

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 Center Joint Unified School District serves students residing in areas of Antelope, Elverta and Roseville. District boundaries cross the county line between Sacramento County and Placer County.

CJUSD has seven schools serving 4,229 students in Pre-K through grade 12. CJUSD has four elementary schools serving grades K-6: Cyril Spinelli, population 238; Arthur S. Dudley, population 649; North Country, population 599; Oak Hill, population 738. All four elementary schools feed into Wilson C. Riles Middle School, serving 642 students in grades 7-8. CJUSD has two high schools. Center High is a 9-12 comprehensive high school, with a population of 1,292 students. McClellan High is a continuation high school, serving 59 students in grades 10-12.

The CJUSD student population is 42.3% white, 27.5% Hispanic, 11.6% African American, 7.1% two or more races, 6.7% Asian, 3% Filipino, 1.1% Pacific Islander, 0.6% American Indian. Student subgroups include 14.5% students English Learners, 65.1% socioeconomically disadvantaged, 14.5% students with disabilities, 5.8% homeless, 0.3% foster youth.

The following are significant impacts felt by students, families and staff following campus closures in March 2020

- Businesses locally and in surrounding areas closed causing job and income loss
- Rent was frozen for a period of time, but the threat of lifting the rent freeze made housing unstable for some families
- Children were left at home sometimes lacking supervision
- Older children working outside the home alongside parents instead of attending online classes
- Social isolation leading to a lack of physical and mental well-being
- Although Nutrition Services offered lunch and breakfast for pick up 5 days per week, transportation was an issue further resulting in food insecurity
- Delays in supply and delivery of curriculum, technology, food, supplies impacted access to basic human needs and access to academics and social/emotional learning

- Ability to perform physical therapy, occupational therapy, speech as intended was severely impacted with teletherapy the only option
- Significant backlog of special education testing
- Most at risk student populations, such as students with special needs, English Learners, students struggling to meet academic standards relying on limited access to instruction through online learning
- School aged children of essential workers were placed into daycare settings where wifi was insufficient or nonexistent and/or environment was not conducive to learning
- EL families faced a language barrier negatively impacting access to resources and technology
- Teachers were managing virtual learning classrooms while trying to simultaneously take on the parent role to support their own children through virtual learning
- Staff members became care givers for ill family members
- Staff self care lacking
- Lack of social supports and human connectedness with others
- Divisive political conflict arose over mask wearing, validity of data and school openings.
- Pre-mature retirements based on fear of contracting virus impacted staffing. Mass retirements anticipated upon transition to Plan 2
- Staff leaving district jobs to stay home with own children through distance learning
- District contracting with LVNs for return to school to create on-campus healthcare isolation rooms
- Staff beginning to test positive for Covid-19 themselves or caring for family members testing positive or hospitalized in ICU
- Students and entire families testing positive for Covid-19

Stakeholder Engagement

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

Since the closing of campuses in the spring of 2020, CJUSD has engaged in ongoing collaborative conversation through various means with all stakeholder groups on the safe reopening of schools through the development of the 2020-21 CJUSD Playbook: A Guide to Address Covid-19 and the 2020-21 Learning Continuity and Attendance Plan.

CJUSD Board Meetings were moved online expanding reach and resulting in significantly higher attendance and increased public comment by staff, families and community members. The district communicated weekly updates with families through email and social media. Bilingual Assistants translated weekly emails and social media posts into multiple languages. Bilingual Assistants extended outreach to families through phone calls to address language barriers.

CJUSD reached out to all families in June through email and social media with a survey to determine each family's preference on returning to campus full time, through a hybrid model, virtually or through independent study. The survey included a comment section inviting open communication from parents about their child's spring distance learning experience, challenges they faced and suggestions for fall. Families shared concerns about the safety of returning to campus, identified elements of distance learning was not successful and more specifically what students and families need to successfully access learning through a virtual learning model in the fall. Fall survey was distributed September 11, 2020 asking for feedback from families on what is working through virtual learning and what is a struggle.

Collaboration between district administrators, site administrators, teacher leaders and union leadership with feedback from families generated through survey results, email correspondence and phone calls contributed to the development of the CJUSD Playbook. Feedback from staff, students and families identified areas of challenge in distance learning, areas of strength and success through distance learning, technology challenges for students and families and gaps in reaching particular demographic groups. This feedback allowed us to identify barriers and create a plan with solutions to ensure all students have equal access.

A draft of the Playbook was presented to the CJUSD Board at 6/16/2020 meeting. The Playbook was then emailed out to all families and staff inviting feedback. A CJUSD special board meeting was held 7/23/2020 to discuss all options in the playbook and invite community comment in person, through the virtual meeting platform and through email.

The Learning Continuity and Attendance Plan was developed by incorporating the Playbook and then expanded from there to further address pupil learning loss, increase engagement, address mental well being and prioritize the needs of special populations. District and site administrators, district and site Coordinators representing English Learner services and Title I services, the Family Resource Center Coordinator and the Special Education Program Specialist collaborated on the initial Learning Continuity and Attendance Draft. The draft was posted on the district website 9/11/2020, emailed to staff and families for feedback on 9/11/2020, shared with CUTA on 9/8/2020 and CSEA on 9/11/2020, presented to the District English Learner Advisory Council for feedback on 9/9/2020 and the District Advisory Council for feedback on 9/9/2020. Draft was presented at Board Meeting on 9/16/2020 with feedback and questions from the community. Superintendent answered questions. The questions and answers were published on the district website. Final draft was presented to the Board on 9/23/2020 for final adoption. Approved Learning Continuity Plan was posted on district website 9/24/2020.

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

In order to create an inclusive setting during the shutdown, CJUSD Board Meetings were moved online. Families were notified of Board Meetings through weekly emails which were translated into multiple languages. Meetings were held in the CJUSD Board Room with partial in-person attendance by Board members and Cabinet, following social distancing guidelines. Board and Cabinet not in attendance joined the live stream along with administrators, teachers, staff, parents and community members. Those unable to access the live stream used the call-in feature. The online chat was utilized for public comment. The Superintendent's Secretary relayed questions submitted through email and through the live chat.

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

The following areas of challenge with online learning were identified through feedback from staff, students and families.

