

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>.

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General Information

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

The unprecedented COVID-19 pandemic has affected the entire Sacramento City Unified School District community and drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

Bowling Green Elementary Charter School has been a successful charter school since 1993. In that time, the focus has always been on supporting students to meet high expectations for academic achievement by flexibly responding to the changing needs of our community. Today, Bowling Green Elementary is composed of 813 students, 94% of whom come from socioeconomically disadvantaged homes. 46% of our students are English learners and about 1% are foster youth.

Our vision is that all our students, regardless of background, will leave Bowling Green Charter School proficient in all grade-level standards and, furthermore be:

- critical thinkers with a passion for learning
- caring and culturally aware
- confident individuals who apply life skills to become well-rounded, proactive members of society

To achieve this vision, we will engage all students in rigorous, standards-based curriculum that both requires and nurtures critical thinking, self-efficacy, empathy, and cultural awareness. Because students, families, and all other stakeholders have unique strengths and needs, we will offer distinct educational programs through our small learning communities (SLCs): the Ken McCoy Academy for Excellence (McCoy) and the Chacón Language and Science Academy (Chacon). As they have since 2008, each SLC will operate independently to maximize the ability to respond to community needs as they evolve.

Throughout this document, you will see the two distinct SLCs reflected. While much collaboration and partnership exists between the two small learning communities, the various parts of this document will reflect the unique needs of each SLC's population.

There are, however, many consistencies in the needs of students and families that need to be addressed in a coherent way. Across the entire school and throughout this plan, you will see a commitment to the following:

1. Consistent, direct, live instruction for every student - Access to daily direct live instruction for students, with the option of participating in recorded instruction at alternate times of the day.
2. Access and availability -Teacher availability to students outside of direct, live instruction.
3. Symmetry and Cohesion in learning and delivery - Google Classroom as the learning management system to allow for symmetry and cohesion in instruction and learning.
4. Collaboration - Meaningful and structured collaboration between teachers, principals, and colleagues from grade levels and departments to improve outcomes for students based on data and student need.
5. Professional development and supports for educators - Professional development for all educators on strategies needed to deliver high-quality instruction and on the District's learning management system, Google Classroom, that ensures students access to learning grounded in the essential standards.
6. Appropriate supports for students receiving Special Education - Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and supports when necessary.
7. Targeted student support and intervention - Supports and instruction for small groups of students who need additional instructional and/or social and emotional attention.
8. Communication and feedback -Regular communication to students and parents on learning goals and student progress, including weekly teacher-student- parent/guardian communication and report of student progress consistent with the District's grading policies to maintain the home-to- school connection.
9. Assessments and accountability -Assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure.
10. Support for English Learners - Designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum.

Stakeholder Engagement

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

As the 2019-20 academic year came to a close, the district administered a survey to families to gain their feedback on distance learning. This survey was made available in English, Spanish, Chinese, Hmong, and Vietnamese and administered via Google Forms. A total of 5,293 parents/caregivers responded to the survey and detailed results can be found on the Research and Data Collection page of the district's Return Together site. Overall, parent/caregiver responses represented a wide range of experiences and levels of satisfaction with the spring implementation of distance learning. An important takeaway for the district was the fact that, for most questions, the majority of respondents indicated a moderate to significant level of dissatisfaction or concern with spring implementation.

A corresponding survey was also administered to students to seek their feedback on the distance learning experience. A total of 2,362 students in grades 4-12 responded to the survey and detailed results can be found on the Research and Data Collection page of the district's Return Together site. Similar to the results of the parent/caregiver survey, student responses revealed a range of experiences with an overall trend toward dissatisfaction or concern regarding spring implementation of distance learning. Results also indicated difficulty for a significant number of students in connecting to others and establishing a strong sense of belonging with regard to their classroom or school. While the number of respondents for both of these surveys was modest relative to the district's overall population, the data gained was extremely valuable, especially when considered in combination with the other input received.

In addition to this input, Bowling Green Elementary staff solicited family input through ClassDojo (our primary communication tool), and at the various stakeholder group meetings. These meetings included:

Staff Meeting - July 10th and 21st

ELAC - July 24th

Steering - July 27th

Consultation with DELAC President - August 14th

Once the plan was drafted based on the input of staff and parents, it was presented again to Steering for final revisions and approval by Steering on August 17th, 2020.

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

We have transitioned all of our public meetings and hearing to Zoom. The meeting dates/times and login information are posted on our school website and sent out to all parents through ClassDojo. We have already seen an uptick in parent participation using this platform, so we are hopeful that we can continue to use it as we move past the pandemic.

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

As noted above, the parent/caregiver survey and the student survey revealed a significant level of dissatisfaction and concern with the spring implementation of distance learning at the district level. While this data is not specific to our school, it was indicative of the broader stakeholder voice provided throughout various input opportunities.

Key findings from the parent/caregiver Distance Learning survey included:

- 50% of respondents indicated that they were somewhat to extremely concerned about their student's social, emotional well-being (feeling depressed, feeling stressed, worried about grades, missing friends, etc.)
- 60% of respondents indicated that they felt only somewhat to not at all connected to school since closure in March
- The majority of respondents (64%) reported that their student's daily learning activities included less than one hour of direct lessons from the teacher. 22% of respondents reported that no part of the day included direct lessons from the teacher.
- Only one third (33%) of respondents felt that their student's individual learning needs were often or almost always met.
- Respondents were concerned about their student's academic growth, with 45% indicating they were 'very concerned' and 39% 'somewhat concerned.'
- When asked which improvements they would most like to see their school make during distance learning, the highest priorities were more guidance for parents/caregivers on student learning (54%) and more resources for families (40%), with percentages indicating how many respondents ranked the priority as a '4' or '5' on a scale of 1-5 (with '5' being the highest priority).
- Responses for level of engagement during distance learning were mixed, with 44% of respondents indicating that their student was engaged or extremely engaged, 28% 'somewhat engaged,' and 28% either slightly engaged or not at all engaged.
- The majority of respondents indicated that, in a regular week, lessons were taught by their student's teacher a few (1-2) days per week (37%) or 'almost never' (25%).
- 60% of respondents indicated that their student was able to connect with their teacher, ask questions and request help often or almost always.
- The majority of respondents were slightly or somewhat satisfied with the distance learning experience (47%) or not at all satisfied (23%).

