

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.]

Like many schools in response to the COVID-19 outbreak in March 2020, Cuddeback UESD implemented a distance learning model in the first week of the school campus closure to ensure that student’s learning was the least impacted as possible during the health crisis. All grade level teachers embraced this change in the learning platform and delivery from the beginning stages. Classroom instruction moved from face-to-face to synchronous and asynchronous online models (Zoom, Google, FaceTime, YouTube, telephone) very quickly. The distance learning program continued to expand and evolve over the weeks as the familiarity and abilities of teachers and students developed. Our Special Education program immediately reached out to those families to discuss IEP goals, create approved amendments, and develop distance learning plans to address student needs. The SPED educational program closely modeled the blended platform of the regular education classrooms.

The school counselor and school support personnel adapted their programs to address the social/emotional needs of students as well. This included online and telephone sessions with impacted students and families, and an increase in home visits as appropriate to check on the overall mental and physical health and well-being of their clientele.

Although our Cuddeback staff performed remarkably in this task, the largest impact on students has to be accountability in learning. Student learning was negatively impacted by many factors such as a lack of supervision at home to ensure full participation and completion of assignments, insufficient technology and connectivity issues, and missing daily social interaction with peers. The “digital divide” is very evident in rural communities like ours where quality bandwidth and connectivity are limited even with donated hotspots for families.

The district was able to partner with a neighboring school district to provide quality nutritious meals to all youth in the district at no charge to families.

The Learning Continuity Plan was developed with much consideration of the dramatic impact that the COVID-19 pandemic dealt our LEA. Teachers, parents, and students all provided input toward the development of the LCP. After operating distance learning in a "learn as you go" mode during the spring campus closure, the LEA gathered stakeholder feedback of successes and failures of that time and ideas on moving forward. The LCP is designed to effectively mitigate and alleviate the most impactful obstacles to student learning that the LEA can affect.

Stakeholder Engagement

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

The district was able to provide many opportunities for stakeholder engagement over the last several months. From March through June parents participated in 12 separate weekly in-person drive thru packet pick ups. There were many 1:1 conversations with parents regarding school closure and distance learning during these weekly sessions. These weekly drive thrus had the benefit of having regular communication with families without internet about the issues and concerns they have regarding learning plans and options. Very often the students attended the weekly pick ups as well. Teachers and admin received significant feedback from students during these weekly meetings.

As a small single-school district, we were able to identify and contact, by phone and in-person, families without internet connections to assess their needs to support learning. We had a high degree of input from those families in this manner.

Parents and students participated in 4 specific online surveys over spring and summer regarding learning options and student needs. Paper versions of surveys were available for those without internet connection.

Parent Advisory Committee engaged in discussion and provided input on needed supports for distance learning and in-person classes at monthly virtual meetings in April-June.

School staff took part in 2 surveys conducted during summer and fall that addressed similar topics.

Weekly virtual teacher meetings were an ongoing source of input gathered from certificated staff regularly from March thru September. Feedback was encouraged and accepted from parents and staff at multiple virtual Board meetings at least monthly from April through September.

The district currently has no families with parents or students that do not speak English, so there was little effort to provide information in another language beside English.

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

Feedback was encouraged and accepted from parents and staff at multiple virtual Board meetings at least monthly from April through September.

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

The main stakeholder groups shared many concerns, but in general broke out as follows.
Students were concerned about missing school for the friends and peer interactions. They even reported missing their teachers.

Parents were concerned about learning loss from not being in class with a teacher. Other parent feedback was their need to have students on campus for in-person learning so parents could return to a regular work schedule. Parents and teachers were concerned about students lacking computers and connectivity falling behind.

Teachers/Staff was very concerned about safety of students and themselves in returning to campus instruction. Teachers also voiced that they need equipment and training to adequately teach online classes.

A summary of feedback in relevant areas is listed.

Social-Emotional Well Being: Feedback showed an overwhelming appreciation for the hard work of staff. Compliments were also paid to Teachers and staff were commended for the efforts to make students and families feel connected to their school despite the campus closures by making frequent, meaningful, and timely check-ins with students.

Academic Engagement: The majority of students were able to access and engage in high quality learning during the spring crisis learning. However, teachers report that some of our most vulnerable students went without meaningful academic engagement and supports for a sustained period of time and now worry about student success at the next grade level - a fear shared by parents/guardians.