- Online classes were not scheduled at set times and sometimes conflicted with other class periods
- Parents stated inconsistent teacher response to emails
- Distance learning format was not effective or compatible for all learners
- Teachers stated need for professional development on virtual learning platforms and teaching strategies
- Students relied on the "hold harmless" clause and did not participate in online courses or complete assignments
- Without in person pupil contact, Instructional Specialists and ISPH staff were disengaged
- Speech services were difficult to provide through Google Meets
- Backlog of Spec Ed assessment
- English Learner support, Title I support and intervention inconsistent resulting in gaps to reaching unique populations
- Inconsistent use of adopted curriculum
- Lack of access to technology, connectivity issues and the absence of tech skills in the home led to disengagement

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

The entirety of the plan was influenced by stakeholder feedback from parents, students, teachers, administrators and support staff. Working in collaboration with the various stakeholder groups we were able to identify areas in need of improvement and to address stakeholder concerns about health and safety, curriculum and instruction for Preschool through grade 12, access to instructional materials and technology, access to specialized services for unique populations such as Title I spec ed, EL, foster youth and students experiencing homelessness.

The Continuity of Learning section addresses concerns of health and safety, instruction, access to curriculum, technology and special services. Teachers are using district adopted curriculum, utilizing online platforms vetted by teachers and administrators and following grade level scope and sequence. Periods of instruction now follow a set schedule, thus eliminating multiple courses meeting at the same time. Daily teacher office hours provide opportunity for students to request extra help, for teachers to schedule small group work and 1:1 instruction and a set time for parent-student-teacher communication. The Independent Study program has been expanded providing an additional option to students and families. Specialized support programs have been enhanced, utilizing teachers and support staff to provide consistently scheduled online instructional periods for students receiving services through Title I programs, English Learner programs and Special Education. Technology check-out and support has been expanded. Bilingual staff have been utilized for outreach and to support families struggling with tech access and any other barriers to student success. Professional Development has been provided to instructional staff through peer to peer trainings, trainings provided by software companies to support online teaching platforms and county office offerings.

The Pupil Learning Loss section details how school sites identify and address learning gaps, monitor student engagement and participation and the comprehensive plan for re-engagement of students not participating in online learning.

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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.]

CJUSD has created three plans to educate students through the 2020-21 school year. Plan 1 is the return of students to school five days per week without social distancing. Plan 2, the Transitional Model, is a 40/60 model bringing students back to campus two days per week with virtual learning three days per week. Plan 3, the Virtual Learning Model, is full time virtual learning with students not physically attending campus.

The following details PLAN 2, TRANSITIONAL MODEL, which combines distance learning and on campus learning. Plan 2 would be provide the initial step to transition students from current distance learning to full time on campus learning.

Through the Transitional Model, staff will prescreen themselves daily and notify site administration before entering campus if they have had any contact with persons who have a COVID-19 diagnosis within the last 14 days. Parents will prescreen their students before leaving the house for any COVID-19 related symptoms. Parents will inform the school as soon as possible if their child tests positive for COVID-19. CJUSD will work with the Sacramento County Department of Health to determine when students and staff will need to quarantine.

Students and staff accessing bus transportation will sanitize hands upon entering the bus using supplied hand sanitizer and will be socially distanced. Face masks will be available to pass out to students who do not have appropriate face coverings. Students and staff will wear masks unless exempt due to a medical condition or as outlined in an IEP for students with sensory issues that prevent wearing a mask. Busses will be sanitized between routes. Bus driver will follow established procedure if symptoms of COVID-19 are recognized in a student on the bus.

Campus visitors will be restricted to essential personnel as defined by; outside agencies, military recruiters, EL Homework Help tutoring, contractors working with students, student teachers and parents attending IEP, 504, SST or other required meetings will be permitted on campus. The following will not be permitted on campus; parent volunteers, guest speakers, classroom observations by parents of prospective teachers, prospective student/family tours, outside vendors/representatives.

Students will be assigned entry and exit points to ensure social distancing. Student will report directly to classrooms as playgrounds, benches, fields and quads will be closed. Staff and students will refrain from congregating in groups.

While on campus students in grades 3rd-12th and all staff will wear masks or face coverings that cover both the nose and mouth. In limited situations where face coverings cannot be used for pedagogical or developmental reasons, a face shield can be used instead of a cloth face covering while in the classroom as long as the wearer maintains physical distance from others, to the extent practicable. Staff must wear a face covering outside of the classroom. While on campus, students 2 years old through 2nd grade are strongly recommended to wear masks or face masks. Staff and students will practice social distancing in classrooms, hallways, common areas, passing period, recess and lunch.

Cleaning and disinfecting will follow CDE Disinfecting Guidelines. Sanitation stations will be set up classrooms, offices and athletic areas. Handwashing/sanitation will be built into daily schedules. Individual water bottles will be used by staff and students. Water fountains will be turned off. Frequently touched surfaces will be disinfected throughout the school day. Classrooms and offices will be disinfected nightly by trained custodial staff. All objects and equipment will be limited to a single-person use whenever possible. All items will be disinfected between uses as practicable. Shared equipment such as computers will be disinfected between individual student use, All staff will be trained in disinfecting practices and will have access to disinfecting agents.

The Inclusion Preschool will meet Tuesday-Friday with morning and afternoon shifts. Special education support, speech services and occupational therapy will be done in person and/or via telehealth. The Co-Op Preschool will meet Tuesday-Friday with morning and afternoon shifts.

At the elementary level, half of the class will attend school on campus on Tuesday and Thursday while the other half of the class will attend school on campus Wednesday and Friday. When not assigned for on-campus attendance, students will complete virtual lessons. On Monday teachers will work on virtual learning. Student learning on Monday may include packet work and Google classroom assignments. Independent Study is available for families requesting no school site attendance.

Wilson Riles Middle School will assign students to one of two tracks. Students on track one will attend periods 1-6 on campus Tuesday and Thursday. Students on track two will attend periods 1-6 on campus Wednesday and Friday. Students will engage in virtual learning on days not assigned for on campus attendance and every Monday. Independent Study is available for families requesting no school site attendance.

Center High School will assign students to one of two tracks. Students on track one will attend periods 1-4 on Tuesday and periods 5-8 on Thursday. Students on track two will attend periods 1-4 on Wednesday and periods 5-8 on Friday. Students will engage in virtual learning on days not assigned for on campus attendance and every Monday. Independent Study is available for families requesting no school site attendance.

McClellan High School will open for on campus instruction five days per week if no more than 70 students are enrolled. If greater than 70 students are enrolled students will be assigned to one of two tracks. Students on track one will attend periods 1-6 on campus Tuesday and Thursday. Students on track two will attend periods 1-6 on campus Wednesday and Friday. Students will engage in virtual learning on days not assigned for on campus attendance and every Monday. Independent Study is available for families requesting no school site attendance.