Key findings from the student Distance Learning survey are shared below:

- 60% of respondents reported spending less than 2 hours per day learning or completing schoolwork.
- 70% of respondents indicated that it was not at all or only slightly challenging to use Distance Learning tools (Google Classroom and Zoom).
- The majority of respondents reported that, in a regular week, they watched recorded or live Zoom lessons infrequently or not all, with 30% indicating 'almost never' and 32% reporting 1-2 days/week.
- The majority of respondents (61%) reported being given just the right amount of schoolwork during a typical week. 7% reported not enough or none and 34% reported too much or way too much.
- The majority of respondents (66%) reported their work during distance learning to be slightly or somewhat challenging, with 24% indicating that their work was challenging or extremely challenging and 10% their work was not at all challenging.
- Students' experience receiving feedback from their teachers that helped them learn was mixed, with 43% of respondents indicating that this happened often or almost always and 34% reporting that this occurred once in a while or almost never.

- Almost half of the respondents (45%) reported learning quite a bit or a tremendous amount during Distance Learning, while 28% reported learning 'some' and 27% a little bit or almost nothing.
- Several questions focused on the sense of connection to staff and peers. These were differentiated by grade level:

o 36% of Grade 4-6 respondents felt extremely connected to their teacher. 56% felt somewhat connected and 8% did not feel connected at all.

o At Grades 7-12, 33% of respondents felt connected to most or all of their teachers. 61% felt connected to a few or half and 7% felt connected to none of their teachers.

o 59% of Grade 4-6 respondents indicated 'extremely' in response to the question, 'How much do you feel like you belong in this class?' 35% responded that they somewhat belonged and 6% felt that they did not belong at all.

o At Grades 7-12, 38% reported an extreme sense of belonging in their school, while 52% reported feeling that they somewhat belonged and 11% reported feeling that they did not belong at all.

The above findings reinforce the importance of the requirements set forth by Senate Bill 98 for distance learning implementation in the fall. With significant percentages of parents/caregivers and/or students reporting that instruction was occurring only part of the week and or relatively few hours per day AND that recorded or live lessons were not frequent, there is a clear need for increased coherence and consistency in the district's implementation of daily, synchronous, live instruction. The survey input also speaks to a need for specific strategies that can increase student and family sense of connectedness/belonging including the facilitation of student connections to peers and staff. Parents/caregivers also indicated a clear priority for additional resources to support technology use and student learning.

Parent input via messaging and at stakeholder meetings indicated a need for a consistent schedule and daily live contact with teachers.

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

Key takeaways from the parent/caregiver and student surveys administered in the spring included the need to provide (a) daily, live, synchronous instruction, (b) increased connection to staff and peers and sense of belonging at school, and (c) more resources for parents to support their students learning and use of technology. This input has influenced the following aspects of the district's Learning Continuity and Attendance Plan:

Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. The district has also included as part of the plan the expectation that lessons will be recorded to provide students the option of participating in recorded instruction later. This is seen as a critical support for students who may have different learning needs and benefit from rewatching instruction as well as a support for those students who may not be able to attend specific lessons.

Development of Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily

integration of Social Emotional Learning into academic instruction. The district has also prioritized the expansion of its definition of engagement to encompass Emotional Engagement in addition to Behavioral and Cognitive Engagement. Regular surveys will be used by teachers and schools to monitor emotional engagement.

To support parents and caregivers in supporting their own students' learning, the distance learning plan includes specific expectations for weekly communication from teachers to students and families. Weekly communications will include the week's learning intentions, schedule of zoom times for synchronous instruction, content to be taught, criteria by which student success will be measured, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers are also expected to be available to students and family members outside of instructional time. This includes maintaining open communication channels and identifying the times at which support is available.

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.]

Through mid-July, the district was moving forward with plans to reopen school in a hybrid model, with students spending portions of the day/week at school sites receiving in-person instruction and completing the rest of their learning in a distanced setting. Providing as much in-person instruction as can safely be delivered is a priority of many stakeholders and acknowledged by the district as an important means of addressing learning loss, particularly for those groups of students who are most likely to be disproportionately impacted by school closures. On July 15th the district, based on the recommendation of the Sacramento County Department of Public Health, concluded and announced that the 2020-21 school year would begin with full distance learning. This decision was later affirmed by the guidance provided by Governor Newsom to schools in his July 17th press conference. This guidance detailed the conditions under which schools will be allowed to reopen, the requirements they will have to follow when bringing students back, and the conditions under which a school or district may have to return back to a full distance model after reopening.

While current health conditions do not permit delivery of in-person instruction, the district is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. SCUSD will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom. One potential strategy under consideration is the continued use of Google classroom in both in-person and distance learning. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including interaction via virtual 'breakout room' groups. Teachers would use a camera to record lessons, enabling students to later watch or rewatch instruction. This model of delivery would also ensure that

continuity of instruction would be maintained in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model.

The district will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. SCUSD recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe enough to do so. To assess individual student and family preferences/needs, a Learning Options Survey for the 2020-21 school year was administered in late July - early August. This survey included questions to assess technology access (device and connectivity), learning option preference (distance, blended, full in-person), distance learning priorities, and preferred means of communication. The information gained was used for planning purposes only and parents/guardians were not required to commit to a learning model at the time. The information obtained from the survey informed the district's efforts to create the best possible learning conditions for all students, parents/guardians, and staff.

