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
Thermalito Union Elementary School District	Gregory Blake Superintendent	gblake@thermalito.org 530.538.2900

General Information

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

The Thermalito Union Elementary School District (TUESD) has been impacted by the COVID-19 pandemic and had to begin the 2020-2021 school year with distance learning on August 12, 2020. Staff, students, and our community have been impacted in the following ways:

1. Staff had to continue with distance learning procedures. Some classified personnel responsibilities changed to student re-engagement and disinfecting protocols. Teachers had to teach their new students virtually utilizing teleconferencing and had to learn how to use the new Acellus Learning Accelerator online curriculum.

2. Students had to meet their new teachers virtually through teleconferencing and had to learn how to use the new Acellus online curriculum.

3. Families had to learn how to juggle distance learning at home, feed children, and also continue to work at their jobs.

As a result, our Learning Continuity Plan has responded to meeting these needs by:

1. Providing training to teachers and classroom para-educators in the Acellus Learning Accelerator online curriculum, enhancing social-emotional learning lessons, and offering various on-demand distance learning professional learning opportunities provided by Butte County Office of Education (BCOE). Teachers utilized the first weeks of school to build classroom community and positive relationships with their new students.

2. Providing all students with a Chromebook and training on how to access and use Acellus. Hot spots were made available to families without internet access.

3. Providing the daily class schedule and Chromebook training to families during orientation the first week of school. Teachers met with

individual students and their parents/guardians to go over Chromebook use, log-in, and how to access technology support through the schools.

4. Providing all community families with breakfast, lunch, and supper, Monday-Friday, for all children up to 18 years of age (through TUESD food service).

4. Offering a wide variety of mental health and wellness options to staff, students, and families (by school site counselors). Care Solace is also available, which makes it easier for students and families to connect with mental healthcare resources and providers in their communities: https://www.caresolace.com/thermalitofamilies

Also refer to TUESDs COVID-19 Operations Written Report on the TUESD website at
https://www.thermalito.org/cms/lib/CA01900896/Centricity/Domain/18/2020_LCAP_COVID-19_Operations_Written_Report_TUESD.pdf

Stakeholder Engagement

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

Thermalito Union Elementary School District's overall process for stakeholder engagement included many outreach opportunities. Specifically, these included different strategies (email, phone, teleconferencing) for each stakeholder group:

1. The school reopening committee, consisting of forty certificated, classified, and administrative personnel, (including union reps, food service, maintenance, transportation, operations) met multiple times throughout the summer to create plans in six different areas for three school reopening scenarios: full reopening, hybrid/blended model, and full distant learning. The focus areas were the following:
- Health and Safety
- Mental Health and Social-Emotional Learning
- Instructional Programs and Continuity of Learning
- Professional Learning and Continuity of Relationship
- Communication, Coordination and Community Engagement
- School/District Services

2. Families provided input through surveys emailed from Aeries communication.

3. Certificated and classified surveys were emailed to all staff.

3. The Local Control Accountability Plan (LCAP) stakeholder committee reviewed and provided input on the Learning Continuity Plan (LCP).

4. The District English Learner Advisory Committee (DELAC) and site English Learner Advisory Committees (ELAC) reviewed and provided input on the LCP.

5. During district-wide training, School Site Councils were provided an opportunity to also review and provide LCP feedback.

We considered all stakeholder engagement before finalizing the Learning Continuity Plan.

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

Thermalito UESD promoted stakeholder engagement through remote participation in the public hearings and local governing board meetings in the following ways:
1. Holding public meetings via teleconferencing.
2. Making public meetings accessible telephonically/electronically to all members of the public seeking to observe and address the local legislative body, as consistent with Executive Order N-29-30, published on March 18, 2020.

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

Stakeholder feedback was gathered and analyzed to uncover ideas, trends, and inputs. The following ideas emerged from our analysis:
1. The importance of health and safety protocols for all staff and students.
2. A feasible distance learning and in-person hybrid/blended model were created.
3. An on-line standards-based distance learning curriculum was decided upon.
4. Training and support for parents during distance learning would be needed.