Mondays are designated teacher collaboration days at every site. Teachers meet in departments, grade alike teams and within specialized programs. Teachers look at formative assessments from in person and virtual learning. Teachers identify acceleration or remediation needs and identify scaffolding necessary to teach a new concept. Teachers follow the process: assess, teach, reflect. This process ensures teachers are meeting the academic and social/emotional needs of all students. Particular attention is paid to the progress of our unique populations ensuring these students can access learning and make adequate growth by identifying and breaking down any barriers to achievement.

Independent Study utilizes Edgenuity for K-12 students addressing all subject areas. Kindergarten receives 180 minutes of daily instruction and activities. Grades 1st-3rd receive 230 minutes of daily instruction and activities. Grades 4th-12th receive 240 minutes of daily instruction and activities.

Curriculum to support Academic Learning

Teachers are using district adopted curriculum through distant learning. To ensure continuity of learning, elementary grades follow a district grade level curriculum map and the middle school and high school following PLC created scope and sequence.

TK-6th grade formal assessments began after Labor Day allowing time for teachers to build class community through a virtual model, address social emotional learning needs and to administer universal screeners enabling teachers to gather data to assess learning loss and provide transition and review lessons to revisit spring grade level content and identify the need for appropriate intervention to address gaps while moving forward with grade level instruction.

At the middle school and high school, teachers will analyze data in their PLCs to determine which standards may need to be retaught to which groups of students. Articulation with previous grade level teachers may be necessary to determine which standards may not have been taught due to the school closure. PLC time is embedded into the teacher schedule weekly.

TK-grade 12 teachers will provide grade level instruction and will utilize both long and short term formative and summative assessments. Short term assessments will be done on a weekly basis. When teachers notice that students have experienced specific learning loss they will provide instruction on previously unlearned standards. Teacher collaboration will be key to providing appropriate support. After instruction, students not demonstrating growth toward mastery will be put on a system of progress monitoring which is where they track the students' academic performance and evaluate the effectiveness of instruction. If it is noted that students are not responding to interventions teachers will utilize the MTSS Tier 2 process to look at data with a larger team in order to provide supplemental support to students.

Curriculum to support Social/Emotional Learning

Live interaction everyday between teacher and student through Class Meetings enables the teacher to check-in daily with students and do a basic assessment of the students' social emotional well-being. Elementary students participate in daily social/emotional learning activities which may include class circles, mindfulness activities and practices/resources from Social Emotional learning curricula. The online version of Second Step has been expanded to include K-5 and 6-8. ERMHS has increased frequency of student interactions, adding numerous summer sessions. Secondary counselors are consistently checking in on groups of students identified at risk and those who are not attending online classes to identify needs and connect student and family with community resources and support. District worked with Sacramento County to create an athletic conditioning model for secondary students to engage in physical activity while following social distancing guidelines.

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

Description	Total Funds	Contributing
Personal Protective Equipment Gloves, masks and gowns to ensure students, staff and family entering school sites are minimizing the spread of respiratory droplets while on school campus Training on proper use of PPE and health materials, disinfecting procedures and other practices to mitigate the spread of respiratory droplets	\$230	No
Heath Materials Additional thermometers to screen student temperatures and mitigate potential spread	\$1,000	No
Disinfecting Materials Additional materials and supplies to support effective, routine disinfection to include portable sanitizing machines to aerosolize disinfectant, portable air scrubbers, hand sanitizers, hand sanitizer supplies, spray bottles, disinfectant, paper towels, gloves, goggles, masks and Merv Air Filters for classrooms and offices	\$13,232.30	No
Physical barriers Plexiglass barriers installed in all offices to mitigate the spread of respiratory droplets	\$1,739.00	No

Description	Total Funds	Contributing
Visual Cues and Materials Visual cues and signage to direct traffic flow, minimize interactions and identify specific entry/exit points. Signage to reinforce face covering, hand washing protocols and instructions to avoid entering building if ill.	\$669.00	No
Additional Staffing Staff each school site with either a nurse or health tech when schools move to the Plan 2 hybrid model or Plan 1 in-person model	\$50,000	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.]

CJUSD is starting the 2020-21 school year in Plan 3, the Virtual Learning Model and will transition to Plan 2 and/or Plan 1 following guidance from the Centers for Disease Control and Prevention, Sacramento County Health Officer, California Department of Education and the Governor's Office of the State of California.

PLAN 3, VIRTUAL LEARNING MODEL.

PRESCHOOL: virtual learning format

ELEMENTARY

Depending on grade level, all four elementary sites will provide 180 minutes to 240 minutes of daily online live instruction, independent assignments and activities. The instructional main focus is reading, writing and math and the secondary focus is science, social studies and physical education. Each day 60 minutes of office hours are provided with classroom teacher and other staff including EL teachers, Title I teachers, Special Education teachers, bilingual assistants, and other instructional support staff. These office hours provide opportunity for one-on-one or small group instruction.

Transitional Kindergarten will receive up to 60 minutes of daily live instruction with 60 minutes of independent work assigned by the teacher.

Kindergarten will receive 180 minutes of instruction and activities Monday through Friday to include 60 minutes of online live instruction and activities and 120 minutes of independent student work. Online live instruction includes academics and at least one social/emotional learning activity. Independent work to include reading, writing, math, social studies, science and physical education through packet work and online.

Grades 1-3 will receive 230 minutes of instruction and activities Monday through Friday to include independent assignments and activities. All students receive 60 minutes of online live instruction which covers all academic subject areas and at least one social/emotional learning activity. Independent student work will include sixty minutes each day focused on foundational reading skills, reading comprehension and writing skills for grades 1-2 and reading comprehension and writing for grade 3. Students in grades 1-3 will receive 60 daily minutes on independent math assignments and activities and 50 daily minutes on independent social studies, science and physical education.

Grades 4-6 will receive 240 minutes of instruction and activities Monday through Friday to include independent assignments and activities. All students receive 60 minutes of online live instruction which covers all academic subject areas and at least one social/emotional learning activity. Independent student work will include sixty minutes each day focused on reading comprehension and writing skills, 60 daily minutes on independent math assignments and activities and 60 daily, combined minutes on independent social studies, science and physical education.

Students in Transitional Kindergarten through grade 6 will receive a grade towards the progress of understanding district identified essential content area standards: 3-Understanding, 2-Partial Understanding, 1-Limited Understanding. Students will have multiple opportunities to receive individualized feedback and additional support in a one-on-one or small group setting through assigned classroom teacher, Title I support teacher, Special Education case managers, English Language Development teacher and Bilingual Assistants.

