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.]

Our community has been negatively affected by the pandemic largely in terms of economic impact and social isolation. Infection rates have remained relatively low in comparison to the state of California. As a low income community, many of our families were especially hard hit by the economic slow down of businesses. Our students have high ACE scores compared to the rest of the state, and as a result more negatively affected by the absence of a safe, structured learning environment. We believe our students were disproportionately affected by learning loss as a result of school closure in the spring due to the high percentage of vulnerable populations that we serve.
Shasta County was not on the state monitoring list at the beginning of the 2020/21 school year. However, parent surveys indicated that at least 25% of families did not want their students to return to on campus instruction under the current conditions. The district explored offering Distance Learning for families who chose that option and 5 days in person for others. In order to assign teachers to Distance Learning, some classrooms would have had to collapse, driving up the number of students in an in-person classroom. The district was not able to ensure 6 ft distancing between students and between adults and students under the current conditions. The district opted to begin the 2020/21 school year in Distance Learning with opportunity for small group in-person instruction with the goal of increasing the number of students and length of time students are on campus within the first 30 days of school and as conditions permit. With a high number of low income families, the district recognizes the need for high levels of support during Distance Learning and the need for in-person opportunities to the greatest extent possible.
Within the first 30 days, stakeholder input was gathered and local conditions were monitored, and they continued to improve. The district considered a hybrid option as well. 75% of our families wanted their students to return to in-person instruction. The district decided to increase teaching staff to provide Distance Learning for those families who preferred that method. This lowered class sizes for in-person, and the district determined that it would shift to maximizing space and returning all students to campus 5 days a week as of September 21, 2020. We believed this would best meet the academic and social-emotional needs of our students while still allowing for the option of Distance Learning.

Stakeholder Engagement

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

The district has engaged in efforts to solicit feedback from students, families, teachers, and other stakeholders to provide input on our Learning Continuity and Attendance Plan. The efforts include surveys, live streaming Town Hall events (designated for employees on 7/24 and 7/28 for families) in which participants joined via FB or Zoom and were able to ask questions and have answers in real time from a panel including the superintendent, assistant superintendent, special ed director, health coordinator, and maintenance and operations director. A meeting to invite input of the DELAC members on 8/27/20 was advertised via phone call, email, flyers, and website and were held with the option of in-person with social distancing or via Zoom with an interpreter present. A general stakeholder meeting was also advertised via phone call, email, flyers, and website and was held with the option of in-person with social distancing or via Zoom on 8/27/20 (held after the DELAC meeting). A public hearing was held at the September 3, 2020 board meeting, again with the option to attend in person, on Zoom, or via phone. Attendees were able to address the board through any of those options. School Site Councils and Parent Advisory Councils were held at each site prior to the board meeting to elicit input from each school community of employees and parents. Bargaining team meetings were held during the month of August to get the input of employees, and administrators met on 8/19/20 to give their input on the LCAP actions. The following dates represent all of the meetings held with our bargaining unit from July - September 16, 2020: 7/6, 7/16, 7/23, 7/24, 7/28, 7/30, 7/31, 8/3, 8/4, 8/5, 8/19, 8/26, 9/4, 9/10, 9/14, 9/16 and 9/18. These frequent meetings were held with the goal of addressing unit member concerns, communication of plans, problem-solving, and bargaining impacts.

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

Participation in public stakeholder meetings, town halls, and public hearings were offered with the option to attend in person (with limited seating) and Zoom. Participants in Zoom were able to request time to address the group.

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

The trend for employee stakeholders was mostly about ensuring safety on campus through distancing, disinfecting, sufficient PPE, and clear protocols. They had concerns about additional sick leave time as well. Teachers also requested professional development in use of technology and in meeting student needs. There were some questions about whether health clerks had sufficient hours to meet the needs related to screening and COVID.
The trend for family input was largely an interest in more in-person opportunities for their children on campus. Some families wanted to have a choice to remain in distance learning, but 75% of families wanted their children to return to in-person school. Students have also expressed a desire to be in person because they have found it challenging to learn via distance. Families have also expressed a need for technology support. ELL families requested support with using the technology provided to them.
The need for counseling services was raised by both employee and family stakeholders. Both groups had suggestions about using funds that would've gone to field trips to access virtual field trips or other needs.

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

As a result of stakeholder feedback, these LCAP actions were added to address these concerns.
The district is negotiating with bargaining units about items such as additional leave time and has ensured families and employees that all guidelines of public health will be followed. The district has purchased sufficient PPE, sanitizer, disinfectants, and related cleaning materials to ensure that these requirements are met. Protocols for wellness and screenings are included in the school year plan (attached). At this time, the district believes the health clerk hours are sufficient to meet the needs on campus.
To better meet the needs of students and families, the district is actively making in-person opportunities available to students and transitioning toward a return to on campus instruction on September 21, 2020, while allowing the option of distance learning for families who prefer that.
The district has increased technology support to offer professional development to employees and both online and in-person technology support for families to assist them in distance learning at home, including with interpreter support. Since we were not able to hold summer school this past summer, there was interest expressed by administrators in allocating funds for that in 2021 if it is safe to do so.
Counseling is available both in-person and virtually at every campus. Professional development and parent education in social-emotional well-being will be provided throughout the school year.

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.]

While in Distance Learning, the district will provide in-person, small group instruction in several ways. To begin the year, teachers scheduled conferences with students and parents/guardians to distribute devices, ensure that they knew how to access platforms and had connectivity, and give them an overview of the daily schedule and expectations for live instruction and asynchronous assignments. On a weekly basis, teachers will offer in-person appointments to groups of students while practicing social distancing and with the priority given to students who are performing below grade level or who are not engaging in online learning. In addition, teachers can offer additional after-school tutoring in person for students, prioritizing those in vulnerable population groups. The extended learning program will also be utilized to offer small group tutoring in person. Libraries will be open for limited numbers with non-certificated staff available to offer academic support as well as access to books. The district online student gradebook system will be expanded to include all grade levels, not just junior high. Teachers have immediate data on how often parents and students are accessing the online gradebook. Teachers are able to publish assignments and

the extent to which students have engaged in that work. Gradebooks will be updated at least weekly in addition to weekly communication with parents on learning goals and student progress.
The district will transition to having all students return to in-person instruction on September 21, 2020, except for those who prefer Distance Learning. Our safety protocols are included in the EESD School Year Plan for 2020-21 (see attached).
The LEA will:
Administer diagnostic assessments upon students' re-entry into school.
Administer interim assessments at specified intervals to measure learning gains, assess persistent gaps, and ensure consistent monitoring districtwide.
Create Personalized Learning Plans for all students and hold frequent meetings with students and parents.
Define and communicate the strategies and frequency of updating grades/gradebooks and methods to communicate student progress to parents/guardians.
Expand parent/guardian online access to student grades reported in the student information system to include K-8.
Monitor parent/guardian access to student grades and create/implement strategy when parents/guardians are not accessing student grades, especially for students determined to be at greater risk. The student information system records all log-ins and the length of time a student or parent is accessing the gradebook.
Automatic notifications can be sent from the gradebook to parents/guardians when student grades fall below a "C" in a course.

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

Description	Total Funds	Contributing
During Distance Learning, in-person, small group academic support, with teachers and/or paraprofessionals, is offered at least weekly during the instructional day to provide additional support for students performing below grade level. Class sizes are reduced below contract maximums to provide increased individualized support from teachers. When the district returns to full in-person classes, the small group and after school tutoring services will continue in order to address learning loss. Paraprofessionals will be needed to extend supervision time in order to stagger recess and lunch periods so that students can remain in their cohort and not intermingle with other groups. These additional costs reflect part of the time of 5 site literacy teachers and 55 paraprofessionals.	1,097,917	Yes
After-school tutoring in small groups with teachers, specialists, and/or paraprofessionals that can be conducted in-person.	120,850	Yes

Description	Total Funds	Contributing
Library access with non-certificated staff to offer academic support and access to printed books and an increase in funds to replace books not returned after spring 2020 school closure.	270,407	Yes
Bus transportation will be provided to under-achieving students who do not live within walking distance in order to receive small group in-person instruction. This may occur during the school day in Distance Learning and after-school if regular, on-campus school days resume.	533,711	Yes
English Language Learners will have in-person opportunities to receive designated ELD in targeted, small groups - both during the instructional day and after school - conducted by teachers, specialists, and/or paraprofessionals. A district liaison is available for interpreting services and ELL parent support.	35,963	Yes
Class size reduction to increase spacing within classrooms has resulted in over-staffing of 25 teachers.	2,338,740	Yes
Health & Safety Measures & PPE to address COVID to improve services: When health and safety allows a return to classroom-based instruction, there will be an increased need for cleaning and cleaning supplies to provide greater access to hand-washing and daily disinfecting. The district has already purchased PPE for staff and students, additional sinks and hand-washing stations, and plexiglass partitions in order to prepare for students on campus. The District has also installed high efficiency filters to help remove airborne particles.	400,000	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.]

The district's Distance Learning program establishes that instructional content is aligned to grade level essential standards and the district adopted curriculum. All district adopted curriculum has a digital version for ease of transition and use by students at home. Instructional content will similar to what would be provided in-person. The pacing guide for curriculum will be applied whether in person or remote learning is taking place. See Instruction: Teacher Resource Guide and 4 Phases of instruction (attached).
The LEA will:
Utilize Google Classroom to deliver standards-based instructional materials using the district-adopted curriculum for use during distance learning or independent study.
Monitor usage of Google Classroom and PowerSchool to determine if certain content areas or grade levels may need additional support or resources. Users can comment about resources or request resources within Google Classroom and PowerSchool gradebook.
The district's 2020/21 school year plan includes 4 phases of instruction and when transitions may occur. The district has provided weekly updates to families via email, phone, and video messages to communicate upcoming transitions. Families have been giving a minimum of 2 weeks' notice for a change in instructional phase.

