

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
Douglas City Elementary School District	Shannon Ross Superintendent/Principal	sross@tcoek12.org 530-623-6350

General Information

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

Trinity County is one of the smallest counties in California and has had only a few COVID cases with no hospitalizations or deaths. Although the effect of COVID has not hit our LEA or community like it has other areas, many parents and staff members have expressed their concern about the safety of the students and staff as we begin reopening school. The school shut down in March 2020 at the beginning of the pandemic. During that time staff and parents were able to see that distance learning is difficult for a large percentage of our students. We have worked with Trinity County Office of Education to make sure that all our students have access to the Internet and chrome books were provided to students who needed them. The superintendent/principal of Douglas City School has spent many hours talking with parents, staff, Board members, and community members about concerns of the COVID-19 pandemic. These conversations have been through phone, email, text, zoom meetings and in person. From these many forms of communication with stakeholders, it became apparent that the majority of parents and staff wanted the school to reopen five days a week. It was also evident that we needed to find a better distance learning option for our families who were not ready to send their children back to school. The district also knew that many changes to the environment would be needed for the school to reopen safely and administration and staff began working on the plan for reopening early in the summer. Our staff has developed strategies to assess students to determine the curriculum gaps that may have occurred due to distance learning in the spring. Adjustments are being made to teach, reteach or provide intervention for students as needed. Students falling below proficiency are provided intervention support to help decrease their gap to proficiency. All teachers received professional development on Distance Learning in August to make it easier for students and families to connect to their learning through the new school year for those that choose distance learning and in the event that the entire school needs to use distance learning.

Stakeholder Engagement

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

The superintendent/principal solicited stakeholder feedback in a variety of ways. These include surveys to parents, extra Board meetings, zoom meetings with staff, phone calls and in person meetings with parents. Parents have been called by either the Superintendent/principal or other staff members to hear their concerns and feelings about the reopening of school. During our closing in the spring, parents were surveyed about their experience with distance learning over the last 3 months in order to improve distance learning for the fall. An additional survey was given digitally prior to reopening school to gather their input on preferred method of returning to school and instruction including safety concerns. The school reopening plan was developed by a county-wide consortium, Board meetings, and parent and staff input.

June Parent Survey Given

August Parent Return to School Survey

August Special Board Meeting-Safety reopening plan was presented to the board

August Regular Board Meeting-Safety reopening plan adopted after discussion with board and stakeholders

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

The district held in-person meetings that were open to all members of the committees, any public and/or community members via Zoom either through the internet or phone.

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

Douglas City Elementary School District consulted with parents, pupils, teachers, classified staff, county administrators, County Office of Education staff, and former administrator. After soliciting stakeholder input through surveys, phone calls, and meetings, the feedback was gathered and analyzed to uncover ideas, trends, and inputs. The following trends (ideas) emerged from our analysis: Parents overwhelmingly desired to have students return to school full time (82% of students) with some parents (18% of students) requested distance learning. Staff members suggested having designated teachers in charge of distance learning for those students at home. It was also suggested that the administrator and staff review distance learning plans and purchase a program that best meets the needs of both the students and staff. In addition, it was suggested that all teachers receive professional development for distance learning. A large majority of stakeholders wanted to have appropriate Personal Protective Equipment in place to start and that temperatures be taken each morning at school or before boarding the bus. Other suggestions included purchasing additional classroom supplies so that students did not have to share such things such as pencils and glue sticks, purchasing additional playground equipment for each classroom so there is not as much sharing of equipment, purchasing PE equipment enough for each class, purchasing hand washing stations and more cleaning supplies. Staff mentioned the need to purchase up-to-date laptops that would allow all teachers to run distance learning and purchasing more chrome books for students at home who needed these.