MIDDLE SCHOOL

Wilson Riles Middle School will continue operating on a six period A/B block through the Virtual Learning model. Three periods of instruction are provided each day. All students receive 30 minutes of daily live instruction per class and are expected to complete 50 minutes of independent work each day for each class. This constitutes 240 minutes of instruction and independent practice per day. Teachers' daily office hours provide opportunity for small group and one on one instruction.

Wilson Riles students will earn grades on a traditional A-F system. Students will have multiple opportunities to receive individualized feedback and additional support in a one-on-one or small group setting through assigned classroom teachers, Title I support teachers, Special Education case managers, English Language Development teacher and Bilingual Assistants.

HIGH SCHOOL

Center High School will continue operating on an eight period A/B block through the Virtual Learning model. Four periods of instruction are provided each day, Tuesday through Friday. All students receive 45 minutes of live online learning per class period and are expected to complete 45 minutes of independent work for each class each day. Teachers' daily office hours provide opportunity for small group and one on one instruction.

Center High Students will earn grades on a traditional A-F system. Students will have multiple opportunities to receive individualized feedback and additional support in a one-on-one or small group setting through assigned classroom teachers, Special Education case managers, English Language Development teachers and Bilingual Assistants.

McClellan High School will provide 180 minutes of instruction/assignments per day. Students receive 30 minutes of daily online meetings per class. These meetings are for direct instruction and independent practice with teacher support. Daily 45-minute office hours provide small group and one on one instruction.

McClellan High students will earn grades on a traditional A-F system. Students will have multiple opportunities to receive individualized feedback and additional support in a one-on-one or small group setting through assigned classroom teachers and Special Education case manager.

INDEPENDENT STUDY

Independent Study utilizes Edgenuity for K-12 students addressing all subject areas. Kindergarten receives 180 minutes of daily instruction and activities. Grades 1st-3rd receive 230 minutes of daily instruction and activities. Grades 4th-12th receive 240 minutes of daily instruction and activities.

Collaboration: Scheduled time for teachers to collaborate weekly with grade alike teams, departments and within specialized programs on approaches to improving student achievement. Collaboration focus on learning loss, especially focused on unique populations who are most vulnerable to impacts of Covid-19

Curriculum to support Academic Learning

Teachers are using district adopted curriculum through distant learning. To ensure continuity of learning, elementary grades follow a district grade level curriculum map and the middle school and high school following PLC created scope and sequence.

TK-6th grade formal assessments began after Labor Day allowing time for teachers teachers to build class community through a virtual model, address social emotional learning needs and to administer universal screeners enabling teachers to gather data to assess learning loss and provide appropriate intervention to address gaps while moving forward with grade level instruction.

At the middle school and high school, teachers will analyze data in their PLCs to determine which standards may need to be retaught to which groups of students. Articulation with previous grade level teachers may be necessary to determine which standards may not have been taught due to the school closure. PLC time is embedded into the teacher schedule weekly.

TK-grade 12 teachers will provide grade level instruction and will utilize both long and short term formative and summative assessments. Short term assessments will be done on a weekly basis. When teachers notice that students have experienced specific learning loss they will provide instruction on previously unlearned standards. Teacher collaboration will be key to providing appropriate support. After instruction, students not demonstrating growth toward mastery will be put on a system of progress monitoring which is where they track the students' academic performance and evaluate the effectiveness of instruction. If it is noted that students are not responding to interventions teachers will utilize the MTSS Tier 2 process to look at data with a larger team in order to provide supplemental support to students.

Curriculum to support Social/Emotional Learning

Live interaction everyday between teacher and student through Class Meetings enables the teacher to check-in daily with students and do a basic assessment of the students' social emotional well-being. Elementary students participate in daily social/emotional learning activities which may include class circles, mindfulness activities and practices/resources from Social Emotional learning curricula. The online version of Second Step has been expanded to include K-5 and 6-8. ERMHS has increased frequency of student interactions, adding numerous summer sessions. Secondary counselors are consistently checking in on groups of students identified at risk and those who are not attending online classes to identify needs and connect student and family with community resources and support. District worked with Sacramento County to create an athletic conditioning model for secondary students to engage in physical activity while following social distancing guidelines.

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.]

The CJUSD Technology Department, working in collaboration with school sites has launched a comprehensive technology support system for students and families. Through family surveys, email outreach, phone calls to families served by the Family Resource Center and phone calls made by teachers and instructional staff working with English learners, special education students and students receiving intervention support through Title I programs, families in need of technological supports were identified and referred to the appropriate individual or department for assistance.

Chromebooks are provided to students who need them for at home access throughout Plan 3, the Virtual Learning Model. Teachers and other instructional staff were provided laptops to provide distance learning. Families who have no internet or substandard internet service at home will be assisted by the Tech Department to acquire sufficient internet. Families will be referred to Internet Essentials through Comcast or AT&T Access which provides internet at a reduced cost. For families who qualify and in coordination with the CJUSD Family Resource Center, the district will pay the monthly internet fee. If Internet Essentials is not an option, the district Tech Department will troubleshoot and provide mobile hotspots or dongles for wifi access.

Special Education Case Managers, Special Education Instructional Assistants, English Language Development Teachers and Bilingual Assistants are working directly with families to identify technology needs, guide them through the basics of logging in and connecting families with the resources on site or through the district Technology Department to provide Chromebooks, internet access and other assistive technology supports.

The Tech Department has created support hours so they can work one on one with families to remove barriers to access. Families are invited to contact the Technology Department by phone or email a request for support and they will be contacted by someone in the Tech Department. School Sites are also providing referrals to the Tech Department to ensure all families have access to the support they need.

Instructional videos have been posted on the district website to guide students and families on key technology skills such as how to connect to wifi, how to login to Chrome and how to access emails which is essential to accessing Google Classroom.

The Tech Department is working closely with Phoenix School, a local day care provider attended by many CJUSD students, to provide internet access and Chrome books so children in their care can access daily lessons through Google Classroom ensuring they do not fall behind their peers.

When a return to school is allowed through Plan 2, the Transitional Model, Chromebooks will be provided to students who need them to transport between home and school. Charging stations will be located in classrooms.

The availability of tech support as a resource to families has been communicated through the district website, district emails, site emails and social media. Bilingual assistants are bridging this gap with personal phone calls to ensure students have Chromebooks and families are accessing available resources. Other district employees will contact individual families via phone whose children are not engaging in daily class to assess the issues and find a solution to bridge the gap.

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 teacher's assignment/record book includes documentation of partial and whole day synchronous, asynchronous, and in-person assignments and instruction, verification of student daily participation and teacher certification to assignment time value and validity of all of the information recorded. The student participation information in the teacher's assignment record/grade book is used to document attendance through Aeries.