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.]

Every student will be loaned a district Chromebook to be able to fully participate in distance learning. Connectivity will be provided via hot spots, in conjunction with the Shasta County Office of Education, to all families in need. Any families who live outside an area where connectivity is possible, will be provided printed materials or have the opportunity to come on campus to access connectivity in order to participate.
The district conducted 2 parent surveys to determine access to devices and connectivity. Additional contact is made at each site to determine sufficient access if a student is not engaged in distance learning. Students can have access to be on site or provided paper copies of materials if they are still not able to access digital classroom.

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.]

All teachers will have daily interaction with students and provide opportunities for them to interact with their peers. The district uses the primary platforms of Google Classroom and Google Meet. Both have features that make it easy to record when students are accessing those platforms on a daily basis and include safety features to prevent outsiders from joining a virtual meeting. It is also possible to blur

student backgrounds to enhance privacy. Teachers will use a combination of live instruction and some pre-recorded portions of lessons so that students can reference them at a later point which will accommodate any students who are unable to log on to a live session. Live instruction will allow for student responses in real-time and paraprofessionals may assist with break-out groups. Elementary teachers will offer daily class meetings, live lessons for both ELA and Math, as well as additional small, virtual groups for targeted support of reading, math, and/or ELD. A consistent daily schedule will be established at the school or grade level. Students' participation will be gauged by both joining live sessions and completion of activities. Jr high teachers will offer live class time according to the bell schedule, offering live instruction for at least 75% of the class period. When teachers have both in-person and distance learning students on their roster, they may opt to check in with distance learning students after in-person students are dismissed but will still provide live interaction with peers and teacher each day. Assignments will be recorded in the district provided teacher gradebook aligned to the student information system and is accessible online to parents so that it is easy to see whether or not students have completed assignments. This is one avenue to provide feedback. Additional feedback will be offered to students via Google Classroom, email, phone, or during virtual class time. Any printed material provided to students will be subject to teacher feedback as well. Teachers will determine the time value of asynchronous assignments in conjunction with synchronous instruction to meet required instructional minutes each day. Weekly engagement reports will be completed for students in distance learning to provide evidence of instruction provided and the degree to which the student has participated in learning. Teachers who have an assignment that is exclusively for Distance Learning will follow the requirements as outlined in the 4 Phases of Instruction (attached).

The district also has an Alternative Plan for any students for whom daily interaction is not feasible with mutual agreement by school (family out of town, virtual instruction has been determined to be ineffective for a particular student, or other unusual circumstance). In this case, the school may offer weekly interaction with the teacher and peers and the family will be provided with printed materials to be used at home. This may include access to recorded lessons.

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.]

Increased ongoing professional development and resources available to staff. Technology training in district platforms and applications was offered to teachers throughout the week before the start of school. Mondays have scheduled time for collaboration and professional development (when exclusively in Distance Learning). Teachers will also have opportunities to access training after school hours and on district Buy Back Days. The technology department has a dedicated website with recorded training and resources to support teachers. A weekly newsletter is provided to teachers with tips and support for best practices in Distance Learning. The district has a dedicated educational technology coach for teacher support. The district math coach and site literacy teachers have also received extensive training in order to provide support to teachers on site with the use of technology in instruction. Additionally, the Shasta County Office of Education offers weekly professional development opportunities for all teachers in instructional practices, trauma-informed practices, and other topics. Staff are surveyed on the areas in which most training is needed.

Staff Roles and Responsibilities

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

Technology staff has taken on the increased responsibility of providing devices, training, and support of staff, students, and families.
Designated aides are providing supervision of distance learning for children of staff on site.
Health Services staff are conducting screenings and temperature checks of visitors. They are also designated as liaison with county public health to assist in contact tracing.
Custodians are engaged in daily disinfecting of high-touch surfaces.
ELL Family Liaison is helping families with set up of new technology, meal service, and distance learning requirements.
Some shifts are required in hours to provide staggering of recess and lunch periods by cohort. Bargaining agreements have been made with units to address changes in working conditions.
Some teachers will be considered for alternative assignments, such as solely Distance Learning.

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.]

All teachers and/or specialists will provide ELL students with a minimum of 20 minutes of designated ELD at least 4 times a week either in person or virtually. Students with exceptional needs will the opportunity for a combination of in-person and virtual learning to be determined by the IEP team. Daily instruction is documented for Students with Disabilities and IEP teams will determine delivery of service with consideration for in-person instruction whenever possible. Special Ed teachers will collaborate with gen ed teacher to provide support in order to meet IEP goals. Foster youth and homeless youth will have priority for in-person opportunities, provided materials needed for distance learning, given priority access to school counselor, access to check out books in the library as well as electronic books, and additional small group support with paraprofessionals.

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

Description	Total Funds	Contributing
Professional development for teachers and paraprofessionals in use of technology for effective instruction in distance learning.	406,800	Yes
ELD instruction and support (costs included in prior action).	0	Yes
Student Devices and Connectivity	1,702,507	Yes

Description	Total Funds	Contributing
Technology support of student devices and infrastructure.	506,759	Yes
Four additional teachers were hired to meet Distance Learning requests during in-person instruction. This also helped reduced in-person class size.	400,000	Yes
Improve services to students who are in a class that consists of both in-person and distance learning students. Additional planning time for meeting these unique needs.	287,208	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.]

The district will use a combination of diagnostic and formative assessments to determine learning status in ELA, ELD, and math. New ELL students will be administered the ELPAC as required within 30 days of starting school.. Teachers in primary grades will administer foundational reading and math assessments in person to the greatest extent possible, such as the Basic Phonics Skills Test, reading fluency, etc. The district has invested in digital programs (i.e., ESGI) that will allow for teachers to administer one-on-one foundational assessments virtually or in person and maintain consistency of assessment information. This platform also provides parent-friendly reports and practice activities, such as sight word flash cards. The district will use i-Ready diagnostic screener as a common assessment for reading and math in grades K-8; this diagnostic can also be administered to students while at home and proctored by the teacher electronically. At the classroom level, teachers will make use of frequent, short, formative assessments - whether in distance learning or in-person - to determine the need for prerequisite skills introduced just in time for introducing grade level essential learning. District trimester assessment data will also be analyzed to monitor student growth.
Collaboratively develop protocols for teachers to analyze results and determine appropriate next steps to address areas of pupil learning loss.
Consider using the Interim Comprehensive Assessments (ICAs) for an overview of students' status on grade level standards from 2019–20
Follow up with groups of students in more specific domains that appear to need more reinforcement using the Interim Assessment Blocks (IABs).
Provide parents with resources to support understanding of grade level standards and assessments.

Consider standards mastery assessment (presentation, essay, portfolio) at the end of a unit or time period in which the student shows how they have mastered standards.
ELD
Administer initial ELPAC, ELPAC practice tests, and/or ELD Curriculum based assessments
Explore Tools for Teachers website for formative resources to assess English language development.
See attached District Assessment Calendar.

Pupil Learning Loss Strategies

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

The needs of our EL, LI, FY, SWD, and homeless students are considered in the development of a plan that ensures they have access to grade level standards, high expectations, engagement, and quality instruction rather than a focus on remediation. Scaffolding and additional supports are in addition to grade level instruction. Teachers are provided resources and professional development for identifying the essential learning at their grade level and how those standards connect with prior grades' learning using tools such as Achieve the Core. Standards are studied alongside year-long scopes and sequences to understand what standards and topics will be covered when, how students will apply their knowledge of the standards, and how they will show that knowledge. Teachers will use weekly collaboration time to look closely at the standards, the topics, and the tasks within a unit and across the year.
Instruction will focus on the most essential grade level skills/knowledge. Teachers will identify prerequisite skills students will need to access that grade level content when they encounter it throughout the year and teach those skills “just in time.” Use of adopted curriculum will provide greater continuity in learning.
Foundational reading instruction should be targeted according to developmental level of students. Reading programs should include: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teachers will use frequent formative assessment to determine whether prerequisite skills need to be taught prior to introducing grade level concepts rather than a remedial approach for all students.
Teachers will integrate subject matter to incorporate reading and writing across content areas.
Students who have suffered greater learning loss, including ELL, low income, foster youth, students with disabilities, and homeless students - will be provided additional small group support to target those skills with the priority for in-person opportunities given to those students with their classroom teacher or specialist. Progress monitoring will be documented for these students with the greatest needs.
Administer a diagnostic screener early in the 2020-2021 school year.
Collaboratively develop protocols for teachers to analyze results and determine appropriate next steps to address areas of pupil learning loss.
Implement formative practices (exit tickets, student work, and student discussions) during instruction.
Use continuous “minute-by-minute” formative assessment that informs the teacher about student progress as well as their own practice and informs the students about their own learning progress building their disciplinary identity and flexibility.
Employ targeted checks for very specific subject and grade-level instructional purposes.
Focus on the depth of instruction, not on the pace. Avoid the temptation to rush to cover all of the ‘gaps’ in learning from the last school year.
Provide actionable-feedback that encourages students to reflect on their learning and encourages them to continue learning.

Develop and administer performance assessments such as Silicon Valley Mathematics Initiative (SVMI) that unveil students problem-solving and sense-making.
Utilize portfolio-based assessments that describe students' learning progress over time with student work.
Initiate student-led parent teacher conferences that encourage students to prepare presentations about their learning goals, reflection on their learning progress.
Administrators can collect data by conducting classroom walkthroughs. This can be done in-person and virtually by gathering teachers' synchronous classroom log-in information and logging in to virtual synchronous instruction.
Data can also be collected through in-person or virtual student focus groups, individual student interviews, teacher and parent interviews.
ELA/Literacy:
In grades K–2: ongoing measurement of foundational skills to support students' decoding and fluency.
In grades 2–12: periodic measurement of fluency with grade-level text to monitor progress and provide additional supports.
Utilize instructional aides in online instruction to join in instruction and help smaller groups of students who need support.