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

The stakeholder engagement process influenced the development of the Learning Continuity Plan in these specific areas:
1. The reopening committee designed plans for three school reopening scenarios: full reopening, hybrid/blended model, and full distance learning.
2. The reopening committee agreed to health and safety protocols for staff and students with guidance from Butte County Public Health and our school nurse.
3. Teachers recommended on-demand distance learning and social-emotional professional learning opportunities for certificated and classified personnel.
4. Families expressed the need for training on devices, logging into programs, and techincal support during distance learning.

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.]

Thermalito UESD is prepared to offer in-person instruction when permitted under state and local health orders. When Butte County is removed from the COVID-19 watch list, all grades TK-8 will begin a blended model of in-person instruction and distance learning. Schools will conduct in-person instruction using an A/B model where half the students will attend school in the mornings and the other half attend school in the afternoon. All Butte County Public Health guidelines will be followed for screening, safety, campus access, hygiene practices, protective equipment, physical distancing, cleaning, and disinfecting to ensure physical health and safety in school facities and vehicles. When students are not physically present in school, they will be working on devices at home in the distance learning curriculum, Acellus Accelerated Learning.

To initially identify students who have experienced learning loss due to the COVID-19 school closures, all grades first through eighth will complete grade-level standards-based pretests in math and English language arts through our distance learning Acellus curriculum (expenditure for this curriculum is included as an action in the Pupil Learning Loss section). Assessment data will be analyzed to determine one-on-one or small group teleconferencing interventions. In addition, we will identify students who have experienced learning loss by administering math, English language arts, and English language development diagnostic assessments (which include phonimic awareness, text reading level, language proficiency and math fluency) upon students' re-entry into school. We will use formative and summative assessments to develop an instructional model addressing the needs of students where they will receive intervention during the school day. This data will help us determine the best implementation of intervention strategies to accelerate learning for students at risk for experiencing learnng challenges due to the impacts of COVID-19. The student groups we will target first are students with disabilities, English learners, homeless, and foster youth.

To meet the social-emotional learning (SEL) needs of students, all teachers meet with their students first thing each morning to check-in and do SEL lessons, e.g. Sandford Harmony, Inner Explorer, Toolbox for self-regulation, counselor created websites, etc. School counselors are also available at all school sites to do whole class lessons and are available for one-on-one, small group teleconferencing counseling, or in-person counseling when possible.

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

Description	Total Funds	Contributing
Provide personal protective equipment, including masks, face shields, and dividers.	$40,000	Yes

Description	Total Funds	Contributing
Provide Kinsa thermometers to all district families (direct grant of equipment from Kinsa - no funding).	$0	No

Distance Learning Program

Continuity of Instruction

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

Thermalito UESD will provide continuity of instruction and learning through the following:

1. Utilize Acellus Accelerated Learning to provide assessment and distance learning opportunities (action included in Pupil Learning Loss section).
2. Provide full access to Acellus through Chromebooks, Chrometablets, and hotspots as needed.
3. Teachers and paraeducators will monitor and support daily student participation in the Acellus program.
4. Teachers will use either Google Classroom or Seesaw as a platform to deliver instruction and access to Acellus or supplemental programs.
5. Daily distance learning schedules were developed with input from teachers for grades TK-2, 3-5, and 6-8.
6. Acellus parent guides and distant learning resources were shared with families during Chromebook orientation.
7. Traditional Independent Study is available for families where online full distance learning in Acellus is not practicable.
8. Ongoing technical support is also available from computer lab technicians at all school sites.

Acellus and other instructional resources will continue to be utilized to ensure instructional continuity for students when a transition between distance learning and in-person instruction is necessary.

1. When school is required to transition between distance learning and in-person, or visa-versa, we will use an in-person instructional A/B model where half the students will attend school in the mornings, and the other half attend school in the afternoon. When students are not in school, they will continue to work on devices at home in the distance learning curriculum Acellus.
2. The transition plan will be communicated to families by email and phone calls through the student information system.

