students require the same challenging work and cognitive demands as their peers in order to develop academic skills and grow as scholars.

Equity is at the forefront of every decision we have made with the COVID funding and supplemental/concentration 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 success in school.

In determining the most effective use of supplemental and concentration funds, the following information has been carefully weighed in order to direct support to the unduplicated pupils and enhance the overall program.

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

We make grade-level content accessible for all students through the use of the principles of Universal Design for Learning (UDL), which 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 provide students with various ways to engage in and process learning, and to express their learning, helping to reduce or eliminate barriers to showcasing what they know and can do.

Teachers use these classroom practices to help increase active student engagement, which is key to improving the rate of growth for all learners.

Teachers 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 need more time and engagement strategies through additional opportunities to practice, review, and preview, mathematics language development, routines, and vocabulary development to show growth. Tier 3: There will be students who need even more intensified instruction to address skill deficits. These supports will not come at the expense of core instruction. Instead, the scaffolding techniques that teachers and support staff employ to meet specialized student needs will be specifically targeted to the individual student's 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.

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:

We have provided Chromebooks, information about obtaining WIFI access, school supplies, and community resources for our most at-risk families.
Social emotional learning professional learning and support,
Use of Explicit Direct Instructional practices,
Early intervention in reading and math,
One-on-one support and small group instruction,
Establishing expectations for learning and behavior by grade level,
Assisting parents with tips and tricks for educating their students at home,
Family outreach and individual check-ins with our most vulnerable students,
Student Study Team, Student Data Systems and progress monitoring in place,
Weekly collaboration meetings to identify students that need targeted support,
Multi-tiered System of Support,
Tiered system of support for student engagement and attendance,
Professional development instructional strategies to support our most vulnerable students,
Parent engagement and effective communication,
Weekly homework assistance,
Counseling services,
Transportation of meals to low income families and/or multiple locations to access meals,
Foster youth/homeless youth/English Learner liaison
Support staff

Tutoring,
and goal setting.

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

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 student progress 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 2020-21 school year, the district ‘s estimated unduplicated count percentage of students identified as low income, foster youth, and English learner will be approximately 80%. Our district will receive approximately $2,512,031 in supplemental and concentration funding, $568,134 in ESSER funding, $102,582 in GEER funding, $97,534 in additional Prop. 98 state funding, and $1,177,720 in Coronavirus Relief Funding in 2020-21 to provide improved or increased services for identified students.

The district proposes to spend the increased funding 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.

Online and in-person meetings-staff meetings, special education, and home visits for one-on-one parent meetings have taken place to ensure our most at-risk students are being served.

Transportation of Meals/Learning Packets- Our transportation department and cafeteria support staff deliver meals to several stops within the community.

Principals, Support Staff, and/or Behavior Intervention Specialist hand-delivered student work to at-risk families in the community that were without transportation and families temporarily residing at the women's shelter to ensure students continued to learn.

Student Engagement-A tiered system has been put in place to collect engagement data. Students who are not engaging in school in person or via distance learning platforms or are not coming for the “Grab and Go” meals are contacted to address any barriers to learning. A collaborative approach has been implemented 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 working in concert to assist local schools with reaching out to students and their families when students are not attending school.

Teachers check in with students regularly. During these check-ins, teachers offer tutorials, feedback on projects, enrichment work, and supportive listening during this challenging time.

WIFI Access/Computers/Lesson Delivery-School closures exposed the need for our rural and low income families to have reliable Internet services in order for our staff to implement and our students to access distanced learning. Our LEA has a plan to quickly transition from students attending in person to remote learning in a hybrid model including both virtual/packet learning. We have distributed both paper learning packets and checked out Chromebooks to students.

Evening intervention, extension, and homework help is being offered to all foster youth, English learners and children in low income families between August and December 2020 to assist in mitigating learning loss.