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.]

Grade levels will use the information from beginning of year assessments in foundational skills and the diagnostic tests to determine goals to demonstrate at least a year's growth for at least 85% of students. The district's student data system will follow student performance and make this information easily accessible to teachers to inform their instruction. The second trimester i-Ready diagnostic along with assessments in foundational skills will be used to determine progress toward that goal. Trimester assessments and biweekly progress monitoring in reading, ELD and math will be used to measure progress along the way.
When services and supports are collaboratively selected, metrics from district assessments and progress monitoring are used to determine gaps in learning.
Data is collected and recorded via remote assessment platforms such as ESGI and i-Ready. Some students are provided in-person appointments to complete assessments.
Verify that data is recorded by student demographic factors so data can be analyzed to illuminate any gaps in access, opportunity, or achievement.
Relevant staff are trained in data entry, data collection, and data analysis.
Scheduled opportunities to review results of data analysis and discuss how to respond to effectiveness data occur on a trimester basis and during weekly collaboration.
The purpose for collecting such data as well as trends in results of analysis is communicated regularly during collaboration and professional development opportunities.

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

Description	Total Funds	Contributing
Improve small group instruction and progress monitoring to address learning loss of vulnerable populations of ELL, LI, SWD, FY, and Homeless conducted by site literacy specialists and paraprofessionals. (Costs already included previously.)	0	Yes
Improve weekly Teacher Collaboration to analyze evidence of student learning, planning instruction to address essential learning and learning loss, identify social-emotional student needs, and strategize how to address student needs.	695,750	Yes
Improved & increased professional development will be offered during Buy Back Days and (hourly) outside of the school day on accelerated learning, effective instructional practices, effective use of technology, student data analysis, ELD strategies, implementation of curriculum, and Universal Design for Learning.	546,338	Yes
Increased and improved services will be provided through access to quality digital learning programs, platforms, diagnostic and formative assessment tools, and student data system to facilitate quality Distance Learning instruction and assessment of student progress. The decision was made to continue, despite budget cuts, expenses for i-Ready, Ready Toolkit, Raz Kids, Raz Kids ELD, Learning A-Z, Accelerated Reader, ESGI, Performance Matters, Pear Deck, and Keyboarding Without Tears. New program expenses for Distance Learning include MyOn, SeeSaw, Google Classroom, Google Meet, Zoom, Kami, ScreenCastify, Jamboard, Mystery Science, and Playposit.	322,366	Yes
	100,000	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 mental well-being of our students is especially important as students have experienced a range of effects as a result of the disruption and stressors caused by the pandemic. Families have experienced economic strain and many students have experienced negative effects of the isolation that has occurred with school closure and restrictions to every day life. In order to evaluate the well-being of our students, they will complete a survey to complete to gather information on their attitude toward school and their overall emotional well-being at the beginning of the year. This will be repeated at least once a trimester. Each school site has a part or full time counselor assigned to further support students who may be in need of additional support. Counselors will offer individual and small group counseling in person as well as be available to students for virtual groups and phone calls. To support all students, elementary classrooms utilize the Second Step curriculum with weekly SEL lessons to build a foundation for safe and positive learning and develop interpersonal skills for success in school and in life. All teachers were provided resources through Achieve the Core that provides actions to facilitate social, emotional, and academic development through grade level content. These resources were provided to teachers prior to the start of school and incorporated into the first Buy Back Day for Professional Development on August 10, 2020. All teachers were provided professional development on best practices for providing all students an equal opportunity to succeed at school in a safe and healthy atmosphere of supportive, caring relationships. All teachers have been trained in Capturing Kids' Hearts principles which focuses on fostering positive relationships, building an atmosphere of safety and engaging students. New teachers will receive this training in December 2020. Social-emotional well being is the primary focus during the first 1-2 weeks of school, including building predictable routines and a sense of community. A referral system is in place for students in need of greater intervention. Subsequent Professional Development days in November, January, and April will address trauma-informed practices.
Survey staff periodically during the school year to continually assess staff needs. Ideally, schedule individual conversations (in-person or virtual) to illuminate additional needs.
Work with district staff (e.g. Personnel, Risk Management) to determine the best method to respond to needs.
Select and administer a student mental health screener (Adverse Childhood Experiences - ACE; Whole Person Health Screener, RUHS; CoVitality).
Based on screener results, offer mental and general health services that are documented (bill back through Medi-Cal).
Consider specific needs of diverse students when designing interventions (students with exceptional needs).
Consider providing training to staff on how to identify the difference between normal levels of stress, chronic stress, trauma, PTSD, anxiety and other affective issues to determine appropriate tiered interventions.
Consider using an anxiety/depression/ behavioral screener to measure the level of emotional and behavioral impact on students' daily functioning (i.e. coping skills) due to fact that currently available trauma and PTSD checklists/rating scales (i.e. ACES) may not take into consideration the chronic life stressors experienced by students and families during this current global crisis (multiple losses - job, family death, livelihood, home).
Consider differences that might exist between what a student experiences during the pandemic in comparison to what their parent(s)/staff might experience and why and differentiate the level of support to be provided (i.e. staff may need on-going support whereas students may benefit from limited interventions).

PROFESSIONAL DEVELOPMENT:

Frequently survey the well being of staff and offer related services to support identified needs
Conduct student circles (in-person or virtually) and administer survey screeners to facilitate student expression of impact. Document identified needs and initiate services as determined. Reassess needs over time to determine impact of services.
Consider differentiated resources for students with exceptional needs to address trauma and other impacts.
LEA will facilitate student and family connections with no-cost community resources since many families have suffered losses of employment and medical benefits. Document available resources and log services in SIS.
Staff will be trained on how to identify and measure differences between normal levels of stress, chronic stress, trauma, PTSD, anxiety and other affective issues to determine appropriate interventions.
Schools will consider differences that might exist between student/adult experiences during the pandemic and differentiate the level of support to be provided (i.e. students may need on-going support whereas staff may benefit from optional interventions.)

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.]

Building a school culture that is both welcoming and inclusive is the foundation of pupil and family engagement. Classroom and school-wide practices to promote safety and belonging are part of our core values. Giving students choices and making learning relevant also promote student engagement and encourage attendance. Family messages that promote attendance are part of regular school communication.

Attendance will be taken daily and is determined by one of the following methods in distance learning: evidence of participation in online activities, attending live interaction with a teacher, completion of assignments/assessments, and/or contact between employees at the school and students or parent/guardian. SIS system will be modified to allow for taking attendance of distance learning or in-person. A student who does not participate in distance learning for at least part of an instructional day is documented as absent for that day. Teachers will complete a weekly engagement report, verify attendance, and certify that instructional minutes were met via live, asynchronous, or in-person instruction for part of all of a school day. Teacher gradebooks will also document completion of assignments and be accessible to parents online as a measure of student participation. The district MTSS team will function to address students with Tier 2 and Tier 3 needs.

Attendance records will be updated in PowerSchool on a daily basis and allow the opportunity for any students who couldn’t attend a live session to complete assigned tasks in order to demonstrate participation that day. Families can view attendance record in the PowerSchool Parent Portal.

If a student misses 3 days in a week (60%), the following re-engagement strategies will be taken:

- Teachers will attempt to contact the student/family promptly.
- School will verify contact information if teacher is unable to reach the family.
- Absence (or no-contact) letter will be sent to the family; letters specify whether or not they are in Distance Learning.
- Daily notification to family of any further absences
- Administrators will contact family if absences persist and an in-person appointment may be scheduled
- Student may be offered additional in-person instruction opportunities
- Home visit may be made
- SART/SST meeting may be scheduled to address concerns and offer additional support
- District liaison is available as interpreter for Spanish-speaking families. Written documents can be translated in other languages.
- Actions and contacts will be documented in SIS.

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.]

Meal service will continue to be provided during both in-person and distance learning. An online order form is available on the district website for families in distance learning, and they can choose the most convenient way to pick up food. Each school site will be open for food pick-up between 11:00-12:30. In addition, buses will drop off food at regular bus stops for families who are unable to come to the school site (when the district is in full distance learning). Breakfast and lunch will be provided. Continue to collect data via electronic food-service systems. During in-person instruction, meals will be served by cohort (no buffet lines), and breakfast will be sent home with students for the following morning.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	The district was faced with significantly reducing or eliminating counseling services in the spring of 2020. LLMF have enabled us to maintain 4 counselors to serve 7 comprehensive school sites. Services are in-person and/or virtual. This action improves services to students who have most negatively been affected by school closure, economic loss, and trauma.	552,019	Yes
Mental Health and Social and Emotional Well-Being	New teachers will receive a 2-day training in Capturing Kids' Hearts to support social-emotional well-being of students. This action improves services to our vulnerable students by ensuring a positive, safe learning environment that is consistent in all classrooms.	9,008	Yes
Mental Health and Social and Emotional Well-Being	Parent Ed on supporting social-emotional health of families to improve engagement and support services to our families.	10,718	Yes
Pupil Learning Loss (Effectiveness of Implemented Pupil Learning Loss Strategies)	Increased services by supplementing teacher budgets to provide students with necessary supplies for learning at home.	86,000	Yes
School Nutrition	Transportation to bus stops for family pick-up of meals is an increased service for low income families to ensure students receive meals when school is closed.	43,120	Yes
Pupil Engagement and Outreach	Production of video messages to families to increase and improve communication regarding school operations and engagement with families and students.	9,216	Yes

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Providing technology support and training to parents via in-person (during and after school hours), help center, help email, and website resource page to improve student engagement and achievement.	31,924	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
22.17%	$6,227,488

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.]