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

Many aspects of the Learning Continuity and Attendance Plan were influenced by feedback from stakeholder which led to the following being implemented:

- a choice of distance learning or in person instruction five days a week for students.
- purchasing or accessing distance learning programs that included professional development for the teachers
- taking daily temperatures of all students and staff
- requiring face coverings for all 3rd-8th grade students and all staff/adults on campus
- requiring face coverings for all students and all staff/adults on the bus
- purchasing more cleaning and medical supplies
- providing hand washing and sanitizing stations, installing physical barriers in common areas, and making visual social-distancing markers throughout the campus
- purchasing additional outdoor seating
- providing increased counseling for both students and staff as desired
- attendance will be monitored for both in person and distance learning. Students struggling to attend will be contacted by teachers.
- intervention both during school and after school will be implemented for those struggling to meet grade level benchmarks.
- staff has developed strategies to assess students to determine the curriculum gaps that may have occurred due to distance learning in the spring.
- adjustments are being made to teach, reteach or provide intervention for students as needed. Students falling below proficiency will be provided intervention support to help decrease their gap to proficiency.

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.]

Since Trinity County has not been on the Governor's watch list and based on the recommendations from Trinity County Public Health, it was concluded that 2020-20201 school year will begin with in person face to face instruction five days a week following Governor Newsom's guidance for reopening schools as well as options for those parents who choose distance learning

Modes of Instruction:

- To meet health, safety, and learning needs, two modes of instruction will be offered for families to choose from. These will include a 100% distance learning model and 100% face to face in person.
- The district is preparing for potential shifts in this instructional model as determined by public health conditions or student needs. One strategy under consideration is the continued use of Google classroom in both in-person and distance learning. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including collaboration with peers in virtual groups. This model of delivery would maintain continuity of instruction in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model.
- During times of the week when all students are engaged in the distance model, teachers will provide key supports that maintain the community of learning and meet identified student needs. These supports include office hours for students and family, small group and individual support for students, collaboration with co-teachers to prepare lessons, and professional learning with colleagues.

Cohorts

- To effectively coordinate with Trinity County Public Health efforts to conduct contact tracing, students will be kept in cohorts, or in designated clusters, as much as possible. Where this is not possible due to specific course enrollment, all district, state, and county guidelines will be followed to best ensure the health and safety of students and staff.
- Arrival/departure plans and lunch plans will be developed to minimize bottlenecks and blending of cohorts.

Passing periods will be minimized. Where possible, teachers will move classrooms rather than students.

- Cohorts of students participating in in-person instruction will be on the school site with disinfection occurring throughout the day.
- Students who remain in a 100% distance learning mode will be paired up with teachers who are delivering 100% virtual instruction (not teaching at a physical school site).
- Classroom activities will, wherever possible, provide for virtual peer collaboration between cohorts of students – using Zoom/Google Meets breakout rooms to group students who are in-person and engaging in distance learning.
- Classrooms will maintain necessary physical distancing and students 3rd-8th will wear masks indoors at all times.

Staffing

- Some teachers will be designated as distance learning teachers. These teachers will be scheduled with students who are engaging in 100% distance learning, though some students who are in 100% distance learning will also be scheduled in classrooms that are working with in-person cohorts.
- As needed, some distance learning teachers may also be paired with in-person teachers to provide synchronous lessons.

Student Supports

- Some of the District's related service providers are able to provide their services in a virtual setting. However, some of the related services are more easily provided in person including speech, counseling, behavioral support and consultation. Services determined to be more appropriately provided on site will be scheduled as appropriate and practical given the health and safety needs resulting from the pandemic.

The district's planning to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to: a range of physical distancing protocols, facilities-related actions, and disinfection procedures.

Key measures include:

- Physical distancing: Everyone must practice physical distancing, keeping at least 6 feet away from other people at all times. Physical distancing can sometimes be difficult to maintain, such as when walking in a hallway or in large crowds, making face coverings even more vital.
- Face Coverings: Wearing a cloth face covering is required for all DCESD staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.
- Ventilation and Air Flow: Sites will replace all HVAC filters 3-4 times per year. Sites will run HVAC fans continuously throughout the 24 hour cycle, including when windows and doors are open. Windows and doors will be kept open, if possible, to increase airflow.
- Entrances and Exits: Parents/guardians will be encouraged to stay in cars when picking up/dropping off students and staggered drop off times will be considered. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families.
- Designated 'Care Room': Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.
- Classrooms: Classrooms will be arranged to allow for maximum distance between all student desks/seating and for teaching staff at the front of the classroom. Good hygiene and physical distancing practices will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified.
- Common Areas: Signage, cones, marks on the ground, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.
- Recess and Play spaces: Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limiting activities where multiple classrooms interact.