In considering how to deliver in-person instruction that addresses identified needs, the district is examining models that would increase the amount of in-person instruction for specific students. This might include students in Special Day Classes and English Learners who are newcomers.

Additional considerations for Students with Disabilities:

For some special education instructional programs and certain related services, the optimum service delivery model is in-person, face-to-face. As each program and related service is accounted for in terms of grouping for in-person attendance, a related services schedule will be developed for each site and determination made as to which related services will be provided on days of in-school attendance and as to which students and related services are deemed appropriate for continued virtual delivery.

Most of the District's related service providers are able to provide their services in a virtual setting; many contracted providers have been providing services online for several years. However, some of the related services are more easily provided in person, including physical therapy, adapted physical education, behavioral support and consultation, orientation and mobility, etc. Services determined to be more appropriately provided on site will be scheduled for the days that the student(s) is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic.

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

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	0	No
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	0	No

Description	Total Funds	Contributing
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	0	No
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	0	No
Custodians/Plant Managers: Maintain staffing at sites to ensure that, in addition to standard maintenance and cleaning, facilities are routinely disinfected high-touch areas.	253359	No
HVAC filters: Sites will replace HVAC filters 2-3 times per year as recommended rather than once a year as has been past practice.	0	No
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	0	No
Individual Supplies: Additional supplies to limit the number of individuals using shared objects.	0	No
Maintain class-size reduction in the primary grades to enable more small group instruction in response to anticipated learning loss.	497959	Yes

Distance Learning Program

Continuity of Instruction

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

Note: The terms 'synchronous learning' and 'asynchronous learning' are used throughout this document. Following are SCUSD's definitions of these terms:

Synchronous Learning: Synchronous learning is any type of learning that takes place in real time where a group of students are engaging in learning simultaneously and through live instruction and interaction.

- Most resembles a real classroom
- Learners can ask questions and receive feedback simultaneously
- Allows for collaboration between students
- Teachers can provide immediate feedback, assessment, and make adjustments as needed
- Synchronous learning can occur using computer interaction through Google Classroom or video.

Asynchronous Learning: Asynchronous learning occurs separately and without real-time interaction.

- Directly aligned to live learning and instruction
- Feedback and opportunities for questions come later
- Students can absorb content at their own pace
- Provides opportunities for students to develop questions and reflections on learning
- Allows for more flexibility in scheduling
- Asynchronous learning can occur through classwork, videos, group work, or with other support from a teacher.

The total (synchronous and asynchronous combined) instructional minutes for each grade-level is subject to district negotiations with labor partners, but at minimum, student instructional minutes will meet state requirements for each grade-level.

Kinder - 180 minutes

1st-3rd grade - 230 minutes

4th-6th grade - 240 minutes

In order to support asynchronous learning, we are purchasing two tech-based instructional programs: Pathblazer and Rosetta Stone. These programs will assist families to work efficiently and productively at each student's instructional level while the teacher is working with other students providing targeted support. Other existing instructional programs include iReady, iStation, and Benchmark Advance/Adelante.

In addition to the instructional day, teachers will be available for office hours on a regular schedule. We will utilize ClassDojo as a way of facilitating ongoing communication between families and staff members.

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.]

As SCUSD begins the 2020-21 school year in a full distance-learning context and prepares for the possibility that much of the school year will be via distance learning, ensuring access to devices and connectivity for all students is imperative. The technology gaps identified at the outset of school closures deepened the district's understanding of inequities that existed prior to COVID-19 and will continue to require attention even after students and staff have fully returned to an in-person model. SCUSD's efforts in the spring to provide all students with access to devices and connectivity have significantly reduced the identified gaps. However, significant areas of need remain, particularly in ensuring that all students have access to sufficient connectivity to engage in distance learning.

During the spring school closures SCUSD distributed Chromebook devices beginning with one per family and, as shipments came in, expanding to a device for every student who was in need. In planning for the fall, the district has prepared sufficient devices to supply all those in need. This includes preparations for incoming Kindergarten students, students at other grade levels new to the district, and any continuing students who are in need.

Also continuing into the fall are partnerships with city/regional agencies and corporate entities to provide connectivity. The 'super hotspot' program launched in partnership with Sacramento Regional Transit provides connectivity to strategic zones via city buses that have been equipped with free internet/Wi-Fi. The Sac City Kids Connect program provides eligible families with several months of free internet access through a partnership with the City of Sacramento and Comcast's Internet Essentials program. The district will continue to promote both of these opportunities in its outreach to families and explore how additional partnerships might expand connectivity access.

Existing and future communications and information requests concerning district learning will continue to assess technology access and support needs. Parent Election forms for schedule options (Distance Learning or Blended) and outreach efforts from the Attendance and Engagement Office specifically assess technology needs and connect students and families to services. This includes specific technology support following Home Visits conducted for 'unreachable' students. On a case-by-case basis, hot spots may be provided to families who are in need of internet access and are not eligible for the Sac City Kids Connect Program.

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.]

Synchronous instructional minutes delivered during distance learning will be scheduled in strategic chunks and include whole-class, small-group, and independent activities. Consistent and effective formative assessment practices will enable staff to best utilize these minutes to meet collective and individual student needs. One example of such practices is the building into lessons of frequent 'Checks for Understanding.' This might be a series of short comprehension questions following a reading or a practice question following a math lecture segment. These brief, informal opportunities are embedded into lessons and provide teachers a real-time assessment of collective and individual student understanding of a specific concept or skill. This information in turn allows a teacher to determine whether additional

practice or reteaching is needed before moving forward with the lesson. It also allows for identification of specific students' needs and supports differentiation of instruction.

