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.]

In March of 2020, all Laytonville Unified School District schools were closed suddenly and students worked from home. Students were provided with assignments through packets of paperwork and textbooks in three week increments and some online work.. Challenges included lack of Internet and/or enough connectivity for many families; students having to work independently; student motivation; scheduling of assignments that provided enough structure for students and families to follow;   parents having to suddenly assist their children with their school work; difficulty in making student and parent contact; and designing curriculum in a Distance Learning model. Student participation dwindled as the months moved on and parents, teachers, and students had many frustrations related to student progress. Some local businesses have experienced a financial decline leading to increased unemployment. The District has spent the summer of 2020 developing reopening plans that follow Public Health orders as well as Developing Distance Learning models. Based on COVID- 19 data regarding positive cases within the county from August 2020, the District will be implementing Distance Learning for LUSD schools for the fall 2020 semester. Resources have been used to provide Internet access for all, (though this is still proving to be a challenge due to the geographic location of some of our families homes); training for all certificated staff in implementing Distance Learning, training for staff in proper cleaning techniques, the purchase of sanitation supplies, such as hand washing stations, hand sanitizer, thermometers,

masks, etc; parent communication on how they will implement Distance Learning in their homes, and increased negotiations with labor unions to ensure safe working conditions for all.

Stakeholder Engagement

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

Throughout the spring and summer staff contacted parents via phone, text, email, mail and in person to solicit feedback in terms of what worked and what didn't when the school facilitated Distance Learning in the spring of 2020, Information from these contacts and surveys was used to create a more robust program to implement in fall of 2020. Multiple zoom meetings were held with both certificated and classified staff, phone calls, surveys, zoom calls

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

All public meeting s and public hearings were conducted via Zoom. During each board meeting there was an opportunity for remote participation in public meetings and public hearings. For people without access to Zoom an option of using the districts internet service is available when arranged ahead of time. . In addition people were provided with call in numbers.for all meetings.

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

All stakeholders including parents of EL, Foster/Homeless Youth, and Low Socioeconomic, SWD, Native American tribal members, were contacted individually and through surveys to get feedback. Feedback indicated a need for more daily contact with teachers, more structured lessons, more student accountability, more tutoring and small group instruction, and the need for mental health services for students, staff and families. Feedback was overall positive in terms of families recognizing the efforts that District satff were making to ensure that students and families needs were met despite the challenges of having to work remotely.

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

Stakeholder input influenced the overall structure of how Distance Learning would be implemented in fall of 2020. The need for a specific structure to the school day was voiced by all constituent groups. All teachers will have a daily scheduled for all students. The schedule will include services for SWD, EL, Low socioeconomic, mental health, student connections. Additionally strategies for ensuring daily contact between teachers and students have been developed. Strategies for contacting parents specifically to describe accountability and expectations prior to school beginning were influenced by parents voicing the need. Strategies for tracking attendance have been developed for the Distance Learning model and will be monitored through daily contact and daily/weekly completion of work. Attendance will be monitored through AERIES. Office staff and other support staff will contact parents of students not attending/available for contact. A tiered system of support has been developed for those students not attending three days in any given week. The Principal and Attendance Liaison/counselor will be reaching out to families in efforts to implement what supports are needed.

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.]

In efforts to get a head start with students who experienced learning loss and/or fell behind in high school credits, Classroom based and independent study instruction was offered for a four week summer session to students in 1-12 grade. The Classroom based instruction followed all Public Health orders that were in place at the time.   As the state has determined that we are only to open for Distance Learning for fall of 2020 plans for classroom-based instruction have been delayed.   When Public Health orders allow, students will be brought onto campus individually and/or in small groups for tutoring and classroom based instruction. Distance Learning will be provided to all in the mornings and individualized instruction will be provided in the afternoon. Instructional Assistants will provide supplemental instruction...The district is working closely with the County SELPA to serve students with special needs The following actions outline some of the SELPA services: Support from SELPA staff to develop plans and intervention strategies related to classroom engagement and re-integration. Support can also be provided in developing plans and interventions to support independence and engagement with distance learning done from home. Parent training/groups focused on supporting recouping of skills and/or training parents in effective strategies to support distance learning in the event of future closures. When the district is ready to bring all students on to campus for instruction, a school reopening plan has been developed that involves having half of the number of students on campus at any given time. This plan accommodates all Public Health orders.