Health-Safety: Stakeholders are concerned about student and staff health and safety. Stakeholders want clear procedures and protocols developed and communicated in order to be ready for school and work. Some parents indicated that they do not want their child to return to campus until the pandemic has ended, some did not want to wear masks. Other families want in-person instruction so they can go to work and their child can learn from experts.

Learning Loss-Academic Progress: While some students thrived in the personalized learning environment created by crisis learning, many other students did not. Consistently, parents and staff share concerns that students did not make the adequate academic growth during the spring.

Internet Connectivity: Some families reported in spring that internet connectivity and device access was an issue. Access to devices and connectivity is a much more pressing concern for families as school starts again with increased expectations and accountability in the fall.

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

Stakeholder input had a direct bearing on many aspects of the district LCP. Great efforts were made to reflect stakeholder feedback in the development of the LCP. Direct references include the following items.

The district purchased and/or acquired 100 Chromebooks to provide adequate devices for students during distance learning.

The district plans to acquire enough internet hotspots to support families that currently have inadequate internet connectivity.

The district continues to purchase much PPE and related supplies for staff and students including desk screens, masks, sanitizer, and signage related to social distancing and safety precautions.

The district is purchasing cameras, monitors, infrastructure, and professional development for teachers and staff to effectively teach via distance learning.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Cuddeback School will closely monitor updated guidance and emerging best practices from local, state, and federal education and health agencies regarding school operations. The Humboldt County Public Health Department's direction has a significant role in determining local school's ability to offer in-person attendance.

Families may request that their student participate only through distance learning instead of attending in-person classes during this time. Students enrolled in distance learning only option must continue in distance learning through the end of the trimester, at which time students will be given the option to continue with distance learning only or join their class cohort.

Learning Plan Overview

Students attend class on campus M-F

Daily hours of in-person class instruction:

TK-3: 8:10am-12:30pm

4-8: 8:25am-12:45pm

Distance Learning: 1:15pm-3:15pm

Distance learning option available for students choosing not to attend daily

CDC and CDPH health & safety recommendations will be adhered to in classrooms and campus including, not limited to:

Face coverings, plastic dividers, social distancing, hand-washing and sanitizing, daily health screenings for students and staff, increased classroom and facilities disinfecting, and COVID-19 symptom protocols

All staff and students will wear face coverings to the best of their ability

Each grade level forms an exclusive cohort. This group of students will not mix with other student groups during the school day.

No in-person EXCEL program

No daily bus transportation to/from school

Classroom Spaces and Social Distancing

Teachers will coordinate and schedule all daily activities and procedures to greatly minimize or eliminate cohort mixing.

Classrooms will be physically arranged to eliminate free grouping areas and materials - study corners, free choice reading areas, in-room break areas.

Student seating will be arranged at tables or desks to comply with CDPH guidance of 3-6 feet social distancing between students.

Face coverings must be worn by all adults and all students in order to attend in-person learning on campus. Limited medical exemptions are allowed with a doctor's order.

Teachers will instruct students on how to be safe in their classroom environment.

Supplies will be provided to students for individual use and kept in a labeled container, or collected by the teacher/aide and disinfected after each use.

Students in grades 3-8 will have access to an assigned laptop device at school in order to limit sharing. Students will be responsible for daily sanitizing of this device with teacher assistance.

If needed, parents/guardians of students will be able to check out a district Chromebook for distance learning or during times students are not on campus. Chromebooks will be disinfected before returning to classroom use.

Teachers will arrange their lessons and choice time activities to facilitate space between students.

Increased cleaning and sanitizing of school facilities including classrooms will occur on a daily basis.

Non-Classroom Spaces and Social Distancing

Classes will have access to outdoor spaces during non-recess times to be used as outdoor learning spaces as seen fit by the classroom teacher. A schedule of available areas and times for classes will be available.

Break time will be supervised by each classroom teacher/aide.

Recess times will be staggered and coordinated to eliminate mixing class cohorts.

Students will be instructed and encouraged to move through hallways and campus while maintaining safe social distancing.

Students will enter and exit the campus through different points to help avoid group congregation.