Also important to assessing pupil progress are the periodic assessments administered at the beginning of the year and at specific checkpoints throughout. These 'diagnostic screeners' allow teachers to conduct more detailed analysis of individual student progress on identified learning standards. The results can inform lesson and unit design as well as connection of students to specific supports. Where a student demonstrates significant gaps in a specific skill or cluster of skills, additional and targeted support can be provided. This might include differentiation of instruction during live or synchronous instructional minutes and/or provision of tiered intervention support through small group or individual opportunities.

Pupil participation will be determined based on multiple measures of a student's attendance and engagement in learning. Measures will include log-in records to the Learning Management System (Google Classroom) and other on-line applications used by the teacher and submission of assignments to the teacher. These assignments will have a time value attached to them that will be recorded as instructional minutes for that student.

Distance Learning Professional Development

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

Teachers at Bowling Green will participate in district professional learning opportunities listed below. (pending negotiation with labor partner)

Specific professional learning activities that will be mandated for all include:

- Three self-paced modules for Universal Design for Learning (UDL) including (1) mindset, (2) frame, and (3) delivery. Teachers will completed these modules and the corresponding processing guides and submit the processing guides to their principal or supervisor before the end of August 2020. The time to complete the three (3) modules is approximately one (1) hour per module for a total of three

(3) hours. These are the modules that were previously provided for voluntary completion.

- District provided, self-paced online professional learning related to the use of Google Classroom. Teachers will complete this online professional development and certify completion before the end of August 2020. The expected time for self-paced training is approximately up to six (6) hours, but may vary depending on familiarity with Google Classroom. This module was also provided in spring 2020 for completion on a voluntary basis.
- Ongoing professional learning throughout the year to support achievement of school goals within the School Plan for Student Achievement (SPSA) and use of improvement science to improve outcomes for all students.

To further support the distance learning program, including technology support, staff will be provided access to and/or participate in ongoing professional learning in the following areas:

1. Implementation of Universal Design for Learning (UDL) practices
2. Use of Google Classroom as the Learning Management System for a virtual/blended environment
3. Administration of district common assessments and use of resulting data to drive instruction, including the use of the Illuminate system to administer/build assessments
4. Monitoring student engagement, participation, and progress
 - a. Zoom trainings on new attendance and engagement processes for attendance staff
 - b. Attendance and Engagement Toolkit provided to all staff - includes how-to guidelines and video tutorials
 - c. Administrator professional learning on new attendance and engagement expectations
5. Compilation and use of a bank of exemplary lessons produced by teachers, for teachers, at each grade level and content area

Essential learning for Substitute Teachers will include the use of instructional technology (Google Classroom, Zoom) and strategies for teaching in a virtual environment.

In addition to district offerings, Bowling Green teachers will be offered a minimum of 6-hours of professional learning around the new tech-based instructional programs as well as best practices in regards to a distance learning classroom. These trainings will vary based on the needs of each small learning community.

Staff Roles and Responsibilities

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

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction. Following are the key changes to roles and responsibilities of staff, organized by area.

Attendance and Engagement

Within the full-distance and any future hybrid models, teachers will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, presence within the learning management system (Google classroom), attendance at live, synchronous instruction, and other forms of contact determined at the site. They will also be responsible for maintaining a weekly record documenting a student's synchronous and/or asynchronous engagement each day.

Attendance staff will be continuing all of their core functions, though specific roles within these functions are adapted to the distance learning context. Follow-up with teachers who are not documenting attendance/engagement will specify the multiple measures to be used, attendance coding/entry will reflect any structures developed to represent the nuances of the distance learning context, and outreach/intervention within the MTSS context will connect students and families to resources in a distanced model. A key new responsibility of attendance staff will be contacting families regarding absences. Where an absence is illness-related, attendance staff will support contact tracing protocols as directed by the Sacramento County Health Department. This will include entry of detailed attendance data into the student information system.

Special Education

All staff supporting students with disabilities will continue in their roles and performing their broad responsibilities, with modifications to reflect the distance context. Modifications include:

- Program specialists support teachers with the set-up and completion of virtual IEP meetings, including how to engage parents to be meaningful participants and to facilitate the 'paper requirements' of conducting an IEP in a virtual or telephonic setting.
- Social workers will work collaboratively with their current site teams to schedule consultation and counseling sessions with the students, and, in some cases, their parent(s)/guardian(s) to address appropriate supports within the distance learning setting. These sessions will be conducted virtually or by telephone.
- Behavior Intervention Specialists will be available to sites for consultation on behavioral strategies that can be implemented in a virtual learning model. In anticipation of a higher need for consultation for sites and families during COVID, the distribution of staff efforts across sites may be flexed to target support to the identified challenges that are identified. This is different from the previous model of assigning a set of schools to each Behavior Intervention Specialist.

Health and Safety Protocols

The roles and responsibilities outlined within this section are from SCUSD's Return to Health plan. This plan was developed using recommendations from the Sacramento County Office of Education (SCOE), Sacramento County Public Health, California School Nurses Organization, California Department of Health, California Department of Education (CDE), and the Centers for Disease Control (CDC).

Broad responsibilities applicable to all staff include:

- Immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease.
- Collect and track illness-related information
- Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.
- Immediately contact Student Support and Health Services staff if notified of any students, staff, or family member with a diagnosis or exposure to COVID-19.

