



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
Calaveras Unified School District	Mark Campbell Superintendent	mcampbell@calaveras.k12.ca.us 209-754-2301

General Information

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

In mid-March, as a result of the increasing impact of COVID-19 on our nation, state and local community, CUSD (like so many other districts) shifted to full Distance Learning, effective March 16th, 2020. Staff spent that first week, as well as the subsequent two-week Spring Break, in preparation for the homestretch of April to June 2020. The radical pivot to a Distance Learning Model required staff to build the program on the fly---applying, learning, adjusting, improving. Staff did an admirable job through out the year in providing instruction, meals and overall supports to or students and families. Families were significantly impacted given the new demands each day---from providing the support needed to access distance learning opportunities, to child care, to the impact on their personal and professional lives. To navigate this challenging path, it required a team effort of all involved, constant and consistent communications, flexibility and understanding as we coordinated the supports and services we offer to our students and families.

As we move back into a Distance Learning environment for the start of the 2020-21 school year, it is critical that we continue to address the accessibility challenges in rural areas for families that can't access internet services by providing distance learning rooms or "Internet cafes" on school sites for students following appropriate safety guidelines in place through CUSD protocols. We have implemented a plan to have 1:1 Chromebooks for students. All school sites are providing access to vulnerable populations based on individual need with a focused lens on students with special needs, English Learners, Foster Youth, and Homeless students. We will continue to promote and provide professional development for teachers including, but not limited to, identified district initiatives: Rigor, Relevance and Engagement

instructional development and learning, focus on prioritized content standards, Multi-Tiered Systems of Support, Universal Design for Learning, and Positive Behavior Interventions and Supports.

Stakeholder Engagement

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

Surveys of families and staff were administered to solicit stakeholder feedback...

- `February, 2020---feedback on programs, support, services (priorities)
- `March 19, 2020---initial feedback on COVID-19 response (programs, needs, priorities and services)
- `May 6, 2020---feedback solicited on reopening plans (program models, supports/services, needs, priorities)
- `June 3, 2020---feedback solicited on needs and priorities regarding reopening of schools for 2020/21
- `July 7, 2020---feedback solicited from parents of students with disabilities
- `July 7, 2020---feedback solicited from all teachers on services to students with disabilities
- `July 21, 2020---feedback solicited on preferences for program models for the 2020/21 year
- `August, 2020---feedback solicited on priorities, supports/services, addressing student learning loss
- `August 7, 2020---feedback solicited from parents of English learners, specific to services, supports for their students and communication with them
- `September 4, 2020---feedback solicited from families regarding the draft LCAP
- `September 11, 2020---feedback solicited on preferences for Quarter 2 program model, issues and concerns with DL

Facebook Live---Q&A Sessions (opportunity to address questions and solicit feedback)

- `April 2, 2020
- `April 22, 2020
- `May 12, 2020
- `June 16, 2020
- `July 14, 2020
- `August 11, 2020

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

CUSD School Board Meetings between April and September all had COVID-19 as an agenda item for open dialogue and solicitation of feedback regarding all aspects of the virus (impacts, responses, programs, supports, services). All meetings were held via Zoom and all stakeholders had the chance to participate remotely.

Meetings were held, and stakeholder feedback was solicited, on 4/7, 4/21, 5/5, 6/16, 6/30, 7/21, 8/4, 8/18 and 9/1 (LCAP Public Hearing)

Facebook live was used to provide the opportunity for remote participation for stakeholder Q&A sessions.