Large groups will not be allowed to congregate on campus - school assemblies, community fundraisers, sporting events

Face coverings may be removed outdoors if able to maintain all other social distancing guidelines.

Support Services

The same increased safety measures will be followed in all Social-Emotional, Special Education and Reading intervention support classes as in the regular classroom.

Instructional aides will continue to support student learning in classrooms daily.

Aides will be considered part of the class cohort and minimize mixing with multiple cohorts.

Students with IEPs will be supported as outlined in the student's IEP.

Reading intervention sessions may take place in-person on campus or via online as schedule allows.

Social-emotional counseling services will be available to support student needs with the school counselor 2 days per week. Priority for services will be given to the student groups of Foster, ELD, SWD, and Low Income.

Carlotta Community Center will provide many of the regular support services primarily to those qualifying students in the unduplicated population. Please contact the FRC Director or school for more information.

School Arrival and Departure

The district will not provide bus transportation to/from school during the COVID-19 pandemic.

Students will be dropped off and picked up at their designated entry points on the sidewalk in front of school.

Students may arrive no more than 10 minutes before their cohort start time and must be picked up promptly at dismissal time.

There will be no on-campus before school or after school EXCEL program. The EXCEL program will conduct academic support and enrichment activities via online format.

Parents/Guardians will be encouraged to complete health screenings at home and submit results through a data collection app.

Students who arrive at school without health screening results submitted must be screened upon entry onto the campus.

Parents/Guardians will not be able to walk their children into their class. Adults will drop off and pick up at their designated entry points on the sidewalk in front of school.

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

Description	Total Funds	Contributing
District purchasing additional chromebooks and devices to allow students 1:1 for in-person or distance learning.	0	Yes
District purchasing various digital curriculum support materials for use in-person or distance learning.	0	No
District will offer increased intervention instruction opportunities to address learning loss in identified students.	6,500	Yes
District is purchasing appropriate PPE supplies for student and staff safety.	18,500	No

Distance Learning Program

Continuity of Instruction

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

The district used real-time data observed from the spring distance learning sessions to identify and work around issues related to distance learning. Much information was collected from parent and student needs surveys sent out to families over summer, including options to describe the specific and unique circumstances surrounding each students learning needs. Each family was called to gather information regarding these DL related topics. The district distance learning program content is very closely aligned to the actual in-person lesson

content, utilizing the same curriculum and materials as when students are in-person attending on campus. The goal is to maintain a high degree of consistency and continuity in student learning whether students are accessing instruction in-person, synchronously, or asynchronously. This will significantly reduce difficulties in transitioning between distance learning and in-person learning as the situation may arise.

Below is the distance learning overview for our school.

Distance Learning Plan Overview

Distance learning will take place Monday - Friday during the regular school hours of 8:20 - 2:15 or 3:15, depending upon the student's grade level.

Each teacher will create a daily schedule for their class that is shared with students and families in that class so that daily attendance expectations are known.

Distance Learning students are required to attend and participate in all DL online sessions as they would a regular classroom. Students are expected to be on time, prepared, dressed appropriately, and willing learners.

Daily attendance tracking and reporting is required by the CDE just like the regular classroom attendance.

Distance Learning content will be standards-based and grade level appropriate. Content will be the same as in-person learning to every extent possible.

Distance Learning assignments will have time value requirements, educational depth, rigor, and grading values determined by the teacher, similar to regular in-class assignments.

DL may consist of interactive online lessons, digital and multimedia resources and assignments, as well as paper-based educational materials.

Expectations for DL student work quality, completeness, and skill mastery will be the same as for in-person student learning.

At the end of a grading trimester, students enrolled in DL may choose to continue in the DL option or to return to the in-person learning model with their grade cohort if the school offers in-person learning at that time.

Any DL student in need of a Chromebook to participate in learning activities will be loaned a device by the District.

The District will work with families in order to obtain quality, cost-effective internet service at or near the home.

On a case by case basis, individuals may be allowed access to school facilities to access internet service.

Students enrolled in Distance Learning without an adequate internet connection will be required to pick up weekly paper-based packets of assignments, have daily teacher contact for support, and complete/turn in assignments on time weekly.

Support Services

Students with IEPs will receive services as outlined in their IEP.

Reading intervention support for students will be available via online sessions as schedule allows.