The needs of the students who have suffered the greatest learning loss are the highest priority of the actions of this plan. Learning needs are determined by diagnostic and formative assessment conducted teachers. The analysis of that data helps to identify students most in need of in-person instruction and additional support. Based on parent input during school closure in the spring, we anticipated that English learners may require additional outreach in order to be engaged in distance learning, including a need for increased interpreter services, home visits, in-person parent support with navigating technology, and small group designated ELD instruction and related professional development. We also recognized based on the experience in the spring, that a minimum number minutes of designated ELD instruction was necessary to ensure those students' needs were being addressed.
Considering the needs of our low income, FY and homeless students, we made it a priority to purchase a device for every student to have at home and ensure connectivity by providing hot spots and service to families who need it. We considered the needs of Students with Disabilities, Foster Youth, Homeless and ELL students to allow for the increased opportunity for in-person services. An additional special

ed teacher was hired to provide greater support in addressing learning loss and increased engagement for our SWD, a large percentage of whom are also low income students. Foster youth and homeless needs are addressed by providing social-emotional support from the school counselor, and increased home-school communication, at least weekly.

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

Based on the needs of these students, services were increased to provide 1:1 access to devices to take home and a priority for in-person instructional opportunities.
Academic supports were increased by reducing class sizes and hiring an additional 4 teachers.
Academic services were improved by structuring ELD instruction and providing additional supports to families of ELL, FY and Low Income students to support success in Distance Learning.
SEL supports have all been improved by connecting survey results to counseling staff and offering both in-person and virtual counseling in an effort to better serve these vulnerable students.
Professional development will be targeted to provide trauma-informed response strategies and addressing learning loss.

EESD: 4 PHASES OF INSTRUCTION

*Latest revision 9/20/20

There are 4 phases of instruction that could be in place during the school year. Regardless of the phase, teachers will be responsible for assessing not only academic needs but also determining any social-emotional support needed. Grade level essential learning content standards will be taught while addressing the needs of the whole child, including social-emotional skills, anti-bullying, and health and safety. Teachers will continue to attend staff meetings and collaboration and will be on campus during regular school hours in all phases.

PHASE 4: ALL STUDENTS IN-PERSON EVERY DAY WITH NO RESTRICTIONS

When all restrictions are lifted in Shasta County, school can resume with no restrictions. This is not likely to happen until there is a Coronavirus vaccine or viable treatment.

PHASE 3: ALL STUDENTS IN-PERSON EVERY DAY WITH RESTRICTIONS

Students could return to in-person instruction when the county is not on the state monitoring list. Safety practices include, but are not limited to, maximizing space and minimizing contact between students to the greatest degree possible; having students remain in the same cohort (group) with the same teacher for the day to the greatest degree possible; regular hand washing; wearing of face coverings (grades 3 and up). Students will be taught how to access online platforms, such as Google Classroom and Meet, so that they are familiar with those tools in the event of a return to distance learning. Families will have an option for at-home learning if requested.

*During this phase some students on a teacher's roster may be on Distance Learning. This could be on a regular basis (primarily 4-8) or on a short-term basis due to quarantine. Consistent with Distance Learning expectations, teachers will offer those students daily live interaction with their peers and a teacher. This may be accomplished by inviting the student to a morning class meeting for peer interaction, and either inviting the student to participate in live instruction with classmates, or "meeting" with the student(s) at the end of minimum day dismissal. Assignments should be posted electronically (i.e., Google Classroom, SeeSaw) for the student to work on at home. Minimum instructional minutes must be met through a combination of synchronous & asynchronous instruction.

PHASE 2: TEACHER-LED HYBRID LEARNING

The hybrid model could be applied in order to allow for increased physical distancing, particularly in grades 4 and up, while the county is not in the "widespread" tier. During hybrid learning, the in-person learning opportunities will look and be different. When students come to school, they will receive instruction that is most effectively delivered in an in-person environment while still accessing online resources through Google Classroom. In-person time with students will include focused instruction that is directly connected to student needs and the expertise of professional educators. Some examples include group instruction in specific subject areas, hands-on application of learning, and teacher-led assessments. Students will be provided live interaction and assignments to support their learning on the days in which they do not report to school which may include paper/pencil materials. The district will provide pupils access to connectivity and devices when needed.

- Students report to school two full days a week (Tues/Thurs or Wed/Fri), divided into A & B cohorts. Students are provided assignments to support their learning on the days in which they do not report to school via Google Classroom and may include paper/pencil materials.
- On Monday, all students are learning at home. This day is designated for deep cleaning, teacher planning, professional development, parent communication, and a 30-minute class meeting to check in and provide an overview of the day's assignments via Google Meet or in-person for students in need of greater academic support. 6-8 teachers may conduct a virtual check-in and academic help session in advisory groups. Paraprofessionals may also provide small group support. Staff will be on campus during regular school day hours. Students will complete a weekly survey on this day as well (social-emotional check-in).
- Teachers will provide live interaction with students on the other 2 days they do not report to school to support instruction in <u>one</u> of the following ways:
    - Students at home join the in-person class via Google Meet at a specific time for a morning meeting, SEL lesson, or to work collaboratively on an identified assignment.
    - Teachers will provide live support during an "office hour "after in-person students are dismissed for the day. This would require a minimum day for students on campus.
- Designated ELD instruction will be conducted in-person and/or virtually for a minimum of 20 minutes, 4 times a week, by the classroom teacher, specialist, or paraprofessional.
- Attendance will be completed for each student in PowerSchool, with designated at-home or in-person learning code. At-home attendance will be based on completion of participation question in Google Classroom. Students will be marked absent for any days they did not participate. Attendance shall be updated at least once a week.
- Students in 6th-8th grade will earn traditional letter grades with opportunity for extended time and the opportunity to resubmit work for a better grade.
- Teachers shall follow re-engagement procedures for students who are absent from distance learning for 3 days (or 60%) in a school week.
    - Teachers will make multiple attempts in more than one mode (phone, email, etc.) to contact student/family.

    - DL “truancy” letters will be sent by the office after 3 days’ absence.
    - SART/SST and/or home visit may be scheduled by administration to develop a plan to support attendance with consideration of in-person opportunities.
- Staff members with school age children enrolled in EESD may have them attend 4 days a week if needed (engaging in “at-home” learning activities while on campus).
- Students in vulnerable populations, such as SWD, ELL (especially at Level 1 or 2 proficiency), FY, Homeless, may attend 4 days a week.

Hybrid Schedule

<table>
<tr><th>MONDAY</th><th>TUESDAY</th><th>WEDNESDAY</th><th>THURSDAY</th><th>FRIDAY</th></tr>
<tr><td rowspan="4">Teacher Planning

Professional Development

Live interaction with students for academic support and check-in; parent communication</td><td>Cohort A
In person</td><td>Cohort B in person</td><td>Cohort A
In person</td><td>Cohort B in person</td></tr>
<tr><td>Cohort B:
at-home remote learning*</td><td>Cohort A: at-home remote learning*</td><td>Cohort B: at-home remote learning*</td><td>Cohort A: at home remote learning*</td></tr>
<tr><td colspan="4">*At-home learning will equate to a minimum of at 240 instructional minutes for 4-8 (230 minutes for 1st-3rd and 180 minutes for kindergarten) consisting of a combination of live interaction with teacher and teacher-assigned tasks.</td></tr>
<tr><td colspan="4">Medically fragile students may request at-home learning.</td></tr>
</table>

PHASE 1: TEACHER-LED FULL DISTANCE LEARNING

Distance Learning is defined as instruction in which the student and teacher are in different locations but students are under the supervision of the teacher. If Shasta County is moved to the monitoring (or “watch”) list, schools must remain in Distance Learning unless otherwise directed by public health or the governor. The district will provide pupils access to connectivity and devices when needed in order for them to be able to participate. Distance learning will include daily live interaction with a teacher and peers, grade level content, and taking attendance. Some limited, in-person instruction will be included. Instruction (combination of live/synchronous and asynchronous assignments) will be equivalent to a typical school day in time, challenge, and quality.

Distance Learning will include the following:

- Content that is aligned to grade level essential standards and district adopted curriculum.

- Daily live interaction between teacher and peers for purposes of instruction, progress monitoring, and maintaining school connectedness (may include in-person appointments).
- A consistent school schedule by grade level or content area.
- Teachers will be on campus during typical school hours (unless otherwise directed by public health). School age children of staff members may accompany them in their classroom if other childcare is not available and staff are still able to perform their assigned duties.
- Instruction will include both synchronous (live video conferencing via Google Meet that takes place at a scheduled time) and asynchronous (recorded lessons or online resources provided by teacher that students can access at their own pace/time) formats.
    - **K-5 Synchronous**:
        - Class meeting of at least 15 minutes each day (i.e., SEL activities, math warm-up).
        - A minimum of 4, 45-minute live sessions in ELA and 4, 45-minute live sessions in math will be provided (30 minutes for TK/K) via Google Meet. Attendance will be taken at this time.
        - Students will also attend one of at least 3 small reading, math, and/or ELD groups with their teacher, specialist, or paraprofessional, offered 4 days a week for at least 20 minutes.
        - **OR** a teacher may choose to hold all instruction in small groups as long as it is equal to the same number of live instructional minutes listed above.
        - Some in-person instruction may be offered via weekly/biweekly appointments with students individually or in small groups that allow for 6' of social distancing and face coverings as required. Adjustments to synchronous schedule could be made in order to offer in-person appointments in coordination with site administrators.
    - **K-5 Asynchronous:**
        - All teachers will have a Google classroom accessible by the district.
        - It is recommended that i-Ready lessons not exceed 45 minutes per week for math and 45 minutes for reading.
        - Additional lessons in science and social studies may include a combination of recorded lessons and posted assignments/resources.
        - These assignments will fulfill the balance of the minimum instructional minutes beyond synchronous instruction (K - 180; 1st-3rd - 230; 4-5th - 240)
    - **Mondays** will be designated for staff meetings/collaboration, professional development, teacher prep, family communication, and small group virtual or in-person support appointments utilizing teachers, specialists and paraprofessionals over at least a 90-minute time period. A 15-minute class meeting will still be held. Students may complete a weekly survey as well.
    - **6-8 Synchronous:**
        - DAILY CLASS MEETING: Advisory or homeroom classes will conduct a class meeting via Google Meet of at least 15 minutes each day which may include SEL or a daily warm-up activity; attendance will be taken. Students will be responsible to