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

Feedback from stakeholders, specific to a consistent patterns of responses, included the following

70% of staff wanted to come back in full distance learning to start

52% of families wanted to return to full on-campus learning to start

The vast majority of stakeholders had levels of concerns about health and safety conditions

The majority of families had varying degrees of concerns and frustrations with distance learning in the 4th quarter of 2019/20

Many families expressed concerns about support services for students with IEP's

Parents of English learners were in favor of maintaining distance learning until we are sure it is safe to return to campus

Staff feedback indicated a significant need for professional development, for time to prepare, for time to collaborate

Subsequent Surveys indicated the following (specific to Quarter II)

66% of certificated staff and 54% of classified staff preferred to continue distance learning through December, 2020 (24% of certificated staff and 12% of classified staff indicated they would likely not return to their positions if we returned to on campus program (Blended Program) in October

59% of parents and students who responded preferred to return to a Blended Program (25% model)---with a significant segment preferring to return to 100% on campus programs

Hesitation to return to any form of on-campus program were all about health/safety issues

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

Stakeholder feedback helped to inform direction on the following:

Providing ways for vulnerable student populations to access distance learning on school sites.

Providing/Updating resources to support social emotional learning and support for instruction during distance learning, a blended model, and consequently improving learning when we return 100% to our buildings.

Development of a Parent Guide to Digital Learning

Development of Positive Behavior Interventions and supports in a distance learning environment (2020-21 Kick Off for Site PBIS teams took place at the beginning of August).

In development with First 5 for parent support meetings and workshops (looking at mid-September)

Summer professional development for all teachers to support the quality of instruction in a distance learning/blended environment.

Helping to inform the decision to start the year in a full Distance Learning model

Helping to inform efforts to provide professional development, training in health/safety protocols and creating time to prepare overall (resulting in a calendar change)

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.]

Though we have started the 2020-21 school year in full distance-learning mode, we have brought back small groups of students on to campuses to provide in-person instructional opportunities. Providing as much in person instruction as can safely be delivered is a priority of many stakeholders and is acknowledged by the district as an important means of addressing learning loss, particularly for groups of students who are most likely to be disproportionately impacted by school closures. We are starting with two groups: students who do not have access to the internet at home, and students who have significant learning disabilities. As we are successful bringing these small groups of students on to campuses, we will increase the number of students and student groups who are on campus. We are bringing students onto school sites for necessary assessment (including but not limited to Special Education students and English Learners.).

CUSD will continue to align decision-making to public health experts at the county and state level and to orders and guidance provided by Governor Newsom. We are in the process of planning for alternative modes of instruction as we are able to, including a blended learning model as described below.

As conditions allow, we will work to get all students back on to campuses in the coming months. We had anticipated that during the second quarter of the school year we will move to a blended learning model with 25% of the student population coming to campus each day, Monday through Thursday. However, local conditions and feedback from stakeholders have us recommending an extension of 100% Distance Learning through December, 2020. We then look to January, 2021 with conditions dictating three potential directions---a move to all students

being brought back to campus during the second semester, a move to a blended program model (priority on a 50% of students two days a week model) or a continuation of the 100% Distance Learning model.

Regardless of the model of instruction, teachers and other support staff will continue to provide key supports to maintain the continuity of learning and to meet identified student needs.

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

Description	Total Funds	Contributing
<p>COVID-19 Response: Health/Safety Protocols</p> <p>Purchase PPE for students on campus and school offices to support health and safety for all stakeholder groups, (Including but not limited to: Plexiglass barriers, assessment shields, student face coverings and face shields, hand sanitizer.). This is to allow us to mitigate learning loss as well as to support students in rural areas who don't have access to internet. This also addresses student groups including but not limited to: low SES, foster students, homeless students, English learners, and students with disabilities.</p> <p>Purchased maintenance/custodial equipment---electrostatic sprayers, and addressed HVAC filter needs</p> <p>Added Staff compensation for those working on site between March, 2020-June, 2020.</p>	66,000	Yes
<p>Serving vulnerable populations (including but not limited to: low SES, foster students, homeless students, English learners, and students with disabilities) in order to mitigate learning loss for purchases of additional standardized testing manuals and protocols for increased assessment requests, student consumables to support distance learning, additional technology equipment to support student learning in site based "Internet cafes" or distance learning hubs (i.e. individual headphone sets).</p>	TBD	Yes
<p>Purchasing three HVAC units to address air flow issues at VSE, JLE and CHS</p>	90,000	No