The documentation and tracking procedure is as follows:

- Teachers will update attendance for the previous week in Aeries Attendance Portal on Mondays.
- The school site will notify parents when a student is not present in the online class. This occurs daily by each teacher.

- The only codes we will be using for Plan 3 will be 2, I, M, X (all other excused absences).
- The attendance clerk will enter codes for excused absences. Attendance Clerks will also enter the reason the student was out in the attendance note for all absences. (Attendance Management this will make this job easier)
- Attendance Clerks will use Attendance Management to sort out the 2 and A's.
- The A's will need to be changed to 2. This can be done by hand or with all-day mass change.
- On Tuesday, Attendance Clerk will run the Teacher Attendance Submission Log to make sure all teachers have entered attendance for the prior week. If there is any teacher that did not enter attendance the clerk will notify the teacher and principal.
- The Attendance Clerk will run the report "Students with absences" (Elementary level) or "Students with N or more Absences" (secondary level) to determine the number of absences per day or period. This list will be given to the site principal.
- The clerk will run the Weekly Attendance Report every week. Teachers will need to sign a report for each week but they have the entire quarter or trimester to do so. Attendance clerks should keep the printed reports on file in the office for teachers to sign when they are on campus.

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.]

District created an on-demand opportunity for peer-to-peer staff professional development. Offerings were designed to meet individual staff learning needs and support online instruction which included both academic and social/emotional learning. Courses were available to join live but were also recorded to serve as a continued resource.

Professional Development offerings:

Teaching CPM Remotely

- Zearn training
- Building an Emotional First Aid Kit
- Telehealth training for Special Education Teachers and Support Staff
- Google Classroom Basics
- Google Forms
- Refining Google Classroom
- Using Google Breakout Rooms
- Screencastify Basics
- Using Pear Deck with Google Slides
- Utilize Google Jam Boards to Modify a Lesson or IEP Goal
- Utilize Google Jam Boards to Increase Motivation & Engagement through a Token Economy
- How to Help Parents Establish Patterns of Good Behavior
- Increase motivation and engagement through Daily Schedules and Positive/Negative Reinforcement
- Using Edpuzzle to Deliver and Access Video Lessons

- Sunday

Publishers of the electronic products purchased by the district provided professional development videos to support the implementation of products and platforms:

- Zearn
- Dream Box

Placer County Department of Education

- Redesigning Graphic Organizers for Writing for Distance Learning, Secondary
- Integrating ELL Instruction in a Distance Learning Environment
- Supporting Students' Agency and initiative in Distance Learning
- Special Education Distance Learning Plans

Sacramento County Office of Education

- Professional Development for teaching ELA/ELD during distance learning

Staff Roles and Responsibilities

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

The Transportation Department is providing delivery services to families. They are assisting the Technology and Curriculum Departments to distribute Chromebooks, curriculum and other learning tools to families. Transportation is also supporting the Nutrition Department to distribute meals to families through neighborhood bus stop drop offs.

Noon Duties and Instructional Specialists assisted with the distribution of materials and technology to families at the beginning of the school year. They provided outreach to families, making calls to check in, identified needs inhibiting student access at the beginning of the school year and offered basic tech support such as logging in and creating passwords. Bilingual assistants were utilized to support families speaking languages other than English.

Noon Duties, Instructional Specialists and Bilingual Assistants play a significant role in the tiered Re-engagement Plan. Campus monitors to assist with special education virtual assessment protocol.

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.]

TITLE I

Elementary and Middle School Title I programs will support students through scheduled virtual meetings using Google Classroom. Title I teachers and support staff will support small groups of students on targeted skills for students in need of Tier 2 interventions and provide services via pull out/push in utilizing other online modalities and packets.

ENGLISH LEARNER SERVICES

English Language Development teachers will continue to plan for Designated ELD instruction using district adopted curriculum and referencing the California English Language Development standards in developing Integrated and Designated lessons. English Learner teachers will collaborate with individual teachers, grade alike/department teams to determine how best to support each EL student's English language development and achievement in general education classes. Additional support will be provided for English Learner students who need assistance on general classroom work. English Language teachers use Mondays to meet with individual or grade level teams to support each student's English Language Development and academic achievement. Specialized headsets with built in microphones provided to develop oral and listening skills while on in a virtual learning setting.

EL Services for ELEMENTARY

For the first 27 days of Plan 3 Virtual Learning or while teachers are doing "Transition and Review", English Learner teachers will create and share a Google Classroom, make contact with English Learner students and their families, build relationships, complete initial ELPAC testing, reclassify student as needed, provided required letters and documentation to families about English Learner placement and programs and determine proficiency levels of English Learner students. English Learner teachers will then begin to meet with groups of English Learner students twice per week. This instruction will be through Google Meets or Zoom and will focus on enhancing students' skills using essential English Language Development standards. Special attention will be given to Foundational Skills for English Learner students in kindergarten through 2nd grade.

When able to transition to Plan 2 Transitional Model, elementary English Learner teachers will meet with grade-level groups twice a week on campus and use Google Classroom on virtual learning days with support from Bilingual Assistants.

EL Services for MIDDLE SCHOOL

Through Plan 3 Virtual Learning, Riles Middle School English Learners will continue receiving support virtually as a scheduled class period with additional support available during daily office hours with teacher and other instructional and bilingual staff. EL Teacher complete initial ELPAC testing, reclassify student as needed, provided required letters and documentation to families about English Learner placement and programs and determine proficiency levels of English Learner students.

When able to transition to Plan 2 Transitional Model, English Learner teacher will meet on campus with English Learner students twice per week and use Google Classroom on virtual learning days with support from Bilingual Assistants. English Learner Teacher will collaborate with individual teachers or department teams to determine how best to support each student's English language development and achievement in general education classes.

EL Services for HIGH SCHOOL

Through Plan 3 Virtual Learning, Center High School English Learners will continue receiving support virtually as a scheduled class period with additional support available during daily office hours with teacher and other instructional and bilingual staff. EL Teacher will complete initial ELPAC testing, reclassify student as needed, provided required letters and documentation to families about English Learner placement and programs and determine proficiency levels of English Learner students.

When able to transition to Plan 2 Transitional Model, Center High School English Learner teacher will meet on campus with English Learner students once per week and use Google Classroom on virtual learning days with support from Bilingual Assistants. English Learner Teacher will collaborate with individual teachers or department teams to determine how best to support each student's English language development and achievement in general education classes.