email/contact their advisory teacher and complete an agreed upon activity if they are unable to join the live meeting.
        - LIVE INSTRUCTION: will be held in core academic classes according to the regular bell schedule (approximately 75% of the minutes of a typical on-campus class period). This may vary slightly by site. Students/Families must notify their teacher if they are unable to join virtually on a particular day/period and complete a designated activity assigned by the teacher. PE and elective classes determined by site.
        - Mondays will be designated for staff meetings/collaboration, professional development, teacher prep, family communication, and small group virtual or in-person support appointments utilizing teachers, specialists and paraprofessionals. A 15-minute class meeting will still be held.
    - **6-8 Asynchronous:**
        - All teachers will have a Google classroom accessible by the district.
        - It is recommended that i-Ready lessons not exceed 45 minutes per week for math and 45 minutes for reading.
        - A combination of recorded lessons, posted assignments, and online resources will provide the balance of the daily minimum of 240 instructional minutes beyond synchronous instruction as needed.
        - PE and elective teachers will post weekly activities.
- Teachers will communicate with and give regular feedback (at least weekly) to students/families through Google Classroom, Meet, PowerSchool, email, newsletters, phone, etc.
- Designated ELD instruction will be conducted in-person and/or virtually for a minimum of 20 minutes, 4 times a week, by the teacher, specialist, or paraprofessional.
- Site Literacy coaches will oversee reading intervention and ELD small group instruction. The priority for aide time will be to support 1st and 2nd grade reading groups.
- Special education students will have the opportunity for a combination of in-person and remote learning. IEP teams will determine the most appropriate service model.
- Attendance will be completed for all students in PowerSchool, with designated distance learning code, based on attendance in live interaction and/or work completion (if unable to attend a live session). Students will be marked absent for any days they do not participate. Attendance shall be updated in PowerSchool the following morning to allow for students to demonstrate attendance by completing tasks if they were unable to attend live sessions..
- Teachers will use PowerTeacher Pro to track completion of assignments (does not result in a letter grade at K-5).
- Students in 6th-8th grade will earn traditional letter grades with opportunity for extended time and the opportunity to resubmit work or retake tests for a better grade.
- Teachers shall follow re-engagement procedures for students who are absent from distance learning for 3 days (or 60%) in a school week.
    - Teachers will make multiple attempts in more than one mode (phone, email, etc.) to contact student/family.

    - DL “truancy” letters will be sent by the office after 3 days’ absence.
    - SART/SST and/or home visit may be scheduled by administration to develop a plan to support attendance with consideration of in-person opportunities.
- Adjustments below are for teachers providing Distance Learning instruction for more than one grade level as an at-home learning option while schools are still open. Same expectations as DL apply with exceptions to synchronous instruction, attendance, and parent communication.
    - Minimum of 30 minutes live/synchronous instruction in ELA and 30 minutes live/synchronous instruction in math, 4 days a week, in small groups by grade level.
    - Attendance will be taken during live instruction. If a parent opts out of all virtual instruction, attendance will be based on work completion.
    - Teachers will provide weekly communication to parents on student progress.
    - Mondays: staff meeting/collaboration, teacher prep, professional development, parent communication, and 15 minute live meeting with each grade level group.

MONDAYS:

- 10-15 minute class meeting
- Professional development opportunities
- Teacher planning
- 90-minute small group support (can be virtual or in-person)
    - Prioritize students performing below grade level
    - Family communication & support
    - Aides and/or site lit can provide reading or ELD support also
- After school staff/collaboration meeting (whenever you typically met)

REMOTE LEARNING ROLES

STUDENTS ENGAGE IN REMOTE LEARNING BY:

- Participating in activities offered by the teacher.
- Ensuring they have a device plus a username/password.
- Having instructional resources ready and knowing how to contact the teacher for assistance and follow-up.
- Knowing due dates of assignments.
- Creating a work space and scheduled time to engage in learning.

FAMILIES SUPPORT REMOTE LEARNING BY:

- Ensuring students have access to a device and instructional materials supplied by teacher / school.
- Ensuring students have access to the internet if needed.
- Knowing username and passwords for students.
- Knowing how to contact teachers with questions.
- Creating a realistic schedule and setting up an appropriate space to do school work.
- Monitoring District communication for up-to-date information regarding resources, instructional plans, and closures/postponements.
- Reviewing District and School Remote Learning plans.
- Considering age-appropriate enrichment to engage learners.

TEACHERS SUPPORT REMOTE LEARNING BY:

- Connecting with students and families through phone calls and emails to ensure each student has the resources they need including internet, device and instructional materials.
- Communicating with the tech dept if alternative resources are needed for families that do not have access to the internet.
- If families do not have internet access - teachers may need to create materials/experiences for them to pick-up and return to school.
- Being flexible when creating schedules for engaging with students via internet, phone, email.
- Focusing on what works best for students based on age, content, needs, and technology access/ability.
- Providing a variety of opportunities to engage, respond, and have students show mastery of content.
- Encouraging students to collaborate among themselves.
- Participating in professional learning opportunities offered by the district while collaborating with colleagues to continually strengthen instruction for all students.

- Clearly posting for families how to contact teacher, submit assignments, request help in Google Classroom.
- Provide regular communication to families on student progress and upcoming learning activities.

LEADERS SUPPORT REMOTE LEARNING BY:

- Maintaining a positive school culture (share encouraging messages, positive feedback, etc.) for their school community.
- Reviewing district communication and ensuring pertinent information is highlighted for staff and families.
- Collecting feedback from staff, students, and families regularly.
- Visiting the remote learning platforms of students (Google Classroom).
- Supporting teachers, students and families in accessing and troubleshooting resources.
- Scheduling and participating in school team meetings.
- Providing feedback to teachers about remote learning plans and implementation.
- Engaging district staff to problem solve issues, answer questions, and access resources.
- Setting a school-wide work schedule.
- Supporting the health and wellbeing of staff.
- Participating in professional learning to collaborate, communicate, and support school communities.

TEACHER AND STUDENT RELATIONSHIPS

Teachers can build strong relationships with students and families by focusing on:

- Creating an environment where students feel they belong.
- Being flexible, empathetic and motivational.
- Providing occasional fun and engaging activities to support student relationships.
- Consistently following up on emails and phone calls.
- Supporting language translation and interpretation needs.

Enterprise Elementary School District

SCHOOL REOPENING PLAN 2020-2021

Addressing the Challenges of COVID-19

*This plan is subject to change based on updated information. Last update 9/11/20

INTRODUCTION

At Enterprise Elementary School District, our highest priority is the health and safety of our students and staff. Following that, it is our goal to provide high-quality instruction with the highest degree of face-to-face interaction possible while adhering to state and local public health directives. This guide will serve as a supplement to the district handbook for the 2020/21 school year and supersedes any information that appears to be in conflict with the handbook.

There are 4 different phases of school operation for 2020/21 that could be applied. The district will begin the 2020/21 school year in Phase 1, or Distance Learning.

Phase 4: All students return to school with no restrictions.
Phase 3: All students return to school every day with restrictions (i.e., spacing, face coverings, cohorts).
Phase 2: Hybrid Learning, a combination of in-person and distance learning, with reduced numbers of students on campus.
Phase 1: Full Distance Learning with limited in-person instruction in small groups

In Phases 1 and 2, the district's primary digital platforms are Google Classroom and Google Meet to deliver remote instruction. As a result of what we have learned from distance learning in the spring, we have adopted more rigorous expectations going forward that include daily live interaction with a teacher and peers, grade-level content, and taking attendance. The district is committed to removing barriers to student engagement and progress, including access to connectivity and devices, so that students can fully participate in distance learning if needed.

The district has developed best practices for safety and health based on public health's most recent guidance. High standards for cleaning are included for your review. The best ways to protect oneself from infection include frequent handwashing, social distancing, wearing face coverings, and not intermingling with different groups. As a result, these will be practiced on campus for as long as is necessary. In order to minimize the potential risk of spread, we will not hold assemblies and field trips, nor have visitors or volunteers on campus for the time being. Extra curricular activities are on hold until further notice.

You can help prepare your children by teaching them about face coverings and proper hand-washing. To help protect everyone, families should be familiar with the symptoms of COVID-19 (included at the end of this document), and any students or staff members should stay home if they are feeling ill or experiencing symptoms. Talking to your students about Coronavirus.