Health and Safety responsibilities emerging as a result of COVID that are specific to types of staff are outlined below:

- Student Support and Health Services Staff: Actively model and support all required public health measures. Consult with Sacramento County Public Health to verify all information. Provide guidance to school sites regarding cleaning and disinfecting. Coordinate district level response to any confirmed diagnoses or exposures to COVID.
- Administrators: Actively model and support all required public health measures. Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.
- Office Staff: Actively model and support all required public health measures. Encourage electronic communications wherever possible. Reinforce stay at home requirements. Work with school nurse to follow protocols that lower the risk of infectious students being on campus.
- Operations/Custodial Staff: Actively model and support all required public health measures. Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Routine disinfecting of all high-touch areas on a daily basis. Contact operations department if a large-scale disinfecting/cleaning is required.
- Food Service Staff: Actively model and support all required public health measures. Implement one-way passage ways through meal delivery. Ensure work space has appropriate personal protective equipment and cleaning/disinfecting materials. Increase ventilation for closed areas.
- Teachers: Actively model and support all required public health measures. Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular handwashing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to the office.
- School Nurses: Actively model and support all required public health measures. Follow Sacramento County Public Health guidelines to support contact tracing. Provide training to staff on any new procedures required by the health department as a result of contact tracing.
- Support Staff: Actively model and support all required public health measures. Provide tele-supports rather than in-person when feasible. Encourage activities and strategies that promote positive coping during times of stress for adults and children

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.]

To make grade-level content accessible for all students, SCUSD is prioritizing the planning of all lessons using Universal Design for Learning (UDL) practices. SCUSD teachers and leaders will engage in ongoing professional development on the use of UDL to support this effort. As a framework, SCUSD is using the CAST Universal Design for Learning Guidelines. These provide guidance for educators on how to plan for

(a) providing students multiple means of engaging in content, (b) providing students multiple ways to access content (Representation), and (c) giving students multiple ways to demonstrate their learning (Action and Expression), with the ultimate goal being the development of expert learners who are purposeful, motivated, resourceful, knowledgeable, strategic, and goal oriented. This represents a shift, with the new frame of reference being design of lessons with student needs in mind at outset.

Distance Learning supports specific to Homeless Youth will include:

1. Coordination & communication with shelters to ensure students are engaged in distance learning
2. Coordination & communication with homeless agencies to ensure they are aware of SCUSD Homeless Services
3. Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and ensure their technology needs are addressed, including provision of Wi-Fi hotspots on a case-by-case basis.
4. Communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services
5. Coordination with parents/students & schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.
6. Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.
7. Coordination with County LEA Homeless Liaisons to ensure continuity of educational services as students transfer

Distance Learning supports specific to Foster Youth will include:

- Case management to support all eligible foster youth
- Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail.
- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to both district and community agencies for additional support/resources as needed.
- Online tutoring services will be offered to eligible foster youth.
- Collaboration with Student Hearing and Placement and Special Education offices to ensure that any new youth entering the district are placed in the appropriate school in a timely manner.

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. Within Designated ELD, English Learners receive regular instruction targeted at their proficiency level and based on the California ELD standards. Within Integrated ELD, English Learners receive regular instruction during core coursework. This instruction is provided to enable English Learners to access core content. Teachers will receive professional development on ELD instruction within the Professional Development on Universal Design for Learning (UDL).

To fully integrate students with disabilities and ensure that the needs of all students are addressed in all instructional models, the following will occur:

- Adherence to Individualized Education Program (IEP) Addenda that outline services to be provided during distance learning.

- As determined by the IEP team, modification of IEP goals to appropriate address the distance learning model.
- Provision of additional consultation/support and/or accessibility tools needed to enable students to actively engage in the distance learning process.

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

Description	Total Funds	Contributing
Implementing asynchronous instructional program that provides differentiated instruction and intervention based in both ELA and Math. (Pathblazer, iReady, iStation)	31870	Yes
Purchase Rosetta Stone to support provision of designated ELD in distance learning context.	13000	Yes
Provide differentiated reading instruction in K-3 to support students in attaining grade-level reading by 3rd grade. (RAZplus)	6500	Yes
Instructional Materials: Chromebooks made available for all students who need a device to access distance learning at home. HP Laptops or Apple MacBooks provided to teachers for distance learning. Hot spots provided as needed on a case-by-case basis. Supplies for at-home learning provided to every student.	72,000	Yes
Maintain staffing and access to district provided instructional supports for students with disabilities.	1080001	No
Collaboration Time: Continue weekly hour of time for teachers to collaboration with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and address learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	0	Yes
Maintain staffing of School-Community Liaison to support families with transition to distance learning.	57,532	Yes

Description	Total Funds	Contributing

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.]

Classroom teachers are being provided a full month of time in which to administer the initial assessment to ensure that students and teachers can effectively create a safe learning environment and re-engage students in school. As noted in the Council of Great City Schools' (CGCS) report, Addressing Unfinished Learning After COVID-19 School Closures:

“The first instinct of many districts will be to immediately test students upon their return to school in order to gauge their academic level and needs. This would be a mistake for many reasons. To begin with, districts should focus on creating learning environments that feel both physically and psychologically safe for students (and adults). Educators need to work to re-engage students in school, emphasizing the importance of the school community and the joy of learning. Administering tests too soon undermines both of these objectives...It is therefore entirely appropriate to employ assessments as a broad temperature check a few weeks into the school year—which is when they are typically administered in a normal school year.”

It is important to reiterate that assessment of students' learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs

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.]

Learning Loss will be addressed through a Multi-tiered system of supports. At Tier 1, all students will 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 will be provided primarily through 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. Similarly, students who require even more intensive (Tier 3) support will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. Eligible Foster Youth will be provided online tutoring services based upon needs identified in the case management support process.

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. This will include the interim/benchmark assessments for Math and ELA administered at 3-4 points over the course of the 2020-21 school year.

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

Description	Total Funds	Contributing
Data Dashboard and Software Tools: Maintain Illuminate and Tableau data systems to support implementation of district's common assessment system and school closure dashboard.	0	No
Maintain staffing of instructional aide positions to increase small-group and one-on-one instructional opportunities.	155973	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.]

SCUSD has prioritized the creation of socially, emotionally, and physically safe and nurturing environments for students to thrive in across all of the 'Return' plans.