SPECIAL EDUCATION SERVICES

While on Plan 3 Virtual Learning, all special education services, such as speech, physical therapy, occupational therapy, ERMHS counseling, behavior intervention services, transition services and consultative services for hard of hearing, orthopedic impairment and vision services will be conducted via telehealth. When district is able to transition to Plan 2, these services will be provided on campus and through telehealth on days when student is not on a school site. The format for individual students will be determined by the provider in consultation with the parents or guardian.

At the elementary level, students are receiving special education support through small group and one on one instruction with the special education teacher and instructional assistant to support core instruction and IEP goals.

At the middle school and high school students are receiving special education support through special education classes and tutorial classes that scheduled into their day.

Special education case managers will make weekly contact with students on their caseload. This contact may include; joining in on general education Google Classrooms to help provide accommodations and modification to students, assigning students daily/weekly assignments through their own Google Classroom, connecting with students through phone calls, emails, virtually or other platforms. Special education teacher will continue to plan for and provide services to target Individualized Educational Plan (IEP) goals and log services provided for secondary pull out, monitor or other services not associated with a particular special education course of enrollment. IEP meetings will be held in an online format on Mondays whenever possible. Instructional Assistants are pushing into core classes and pulling out small groups

as needed. Special education teachers are collaborating 1:1 with general education teachers to review individual student IEPs to review supports and monitor progress.

Home and Hospital students will be served virtually throughout Plan 2 and 3.

SERVICES PROVIDED TO ALL STUDENTS IN NEED THROUGH THE FAMILY RESOURCE CENTER (FRC)

In order to help remove barriers to learning, especially in a distance learning format, staff will help ensure that students have access to school supplies, hygiene supplies, clothing, meals, learning packets and other supplemental materials, technology devices and support, and internet services. FRC staff, in collaboration with district transportation, technology services and nutrition services will deliver resources when families and students cannot reach pick-up locations. Furthermore, to ensure students can complete all assignments and stay connected to school staff and peers, the FRC will coordinate with technology services to provide students with Chromebooks, portable chargers, hotspots and free internet services (case-by-case and should there be a true barrier).

The FRC will act as a conduit to school sites, district departments, and community partners should families or students have questions/concerns and/or need support that cannot be answered/provided by the FRC. So families and students can receive additional services that support educational success, the FRC will create and maintain an online resource list that families and youth can access. This will include, but is not limited to accessing food, shelter and housing, transportation, and mental health support.

SERVICES FOR STUDENTS IN FOSTER CARE or EXPERIENCING HOMELESSNESS

Given the challenges of mobility, deep poverty, and trauma, connecting and building rapport with students and families experiencing homelessness and students in foster care will be a top priority of the Family Resource Center (FRC) and its staff (the district's Homeless and Foster Youth Liaison is a part of the FRC staff). This is the first start to ensuring students have equitable access to services. Before distance learning begins it is imperative that students in foster care and students who are experiencing homelessness know that they have support from the school district. Family Resource Center staff will conduct outreach to all previously 2019-2020 identified pupils and their families/caregivers/social workers. Students who are new to the district and/or newly identified as experiencing homelessness will also be contacted. Outreach will be conducted in various forms such as Email, phone, texting, Google Meets, "curbside" home visits, etc. Because consistent communication is crucial during these times, staff will regularly check-in with families to assess needs while also updating contact information, as these populations have high rates of mobility.

In planning to meet learning challenges for students experiencing homelessness and foster care students, FRC staff will collaborate with school sites, utilizing a multi-tiered system approach, to monitor and support students' progress as it pertains to participation, work completion, grades, and attendance. Depending on need and where appropriate, FRC staff may offer virtual supplemental academic support; weekly check-in support in the form of mentoring that focuses on re-engagement, academic motivation, life and social skills development; social-emotional well-being and mental health supports; and "curbside" home visits.

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

Description	Total Funds	Contributing
<p>Purchase curriculum: Acquired additional Edgenuity online licenses to expand Independent Study Program availability to families opting out of virtual learning for various reasons including but not limited to; health concerns, need for scheduling flexibility to accommodate work/daycare schedules and living arrangements of the family, need for additional academic accommodations or extended learning.</p> <p>Purchased academic and social/emotion curriculum: McGraw Hill Wonders, 2nd step, McGraw Hill, CM Pre Cal, You Science, Savvas Science, Happy Numbers, Edmark Reading-Autism, Cengage Edge Grammar, Amazon Mind Set Math, McGraw Hill Geography. CPM Core Connections ebook, Amazon Russian, Mystery Science to support student access to curriculum through distance learning.</p>	\$90,285	Yes
<p>Devices and Connectivity</p> <p>Chromebooks made available to all students in need of a device to access learning from home. Internet, Wifi hotspot devices and dongles supplied as needed for internet connectivity to families and community daycare providers. Laptops provided to staff to teach and work off site. Headsets with microphones provided to English learner students.</p>	908,917	Yes
<p>Professional Development</p> <p>Sacramento County Office of Education professional development on teaching ELA/ELD through distance learning model</p>	\$32,400	Yes
<p>Additional Technology for Students with Disabilities</p> <p>Presence Learning purchased as online therapy platform, Special education assessments library purchased for facilitation of online assessments. Establish virtual testing room and procedure. Hired special education staff member contracted to assist with special education assessments.</p>	\$38,810	No

Description	Total Funds	Contributing
Services to all families Family Resource Center staff conducts outreach, checking in with families in need, especially low-income, Foster Youth and families experiencing homelessness. Staff identifies needs, provides supports and makes home visits if needed	\$228,864	Yes
English Learner support Support staff through distance learning model in effectively delivering designated and integrated ELD in a virtual context, including targeted instruction, Collaborate with Curriculum and Instruction Department to implement ELD standards and the ELA/ELD framework.	\$1,065,042	Yes
Curriculum and Instruction District wide Training and support Curriculum and Instruction Department lead the district's virtual learning program including grade level scope and sequence plans, use of universal screeners and the implementation of skills and strategies acquired through professional learning, Facilitate effective delivery of research based, standards aligned instructional practices. Expand professional development efforts to meet distance learning including the integration of Social/Emotional Learning, use of Google Classroom with the implementation of small group and 1:1 instruction to support pupils experiencing learning loss.	\$608,020	Yes
Re-engagement Plan Office staff and instructional staff facilitate outreach and re-engagement procedures for students not attending	\$3,147,560	Yes
Professional Development On demand, district provided professional development designed to meet individual staff needs to support academic and social/emotional learning of all students	\$156,751	Yes

Description	Total Funds	Contributing
Transportation Bus drivers delivering curriculum, technology and meals and picking up students for one-on-one assessments	\$1,829,115	Yes
Technology Support Staff Technology Department providing technology to students and teachers, troubleshooting, training and supporting students, staff and families through distance learning	\$450,389	Yes
Counselors Provide students with academic, college and other supports including referrals to appropriate services. Counselors play a key role in creating the master schedule and scheduling students into cohorts that meet student academic needs while following health guidelines for social distancing with transition to hybrid and in-person learning models.	\$920,657	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.]