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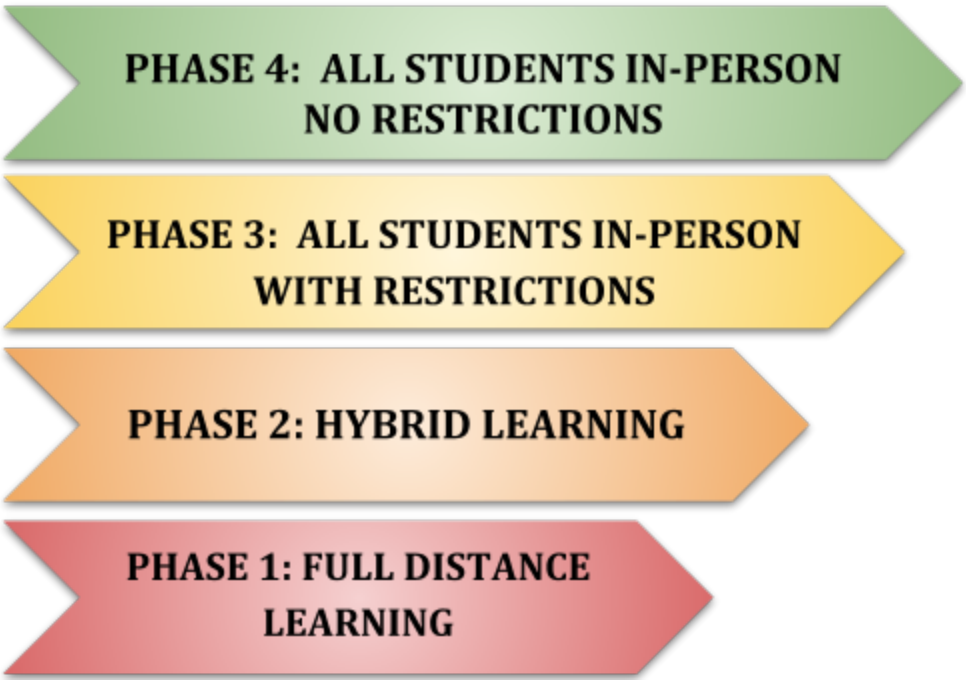
INSTRUCTION: 4 PHASES

There are 4 phases of instruction that could be in place during the school year. Regardless of the phase, teachers will be responsible for assessing not only academic needs but also determining any social-emotional support needed. Grade level essential learning content standards will be taught while addressing the needs of the whole child, including social-emotional skills, anti-bullying, and health and safety. Teachers will continue to attend staff meetings and collaboration and will be on campus during regular school hours in all phases, unless under shelter in place and not permitted to be on campus. Detailed description of 4 Phases.



PHASE 4: ALL STUDENTS IN-PERSON EVERY DAY WITH NO RESTRICTIONS

When all restrictions are lifted in Shasta County, school can resume with no restrictions. This is not likely to happen until there is a Coronavirus vaccine or viable treatment.

PHASE 3: ALL STUDENTS IN-PERSON EVERY DAY WITH RESTRICTIONS

Students could return to in-person instruction when the county is in the "widespread" tier. Safety practices include, but are not limited to, maximizing space and minimizing contact between students

to the greatest degree possible; having students remain in the same cohort (group) with the same teacher for the day to the greatest degree possible; regular hand-washing; and wearing of face coverings (grades 3 and up). Students will be taught how to access online platforms, such as Google Classroom and Meet, so that they are familiar with those tools in the event of a return to distance learning. Families will have an option for at-home learning if requested. Students will return in Phase 3 on September 21, 2020.

PHASE 2: TEACHER-LED HYBRID LEARNING

The hybrid model could be applied in order to allow for additional physical distancing, particularly in grades 4 and up, while the county is not in the "widespread" tier. During hybrid learning, the in-person learning opportunities will look and be different. When students come to school, they will receive instruction that is most effectively delivered in an in-person environment while still accessing online resources through Google Classroom. In-person time with students will include focused instruction that is directly connected to student needs and the expertise of professional educators. Some examples include group instruction in specific subject areas, hands-on application of learning, and teacher-led assessments. Students will be provided live interaction and assignments to support their learning on the days in which they do not report to school which may include paper/pencil materials. The district will provide pupils access to connectivity and devices when needed.

PHASE 1: TEACHER-LED FULL DISTANCE LEARNING

Distance Learning is defined as instruction in which the student and teacher are in different locations but students are under the supervision of the teacher. If Shasta County moves to the "widespread" tier, schools will be in Distance Learning unless otherwise directed by public health or the governor. The district will provide pupils access to connectivity and devices when needed in order for them to be able to participate. Distance learning will include daily live interaction with a teacher and peers, grade-level content, and taking attendance. Some limited, in-person instruction will be included. Instruction (combination of live/synchronous and asynchronous assignments) will be equivalent to a typical school day in time, challenge, and quality. Teachers will be on campus during typical school hours. EESD will begin 2020/21 in Distance Learning.

DISTANCE LEARNING EXPECTATIONS

ATTENDANCE

- Attendance will be taken daily during live class session.
- Attendance records will be updated in PowerSchool by the following morning to allow the opportunity for any students who couldn't attend a live session to complete assigned tasks to demonstrate attendance.
- Jr high students will follow their regular bell schedule.
- If a student misses 3 days in a week (60%), re-engagement strategies will be followed:
    - Teachers will attempt contact
    - Absence letter will be sent to the family
    - Verify contact information
    - Daily notification of any further absences
    - Administrators will contact family if absences persist and an in-person appointment may be scheduled for the student
    - SART/SST meeting may be scheduled to address concerns and offer additional support
- Families can view attendance record in the PowerSchool Parent Portal

DIGITAL TOOLS & CONNECTIVITY

- Every student will have opportunity to check out a Chromebook for use at home (parent consent form required)
- The district will work with families who lack Internet connectivity (contact your school).
- The primary platforms of the district are:
    - **Google Classroom** for posting information and assignments
    - **Google Meet** for live interaction.
    - Other common programs include i-Ready, Accelerated Reader (AR), MyOn (e-books), Learning A-Z, and Keyboarding Without Tears (K-2).

INSTRUCTION

- Daily class meeting of 10-15 minutes that includes teacher & peer interaction.
- Live (or "synchronous")instruction with the teacher may include pre-recorded components but allows for real-time responses between students and teacher. Tuesday through Friday:
    - Four 45-minute sessions in language arts and in math for 1st-5th (30 min. each for Kindergarten)

    - Small group and ELD instruction in addition to the above of at least 20 minutes (may include some in-person)
    - 6-8 instruction follows the bell schedule. PE/Elective classes may be used to offer additional student support.
- Mondays: flex day
    - 10-15 minute class meeting will be held.
    - 90-minute time period for small groups with priority on students performing below grade level
    - Remainder of instructional time will be asynchronous
    - Time devoted to teacher professional development, preparation for online instruction, and family communication
- The balance of instructional time (non-live) is made up of assignments and activities that students can complete on their own time ("asynchronous"). Teachers will provide oral or written feedback on student work.
- It is highly recommended that i-Ready lessons do not exceed 45 minutes a week in reading and 45 minutes a week in math.
- Total daily instructional time should equal: kindergarten - 180 min; 1st-3rd - 230 min; 4th and up - 240 minutes.
- Instructional content is aligned to grade level essential standards and district adopted curriculum.
- Consistent schedule will be provided which may vary by school or grade level.
- Any in-person small group (3-6 students) sessions must adhere to guidelines for face coverings, hand-washing, and a minimum of 6ft distancing.
- Designated English Language Development instruction will be provided for a minimum of 20 minutes, 4 times a week, for English Language Learners. Integrated ELD is incorporated during daily class instruction.
- Assignments will be recorded in PowerSchool and accessible to parents through the Parent Portal.
- Students in 6th-8th grade will earn traditional letter grades with opportunity for extended time and the opportunity to resubmit work or retake tests for a better grade. Grades should be updated weekly and are accessible to parents through the PowerSchool Parent Portal.
- Schools may offer some small group after-school tutoring.

SOCIAL EMOTIONAL SUPPORT

All students deserve an equal opportunity to succeed at school in a safe and healthy atmosphere of supportive, caring relationships. Social-emotional needs are met through embedded practices within the school day, instruction in interpersonal skills and self-management, and with support services for students with greater needs.

- All staff will focus on supporting a positive climate and culture that practices Capturing Kids' Hearts principles: Social Contract, Greeting, Good Things, Launch.
- Teachers will strive to foster a sense of belonging within the class.
- Students will have access to ongoing social-emotional lessons, such as Second Step.
- Survey will be provided for students in 4-8 upon returning to school to assess well-being.
- School counselors are accessible for students in need of additional support. Counselors may meet with individuals or small groups virtually or in person as needed. Parent consent is required for ongoing support.
- Restorative Practices, proactive approach to repair harm, will be utilized whenever possible.
- Classrooms will practice predictable and consistent routines.
- All staff will strive to model calm, healthy responses, acknowledge feelings, and act consistently.

LIBRARY

- Watch for information from your school on availability to check out books or receive drop-in assistance.

MEALS

- Meals are available for purchase, or through the free/reduced lunch program, via pick-up or bus drop-off. Please be sure to fill out your yellow lunch form and return to the school office.

ON-CAMPUS EXPECTATIONS

(when not in Distance Learning)

FACE COVERINGS

- Face coverings must be worn by students in grade 3-12 and all adults on campus, unless previous school medical records or a provider's note exempts a student from wearing a mask due to:
    - A medical condition, mental health condition, or disability that prevents wearing a face covering. This includes persons with a medical condition for whom wearing a face covering could obstruct breathing.
    - A hearing impairment, or communicating with a person who is hearing impaired, where the ability to see the mouth is essential for communication.
- 2-year olds through 2nd grade students are highly encouraged to wear face coverings.
- ALL students must wear face coverings on the bus and at arrival and dismissal, including PreK-2nd.
- Exceptions to the wearing of face masks include when eating/drinking, engaging in physical activity, and outdoors when 6 feet of physical distancing is possible.
- When a cloth face covering is temporarily removed, it will be placed in a clean paper/plastic bag (marked with the student's name) until it needs to be put on again.
- Proper use, removal, and washing of cloth face coverings.
- Video: face coverings
- Talking to kids about face coverings.

WATER BOTTLES & FOUNTAINS

- Shared water fountains will be closed.
- Students should bring reusable water bottles to school.
- Water bottles can be refilled at sinks or water bottle stations.

ARRIVAL

- Establish one-way entry routes and keep gates open.
- Start times will be staggered.
- Parents/Guardians are expected to check their child's temperature and screen for COVID-19 symptoms prior to coming to school (see wellness section).
- Students will go directly to their classroom or otherwise designated area when they arrive at
- school. Classrooms will be open 15 minutes prior to the start of the school day.
- Playgrounds and cafeterias will not be open before school. Parents should drop students as close to start time as possible (grace period for taking attendance to accommodate).
- Teachers will conduct an informal visual wellness check as students enter class and will refer any students who report not feeling well, or appear as though they may be ill, to the health office.
- Students should wash hands upon arriving in the classroom.
- Kindergarten parents who walk students to class will drop students off outside the classroom. Families should physically distance from others and wear face coverings. Otherwise, parents should not come on campus with their students.