Access to Devices and Connectivity

Thermalito UESD will ensure access to devices and connectivity for all students to support distance learning in the following ways:

1. First, we ascertained the needs of students by surveying teachers and families.
2. We provided technical support and a troubleshooting guide to all teachers and families. To ensure access, during the first week of school orientations, every family met with thier teacher to pick up Chromebooks and get instructions on how to use devices and log in to Acellus. (All COVID-19 safety protocols were in place and utilized.) Teachers will connect with their students every school day to monitor Chromebook access and connectivity.
3. We also made efforts to ensure students and families with unique circumstances had access to devices and connectivity by offering hot spots as needed.
4. We used independent study and paper packets to reach students and families who chose not to use Chromebooks.

Pupil Participation and Progress

Thermalito UESD will track and monitor student progress through both live contacts and synchronous instructional minutes.
1. Live interaction and attendance/engagement will occur during teleconferencing in homeroom or advisory classes which will be noted in the Aeries student information system.
2. Teachers will monitor and measure student daily participation and time value of work through the Acellus distance learning system.
3. Teachers will ensure the minimum daily instructional minutes through synchronous (live interaction) and asynchronous (independent work) participation for TK-Kinder: 180 minutes, grades 1-3: 230 minutes, and grades 4-8: 240 minutes. Instructional minutes will be recorded in one of the following: California Department of Education template, in Aeries attendance notes and grade book, and a spreadsheet.
4. Tiered attendance intervention protocols were put in place starting with the first absence. Classroom teachers are the first point of contact, then site secretaries and student advocate teams, then to councelors and site principals. Students will be referred to the School Attendance Review Team (SART) after the fourth absence in one week.

Distance Learning Professional Development

Professional learning for the Acellus Accelerated Learning distance learning system occurred the week before school started and will be ongoing. Butte County Office of Education offered a wide variety of on-demand distance learning and social-emotional learning as well.

Staff Roles and Responsibilities

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

As a result of COVID-19, the Thermalito UESD has negotiated and agreed upon changes in roles and responsibilities to meet the academic and social-emotional needs of all students. The following classified personnel will be assisting in reaching out to students and families, in multiple ways, for purposes of re-engagement: Paraeducators, Campus Activities/Supervisors, Library Clerks and Health Assistants.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

We will access the unique needs of all learners to determine what additional supports are needed through the diagnostic assessments mentioned in the Pupil Learning Loss section. These student groups will be assessed to determine needs:

1. English learners in foundational reading skills, language proficiency, and SEL.

2. Students with exceptional needs served across the full continuum of placements in reading, mathematics and SEL.

3. Students in foster care in reading, mathematics, and SEL.

4. Students who are experiencing homelessness in reading, mathematics, and SEL.

Once the needs of each unique learner is determined, we will provide additional supports for each student group below in the following ways:

1. English Learners will receive additional support from EL support teachers in designated English language development which will support core content in reading and mathematics. They will also receive foundational reading skills instruction through Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), and multiple opportunities to practice speaking and listening either through teleconferencing or in-person instruction.

2. Students with exceptional needs are attending live interaction daily with general education teachers. RSP and SDC supports are occurring daily to ensure IEP goals are met. IEP meetings are occurring via teleconferencing and IEP testing occurs in-person. Progress monitoring occurs every six weeks.

3. Students in foster care are monitored academically and social-emotionally through site student advocate teams and connections with Butte County foster youth program.

4. Students who are experiencing homelessness are monitored academically and social-emotionally through site student advocate teams and connections with Butte County School Ties.

These student groups also receive:
- Daily SEL supports through live interaction with teachers and/or school site counselors.
- Additional support academically on Chromebooks with an added text to speech application provided.
- Online intervention programs e.g. Reading Plus, Orton-Gillingham Wilson reading, and Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS).