Time is scheduled weekly for teachers to collaborate with grade alike teams, departments and within specialized programs on approaches to improving student achievement in ELA, math and ELD. Primary focus of collaboration is on learning loss, especially focused on unique populations who are most vulnerable to the impacts of Covid-19.

TK-grade 12 teachers provide grade level instruction and utilize both long and short term formative and summative assessments. Short term assessments done on a weekly basis. When teachers notice that students have experienced specific learning loss they guide instruction on previously unlearned standards. Teacher collaboration is key to providing appropriate support. After instruction, students not demonstrating growth toward mastery are put on a system of progress monitoring which is where they track the students' academic performance and evaluate the effectiveness of instruction. If it is noted that students are not responding to interventions teachers will utilize the MTSS Tier 2 process to look at data with a larger team in order to provide supplemental support to students.

Universal Screeners were given to elementary students in August to identify students who had a gap in instruction. All elementary sites utilize their Title I teacher to provide additional intervention to those who have demonstrated learning loss by following a targeted, individualized plan to accelerate learning.

Pupil Learning Loss Strategies

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

The primary means of addressing learning loss and accelerating learning for students will be the Multi-Tiered Systems of Support delivered through synchronous instructional time.

Tier 1: All students receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area.

Tier 2: Supports provided primarily through asynchronous and synchronous, small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction but also schedule small group sessions to provide additional support.

Tier 3: Students requiring even more intensive supports will provided small group instruction and 1:1 learning sessions

While the implementation of synchronous, small group and individual sessions will enable staff to deliver targeted supports to all students, these sessions will be of particular importance in addressing learning loss for English Learners, low-income students, foster youth, students with disabilities and students experiencing homelessness. Staff are regularly monitoring students' progress, identifying specific learning needs, barriers impacting learning and referring students and families to the appropriate resources and supports. For students who have

demonstrated learning loss, and in particular those most at risk for past and ongoing learning loss during campus closures, these supports include targeted small group and individual synchronous instruction. For students with disabilities this may include collaboration with support staff. For foster youth and homeless youth, this might include referral to the Family Resource Center.

During the summer, Math Boot Camp was implemented to address learning loss for 4th and 5th grade students. High School Summer School provided an opportunity for students to make up graduation credits. Both were implemented in a full distance learning model.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. Based upon the results of assessments for students (individual and overall), teachers and school sites will be able to assess replicated and scaled to positively impact a broader range of students. Where evidence of success is lacking, staff can engage in continuous improvement efforts to adjust their approach toward addressing learning loss.

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

Description	Total Funds	Contributing
Extended learning through Summer Programs High School Credit Recovery program operated through the summer. Summer Math Boot Camp offered to grades 4th-5th in need of additional math intervention	\$31,187	Yes
Technology and Curriculum Purchased Peardeck, ESGI, Sonday, McCraw Hill Wonder Works, Zearn and Presence Learning to measure pupil learning loss and monitor accelerated learning. Screencastify to allow teachers to give specific feedback to individual students on progress.	\$170,611	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.]

CJUSD monitors and supports mental health and social and emotional well-being through various needs assessments, student and family "check-ins" online office hours with teachers and other staff, student guidance meetings and district Social-Emotional Learning Team meetings. CJUSD will continue to provide families with opportunities to see support from school and district staff to attend presentations, trainings, workshops of recognizing signs of trauma, self-care, emotional regulation and other coping skills.

The Family Resource Center has created and is maintaining a student/family check in survey where staff can easily communicate needs to classroom teachers and other personnel for supports.

Special attention is being made throughout the district to connect with and support unique populations. School sites are using Special Education Case managers, Title I teachers, Title I Instructional Assistants, English Learner teachers and Bilingual Assistants to regularly check in with families to ensure students have the technology and materials needed to access online learning. Teachers are inviting students to participate in small group instruction to address learning gaps. Case Managers and EL Teachers are collaborating with classroom teachers on the academic and social emotional well being of students from unique populations.

Students are receiving daily, online Social Emotional Learning lessons through Kernels, Leader in Me, Second Step and/or Class Dojo which are taught by the classroom teacher and/or through push in by a school counselor. Counselors are conducting outreach to the entire student population via messaging system and Google Classroom and meeting one on one with those who need additional support and making referrals to outside services as needed. Middle School Counselor formed virtual social emotional groups identifying students in need through outreach and by utilizing information from prior school years.

Superintendent checks in daily with each school site principal by phone, through video chat or face to face on campus. Site administrator checks in with staff weekly through virtual meetings, virtual office hours, engaging check-in-check out process or connection. Administration follows up as needed with assistance from school counselors. EAP provides services and a quarterly resource for staff. Staff invited to use on site weight rooms and fitness equipment to relieve stress.

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.]

A student who has been marked truant for three days or 60% of any week of distance learning instruction shall be referred to the tiered Re-engagement Contract Procedure. Each week the site Principal sorts the list of students identified for re-engagement as assigns students to the re-engagement staff to begin the process. Sites utilize bilingual staff to address any language barriers through the re-engagement process. When a student needs Tier 2 or Tier 3 intervention a staff member will be assigned to the particular student to follow through the process. In addition to one-on-one phone conversations between Bilingual Assistants and families, other means of communicating and sharing information with families of English Learners include the translation feature on Catapult, written translations mailed home and the district website translation feature.

Tier 1 (first and second referral for a student)

Staff member will call the family and follow the script as outlined in the Re-engagement Family Feedback form to identify any barriers that are prohibiting the student from participating in online learning. Once barriers are identified, staff refers families for additional services. This plan and referrals that are made are documented on the Re-engagement Google spreadsheet and a summary will be documented in the Aeries Intervention tab.

Tier 2 (third referral for a student)

Staff member will call the family and complete all the items in Tier 1. If the parent doesn't respond to three consecutive weeks of voicemail messages, the school will send a letter home to parents. The school site will set up a check-in twice weekly between the student and a staff member to remind them to attend class as well as talk about any new or existing barriers to participating in school. This check-in will continue until the student is engaged for two consecutive weeks or the student moves to Tier 3. Once barriers are identified, staff refers families for additional services. This plan and the referrals that are made are documented on the Re-engagement Google spreadsheet and a summary will be documented in the Aeries Intervention tab. Site team will analyze data from the collective spreadsheet to identify common barriers and propose solutions.