DISMISSAL

- Stagger dismissal times by grade level & family members to avoid congregating.
- Establish one-way exit routes and keep gates open.
- Bus riders will have an early dismissal to avoid congestion. Hand sanitizer will be administered before they leave the classroom, and students must wear face coverings.
- Students and staff will wear face coverings at dismissal.
- Teachers will provide 15 minutes of dismissal duty with their class.
- Radios may be used to facilitate pick-up.
- Kindergarten parents who pick up students outside their classroom should wear face coverings and physically distance from others.

BUSES

- All students are required to wear masks while waiting for and riding on the bus, including PreK-2nd.
- If parents are able to transport their children to school this year, we encourage them to do so.
- Fill up the back of the bus first as students enter; unload in reverse order. (*There may be exceptions based on student need.)
- There should be 6’ between the driver and riders.
- All riders should wash/sanitize hands before they board the bus.
- Windows should be kept open as much as possible.
- Buses will be cleaned after use.

FOOD SERVICES

- Breakfast may be sent home with students at the end of the day to be eaten at home in order to avoid use of the cafeteria in the morning.
- Establish one-way entry and exit routes in the cafeteria.
- Staff will escort students to the cafeteria.
- Students will eat lunch in their classroom cohort at a table clearly designated by class. Outdoor areas or classrooms may also be utilized for lunch.
- Allergy-free tables must maintain 6’ distance between students from different cohorts.
- No buffet style food service. .
- Tables will be cleaned in between use.
- Students will be dismissed on a class-by-class basis to their designated area for any remaining recess time.
- Food service workers will wear face coverings and gloves.

CLASSROOM

- Maximize space between students and minimize contact in the classroom to the greatest extent possible. This may involve removing unnecessary furniture.
- Students will remain in their cohort and with the same teacher during the day to the greatest extent possible.
- Teachers' desks must be 6' away from student desks.
- Avoid sharing of materials when possible. Any shared materials should be cleaned in between use. Chromebooks should be assigned to one student where there is 1:1 capability.
- Students should have a separate space to keep their belongings.
- Desks should not face or touch each other whenever possible.
- Doors and windows should be kept open as much as possible unless weather or student health conditions prohibit it.
- Students in grades 3 and up must wear face coverings except while eating/drinking or engaging in physical activity (i.e., recess, lunch, PE)
- Middle School
    - Students will remain in the same cohort during the school day to the greatest extent possible.
    - Minimize transitions during the day (i.e., may include block schedules, teachers changing rooms and students remaining in the same room to reduce sharing of materials and mingling).
    - Students *may* assist in wiping down desks if changing classrooms.
    - Electives
        - Choir and band are not currently permitted. Any singing activities must take place outdoors.
        - Electives should be held in the same class cohorts and may be push-in.
        - Elective periods may be used to provide additional academic support to help mitigate learning loss.

HAND WASHING & HYGIENE

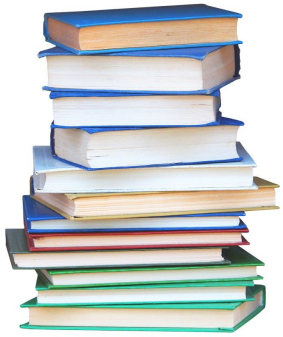
- Teachers will teach and reinforce proper handwashing/hygiene and ways to prevent the spread of germs:
    - Cover a cough/sneeze with a tissue or elbow
    - Avoid touching face
    - Avoid close, prolonged contact with others outside of your home.
- Corresponding signage should be posted in or near classrooms or other areas where students may wash their hands.
- Use of soap and water is preferred.
- If using hand sanitizer, it should contain 60% alcohol and be unscented.
    - Do not use hand sanitizers that may contain methanol which can be hazardous when ingested or absorbed.
    - Children under age 9 should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
- Class time and procedures to wash/sanitize hands should be practiced during, but not limited to, the following times:
    - Upon arriving to class
    - Before/after recess or PE
    - Before/after lunch
    - After using the bathroom
    - After coughing/sneezing
    - Before boarding the bus

INTERVENTIONS & PULL-OUT SERVICES

- Push-in services are preferred to minimize intermingling.
- Push-in staff should wash/sanitize hands when entering a classroom.
- Staff conducting pull-out services should maintain 6’ distance between themselves and students to the greatest extent possible.
- Pull-out services should keep students from the same cohort together whenever possible.
- Intervention groups may be held virtually in Phase 1 or 2.

LIBRARY

- Classroom cohorts may visit the library to check out books only.
- Counters, door knobs or any other touchpoints should be cleaned in between classes.
- Books may sit for 1-3 days before reshelving.



RECESS

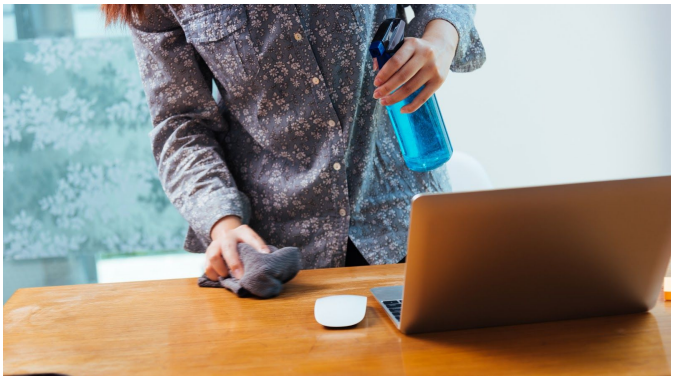
- Students must remain in their cohort; masks not required during physical activity.
- No personal equipment may be shared.
- Classroom equipment (i.e., playground balls) may be used only by the same cohort.
- Classes will access playground equipment on a daily rotating schedule.
- Multiple groups may be out at the same time as long as they are in clearly designated areas that allow for separation & supervision (i.e., playground structure, blacktop, field).
- Students should wash/sanitize hands before/after.
- Stagger times to prevent intermingling of groups.
- Establish entry and exit routes to avoid intermingling.
- Use water bottles & water bottle filling stations instead of drinking fountains.
- Plan for and practice transitions with students to and from the recess area.

PHYSICAL EDUCATION

- Students will attend PE in their cohort
- Masks must be worn during indoor physical conditioning but are not required during outdoor physical activity with adequate distancing.
- Hold activities outdoors as much as possible or in a large, well-ventilated area.
- Students should physically distance 6 feet apart to the greatest extent possible.
- Avoid sharing equipment and clean and disinfect equipment in between use.
- Stagger transitions to avoid mixing of participants in jr high.
- No personal items/equipment may be shared.

FRONT OFFICE & STAFF ROOMS

- Plexiglass barrier will be in place whenever practical.
- Face coverings to be worn by anyone entering the office.
- Maintain physical distancing of 6' between office staff as much as possible.
- Office staff must wear face coverings when unable to maintain 6' distancing.
- Doors are locked to limit number of people who can enter at one time.
- Make appointments with parents/guardians for paperwork, etc.
- No visitors or volunteers on campus; service providers still check in.
- Consider early check-out of students by phone or at outside table.
- Provide physical distancing markers outside of office and related signage on outside door.
- Tardy students will report to the classroom; teacher will indicate in PowerSchool accordingly (teachers may have tardy passes on hand to help with tracking).
- Staff rooms will eliminate or reduce seating. Social distancing of 6' is required.
- Conduct all staff meetings and professional development training or other staff activities, with 6' physical distancing measures in place, or virtually, where physical distancing is a challenge.



HEALTH OFFICE

- Plexiglass barrier when practical.
- Isolation area & mask for students with symptoms until picked up.
- Fever above 100.4 or other symptoms are criteria for sending a student home.
- Staff must use face coverings/shields.
- Maintain physical distancing as much as possible.
- Parents must pick sick students up promptly.

WELLNESS CHECK

- Parents/guardians are to conduct a temperature and symptom check before bringing their student(s) to school; if ill or a fever is present of 100.4 or higher, stay home.
- Teachers will conduct an informal visual wellness check as students enter.
- Students will be referred to the office/health office if the student reports not feeling well or appears to not be feeling well.
- Staff should self-screen before reporting to school.
- Students or staff experiencing symptoms should stay home for 10 days unless they can provide a negative COVID-19 test result or a note from a provider releasing them.

CA PUBLIC HEALTH & CDC GUIDANCE

CA Public Health: School Guidance 8-3-20
CA Public Health Schools Reopening 7-17-20

MITIGATING LEARNING LOSS

Recognizing that students will return to school with varying degrees of learning loss, school practices may include but are not limited to:

- Increase the number of minutes in Language Arts and Math instruction.
- Integrate Social Studies and Science content into Language Arts at the elementary level, wherever possible.
- At the middle school level, Social Studies and Science teachers will integrate reading and writing instruction.
- Instruction will be focused on essential learning at the grade level, teaching any missing prerequisite skills “just in time.”
- Small group intervention before, during, and after school may be available on a limited basis.
- Elective classes may be used to offer additional academic support.

AFTER-SCHOOL PROGRAM

- Students should remain in the same cohort with the same adult to the greatest extent possible.
- Maximize space and minimize contact between students.
- Same face covering and distancing rules for staff and students apply as during the school day.
- Sign-out should be outside or in a manner that eliminates contact between families and staff.

EXTRA CURRICULAR

These activities, including sports, will be delayed until further notice.

CLEANING STANDARDS

Trained custodial staff will clean and disinfect frequently touched surfaces at least daily (i.e., door handles, light switches, sink handles, bathrooms, tables, desks).

Initial Cleaning Procedures for Classrooms, Buses, and Cafeteria Eating Areas

STEP 1 - CLEAN

Wipe down ALL Touch Point Surfaces* with Multi-Task Probiotic Biosurfactant Cleaning Solution with a clean microfiber cloth. Shake gallon jug of concentrate before diluting. Dilute Multi-Task Cleaner 2 oz per gallon (1:64)

Use 'Spray and Wipe' protocols.