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

Description	Total Funds	Contributing
Purchase of 400 Chromebooks to distribute to all students identified as Low Income, EL, or Homeless/Foster Youth without access to a reliable device to participate in distance learning.	$120,000	Yes
Purchase of 60 wifi hotspots and monthly ongoing service for students identified as Low Income, EL or Homeless/Foster Youth to access distance learning.	$21,950	Yes
Purchase of 250 Chromebook tablets to distribute to all TK-K students for easier access to participate in online distance learning.	$74,906	Yes
Purchase of Chromebook sleeves to protect devices at home.	$7,500	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.]

Thermalito UESD will address student learning loss that resulted from COVID-19 during the 2019-2020 and 2020-2021 school years by measuring learning status in the following content areas: English language arts, English language development, and mathematics.
1. All 1st-8th grade students will be administered an on-line Acellus Accelerated Learning mathematics and English Language Arts (ELA) standards-based pretest to measure baseline learning loss for all student groups.

2. All 2nd-8th grade students will be administered an on-line STAR Reading assessment to measure grade-level reading ability and compare 2019-20 end of 2nd Trimester data in March 2020.
3. All 2nd-8th grade English learner student data from Acellus ELA and STAR Reading will be evaluated to determine any English language development foundational reading loss.
4. All 1st and 2nd grade students, as well as 3rd-5th graders previously identified as struggling readers, will be administered the online basic phonics skills test and compare 2019-20 end of 2nd Trimester data in March 2020. This data will also identify foundational reading skill loss in English learners.
5. All 3rd-8th grade students will be administered the SBAC English language arts and mathematics Interim Comprehensive Assessment (ICA) in January 2021 to compare to January 2020 data.

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.]

Thermalito, UESD will address the learning loss for students and accelerate learning progress for students in the following ways on-line and in-person when Butte COVID-19 status allows:
1. Low-income students will receive on-line tiered intervention support in foundational reading skills from reading specialists and classroom teachers during on-line classes and individually.
2. English Learners will receive on-line tiered intervention support in foundational reading skills from English language development teachers and classroom teachers during on-line classes and individually.
3. Pupils with exceptional needs will receive on-line tiered intervention support in reading and math from special education resource specialists and classroom teachers during on-line classes and individually.
4. Foster and Homeless Youth will receive on-line tiered intervention support in foundational reading skills from reading specialists and classroom teachers during on-line classes and individually.

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.]

In 1st-8th grade students will be completing pretest and post-test, standards-based math and ELA in the virtual Acellus distance learning program. Teachers will monitor daily participation in Acellus and provide additional instruction for students who are struggling. Formative assessments will be used through the Acellus program to monitor student progress. The Acellus system will also automatically assign additional lessons to students struggling with concepts as they navigate through units.

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

Description	Total Funds	Contributing
Acellus Learning Accelerator	$46,750	Yes

Description	Total Funds	Contributing

Mental Health and Social and Emotional Well-Being

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

Thermalito, UESD will support the mental health and social-emotional well-being of students and staff during the school year. Professional learning for staff will include support for Tier 1 (whole school safety and prevention, community and family engagement and supports, staff wellness, and classroom strategies).

Adult Social-Emotional Learning (SEL) on-demand training through the Butte County Office of Education was made available to all staff at the beginning and throughout the school year. The SEL professional learning content focused on mental health, social and emotional well-being, as well as trauma due to the impact of COVID-19. School sites will have weekly staff/wellness meetings to check social-emotional needs of staff. Care Solace is available for families and staff in need at caresolace.com/thermalitofamilies.

At the beginning of every school day, teachers will teleconference with students to check their well-being and focus on building class community, social-emotional lessons (Sanford Harmony and Compassion Project), and team-building activities. We have full-time school counselors at all sites who are part of the student advocate re-engagement teams. Students identified in need of additional emotional support are referred to counselors who will meet with students/families individually or refer to Butte County Behavioral Health. Counselors have also developed a web-site with mindfulness practices and self-calming activities.