Tier 3 (four or more referrals)

Staff member will call the family and complete all the items in Tier 1. The school site will set up a daily check-in between the student and a staff member to remind them to attend class and identify any new or existing barriers to participating in school. Once barriers are identified, staff refers families for additional services. This check-in will continue until the student is engaged for two consecutive weeks. School site will implement site based incentives. School site may begin SARB process. This plan and referrals made for additional services are documented on the Google spreadsheet and in Aeries. This plan will be documented in writing on the Re-engagement Google spreadsheet and a summary will be documented in the student's Aeries Intervention Tab.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The district was approved for the Community Eligibility Program for the 2020-21 school year. Parents no longer have to submit meal applications for their children. CJUSD now serves FREE breakfast/lunch combo meals to enrolled students every school day from 11:00am-1:00pm at all of our school sites (excluding McClellan High School). Students and/or parents make pick up one school combo meal per student per school day at any of our school sites. Six district buses have been utilized for daily deliveries to multiple bus stops.

When students return to campus in the hybrid model cafeterias will serve Grab & Go breakfast and lunch for students to pick up at dismissal. For students attending full day in the hybrid model, cafeteria will set up to provide food following social distancing guidelines.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
19.34%	\$6,859,676

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.]

Devices, Connectivity & Support

Through staff and student outreach it was discovered that access to technology and basic technology skills were a barrier for families, especially our low-income and English learner families. To meet individual student and family needs, the district provide Chromebooks, hot spots, dongles, discounted or no cost internet and technology support and troubleshooting. Although these devices and supports are available to families across the district, they are primarily intended to provide technology access to socio-economically disadvantaged students who do not have access to a device and/or internet as well as English Learner families who may have technology but their ability to access the curriculum may be inhibited by a language barrier. With full access to the internet, necessary devices and reliable tech support in their primary language, students are able to participate in distance learning and maintain daily attendance and completion of assigned work.

Nutrition

Food scarcity was a struggle for many families throughout the district prior to Covid-19. However, the need for nutritional support expanded with the pandemic, subsequent school closures, job loss and loss of income. Drive up breakfast/lunch combo meal pick ups available at six school sites, provided two meals per student five days a week beginning with school closures in the spring, continuing through the summer and carrying into the fall school year. The expansion of nutritional supports ensured students received nutritional support to participate in distance learning, maintain daily attendance and complete work. Implementation of this service included additional food, PPE, sanitation supplies and staffing to accommodate distribution dates that were above and beyond normal operating hours for the department.

Professional Development, Curriculum & Collaboration

With the transition to online learning, the need for digital supports to enhance lessons increased, as did the need for teachers supports to ensure all students were making growth, attending and completing work. With assistance from specialized instructional and support staff, universal screeners were used to identify pupil learning loss, paying particular attention to socio economically disadvantaged students,

English learners, special education students, foster youth and students experiencing homelessness. These efforts support access to content, engage students in the learning process, coordinate efforts with Integrated and Designated ELD and differentiation for students with disabilities and other learning needs.

Teacher collaboration time is intended to review data, assess student work and plan instruction. During school closures and distance learning collaboration has become even more essential to share collective resources and identify and address educational inequalities with particular attention made to socio-economically disadvantaged students, English learners, foster youth, students experiencing homelessness, students with disabilities and other student groups. These efforts are specifically aimed at addressing student learning loss and accelerating growth for students demonstrating the most significant need.

Family Resource Center Supports

The Family Resource Center coordinates a multitude of services and supports for students and families. These services include counseling, school supplies, technology and referrals for food, shelter, housing, transportation and mental health support. Prior to the pandemic, these services were primarily for low-income families, foster youth and families experiencing homelessness. With the pandemic, the number of students and families in need increased placing greater demand on the services provided through the Family Resource Center. The Family Resource Center continues to play a key role in meeting the needs of our population who are more inclined to experience disproportionate impacts from Covid-19. The essential services families receive through the Family Resource Center address basic needs, academic needs and social emotional needs which are all critical to ensure participation in distance learning, daily attendance and work completion.

Transportation

The Transportation Department has become a critical resource to connect school to family. The expansion of the Transportation Department duties has included delivering curriculum, technology and food from school to home and transporting children from home to school for essential assessments. The enhanced schedules and additional responsibilities of the Transportation Department have enabled the district and school sites to address barriers ensuring students in need have access to distance learning and food enabling students to maintain daily attendance and work completion.

Academic Counseling is intended to support all students to navigate high school and the path to post secondary college and career. Particular attention is made to provide individualized guidance and support to special populations such as low income students, English learners, foster youth, students experiencing homelessness, special education students and any other special populations.

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

In order to fully operate a distance learning program, the distribution of devices was critical for access. For many low income families, these devices and hot spots marked the first time technology and reliable internet were available in the home. Paid internet services to socioeconomically disadvantaged students is an action that is only provided when the financial need can be verified. This action ensures low income students have equitable opportunity to participate in distance learning. When students move into the hybrid model, this technology will continue to be provided to students to use at home while class sets are available on the school site.

Providing specialized earbuds with microphones to English learner students is an action that is specific to the English learners population and ensures equitable access and continued language development. This action ensures English Learners can continue to development oral and listening skills while participating through distance learning lessons and working in small groups and one on one with teachers and bilingual instructional specialists.

Intervention materials, software and social/emotional learning curriculum provide an individualized pathway of supports for low income student, English learners, foster youth, students experiencing homelessness, and students with disabilities as part of our Multi-Tiered Systems of Support.

Virtual meeting formats have expanded the participation of families in district and site meetings where they can now join from where they are and lend their voice. This was especially noted in Board Meetings and the District English Learner Advisory Committee meeting.

Other actions which are continuing to contribute to increased or improved services include the following.

Long Term English Language Learner (LTEL) classes have continued in the virtual learning model to target the complex academic and linguistic needs of LTEL students. Positive behavior interventions and support continue through virtual learning to support social and emotional success and develop a connection to school. Project Lead the Way and STEAM have continued through virtual learning to support college and career pathways through middle school, high school and beyond. Efforts to bridge the gap between high school and post secondary opportunities continue virtually through the Center HS-American River College-Sierra College connection, individualized support from counselors to guide progress and transition to post secondary education and enrollment in the Media Communications Academy.