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

Description	Total Funds	Contributing
Utilize Instructional Assistants, ASES, Mental Health counseling staff, and Healthy Start staff to provide one on one or small group support to students especially for those who have experience significant learning loss.	$315,000	Yes
Provide Summer school for 1-12 grade students who experienced learning loss due to school closures	$8,000	Yes

Description	Total Funds	Contributing
Provide Professional development related to strategies and interventions for school personnel to utilize to address engagement with classroom or distance learning to help mitigate learning loss.; UDL strategies; and use of technology	$25,300	Yes
Provide continuation/Credit Recovery/Independent Study Program for grades 9-12	$75,600	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.]

Laytonville Unified School District will provide continuity of instruction during the school year to ensure that all students have access to a full curriculum of substantially similar quality in the following ways:

- Teachers in TK-12 will continue to use their core instructional materials with supplemental materials, including instructional technology that will support the continuity of instruction. All students have received either hard copy textbooks or access to electronic textbooks for their core courses.

- Supplemental instructional technology has also been purchased to support continuity of learning when students are in Distance Learning.

- Daily dedicated time for Designated ELD students.

- Targeted instructional support for foster, homeless, English Learners, students with socioeconomic disadvantage, and students that are performing below standard through various options such as afterschool tutoring, small group instruction, time set aside to for assessing English Proficiency, and academic interventions.

- Weekly office hours are available for all students and families to support instruction at home.

- School sites have provided home material kits for students to access normal classroom materials during Distance Learning.

- Instructional schedules for Distance Learning align to on-site core courses and academic supports.

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.]

During the Spring and summer of 2020 all parents were called to survey levels of internet accessibility in each of the homes. Families use a variety of sources, many of which are unreliable or don't provide adequate data plans or bandwidth. After gaining information about levels of need in the community, Laytonville Unified School District is providing electronic devices to all students in TK-12. Students in grades TK-3 are provided with tablets and grades 4-8 with Chromebooks. In addition to electronic devices, the District has purchased approximately 100 hotspots for students who do not have internet access at home. Further, when deemed safe, the district will open locations on school sites for students who are still having connectivity issues which will allow them to better participate in Distance Learning. Approximately 200 new tablets/Chromebooks were purchased in summer of 2020 to be able to provide devices for all. Headphones are all provided to all students.

To allow for live daily interaction, the district has purchased licenses to a variety of Apps and all staff have access to Zoom and Google platforms.

School staff have been connecting with families regarding attendance and access making sure that students are not having connectivity or technology issues. Each school site has a Technology Specialist who provides technology support to students and staff.
Families who need technology support can call their school sites to receive help.

Assistive technology support including devices and consultation from specialists to students, staff and parents to ensure student access and engagement will be provided for students needing those services.

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.]

Participation will be measured daily through teacher contact and time spent on completing assignments. This will be tracked using online platforms such as AERIES and Canvas In accordance with SB 98, attendance will be taken daily for each student. Absences will be recorded by the teacher of record in the Student Information System (SIS) each day. For attendance taking purposes, teachers mark students present or absent during in-person learning.
Attendance for Distance Learning is met through the following:

a. Evidence of participation in online activities
b. Completion of regular assignments

c. Completion of assessments
d. Or contacts between any LUSD staff member and a student or their parent or guardian

A pupil who does not participate in distance learning on a school day shall be documented as absent for that school day.

Teachers will use either Aeries grade book or another electronic documentation to track the amount of participation through synchronous assignments and asynchronous assignments and activities... The tiered re-engagement process will be used to monitor and engage with students and families.