To effectively support the social and emotional well-being of students and staff during the school year, SEL lessons focused on universal themes have been developed to supplement existing SEL work and complement the academic curriculum. Themes include collaboration, confidence, gratitude, perseverance, perspective-taking, and more. Each theme includes mini-lessons for elementary and secondary and resources for connecting to families. Resources supporting universal practices across the year include guidance for implementing school wide mindfulness practices, guidance for weekly community circles, a teacher sample schedule for each month, and guidance for daily integration of SEL based upon the district's three signature practices. The three signature practices include:

1. Opening of each class with a welcoming/inclusion activity
 - a. Includes all voices
 - b. Supports new learning ahead
 - c. Can be related to an academic content area or be non-academic
2. Engaging Activities
 - a. Anchor thinking and learning throughout the experience
 - b. Individual and collective engagement and learning are supported
 - c. Balance of interactive and reflective experiences to meet the needs of all participants
3. Ending each class with an optimistic closure
 - a. Highlights individual and shared understanding of the importance of the work
 - b. Provides a sense of accomplishment and supports forward-thinking
 - c. Engages group in reflection, helps identify next steps, and/or makes connections

Also available is a set of supports focused on racial and social justice for the SCUSD community. Included is support for educator advocacy for students, guidance for community collaboration and collective efficacy, self-care resources, and resources for supporting youth.

Expanding upon the work in the SEL lesson materials, the Social Emotional Learning team has developed two full web pages that provide support, resources, and guidance. The first, Social Emotional Learning for Distance Learning and Beyond, includes specific resources for students, family members, and educators, including resources specific to SEL as a lever for racial justice and anti-racism. The second, The Anti-Racist Classroom, provides teachers and other instructional staff guidance and resources to guide learning, reflection, connection, and engagement specific to eliminating racism in our school system.

The monitoring of student mental health and social emotional well-being will include regular collection of student emotional engagement data via regular surveys and ongoing assessments by staff of student engagement and participation.

As was done during spring school closures with the 'SEL Check-in Survey,' staff will use the results to guide targeted outreach to students/families and potential referral to tiered supports for mental health and/or social and emotional well-being interventions.

The district has developed guidance and resources for educators to inform their monitoring of student mental health and addressing trauma and the other impacts of COVID-19. This guidance begins with an acknowledgement that 'the mental wellness, coping resilience, and healing before, during, and after a crisis is suddenly at the forefront of both our region's and the world's collective consciousness.' Since schools have closed, children have lost the safety net provided by caring teachers, nurses, support staff, counselors, and other personnel. The guidance emphasizes the role of educators in helping to mitigate the negative impact of traumatic events and stress. By prioritizing student safety and managing stress, educators can support the well-being and long-term academic success of students. Key responsibilities of educators to monitor/support mental health and address trauma include:

- Creating safe environments and conditions: Being available, compassionate, and connecting visually or auditorily with students on a regular basis.
- Providing routines and structure: Creating weekly rituals and routines that help students self-regulate.
- Provide social and emotional support to students and caregivers: Be a support system and facilitate connections.
- Prioritize health and well-being: Promote healthy sleeping, eating, and exercise habits and consider the total workload placed on students.
- Identify children and families who need additional support: Connect families and students to resources based on assessed needs and fulfill all mandated reporter duties.

Tiered supports for mental health promotion, awareness, and supports are outlined below and will be supported by a full-time Student Support Center:

TIER 1: UNIVERSAL MENTAL HEALTH PROMOTION AND AWARENESS STRATEGIES-provide to all students and staff regardless of risk or protective factors related to mental health. Intended to foster positive social, emotional and behavioral skills and well-being of all students

*Virtual Calming Room

*Community Resources

*Mindful Classes

*School-wide SEL curriculum and lessons

*Parent Teacher Home Visits

*Professional Learning for staff: Trauma-Informed Practices k-12, Mindfulness, Suicide Prevention and Mental Health Crisis Response

*District-wide focus on promoting well-being

*Parent Outreach & Engagement sessions focused on topics such as Self-Care, Trauma Informed Care & Building Resilience, Suicide Prevention, etc.

*Wellness Warm-line (available 9am-3pm, Mon-Fri) (916) 643-2333

TIER 2: TARGETED STRATEGIES-Targeted mental health practices and systems for students who need more support than is universally provided. Focus is on supporting students who are at risk of developing more serious concerns in academics, behavior, or course performance. Utilize early warning system, Early Identification and Intervention System (EIS), as well as other referral sources to identify students in need of supportive interventions and provide support and linkages. Staff will follow all outlined policies and procedures for using EIS, with a focus on connection students to school and supporting their engagement.

*Coordination of Services Team (COST) process

*Check-in/Check-out

*Psycho-educational groups: provides additional practices in developing social skills, self-regulation, self-management and other SEL skills that have been universally taught and reinforced.

*Linkage to community-based services

*School-based mental individual counseling (in person or virtually) for students and their caregivers

*mentoring

*Case Management services (ensuring needs are met)

Professional Learning for staff & caregivers

TIER 3: INTENSIVE STRATEGIES-Individualized support to improve a student's behavioral and academics outcomes. Goal is to enhance a student's quality of life by increasing adaptive skills and decreasing problems behaviors. Continuing to use EIS and all other referral sources to identify students in need of intensive support. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students impacted by toxic stress and/or trauma.

*Referral and linkage to community-based services

*Suicide Risk Assessment & Safety Planning

*Crisis Intervention

*Behavior contract support

*Special Education advocacy

*504 advocacy & supports

*School Attendance Review Board (SARB) process

*Student Behavior and Placement advocacy to assist with appropriate school placement

District guidance also includes crisis response procedures - including procedures for suicide risk assessment and child abuse reporting - and contact information/links for a range of crisis lines.

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.]