Physical Education (PE) Classes and Athletics will be limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

Proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs.

Staff will put inventory controls in place to order sufficient supplies including face coverings (individuals may be encouraged to use their own cloth face covering), face shields, hand sanitizer, disinfection materials, gloves, thermometers, and handwashing stations if sink access is insufficient.

Staff and students will be encouraged and provided instructions for self-screening for symptoms at home. Active screening, in which students and staff entering a site or bus are screened with a temperature check and review of signs/symptoms, will be implemented. Staff will work

with Trinity County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom or district response as needed.

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

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

Description	Total Funds	Contributing
Additional classified work hours to support stable cohorts for recess and lunch time, to assist with screening for symptoms, and to support learning	8910	No
Purchase of plexiglas barriers for office and bathrooms to provide for safety of students and staff. Purchase extra HVAC filters, fly screens, touchless faucets,	5000	No
Purchase face coverings, face shields, and thermometers, hand sanitizer to allow for safe face to face instruction	1500	No
Intervention during and after school for students who need additional instruction due to learning loss from closure in 2019-2020	22509	Yes
Increase cleaning, disinfecting surfaces and purchasing additional cleaning supplies. Increase in custodian time to prep campus for return.	6102	No
Purchase laptops to allow all classroom teachers ability to access universal communication platform of Google classroom	9500	Yes

Description	Total Funds	Contributing
Additional playground equipment will be purchased so each class has its own equipment and will not share with another class.	1440	No
Additional PE equipment will be purchased so each class uses only their PE equipment	2000	No
Additional classroom consumable supplies will be purchased so there is no sharing of pencils, glue sticks, rulers etc.	2178	No
Purchase classroom supplies such as lapboards, stools and other supplies to facilitate distance in classrooms or during outside learning.	4290	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.]

Douglas City School District will provide continuity of instruction and learning through the following ways:

In a distance learning model, all students will receive synchronous and asynchronous instruction and content five days per week. The lesson design and type of instruction provided shall be at the discretion of the classroom teacher in accordance with SB98. All content shall be aligned to grade level standards that is provided at the level of quality and intellectual challenge substantially equivalent to in-person instruction. This will be ensured by providing daily connectivity between teachers, students and peers. To assist the classroom teachers, we will provide two dedicated distance learning teachers for those families that have chosen distance learning instead of face to face learning. One teacher will communicate with students and families grades K-4 and the other teacher with grades 5-8. This telecommunication via Zoom will provide synchronous instruction regarding CA state standards. Teachers, at each grade level, will identify and focus on the

essential standards and keep the focus on grade-level content and rigor, addressing learning gaps and unfinished learning within the context of grade-level work. Work will be differentiated for each student as necessary. Continuity of instruction will be provided by maintaining grade-level content and instructional rigor, focusing on the depth of instruction and pace, prioritizing English Language Arts and Mathematics content standards and learning, and maintaining the inclusion of each and every learner.

In order to achieve grade-level content and instructional rigor for students on distance learning, both the distance learning teachers and the classroom teachers will use a variety of distance learning platforms including but not limited to Acellus online curriculum, Google Classroom to push out assignments, Khan Academy, Prodigy, Reading Eggs, Math Seeds and other online resources. Zoom meetings will be used to help with instruction of concepts in ELA and Math.

Professional development will be utilized to support all teachers on implementation of Acellus and all distance learning platforms. We will work with staff to determine expedient instructional transitions should our school be required to change from in-person instruction to distance learning. This will allow for a smooth transition for 1) to whole school distance learning, 2) single cohort distance learning or, 3) individual student distance learning via isolation or quarantine.

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.]