Distance Learning Professional Development

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

During July and August, the District provided professional development to teacher and instructional support staff in technology, instructional technology, Distance Learning, and were provided paid collaboration time for instructional planning.
Teachers participated in:a variety of training related to Distance Learning including, Zoom, Canvas, Seesaw, Google Classroom, CPM Math with a focus on how to implement the curriculum via Distance Learning, Edgenuity, Know Atom use in Distant Learning, "Stay safe in Athletics during COVID protocols" Mental Health staff provided a variety of training on how to support students through Distance Learning.
Staff also participated in a variety of individual training related to technology use.
Administrative and CTE Public Service staff attended weekly training and updates thru the Office of Emergency services and Coastal Valley Emergency Medical Services agency

Professional development needs will continue to be assessed through staff surveys and provided throughout the year if possible. Additional resources are also available to teachers in regard to social emotional well being during Distance Learning on the Student Services website. Specific curriculum resources are shared out to content area staff that support Distance Learning, including other

Special education teachers and staff were provided additional professional development opportunities including guidance on scheduling of special education services, virtual IEP meeting best practices, universal design for learning, extra collaboration with job-alike colleagues, extra collaboration with site-based teachers, and extra collaboration with support staff.

SELPA will, in collaboration with LEA staff help to

Provide professional development to school personnel, including certificated and classified staff, on strategies and interventions to utilize to address engagement within classroom setting in-person and/or distance learning to help mitigate learning loss.

Provide ongoing training related to engaging parents and supporting staff in writing distance learning plans, progress on IEP goals, addressing IEP goals and IEP paperwork during school closure.
Create and maintain a resource list/database that teachers can access and build as a community related to online learning
Provide training to staff on strategies in supporting students in trauma informed care
Provide ongoing social-emotional support/strategies to identified staff to support their own mental well-being as they are experiencing anxiety related to COVID/current events.

Staff Roles and Responsibilities

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

The Superintendent and the District Administrative assistant will be responsible for student and staff related COVID-19 tracking.

All certificated staff are expected to continue with their job duties during Distance Learning and adjust teaching methods as needed.

Certain classified staff will have their responsibilities adjusted as needed based on district and school site needs, which can include cleaning and sanitation, food distribution, student monitoring and support, and family outreach.
One of the district counselors/attendance liaison will support the District and school sites in family outreach due to COVID-19 circumstances, including supporting students and families who have been affected by COVID-19 and helping with attendance and Distance Learning issued. .
Health screenings, increased sanitation, using Internet based materials, IA's conducting Zoom meetings etc...Library techs and ASES staff at both LES and LHS are facilitating Extended Learning options for students.

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.]

Additional contact and instruction from the the EL teacher and Exceptional Needs staff will be provided to students.
SELPA along with collaboration with our LEA staff and parents will:
Work with SELPA Board Certified Behavioral Analyst and Program Specialists to develop plans and intervention strategies related to classroom engagement and re-integration for any students that require it . Support can also be provided in developing plans and interventions to support independence and engagement with distance learning in the home.
Help create behavioral interventions/ plans to address compliance with necessary safety requirements (mask wearing, social distancing, overall safety while on campus, etc.) for all students.
Provide support from SELPA staff in navigating agencies and community services (DHHS, Regional Center, etc.)

Provide all Low incidence services to students per their IEP as well as collaboration and direct consultation to parents and staff. Assistive technology support, accommodations, modifications and professional development will be provided to parents, students and staff as needed.
Provide Parent/caregiver training by BCBAs and/or SELPA Program Specialists in behavior management, balancing supporting their student's school work with other responsibilities, creating functional work spaces for their students to use.
Provide consultation to students, staff and parents on use of alternative learning materials for students who cannot access technology due to disability and/or lack of access.