SCUSD's 'Return to Connect' plan begins by reaffirming the importance of attendance and engagement in school. It states, 'A meaningful connection to friends, caring adults, engaging subject matter and activities in class is at the core of what our students need to learn and thrive in any environment. We believe this to be true regardless of what school looks like when we return this fall. Not only do we want students to be present or "logged in," we want them to be engaged: interacting, thinking and connecting.'

During the spring school closures, the district learned new best practices as a result of the efforts of teachers, administrators, and staff. A significant change made to the district's strategy for measuring engagement and informing outreach and tiered re-engagement is the expansion of the district's definition of student engagement and monitoring methods. In the spring, engagement was limited to physical actions such as logging in to a software platform, being present at a virtual meeting, or sending an e-mail. Moving forward, student engagement will be defined as having three components:

1. Behavioral engagement (physical actions)

The physical actions a student uses to interact with the learning material such as attending, writing, reading, studying, or watching

2. Cognitive Engagement (Cognitive Processing)

Reflects the extent to which a student is thinking about the learning activity, or attending and focusing on the task

3. Emotional Engagement (Motivation and Emotional Response)

Reflects a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus

The three components of engagement will be monitored and assessed through regular engagement surveys, completion of weekly exit tickets, frequency of use of various online tools, participation in online discussions, percentage of assignments completed, number of days logged in, and participation in expanded learning.

The core expectations for each stakeholder group for attendance/engagement are:

Students and families: Attend/engage daily with their teacher and report absences for ANY school day to the school.

Teachers: Document attendance/engagement every school day for each scheduled class period, regardless of the instructional model.

Attendance Staff: Monitor attendance/engagement, work with teachers and families, and provide tiered interventions when necessary.

Administrators: Ensure attendance/engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary with the support of the SCUSD Attendance and Engagement Office.

Tiered re-engagement strategies for students that are absent from distance learning are organized within a Multi-Tiered System of Supports (MTSS) mode:

TIER 1-Students attending school regularly

*Positive relationships, engaging school climate, clear and consistent communication between school and families

TIER 2-Students who attend/engage moderately

*Phone calls home, informal postcards, training with technology, provide device for distance learning (as needed), referral to student support center or Connect Center

TIER 3-Students who attend 40% or less

*Referral to Student Support Center or Connect Center, Action Plan created with student and family, School Attendance Review Team (SART) meeting

TIER 4-Unreachable students: No contact or engagement

*Home visits, referral to ACCESS, referral to outside agencies

To support implementation of the above strategies, site-level attendance and engagement teams will conduct weekly data reviews, student level case management, and data-based site level planning to address identified issues. Data review is supported by the Early Identification

and Intervention System (EIS), a tool that generates real-time student data to inform targeted intervention and daily practices. The data helps sites identify students who exhibit attendance, behavior, or course performance that puts them at risk of falling behind. When a student is unable to attend/engage daily, either virtually or in person, the school site will offer Short Term Independent Studies contracts. This option would not be distinct from the full distance learning model for all students. Students on Short Term Independent Studies contracts are required to work independently without synchronous learning time.

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.]

Nutrition Services will continue implementation of key operational procedures developed during the spring school closures that continued through the summer months that ensure safe and effective meal delivery services. These include use of a drive-thru, curbside pick-up process that ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and now use of masks for community and staff required per state and county health orders.

With summer meal flexibility and the associated waivers ending on August 30, 2020, SCUSD will be opening on 9.3.20 with limited flexibility in place under the National School Lunch Program and School Breakfast Program parameters. These include the service of meals to SCUSD enrolled students only and meal eligibility requirements at non-Community Eligibility Provision (CEP) schools. The Nutrition Services department is actively seeking additional waivers to include the continuance of the Summer Food Service Program from state and federal agencies that would extend meal flexibilities, allowing all students 0-18 years of age to eat free of charge and regardless of eligibility or enrollment in school. There is nationwide support from districts and advocacy groups across the country to address this concern at the federal USDA level but a waiver for this flexibility has not been confirmed at the time of this writing.

The district is also seeking to qualify more schools under the Community Eligibility Provision (CEP) due to the increased number of students relying on Cal Fresh food assistance since March. This status allows schools to serve breakfast and lunch to all students at no cost to the student and without the added burden of eligibility applications. Currently 57 SCUSD schools qualify under the CEP and early data suggests that 9 more may be approved for the 2020-21 school year plus 3 more years. The Nutrition Services department will likely experience staffing shortages so it is our intention to provide meals at the most needy of our schools and all of them being CEP schools where breakfast and lunch is served at no cost. Enrollment documents are required for both school-aged children as well as child development enrolled students in order to obtain meals. All SCUSD, charter school, and child development families will be advised where meals will be available for their children and the process for obtaining meals.

When SCUSD moves to a blended learning program the Nutrition Services department will provide breakfast and lunch for students who attend in person, adhering to all social distancing requirements. Students will pick up meals in the cafeteria at elementary schools and in multiple locations on campus at secondary schools (using longer bell schedules and multiple meal periods) including outdoors. All students

will either consume meals in the classroom or outdoors. Nutrition Services will offer multiple days of meals for curbside pick-up on the days students participate in remote learning.

In planning the return of students and staff to the school site, Nutrition Services is putting plans into place to maximize safety within the COVID context. One measure is the implementation of cashless payments for all students and staff. This will include options for paying online, by check, or by phone.

The Nutrition Services Department is collaborating with community partners including The Food Bank of Sacramento, Food Literacy Center, and Farmers to Family Food Box Program to offer additional food resources and support for our families and students in the new school year.