Distance Learning Program

Continuity of Instruction

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

We are working to maximize the online capacity of our curriculum materials, including upgrading our adopted elementary math curriculum to a version with more online supports. We have established a procedure to approve and adopt online applications that will support student learning during distance learning. This procedure will enable teachers to have access to applications, while also minimizing the overload that parents experience as they support their children in working with multiple applications that do similar things. We have adjusted student schedules at our secondary schools to reduce the number of courses students have to focus on at once. This is particularly true at the high school, where students will take three classes the first semester and another three the second semester. We have coordinated instructional schedules across grade levels to minimize scheduling conflicts at home. In addition to whole class instruction, teachers are providing support during individual and small group instruction, either through scheduled sessions or drop in "office hours."

Access to Devices and Connectivity

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

We have provided Chromebooks to all students who needed them to access their schooling from home. Staff has checked with families to determine which students do not have Internet access at home. We are providing space and access for these students to be on campus to make use of the school network. Transportation is being provided for students who need it. High school students who live "up country" are able to go to West Point Elementary, rather than travelling all the way to CHS to access the Internet.

Pupil Participation and Progress

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

The district has developed a spreadsheet that teachers will use to monitor student participation, broken down into live interaction & time value of completed work; Students will be assessed with a combination of standardized assessments, curriculum embedded assessments, teacher created tests and quizzes, and performance on assignments. Student grades will be assigned based on their mastery of content standards.

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.]

During the 2019-20 school year, we provided multiple professional development opportunities for staff. Our district IT staff provided training on Google Classroom & Google Meet. Other staff provided training in their areas of expertise that lent themselves to supporting distance learning. We worked with the International Center for Leadership in Education (ICLE) to provide professional development on instructional strategies that support students during distance learning. Over the summer, teachers were supported in accessing professional development specific to both technology and supporting students in distance learning over the summer. In addition to ICLE, teachers accessed workshops from the Bureau of Educational Research and San Joaquin County Office of Education. Further, teachers were encouraged to identify other workshops that were particularly applicable to them and their assignments.

We adjusted our school calendar in two significant ways. First, we pushed back the scheduled start of school from July 29 to August 17. The intervening weeks were used to prepare for the unique nature of the school year. Second, we moved two of the district's CORE PD days from later in the school year to before the school year to maximize the time we had to provide centralized PD, including training on the district's procedure for monitoring student participation. Further, we provided collaboration time for teachers to share what they learned with each other in their various professional development workshops over the summer.

Staff Roles and Responsibilities

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

All teachers & staff have adjusted their roles as we have transitioned to a remote learning environment. Teachers have adjusted their instructional delivery from in person to remote. Paraprofessionals have worked to support teachers and students in this adjustment. Bus drivers have stepped up to distribute food & instructional materials. Campus monitors are supervising students on campus accessing Internet. Food service workers have shifted from providing meals to students on campus to providing "Grab & Go" meals. Custodians have learned a new level of cleaning and disinfecting schools and offices.

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.]

We have established protocols for students to be able to come to campus and case managers have worked with families of students with disabilities to be able to come to campus for additional instruction & support. Principals have worked with case managers and school psychologists to ensure students in need of assessments will be able to come to campus to ensure that these assessments are both timely and valid. We have worked with SELPA and DIS providers to ensure that they are able to provide needed services remotely as possible and in person as necessary. We are ensuring that English learners continue to receive designated ELD instruction. We will work to provide extra instruction as we are able to bring students back on campus. Many of our district

schools no longer qualify for community eligibility for free meals. We will use COVID funds to continue providing free meals for all students at least through the end of December.