Students may be allowed access to campus to receive support services in 1:1 or very small cohorts (less than 5) as scheduled by the teacher.

Social-emotional student counseling services will be available to support student needs with the school counselor as scheduled through the school counselor.

Carlotta Community Center will provide many of the regular support services. Please contact the FRC Director or school for more information.

Cuddeback ASES (EXCEL) will provide academic support and enrichment activities online for students enrolled in that program. Priority for all such services will be given to the student groups of Foster, ELD, SWD, and Low Income.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

The district was able to ascertain the quality of internet connectivity and the need for devices for students via weekly in-person checkups during our drive thru packet distributions. Also, in Spring 2020 teachers and staff reached out by phone or in-person to every family that was not regularly attending the online Zoom sessions to determine to what extent lack of participation was due to technology needs. Then, working in collaboration with state, county, and private agencies, the district worked to obtain sufficient devices and connectivity for our students. The district used online surveys, phone calls, paper surveys, and in-person contacts to determine device and connectivity needs for students for the 2020-21 school year.

The district is purchasing additional chromebooks to meet the demand of student need for distance learning.

Any DL student in need of a Chromebook/device to participate in learning activities will be loaned a device by the District at no cost.

The district will work with families in order to obtain quality, cost-effective internet service at or near the home. The district plans to purchase adequate hotspots for families. The district has made the school parking lot and restricted areas of campus available for families to access school internet.

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.]

Students will be assessed at the beginning of the year to determine grade-level proficiencies and learning gaps.

Student progress will be measured more formally as appropriate throughout the school year including at trimester end points and mid trimester assessments, as communicated via report cards and progress reports to parents.

Teachers will assess daily progress through synchronous instruction interaction, results of daily learning assignments completed, formal and informal testing, utilizing multiple methods of assessment as appropriate.

Teachers are teaching synchronously for at least 75% of the state required minutes for their grade level, with any remaining daily minutes made up in time value of work assigned.

Teachers base the time value of pupil work from assignment planning guides in curriculum materials; and more importantly, from experience and expertise working with students in their grade level.

Teachers make live contact attempts with those students not able to join class synchronously via phone calls, 1:1 in person appointments, emails, and such means. Those students are provided detailed instruction and check in learning opportunities daily.

Teachers track and monitor all student work and participation - including time value of work - with a shared document on a daily basis. This participation and attendance log is monitored by the administration to insure thorough utilization.

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.]

All staff has been trained in proper utilization of Zoom and the Google Classroom for providing and managing and instruction. The district will continue to provide PD opportunities such as the many virtual conferences related specifically to distance learning through the COE, SSDA, ACSA, CDE, SIS vendors, curriculum publishers, and teacher-supportive collaboratives. The staff have also received additional Covid-19 specific trainings through Keenan.

Staff Roles and Responsibilities

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

Due to COVID-19 and distance learning, many staff roles have changed. Teachers have new responsibilities in developing and delivering virtual classes to students. Teachers are making much greater efforts to monitor and informally assess student well-being. Teachers have received professional development related to student mental health awareness. Teachers and office staff are now conducting daily health screenings and temperature checks. Instructional assistants have been assigned to different classrooms to assist in distance learning. The district has repositioned the after school staff to work online and in the classrooms during the school day to provide academic support to struggling students. Primary grade school support staff member working with custodial to provide additional cleaning and sanitizing. Classroom teacher and administrator taking on intermediate IT responsibilities for connectivity, web page design, and general troubleshooting. Cafeteria staff duties have changed in that every food item must be packaged, bagged and prepared as a "to go" item. Cafeteria staff also required to distribute curbside meals to drive thru families.

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.]

EL students: To meet the needs of English learners, TK-8 teachers will utilize identified systematic instructional strategies throughout their core curriculum. We traditionally have a very low EL population, currently 2 very capable English-speaking students.

Supports for students with disabilities will continue to be implemented as outlined in each unique Individual Education Plan (IEP). These students were the first, and largely only, students allowed on campus for daily 1:1 in-person learning. SWD are provided with more robust laptops and varied digital curriculum necessary to address their particular individual learning needs. Professional development for staff will be provided by the HDN SELPA. 2020-21. The district maintains a close partnership with the Humboldt County Office of Education, DHHS, Regional Foster Youth Liaison, and other support agencies to best address the needs of our Homeless students and Foster Youth students. Any technology or connectivity concerns will be addressed promptly to ensure the best distance learning experience possible for these students. Priority for services will be given to the student groups of Foster, ELD, SWD, and Low Income.