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

Description	Total Funds	Contributing
Purchase devices, headphones, cameras, and hot spots to provide all students K-12 daily contact and instruction from teachers via Distance Learning	$85,000	Yes
Provide staff development focused on Distance Learning strategies for both classified and certificated staff	$20,000	Yes
Support cohort learning groups on both campuses and at the tribal center	$165,000	Yes
Provide Independent Study program for students not having Internet access and not able to come to campus	$97,000	Yes
Use of Edgenuity, Canvas, Google and other online learning platform	$117,000	Yes
SPED Instructional Assistants to provide on campus and Distance Learning tutoring	$120,000	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Students will be assessed with ESGI assessments in grades K-1, and all other grade levels will use formative assessments as teachers are presenting lesson and summative assessments throughout the school year. ELL students will be monitored and supported by the EL teacher weekly.

SELPA in collaboration with LEA staff will:
Support from SELPA staff to develop plans and intervention strategies related to classroom engagement and re-integration. Support can also be provided in developing plans and interventions to support independence and engagement with distance learning done from home.
Support from SELPA staff in navigating agencies and community services (DHHS, Regional Center, etc.)
Training district staff in parent outreach and relationship building including tiered responses (phone calls, letters, home visits) and documentation strategies.

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.]

Teachers will address learning loss through daily instruction, small groups, and individual tutoring. Learning loss will be addressed as it arises through lessons and groups or individuals will be set up in tier 2 groups for reteaching.. Along with a robust Distance Learning program, below are additional strategies that are being provided.

Many of these strategies are provided District wide because we have a high number of unduplicated pupils (low-income, foster youth, English Learner).

Low-Income Students (Includes all groups):
- Hot spots or other internet connectivity solutions are available for students with lack of connectivity
- Chromebooks and or other electronic devices are provided for all students in TK-12
- After school small group tutoring
- During and afterschool interventions targeted to specific student needed skills
- IEP/504 accommodations will be implemented for students.
- Social emotional counseling for students and wellness check-ins
- Additional accelerated learning offered via online for students through instructional technology

English Learner Strategies:
- After school small group tutoring to support English Language Development.
- Visual supports and sentence frames will be used to support academic conversations for our English

 Learners.
- Student success
- Weekly contact from the ELD teacher

Foster Youth/Homeless Strategies:
- Weekly check-ins with Foster students and guardians to address their individual unique needs
- Bi-weekly medical check with nurses and health checks to ensure health condition to ensure getting proper healthcare and COVID-19
- Additional bilingual Family Community Liaison support to provide increased outreach and support
- Providing additional materials if needed
- Like programs offered across the district for continuity of instruction for our foster/homeless families

Special Education Strategies:
- IEP teams meet to evaluate how to best serve students during distance learning, including additional supports that may be needed such as different accommodations, technology tools, and differentiated strategies.
- Parents are provided with resources and supported by teachers to establish routines using visual schedules to reduce anxiety and establish expectations.
- Resources are provided to parents on how to set up a positive behavior program at home using tickets or a similar acknowledgement system like the one used in school.
- Resources are provided that support the sensory needs of children and parents are coached on their child's dysregulation at home during the closure (e.g., sensory activities, calming spaces, visual supports, etc.).
- Alternative and Augmentative Communication (AAC) supports are prepared for families to support communication for children who rely on alternative and augmentative communication (AAC); identified websites or picture symbols sent home, for example.

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.]

Teacher observation, summative assessments, small group assessments to measure success of tier 2 interventions..The effectiveness of services and supports will be measured through a variety of ways including:
- Tutoring programs will be evaluated by review of student interim assessment and progress data, and the number of students accessing tutoring
- Counseling will be evaluated by various student data, including the number of students receiving services and outreach efforts
- A review of outreach efforts and data collected during outreach

- School and District interviews with parents on Distance Learning and supports

Teacher observation, summative assessments, small group assessments to measure success of tier 2 interventions.