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

Description	Total Funds	Contributing
Technology (Summer): Chromebooks, DL hubs for students, DL Handbook, increased access to instructional applications to help engage students, Google Enterprise, Zoom Premier? accounts, headphones for individual use in DL hubs,	41,175	Yes
Professional Development (Summer)---Technology, Math, Distance Learning, Self-Directed	75,000	Yes
Professional Development (2020/21)---PBIS, ICLE and more	158,500	Yes
Repurposed Classified Staff (paraprofessionals) to assist in distance learning	TBD	Yes
Purchase of new chromebooks (students), google apps, headsets	535,000	Yes
Purchase and deployment of internet hot spots, and related plans, to increase student access capacity	61,000	Yes
Purchase of instructional equipment for teacher-use (laptops, document cameras)	45,000	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.]

Our top priority has, and will continue to be, to prevent learning loss in the first place. In addition to the work described elsewhere in this document, we worked with the International Center for Leadership in Education (ICLE) to support a group of site administrators and teacher leaders to identify priority ELA and math standards for the district. Focusing on these standards will help us maximize the efficiency of our instructional time. Teachers were provided training and time to collaboratively discuss the impact of the prioritized standards on their instruction. As we progress into the school year, our focus will continue to support teachers focusing on identified priority standards and to move to unpacking those standards, working on pacing guides and developing rubrics for assessing student mastery of the standards.

Student learning will be assessed in a variety of ways, including curriculum embedded assessments, and assessments from applications such as Reading Inventory and MobyMax. Teachers will shape their instruction based on the data they gather. Further, in addition to whole class instruction, teachers will support individual and small group instruction, either through scheduled sessions or drop in "office hours." As we move toward a blended program and eventually back fully onto campuses, we will identify needs for additional supports to help mitigate identified learning loss.

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.]

As stated above, the prevention of learning loss is our top priority. Students with disabilities and students without Internet access were the first groups of students we brought on to campuses. We look to add students to these groups as the school year progresses. Moreover, we will work to provide extra instruction for students who have experienced learning loss either remotely or in person at a school site. This can be done through specific small group for individual front loading ,scaffolding, or review of instruction, support through teacher or support staff as well as providing feedback on student work and the ability for students to resubmit work. Site administrators will pay particular attention to the students to make sure they are actively engaged and will proactively reach out to them if they are not.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The first level of assessment will be based on student mastery of standards. We will examine student data from assessments, including curriculum embedded assessments and assessments from applications such as Reading Inventory and MobyMax. In the longer term, we will examine data from CAASPP and ELPAC assessments.

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

Description	Total Funds	Contributing
All site administrators, in collaboration with their teaching and support staff, will create and maintain assessment data for each of the 5 identified student groups, including but not limited to: Reading Inventory comparison between current scores and most recent previous scores, use of Moby Max assessment system (K-8) and other site identified assessments in math, student engagement. Continued re-evaluation at least 2 x annually using Reading Inventory and other identified assessments.	75,000	Yes
At Risk student screeners will be used in conjunction with ongoing academic data to identify the need for specific intervention and will work with the CUSD Educational Services Directors, CUILT (Calaveras Unified Instructional Leadership Team), Admin Council, and Principal's Cabinet, to determine the development of student intervention outside of the scheduled blended learning/distance learning schedules. This may include: individual and/or small group ELA and Math intervention groups to close identified learning gaps, high school credit recovery opportunities during the Summer of 2021, Summer 2021 Intersession program K-8, making sure that students within the 5 student groups are given priority based on identify learning loss. Also includes on-line learning licenses (i.e. Florida Virtual Learning System).	75,000	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

At the beginning of March, our district held a Core Day for all certificated teachers and offered to all classified staff a 4 hour inservice on Trauma Informed Classrooms. Although this was not designed specifically for distance learning/blended models, the tools that were presented were supports that teachers were able to use during distance learning. When school closures went into effect, our school social/emotional and PPS counselors immediately provided support for all students in need. Many check ins were made and services provided. During the summer, two of our district counselors began/completed a Complex Trauma Certification Training that they will incorporate into student services. Our counselors are also providing asynchronous videos on topics such as Mindfulness, in Google Classroom for any student to access and will hold voluntary meetings for this purpose as well. Our counselors continue to implement social thinking services for students. Training was offered to all teachers this summer specific to distance learning that incorporated how to develop virtual lessons that increase student engagement and support student social emotional needs.