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

Description	Total Funds	Contributing
District purchasing additional chromebooks and storage/charging carts to allow students 1:1 for in-person or distance learning.	19,800	Yes
District purchasing internet connectivity hotspots for students without adequate affordable connectivity	1,500	Yes
District purchasing technology equipment for DL instruction (Doc cams, monitors, smart boards, headsets)	19,300	No
District purchasing technology infrastructure to support increased digital demand	8,000	No
District purchasing various digital curriculum support materials for use in-person or distance learning.	6,500	No
District will offer increased intervention instruction opportunities to address learning loss in identified students.	0	Yes

Description	Total Funds	Contributing

Pupil Learning Loss

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

Addressing student learning loss will be an on-going process involving recurring assessments, monitoring student progress, targeted intensive instruction, assess, repeat.

The district's plan to address learning loss begins with all students taking CA Standards-aligned assessments in ELA and Math to determine 2020-21 grade-level baseline proficiencies. That, combined with several other progress data sources from 2019-20 year end and 2nd trimester (Trimester end grading and mid-trimester progress reports, district progress measuring assessment tools at each grade level, reading and math intervention reports) allows our academic progress team to identify students showing significant gaps relative to grade level peers. Those students in particular are then monitored and measured for gains in deficient areas as noted. Students with disabilities, in accordance with their IEP, will also have regular progress monitoring and reporting to address any additional needs and services.

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.]

As referenced in previous sections, the district does not have a significant EL population. The current EL group is 2 English-speaking students. If such a population did exist however, all communications would be translated when required. EL students would receive what ever integrated support from their classroom teacher during all lessons that proved most effective and practicable.

The district continues to provide supports for low-income students. In addition to prioritized access to devices and connectivity, learning resources (manipulatives, more robust computing devices, backpacks, books/literature/reference materials, basic school supplies) will be provided to students to support students and families during distance learning.

The district's Foster Youth / Homeless liaison will work to ensure the needs of these students and their families met. The District will work to connect families with agencies and to refer to community resources as needed. Enrollment in our intervention program, expanded learning, and school support program is prioritized for our Foster Youth students, unduplicated students, and students with disabilities.

All students with an IEP are supported to meet their goals through instructional methods, materials, resources, and technological tools.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The overall effectiveness of the learning loss strategies will be measured by the demonstrated learning development of the identified students. Means of measuring will be based on a multiple measure approach utilizing pre and post-test data, performance on grade level assessments throughout the year, daily work, progress on related IEP goals, trimester grades and district benchmark assessments.

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

Description	Total Funds	Contributing
The district will provide identified students with additional supports and curriculum to address individual learning needs, prioritizing services for unduplicated students and students with disabilities.	0	Yes
The district will provide intervention and instructional support to identified students, prioritizing services for unduplicated students and students with disabilities.	0	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 district makes substantial effort to monitor and support the mental and social-emotional health of students and staff. A school counselor is available for students and staff 2 days per week and by appointment during distance learning to provide emotional and mental health support to those in need. Staff is provided professional development, online and through the school counselor, focused on self-monitoring mental well-being and strategies for positive emotional and mental health. Classroom teachers and support staff have a daily routine of checking in with each

student via online or a personal contact (phone, email, text). Students and staff showing signs of mental health or emotional distress are escalated to a more intensive support system directed by our school counselor.

Emotional-mental health check-ins with staff will be conducted on an ongoing basis by administration. Staff is encouraged to participate in an emotional-mental health buddy system where colleagues regularly check-in and support each other's emotional-mental well-being. PD trainings also emphasize skills to recognize emotional-mental health distress in students and strategies to engage students in improving their emotional-mental health.

Students social-emotional health is supported through curriculum and learning models emphasizing building meaningful relationships with peers. This is conducted in individual and small group sessions delivered by the school counselor, and reinforced and modeled in the regular classroom by the teachers. Due to the small size of the school, many students have already developed a trusting relationship with teachers, staff, and counselor. The staff and counselor meet regularly to discuss any concerns either has regarding a student. Student feedback and check-ins are also key.