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

Description	Total Funds	Contributing
Tutoring centers on campus and at the Tribal Center for stable cohorts	$165,000	Yes
Weekly check ins and counseling support staff working with students and families to address Learning Loss	$110,000	Yes
Credit Recovery/Continuation/Independent Study program grades 9-12	$97,000	Yes

Mental Health and Social and Emotional Well-Being

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

The well being of our students will be monitored and supported in a variety of ways. Students will be receiving Second Step curriculum via Distance Learning in grades K-5. Bridge Coaching, a program in which middle school and freshmen students.will be paired with a coach/mentor who will provide weekly individual check ins for social/emotional check ins will be initiated in fall 2020. The Freshman Foundation course incorporates mental health stigma reduction and awareness for high school students. For Tier 2 and 3 students; staff, students, and families have access to a student referral form that will result in the student being in contact with school based mental clinician or school psychologist. Conversation between staff member, counselor, student and family will inform appropriate interventions to be

provided. Peer support programs may also be implemented. LUSD has a well-developed system for collaborating with the local Family Resource Center and other community based mental health providers as indicated. The school website, online live class time, email, mail and phone contact will all be utilized to offer resources in managing stress and other mental health concerns. Resources will be varied to meet needs of staff, students and families. MCOE has a resource list that is updated which can be utilized.

School counselors and psychologist are available for individual support, resource sharing, and program development and implementation. Self-care will be discussed at staff meetings and individually.
Weekly check-ins from mental health support staff to instructional staff will be integral to staff communication.

Professional Development will include Trauma Informed Practices training for all staff via the Mendocino County Youth Project. Future training for Mental Staff may include the Feeling Words training.. This is for trainers of staff. Trainers will be able to provide teachers information and coaching on how to integrate SEL vocabulary into their everyday teaching.
Staff Development that occurred during the Spring and summer of 2020 included:
Bruce Perry: COVID- 19 Stress, Distress & Trauma Series
Pacific Southwest MHTTC:
Crisis Readiness, Response, and Recovery webinar
School Mental Health Wellness Wednesdays, regular school counselor support group
Nanette Barker: MCOE Teacher SEL Resource Support Series

Assessments may include:
Monitoring – SRSS (student risk screening scale) results (when able to give it)
Scaling data pre, during, & post therapy
Anxiety/depression/PTSD test/survey scores when given, pre & post
Regular communication between mental health support staff, district wide staff and families will be an important factor in monitoring. Initial and follow up individual interview with incoming 6th and 9th grade students, possibly expanding to other grades.

Resources or parents and staff will be provided on the school website and via various email and mailings.

Counseling enriched Aikido will be offered to students while in Distance Learning via Zoom or other online applications. The instructor will have weekly check-ins with all participants. AS Public Health orders allow students will receive Aikido instructions on campus in small stable groups using socially distanced practices.

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.]

Daily contact from office. Principal then calls, SST meeting to develop plan ATtendance Liason, healthy Start reach out. Languages other than English use translator or present in native language....Emily outreach...Healthy Start.. Jobe and Amy reservation..

Students who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week, shall participate in a tiered re-engagement process.

Tier 1
a. The automated messaging system will make daily phone calls for each day a student is marked absent by the teacher.
b. Teachers or other LUSD employees will attempt to make daily contact with the student and parent.
c. Attendance information will be available for parents through the Student Information Portal of the SIS.
d. Teachers and administrators will assure assignments and grades are updated weekly.
e. Teachers will create, publish, and inform students and parents of their grading practices in a hybrid or distance learning

Tier 2
a. Students who are deemed 60% absent from the hybrid model or distance learning will be reported to the school site administrator and attendance liaison.
b. As part of the re-engagement strategy, the staff will attempt to reach out and determine the cause of the absence. The Team will:
1. Ensure that communication with the parent is working: Robo calls, emails, and internet access;
2. Determine if there is a breakdown in communication and make any corrections; and
3. Determine if the lack of participation is due to a lack of access. The site will take the necessary steps to ensure the issue is resolved.
a. The parents will be informed that continued absences from distance learning could include:
1. A conference with an administrator; counselor and/or other support staff.
2. Development of an Attendance Plan through a Student Study Team (SST) process;
3. Through the SST process, other forms of support will also be discussed such as additional time needed, emotional or mental health supports, and potential greater
academic supports and interventions; and
4. Discussion of the intervention of the student being removed from Distance Learning when possible.