To effectively support the social and emotional well being of students, staff and parents during the 2020-21 school year, we will be providing resources that will allow for implementing the following three social emotional learning signature practices:

- 1) Using live interaction provides activities that allow all students to engage, supports new learning, and can be integrated into content or as stand alone practices/strategies.
- 2) Focus on engaging activities-critical thinking and learning throughout lessons-both synchronous and asynchronous; individual and collaborative learning; a balance of interactive and reflective learning.
- 3) Ending each live interaction/class with a positive closure-use of formative assessment strategies, reinforcement of accomplishment, identifying next steps.

The monitoring of student mental health and social emotional well-being will include but not be limited to:

Use of a Student Risk Screener and identification and implementation of Multi Tiered Systems of Support tiered support strategies.

Use of student surveys to help school staff assess both a student's involvement and engagement in learning as well as assess emotional connection to others (peer-peer, student-teacher, student to other school staff.)

Examples may include: use of a "meter" to identify how students are feeling, how learning is going, identification of friends, level of safety in school environment (virtual, blended, 100% in physical classrooms).

Along with the identified tiered outreach for student re-engagement, these results will help guide targeted outreach to students and families as needed, referrals to MTSS tiered supports for mental health, behavioral, and/or social and emotional well-being.

Professional Learning activities are in development to build staff implementation of SEL practices including: self-care reminders, focused supports developed in the first days of school (PBIS, strategies to build relationships in a virtual, blended or 100% in person environment). understanding and creating safe environments and conditions-being available for students on a regular basis, identifying children and their families who may need additional support and outreach, etc.)

Focus on supports for school district employees as well as their families through outreach and ensuring that all staff are aware of the mental health and wellness Employee Assistance Programs available through their health insurance provider.

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.]

CUSD's Distance Learning Protocols as well as the CUSD Distance Learning Attendance and Re-Engagement Plan (see the link below) for the start of the 2020-21 school year reaffirms the importance of student learning. Our goal is to ensure that every student is actively engaged during distance learning and a blended learning model. School personnel will reach out to families and students who are absent from learning and at risk for learning loss. We also continue to encourage families to connect with us regarding their needs and concerns.

<file:///C:/Users/mcampbell/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/1HFOAZ0Y/DL%20Reengagement%20Plan.pdf>

Use of the At Risk Student Screener to identify students in need of specific behavior supports/interventions and development and implementation for the supports/interventions for each identified student. This is to maximize student engagement and decrease behaviors that impede 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.]

Students who are participating in full distance learning, which is the model for Quarter I (August 17-October 2), and are eligible for free/reduced meals will be served daily through a drive-through grab and go process.

If full Distance Learning is the model for Quarter II, this level of service will continue.

Students who are participating in a Blended Program model---small, designated groups of students with specific vulnerabilities and needs during Quarter I (potentially leading to a larger scope of program in Quarter II or Quarter III---with at least 25% of students on campus one day a week, all others engaged in distance learning) will be served in the same manner referenced above on the days they do distance learning and will be served directly on the days they are on site.

All CUSD students will have access to free meals through the end of December 2020 (federal government extension). If COVID-19 funding deadlines are extended, we will look to provide free meals for all students through June 2021.

Efforts are ongoing to explore ideas and options to expand student access to food service as well as lessen the fiscal impact on families with students qualifying for free/reduced meals.