Pupil and Family Engagement and Outreach

The Thermalito UESD will continue to provide engagement and outreach to students who are absent from distance learning. The tiered re-engagement strategies we will use for students who are absent from distance learning and missing 60% or more are as follows:

- TIER 1 Intial contact: 1 missed live interaction per week, the classroom teacher will do one of the following each time -- phone/video call, texts or emails.

- TIER 1 Second contact: 2 missed live interactions per week, the site secretary or student advocate will do the following -- notifcation of absences; confirm contact information; and utilize all contacts in AERIES.

- TIER 2 Early Intervention: 3 missed live interactions per week (60%), site student advocate teams will do the following --check with all contacts including friends, neighbors, social media; identify barriers; determine needs (SEL, etc.); and send postcard/letter.

When students are not meeting compulsory education requirements, or when a student is not engaging in instruction is at risk of learning loss, the Thermalito UESD will provide the following outreach to students and their parents and guardians:

- TIER 3 Intensive Support: 4 or more missed live interactions per week the principal and school counselor will do the following: contact all all modalities; School Resource Officer home visit; chronic absence letter; School Attendance Review Team (SART) invite; and welfare check.

For parents who speak languages other than English, interpreters are used as communication liasions.

School Nutrition

Thermalito UESD will continue to provide nutritionally adequate meals for all pupils by serving free breakfast, lunch, and supper to all students for both in-person and distance learning in the following ways:

- Distance learning: Breakfast, lunch, and supper are provided every school day, by serving two and three days worths of meals from 11:30am to 1:30pm on Tuesdays and Thursdays at four school sites and one apartment complex. We are also serving the same meals at two mobile home parks on Mondays and Wednesdays. Families stay in cars and pick-up bagged meals as they drive-through the designated distribution area.

- In-person learning: Breakfast, lunch, and supper will be provided to all students at all school sites, every day school is in session. All hygiene, frequent hand-washing, and safety protocals wil be followed. Students wash hands and eat breakfast in their homeroom classroom. Lunches will also be served and eaten in classrooms. Students enrolled in the after school program will recieve suppers. Students enrolled in independent studies have the option to pick up meals from any school site during serving times.

Famliies Food service personnel records how many meals were passed out daily.

Outreach notification to families occurs through Aeries communication via text, email, and phone calls.

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

Section	Description	Total Funds	Contributing
School Nutrition	Food purchase for family pickup during distance learning.	$200,000	Yes
Distance Learning Program (Distance Learning Professional Development)	Professional development for staff members re: SEL and distance learning.	$20,000	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Staff working in new roles centered on distance learning.	$550,000	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.89%	4,229,430

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.]

For the 2020-2021 school year, the Thermalito Union Elementary School District's estimated unduplicated count percentage of students identified as low income, foster youth, and English learner will be approximately 87.2%. We will receive approximately $4,229,430 in supplemental and concentration funding in 2020-2021 to provide improved or increased services. TUESD's percentage to increase or improve services is calculated to be 34.89%. By providing nearly all our services in a district-wide manner focuses our efforts towards reaching district-wide goals, provides consistency in support services to all students and educators, and will help improve learning loss of our students.

The following actions and services that are principally directed toward to low-income, English learners, homeless and foster youth, will be provided district-wide to support all students to help improve learning loss, close the achievement gap, and meet district-wide goals.

Action 1: Provide technology access for Low Income, Foster Youth, and Homeless pupils

- Actions related to increased technology access contribute to the increased and improved service requirement because it was evident that students from low-income, foster youth, and homeless families struggled to access instruction in Distance Learning at the end of the 2019-20 school year. We have provided these students with access to Chromebooks/Chrome tablets and internet connectivity through the distribution of wifi hotspots because we believe it will be effective in mitigating learning loss, allow for daily live interaction with teachers, and keep students engaged.

Action 2: Provide online Distance Learning with Acellus Accelerated Learning

- This action is principally directed at supporting English Learners, Foster Youth, Homeless, and Low-Income students. These student groups have experienced significant challenges in our transition to Distance Learning and reading scores demonstrate a

need for consistent, easy to access curriculum on one platform. We have prioritized these needs and believe that providing a high quality standards-based curriculum will accelerate the learning of these students who have experienced learning loss.