Tier 3
a. If the re-engagement strategies in Tiers 1 and 2 fail to improve distance learning and attendance, then a follow-up SST will be held;
b. The school administrator may develop an Attendance Plan that includes:
Teacher engagement
Both rewards and consequences for further attendance;
Review of the family circumstance for outside connection with health and social services;
;   and make a recommendation to transitioning the student to full in-person learning when it is available.

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.]

Laytonville Unified School District will be provide meals regardless of the learning model that is implemented both for students on site and those participating through the Distance Learning Model. Meals will be provided as Grab and Go to ensure social distancing guidelines can be followed, Throughout Distance Learning times, -breakfast and lunch will be delivered daily to bus stops. During in person instruction, safety precautions will be followed. When necessary, meals will be individually wrapped, or Grab and Go meals will be delivered for students to eat in classrooms, outdoors, or in a cafeteria. Even if food is delivered to classrooms, students should go outside to eat, so masks can be removed. Food carts/kiosks in multiple locations on the campus will aid in safe food distribution. If common areas such as dining halls and cafeterias are used, students will be safely separated by cohorts while maintaining the social distance standards with proper disinfection after each use.

Disposable food service items (e.g., utensils, dishes) will be used as much as possible. If disposable items are not feasible, items will be handled with gloves and washed with dish soap and hot water or in a dishwasher.

Divided mealtimes (for breakfast, snack, and lunch) will be implemented by site administrators. Classified staff may assist with the monitoring of various eating locations.

Additional trash/recycling containers will be used to accommodate the various eating areas.

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
17.85%	619,612.00

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 and Connectivity The provision of devices and connectivity access is being applied across the entire district, but is primarily intended to provide access for low-income students who may not have full access at home. The district purchased and distributed computers 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 Office staff, Healthy Start, Counselors and site

principals.to make contact with 'unreachable students' and determine technology needs. On a case-by-case basis, Wi-Fi hotspots are being provided.

Counselors, and Credit Recovery Programming- Implementing robust and predictable academic counseling services is intended to provide all students, and in particular unduplicated students, guidance to support their successful navigation of high school and the path to college and career. Consistent access to counseling is a critical support for the success of many of our unduplicated students including students who will be the first in their family to go on to college or career training.

Mental Health Counseling, SEL support, Attendance Liaison, and Health services. Foster Youth and Homeless youth in particular experience higher rates of discipline and lower attendance thus impacting the need for SEL services 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. connectedness during distance learning is challenging and many reported feeling less of a sense of belonging to their class or school. The PBIS and SEL 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. For those students who are low income, Foster Youth, and Homeless Youth who may not always have regular access to health services, including counseling and mental health services, this action is a critical support. . With attendance playing a critical role in academic success, this action is viewed as a direct support of student success in the classroom and beyond. 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.

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

Services are being increased by 17.85 % in the following ways. An English Learner teacher is hired to teach two hours per day to provide support to all EL students; an additional teacher to reduce class size in grades 6-12 has been hired in order to provide unduplicated students more small group and individualized support; Two additional periods of Math Support classes have been added to the high school schedule; Summer school services provided to support learning loss and or credit recovery,; Professional Development to support both classified and certificated staff in SEL, UDL Distance Learning and in class learning strategies; increase CTE course offerings; Mental Health counseling services: Attendance/Family Support Liaison and Healthy Start services to support Foster/Homeless and low income students; Paraprofessionals to providing tutoring and small group support; Health tech services; Library Tech services; College course fees and supplies for underserved populations; Supplies to support counseling and classrooms; funding for field trips/assemblies/ and college/career visits.