* Touch Point Surfaces are defined as ALL surfaces within the area or zone ranging between 2' up from the floor and 2' down from the ceiling. In classrooms where the standard ceiling is often only 8', the Touch Point Surface zone is the 4' between the 2' above the floor, and the 2' below the ceiling. For a cafeteria with a greater than 10' ceiling, Touch Point Surfaces are all tables where students eat.

STEP 2 - DISINFECT Once all the Touch Point Surfaces have been wiped down, apply an appropriate Disinfectant:

• Spartan HDQ (10 minute dwell time) EPA registration # 10324-155-5741

• SC Johnson Tru-shot (5 minute dwell time) EPA registration # 6836-348-89900

Ensure all required / recommended Personal Protection Equipment (PPE) is used.

Apply Disinfectant to all Touch Point Surfaces within the Touch Point Zone in full accordance with manufacturer's instructions, paying particular attention to:

• Mandated surface dwell time; (ranging between 5 and 10 minutes).

• Maintaining the product in a wet state for the entire duration of the mandated surface dwell time

B. Continual Cleaning Procedure for Classrooms, Buses, and Cafeteria Eating Areas

STEP 1 - CLEAN

The Multi-Task Probiotic Biosurfactant Cleaning Solution provides protection of the surface from pathogens for up to 3 days. Re-applying of the cleaning solution should then occur. Wipe down ALL Touch Point Surfaces* with the Multi-Task Probiotic Biosurfactant Cleaning Solution with a clean microfiber cloth using 'Spray and Wipe' protocols.

STEP 2 - PROTECT Once Per Week

Applying Enviro Mist Probiotic Mist using a ULV fogger set to between 5 and 10 microns, to re-treat the Touch Point Surfaces with Enviro Mist.

C. Continual Cleaning Procedure for Rest Rooms

STEP 1 - CLEAN Every Day

Thorough cleaning of all restrooms using the Kaivac Cleaning process and disinfectant KaiBosh

https://kaivac.com/vid_34-Restroom-Cleaning-Training-Overview

D. Continual Random testing

Daily random site and surface testing and documenting using the Adenosine Triphosphate unit (ATP)

ATP Levels of Clean

Ultra-Clean	0-10
Very Clean	11-30
Good Clean	31-80
Somewhat Dirty	81-200
Dirty	201-500
Very Dirty	501-1000
Filthy	> 1000

COVID-19

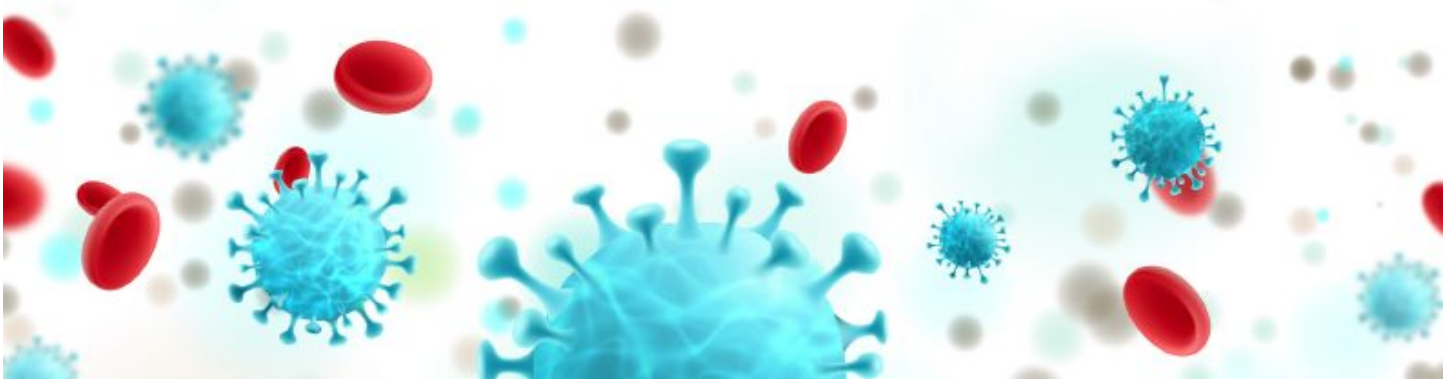
HOW IS COVID-19 SPREAD?

COVID-19 is spread mainly from person-to-person, via air droplets that contain the virus. For example; when a person sneezes, coughs, or talks, the virus is exhaled by the infected person and then inhaled by a nearby person. Some people do not show any signs or symptoms of being ill but can still spread the virus. The virus can also spread when a person touches objects and surfaces that have the virus on it and then touches their eyes, nose, or mouth.

HOW CAN WE PREVENT TRANSMISSION?

This virus can spread easily from person-to-person so taking necessary precautions is an important way to keep you, your family, friends, and community safe. The best way to prevent illness is to avoid being exposed to this virus. Key prevention practices also include:

- Physical distancing to the maximum extent possible.
- Washing hands with soap and water, frequently, for at least 20 seconds. If soap and water are not available then use hand sanitizer (at least 60% alcohol).
- Using a cloth face cover for your nose and mouth, unless under the age of 2 or anyone who has trouble breathing.
- Covering your coughs and sneezes. If you use a tissue, throw it away immediately and wash your hands.
- Cleaning and disinfecting frequently touched surfaces.
- Monitoring you and your family's health by taking temperatures and watching for signs and symptoms of COVID-19.



CORONAVIRUS SYMPTOMS

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness.

SYMPTOMS MAY APPEAR 2-14 DAYS AFTER EXPOSURE TO THE VIRUS. PEOPLE WITH THESE SYMPTOMS MAY HAVE COVID-19:

STOP THE SPREAD OF GERMS

Help prevent the spread of respiratory diseases like COVID-19.

WASH

Wash your hands with soap and water often, and for at least 20 seconds.

COVER

Cover your cough or sneeze with a tissue, then throw the tissue in the trash and wash your hands.

DO NOT TOUCH

Do not touch your eyes, nose, or mouth.

SOCIAL DISTANCE

Stay at least 6 feet (about 2 arm's length) from other people.

Instruction 20/21

Goal: *Identify both social-emotional and academic needs and develop a response system for targeted support and accelerated learning.*		
Topic	**Best Practices**	**Resources**
Social Emotional Support	Provide *all* students an equal opportunity to succeed at school in a safe and healthy atmosphere of supportive, caring relationships. Social-emotional well being should be the primary focus during the first week returning to campus, including building predictable routines and a sense of community. A referral system should be in place for students in need of greater intervention.	• What Teachers Can Do • 3 Signature Practices • CASEL: Leveraging SEL • Student Survey • Positive Relationships • Trauma informed practices • Restorative Justice • Restorative Practices • Family Engagement • SEL lessons • SCOE: Student Engagement Project • SCOE: PD opportunities
Learning Acceleration	Ensure *all* students have access to grade level standards, high expectations, engagement, and quality instruction. Staff should understand *why* this approach matters.	*The Opportunity Myth* Post-Katrina Lessons TNTP Acceleration Guide

Essential Learning	Study the standards alongside year-long scopes and sequences to understand what standards and topics will be covered when, how students will apply their knowledge of the standards, and how they will show that knowledge. This means looking closely at the standards, the topics, and the tasks within a unit and across the year. Teach the most essential grade level skills/knowledge. Identify prerequisite skills students will need to access that grade level content when they encounter it throughout the year and teach those skills "just in time." Use of adopted curriculum will provide greater continuity in learning. Foundational reading instruction should be targeted according to developmental level of students. Reading programs should include: phonemic awareness, phonics, fluency, vocabulary, and comprehension.	• **2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics** • **Addressing Unfinished Learning After COVID-19 School Closures** • Achieve the Core - major work in math by grade level • Coherence Map - connections b/n math standards • Scaffolding • Power Standards • Foundational Reading Skills (pgs 16-17)
Formative Assessment	Assessments should be diagnostic, short and ongoing. Use typical diagnostic assessment for foundational reading skills (i.e., DIBELS, BPST, fluency). Target assessment to skills needed prior to unit of instruction.	• ELA Mini Assessments • Math Mini Assessments • CAASPP Interim Assessments • SBAC Content Explorer

High-Quality Teaching	Provide equal access to rigorous curriculum, UDL, student engagement, and choice. Integrate subject matter and incorporate reading and writing across content areas.
	Continue developing best practices for quality distance learning.
		• Universal Design for Learning
		  ○ Engagement
		  ○ Choice
		• Adolescent Literacy
		• Reading & Writing across content
		• Quality Distance Learning
		  ○ Combining synchronous & asynchronous
		• Clear learning targets

Collaboration	Ongoing teacher collaboration needed in content alike areas as well as across grade levels and content. Identify the most important skills and concepts of each unit of study or standard and adjust pacing, scope & sequence. Plan for intervention blocks to allow for more time on critical skills and missed learning. Share effective use of technology.	• See "Essential Learning" and "High Quality Teaching" resources
Support for Vulnerable Groups: ELL, FY/Homeless, SWD, LI	Be prepared to support students who have been most negatively impacted by school closure. Use whole group remediation when applicable as well as a structured schedule to support intervention blocks during the day. Increase instructional time and support in math where most learning loss will have	• Scaffolding • ELD Distance Learning (Sanger) • ELD Distance Learning (Woodland) • EL's and Online Learning • 6 Considerations for Supporting EL's • Using Multimedia to Promote Vocabulary Learning • CCEE Best Practice Resources

	occurred (consider using elective time, etc.). Extra support may also be provided virtually in small groups, especially if on a staggered schedule. This method could be used to provide designated ELD and language practice. Scaffold instruction and incorporate reading and writing across content areas. Ensure that students have equal access to technology at home.	