Students and families were given a student needs and distance learning feedback survey before school started. Their results will be used to enhance their distance learning experience.

The school counselor will have a prominent link on the school website that directs parents and students to necessary forms and contact information, as well as many resources related to mental health and self help.

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.]

The school website (cuddebackschool.org) is a wealth of information regarding daily school calendar and events; school registration; safety, health, and wellness; a variety of support services; meal distribution; all parent forms including Free/Reduced Meal Program; and distance learning links and information. School administration sends out regular school info and updates at least bi-weekly.

Teachers take attendance each period of distance learning to verify student participation throughout the learning day. Teachers make contact with each student family unable to attend online classes each day by phone preferably or by email, text, or other approved social media app. Students not attending regularly (at least 3 days per week or 60%) online are invited and encouraged to meet weekly in-person with their teacher by appointment to connect and engage.

Parents are notified daily of any absences by their student and asked to contact the school with a reason, just like in-person attendance.

The school reaches out to families with excessive absences, especially those missing 60% of the instructional days during a given week, to help solve attendance issues in a collaborative format with parents to begin with.

A tiered approach to re-engage chronically absent students include a plan to increase attendance methodically over time (by % or days per week), flexibility by the school on expectations for assignment completion and grading criteria. If absence issues are not resolved, more intensive tiered attendance interventions are employed. Such interventions may include home visits, student and/or parent contracts, law enforcement wellness visits, and collaborating with various partner agencies for support services.

School Nutrition

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

The district will continue to provide nutritious meals to students regardless of the instructional delivery model used.

Breakfast and Lunch Program (In person)

Breakfast and lunch will be available for students each day.

Meals will be “grab and go” to the extent possible.

Lunch will no longer be eaten on campus in an effort to maintain social distancing and health protocols.

Students will take “grab and go” lunches just prior to going home and leave campus for the day. (12:15 TK-2nd & 12:30 3rd-8th)

All breakfasts and lunches are available for purchase and through the free and reduced meal program.

All cafeteria/food service staff will be trained according to CDC and CDPH COVID-19 food handling guidelines.

Breakfast and Lunch Program (Distance learning)

Breakfast and lunch will be available for students each day.

Meals will be “grab and go” to the extent possible.

Meals are available for pick up from 11:30am-12:00pm daily via drive-thru on campus. The district is prepared to deliver meals to more convenient location for families as family survey feedback determines.

Each day's lunch and the following day's breakfast are available during pick up.

All meals are available for purchase and through the free and reduced meal program.

All cafeteria/food service staff will be trained according to CDC and CDPH COVID-19 food handling guidelines.

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.79%	\$128,709

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.]

With an Unduplicated population percentage of 55% for our small, rural single-school district, we have found that school-wide implementation of actions and services for unduplicated students are the most effective and efficient to meet the needs of that population. Our Foster Youth, English Learners, and Low Incomes students especially suffer from a lack of computing devices and internet connectivity relative to other students. The district's plan to allocate devices to all students will have a significant positive impact on these student groups. The district is acquiring sufficient devices and connectivity to make sure that these populations are served as a priority to reduce and eliminate learning gaps due to inclusion in these groups.

Recognizing that the trauma that foster youth and economically disadvantaged students are under will only be increased as a result of the impacts of COVID-19, additional social-emotional and mental health services will be readily available. In 2020-21, the district will continue to staff a school counselor to assist in student needs 2 days per week. The Foster Youth Liaison prioritizes assistance and alignment of services for our foster youth and low-income families. These services are always prioritized for the student populations of FY, EL, and LI. Our cafeteria staff prioritizes the nutritional needs of our FY, EL, LI, and SWD in planning and delivering quality nutritional meals for these and all students. The school contacts and communicates the meal availability options with families regularly. Professional development opportunities targeted to respond to the unique needs of our foster youth, low-income, and English learners will be on-going in 2020-21. Relevant topics including distance learning planning, trauma-informed care in a distance learning environment, and socio-emotional supports for students will be promoted. These opportunities will be offered to staff members as they are available. Also, by strategically supporting targeted interventions, our most vulnerable students will have the social-emotional learning supports they need to best be able to access the academic curriculum.

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