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

Section	Description	Total Funds	Contributing
School Nutrition	Providing free meals to all students at pick up points (on and off site) ...(March to June 2020)	61,000	No
Distance Learning Program (Staff Roles and Responsibilities)	Repurposed Bus Drivers to deliver meals and student instructional materials	249,000	No

Section	Description	Total Funds	Contributing
School Nutrition	Providing free meals to all students between 1/2021 to 6/2021 (at pick up points and for those students on campuses receiving identified services)--- (if COVID funding timelines extended)	212,000	No
School Nutrition	Purchasing all food and supplies needed by Food Service between 8/2020 to 12/2020	284,000	No
In-Person Instructional Offerings	Maintenance of Facilities---external contracting for deep cleaning, HVAC assessment, HVAC filter upgrades, replacement of three HVAC Units, addressing flooring and air flow issues	404,000	No
In-Person Instructional Offerings	Transportation---upgrading routing software and RFID system, backfill salaries for repurposed drivers, purchase big fans for shop for greater air flow	39,000	No
Distance Learning Program (Distance Learning Professional Development)	Funded four full days of professional development for certificated staff and added an extra training day for classified staff	350,000	Yes
Distance Learning Program	upgrading technology infrastructure (filters, systems, programs)	49,000	No
School Nutrition	Investing in packaging supplies to streamline offerings, given increased demand	66,000	No
Distance Learning Program	purchased 79 standing desks to help facilitate on-line instruction for teachers	11,850	No

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Complex Trauma certification training completed by two counselors.	1,000	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
10.96%	2,557,978

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.]

There are several actions principally directed at the needs of these students that are being implemented across the district. These actions are within the previous Local Control and Accountability Plan (LCAP) and those that are unique to the school closure context. Actions related to device and connectivity access are being applied across the district, but are first and foremost intended to provide access for low income students who may not have access to learning at home. The district purchased and distributed Chromebooks to any student in need and will continue to distribute devices as needed to support students. All 9th through 12th grade foster youth in CUSD have received a Chromebook, phones and hotspots through the IFoster grant/jJohn Burton Advocates for Youth, which was a statewide effort. Targeted outreach is occurring through Calaveras County Office of Education Homeless Youth Services and the district's Child Welfare and Attendance Officer to make contact with identified disengaged students to determine specific needs for re-engagement.

As a district, we continue to provide a range of instructional support and professional development that targets unduplicated students with support. This includes: Multi Tiered Systems of Support (MTSS), Positive Behavior Supports and Intervention (PBIS), English Learner Designated Supports and our continued work with Rigor, Relevance and Engagement. This is a critical effort to support our unduplicated students with access to content, engagement in the learning process, and the expression of higher level thinking and learning. As we continue to support the development of lessons designed with identified practices, we must understand that this is a major shift and will need continuous focus and significant support.

Our PBIS and SEL programs will be important elements in communicating and teaching based on best practices for integrating these systems into daily instruction and establishment of school wide supports to build positive culture no matter what learning mode we are in.

At the high school level, providing academic counseling services is intended to provide all students inclusive of unduplicated students guidance to support their successful navigation of high school and the college and career pathway.

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

Additional instructional staff support; exploration of additional academic support (after school and/or intersession) is being provided. Teachers and support staff hold office hours and specifically support unduplicated students throughout the day, either in whole class live instruction, small groups or individual academic support. Counselors are also supporting this work by helping to identify need and provide support for families for our foster youth, English learners and low income students. Spanish language library books are being used to support the development of academic language for our EL students. Academic assessment tools built into adopted curriculum are used to monitor student progress (emerging, expanding, bridging) and determine individual interventions. Use of a K-12 At Risk Screener identifying both externalizing and internalizing behaviors allows for the identification of appropriate Tier 2 interventions to support unduplicated students to mitigate any learning loss. Teachers are incorporating integrated ELD instruction into their daily instruction throughout subject areas. Additional time is set aside for designated ELD. At the secondary level, this is through specific ELD classes. At the elementary level, this is through small group instruction via Google Meets that are focused on supporting English learners.