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

Section	Description	Total Funds	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	0	Yes
Mental Health and Social and Emotional Well-Being	Utilize district provided SEL coach and support. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing practices that increase connectedness and address trauma within the remote context.	0	Yes
Mental Health and Social and Emotional Well-Being	Utilize district provided Nurses and Social Workers to provide critical health information, referrals, and support. Support district's broader efforts to educate community about COVID, support contact tracing, and engage in direct outreach to students and families.	25,440	Yes

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Staff a Student Support Center to provide students and families a centralized access point for support services including, but not limited to, counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, attendance interventions. Collaborate in the districtwide effort to monitor and address mental health needs, in particular the trauma experienced or exacerbated as a result of the COVID pandemic.	132,550	Yes
Pupil Engagement and Outreach	Continue with Parent Teacher Home Visit Program: Maintain existing staffing and supports. PTHV staff pivoted early to the distance learning context, providing training over the summer to staff to certify them for implementation during school closures.	13000	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
27%	2109708

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 that are contributing to the increased/improved requirement that are being implemented across the district/school.

Two actions related to device and connectivity access are being applied across the entire district, but are primarily intended to ensure access for low-income students who may not have full access at home. The district purchased and distributed chromebooks to any student in need and will continue to distribute devices to incoming Kindergarten students, new students at grades 1-12, and any continuing students who still need a device. Targeted outreach is occurring through Homeless Youth services and the Attendance & Engagement Office in partnership with the Family and Community Engagement Team to make contact with 'unreachable students' and determine technology needs. On a case-by-case basis, Wi-Fi hotspots are being provided.

Several actions from the existing LCAP that are both (a) being implemented school-wide and (b) increasing or improving services for unduplicated students are being maintained in the 2020-21 school year. These actions include:

Training Specialists

The training specialists within the Curriculum and Instruction department provide a range of professional development, including coaching, and help chart the instructional course of the district. Their recent work has been focused in a number of areas that are specifically targeted at supporting the needs of unduplicated students. Having focused in the previous two years on implementation of the ELA/ELD framework through the recent Language Arts adoption, work in the late spring expanded to the roll-out of Universal Design for Learning (UDL) practices districtwide. UDL, while supporting all students, is primarily intended to benefit those students who need additional support to access content, engage in the learning process, and express their thinking. This is a critical and synergistic effort with the work of Integrated and Designated ELD as well as differentiated instruction for students with disabilities and other learning needs. As distance learning continues for the 2020-21 school year, the district has communicated the expectations that all lessons are designed using UDL practices. This is a major shift and will not occur overnight – and only with significant coaching and support. The Training Specialists will be key leaders in this effort.

Teacher Collaboration Time

Teacher Collaboration time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the need of students who continue to demonstrate inequitable outcomes in our schools and district. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction. As discussed in this plan, focus areas for the year will include Universal Design for Learning (UDL), Designated and Integrated ELD, Multi-Tiered Systems of Support, and formatively assessing student needs so that targeted small group and 1 on 1 synchronous instruction can be used most effectively. All of these focus areas are specifically aimed at (1) addressing learning loss and (2) accelerating growth for students demonstrating the most need.

Student Support Center

These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Foster Youth and Homeless youth in particular experience higher rates of discipline and lower attendance. English Learners and Low Income students are also more likely to be impacted by negative school culture and climate. These programs, while continuing their previous work, will adapt their range of supports for staff and students during distance learning. As the survey results discussed in this plan showed, connectedness during distance learning is challenging and many reported feeling less of a sense of belonging to their class or school. Student Support Center programs will be critical elements in communicating and teaching best practices for integrating SEL into daily instruction and establishing clear classroom and school wide supports to build positive culture and climate. During the time of school closures, the staff within this action will play a critical role in addressing the impact of trauma caused during the pandemic or exacerbated by the conditions of school closure. As mentioned throughout, the impacts and trauma of COVID are landing disproportionately on specific student groups, including unduplicated students. The Student Support Center coordinates a range of services through a single point of access. These services include individual and family counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, attendance interventions, health insurance enrollment/health advocacy, and LGBTQ Safe Zone trainings. Prior to COVID, the Connect Center played a key role in addressing issues of trauma, including for those students who are homeless or coming from transitional experiences. In the current context, these services are even more critical. As has been shared in other sections of this plan, student groups including English Learners, Homeless Youth, Foster Youth, and Low-Income students are more likely to experience disproportionate impacts from the pandemic, including trauma. This action has and continues to be a service that is open to all, but is intended to and continues to provide valuable services to unduplicated students.

Parent Teacher Home Visits

This action encompasses the Parent Teacher Home Visit (PTHV) and Academic Parent Teacher Team (APTT) program. Both components are implemented at Title 1 sites, with all students/families at those sites able to participate. The PTHV program builds relationships with families and supports them in becoming equal partners in their students' education. The APTT program extends this work in a series of meetings during which teachers and families engage in collaborative learning and forming plans to support student success. This program is ultimately intended to deepen positive relationships empower parents/caregivers who are, for any number of reasons, less connected to the school. The focusing of the program at Title 1 schools is an explicit effort to target the resources at sites which have the greatest need.

Class-size Reduction

Given the learning loss associated with school closures, it is critical to structure classrooms in a way that make deep relationships and regular intervention possible. This includes maintaining smaller class sizes. Class-size reduction in the primary grades has been linked to increased achievement levels for students living in poverty.

Differentiated Instructional Programs (Computer-based) and Instructional Aide Support

These computer-based programs continually assess and provide targeted learning opportunities for students in the asynchronous learning environment. Instructional aides provide similar learning opportunities in the synchronous space. This is particularly critical for students who are working far below grade-level. English learners, foster youth, and students living in poverty are much more likely to re-enter school this year below grade-level. This action was developed with their needs in mind.

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

ELD instruction

Small-group ELD instruction and our Rosetta Stone program are provided specifically to our English learner students. Both types of ELD instruction will provide opportunities for English learners to continue developing their English skills even from homes where a language other than English is spoken.