Action 3: Provide Healthy and Nutritionally Adequate Meals

- This action is principally directed at supporting English Learners, Foster Youth, Homeless, and Low-Income students. These student groups have experienced significant nutritional challenges in our transition to COVID-19 sheltering in place and potential loss of family income. We have prioritized these needs by not only serving grab-and-go breakfasts and lunches at school sites, but have also added suppers and deliveries to a large apartment complex and a couple mobile home parks. Easy access to three nutritional meals five days a week will help accelerate the learning of these students.

Action 4: Provide Mental Health Support and Social-Emotional Well-Being

- This action is principally directed at supporting English Learners, Foster Youth, Homeless, and Low-Income students. These student groups experienced significant and traumatic challenges in our transition to Distance Learning in 2019-20 that has continued in the 2020-21 school year demonstrating a need for increased social-emotional support. We have prioritized these needs and believe that providing time every school day morning with team and communtiy building activities by classroom teachers and counselors will accelerate the healing and increase engagement of these students who have experienced significant trauma.

Action 5: Provide Distance Learning Training for Parents/Guardians

- This action to schedule distance learning training for parents/guardians contributes to the increased and improved service requirement because it was evident that students from low-income, English learners, foster youth, and homeless families struggled to fully access on-line instruction in distance learning at the end of the 2019-20 school year. In 2020-21 we have provided these families with one-on-one orientation training and resources to log into Chromebooks/Chrome tablets, teleconferencing/zoom, and online Acellus Learning Accelerator curriculum because we believe it will be effective in mitigating learning loss, allow for daily live interaction with teachers, and keep these students engaged.

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

The 34.89% to increase or improve services is reflected in providing additional monitoring, supports, enrichment opportunities and interventions for low income, foster youth, and English learner students as well as continuity to focus professional development on evidence-based approaches to best support students with the most need. All actions are principally directed and required in order to serve our students in most need as determined by our comprehensive needs analysis and input from stakeholders.

While all students may receive some of the services, the actions and services provided are principally directed at increasing or improving services and outcomes for the neediest students.

Based on annual reviews of programs, we believe no action provides a disproportionate increase or improvement in services for the students not included in the foster youth, EL, or low-income student groups. Leading indicators are monitored and reported internally with unduplicated student groups to ensure the focus and determination of effectiveness remains centered on outcomes for these students.

Some specific examples from this plan include:

Access to Technology:

- School sites contact low-income, foster youth, and homeless families to ensure students have Chromebooks and reliable internet connectivity.

Access to Online Standards-Based Curriculum:

- Teachers contact low-income, foster youth, and homeless families to ensure students are able to log into and access Acellus Accelerated Learning curriculum. Technology support is also available for these families.

Access to Nutritionally Adequate Meals:

- District Food Service ensures low-income, foster youth, and homeless families have access to school meals by offering at schools and delivering meals to apartment complexes and mobile home parks.

Access to Mental Health and Social-Emotional Well-Being Supports:

- Teachers and counselors ensure low-income, foster youth, and homeless families have full access to counseling and behavioral health support services through student advocate re-engagement meetings.

Access to Parent/Guardian Distance Learning Training and Resources:

- Teachers scheduled one-on-one training for parents of low-income, foster youth, and homeless families to ensure they understood how to log into Chromebooks and Acellus Learning Accelerator. Chromebook guidelines, protocols, and technology resources were also shared with families.

Some examples of ongoing improved services include:

LCAP Goal/Actions 1.1 and 1.2:

- A review of grades K-8 CAASPP and local district benchmark mathematics assessment scores shows a performance gap in math skills between students with disabilities and all students. Assessment results also reflect, all student groups are scoring 60 points or more below standard. In consideration of this performance gap and the needs of students with disabilities and all student groups, we are continuing facilitated grade level collaboration and workshops for all teachers to provide training in addressing student engagement and barriers to learning. We believe this action will be effective for students with disabilities because it will help improve results for local district benchmarks and CAASPP math scores, for which Goal 1 includes expected annual measurable outcomes.

1.1.3 Provide researched proven data/assessment system with online state standards aligned grade level assessments, instruction and interventions for all students.

1.2.1 Purchase devices and provide computer technology para-educators to increase all student and staff proficiency with technology.

LCAP Goal/Actions 1.4 and 1.5:

- A review of K-8 grade local district benchmark and CAASPP math and ELA/Literacy assessment scores shows a performance gap in skills for low income students. Assessment results also reflect, nearly all K-8 students are not meeting grade level standards in math and ELA/Literacy. In consideration of this performance gap and the needs of low income and all student groups, we are offering expanded opportunities to scaffold and build the background knowledge of all student groups. We believe this action will be effective for low income students because it will help improve student engagement and results of CAASPP/local district benchmark math and reading scores, for which Goal 1 includes expected annual measurable outcomes.

1.4.2 Provide music and art teachers to support VAPA (Visual and Performing Arts) at all school sites.

1.4.8 Provide alternate educational services through a 1st-8th grade Community Day School.

1.4.9 Provide educational alternatives through an independent study program.

LCAP Goal/Actions 2.1:

- A review of grades K-8 CAASPP ELA/Literacy and local district benchmark reading and phonemic awareness scores shows a performance gap in reading skills between students with disabilities and all students. Assessment results also reflect, all student groups are scoring below standard. In consideration of this performance gap and the needs of students with disabilities and all student groups, we are continuing facilitated grade level collaboration and workshops for all teachers to provide training in addressing student engagement and barriers to learning. We believe this action will be effective for students with disabilities because it will help improve results for local district benchmarks and CAASPP ELA/Literacy scores, for which Goal 2 includes expected annual measurable outcomes.

2.1.5 Provide supplemental reading intervention program to support struggling readers.

2.1.6 Provide opportunities for students to access library services and grade-level literature.

2.1.7 Provide para-educators in all TK-1 classrooms to help support and increase early literacy.

LCAP Goal/Actions 3.1: Safety

- A review of the California School Dashboard and local district data shows grades K-8, status and change, as "red" in suspension rates for Low Income and Students with Disabilities. The Dashboard status results also reflect all other student groups as "red" or "orange," except Filipino and Pacific Islander. In consideration of this performance gap and the needs of all previously mentioned student groups, we are implementing school safety actions at all school sites. We believe the actions will be effective for Low Income and Students with Disabilities because it will help improve student safety and engagement, and decrease the School Dashboard / local data suspension rates, for which Goal 3 includes expected annual measurable outcomes.

3.1.6 Provide 1.0 FTE school nurse to provide hearing, vision and dental screening, growth and development, and other health related services.

3.1.6 Provide health aides at all school sites to improve health and wellness.

3.1.10 Provide student and staff security by providing a district-wide School Resource Officer.

3.1.11 Provide support for modernization of older facilities.

LCAP Goals/Actions 3.2: Student and family engagement

- A review of the California School Dashboard and local district data shows grades K-8, status and change, as "orange" in chronic absenteeism rates for Low Income, Homeless, and Foster Youth. The Dashboard status also reflects other student groups as "red" and "yellow." In consideration of this performance gap and the needs of all student groups, we are continuing with student advocates, counselors and character development programs at all school sites. We believe the actions will be effective for Low Income, Homeless, and Foster Youth, because it will help improve positive school engagement and connectedness, help support social / emotional needs, and decrease the School Dashboard / local data chronic absenteeism rates, for which Goal 3 includes expected annual measurable outcomes.

3.2.1 Provide student advocates at all sites, to focus on positive school engagement and connections to families, to support students with habitual truancy and chronic absenteeism.

3.2.1 Provide a .20 FTE certificated coordinator to support and guide student advocates.

3.2.2 Provide school guidance counselors at all sites to support student social and emotional needs.

3.2.3 Provide culture building and character development programs at all school sites to help meet the social aspects of students.