Douglas City Elementary School District will ensure equitable access to devices and connectivity for all pupils to support distance learning in the following ways:

We will determine which students need technology devices to connect during distance learning by phone calls to all families. Students needing devices in the case of distance learning will be provided a Chromebook to support their telecommunication learning. We will provide technical support (Including training on how to use the devices and how they allow for access to the curriculum and participation in learning) to ensure access to devices and connectivity by focusing a large portion of student instruction at the beginning of school on the communication platform and how to access it. We will meet with parents of students on full distance learning on how to access the curriculum and will provide technical support. We will also ensure that students and families with unique circumstances have access to devices and connectivity by providing individual support and communication. The distance learning teachers, administrator, computer teacher and classroom teachers will connect with families to provide support so that all students have consistent participation in the online instruction.

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.]

Attendance will be recorded in our Combined Daily Participation and Weekly Engagement Form (and in our Student Information System). Teachers will grade assignments in a timely manner and provide feedback to the students. All students will be assessed on the same schedule as our in-person students, including formative, benchmark and summative assessments.

Douglas City Elementary School District will track and monitor student progress through both live contacts and synchronous instructional minutes. Teachers will record all students participating in the daily live interaction Zoom sessions. The district is working on customizing our student information system to allow for easy recording of attendance in the case of distance learning. Teachers will record attendance of participants on Zoom/Google Meets to document synchronous participation. Teachers and staff will measure pupil participation in the following way(s): Per SB 98, teachers will identify student participation using evidence of participation in online activities, completion of regular or special assignments and contacts between staff and students or parents or guardians. Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made and certified by a certificated employee. We calibrated these instructional times by following SB 98 instructional minutes being a minimum of 180 minutes TK/K, 230 minutes 1st-3rd and 240 minutes 4th -8th grades. These minutes will be met using the combination of synchronous instruction via Zoom and the asynchronous instruction while students complete the assigned curriculum that is developed in accordance with the workload.

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.]

In order to support our staff in the implementation of a high-quality distance learning program, Douglas City Elementary School District has provided the following professional development opportunities and resources: All teachers received four days of training/professional development time on distance learning prior to the start of school. Teachers became familiar on the use of Google Classroom as a universal communication platform to ease students and parent curriculum knowledge. Teachers also spent time on training to use the Acellus program for distance learning. Additional PD was provided for COVID-19 education in preparation for the school year. The first week of school were minimum days which enabled the school teaching staff to collaborate in distance learning coordination and implementation of curriculum. Technological support was also given by Trinity County Office of Ed tech staff. These PD opportunities took place throughout the summer months and will continue during the school year to provide technology support for teachers on a case by case need. Teachers may request tech support to gain valuable knowledge and experience to implement into instruction. At weekly staff meetings, time will be set aside to discuss concerns and issues related to distance learning. County Office of Ed technology staff will be invited to these meetings as needed.

Staff Roles and Responsibilities

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

As a result of COVID-19, the Douglas City School District has had to adapt staff roles and responsibilities in the following ways:

Students uncertain of face to face instruction were given the option to learn through the distance learning model and remain off campus for their learning. Two teachers have each been designated as 0.6 FTE as Distance Learning teachers. These teachers will work in coordination with the on campus teachers. They will also provide communication support for families on distance learning. In addition, two teachers have been designated as liaisons between the two distance learning teachers and on campus teachers for curriculum support. To meet the academic needs of students, instructional aide support will target students who may be behind due to missed learning at the end of last year. Intervention support has also been realigned to target the students in most need of support. Teachers are also adjusting instruction to cover any missed learning from students being in distance learning at the end of the last school year.

To meet the social-emotional needs of students, we have refocused our behavior support team. Counseling services will be assessing individual needs and placing a focus on the social emotional needs of struggling students based on COVID-19 circumstances. The counselor will work with whole group, small groups or individuals as needed to offer support from the impacts of COVID-19. The Douglas City Elementary School District will continue to monitor the impact of changed roles by meeting with staff regularly during distance learning. These meetings will allow for feedback of what is going well, what is not going well, and what improvements can be made. We will also continue to support staff that are working in a new role by providing brainstorming and solutions to areas of struggle. Staff need to provide education in COVID-19 hygiene and strategies to minimize the spread of germs. Staff has also been provided information to support the social emotional needs of students as they return from distance learning in the spring. Safety protocols have been implemented and are constantly reviewed for improvements. Staff understands their need to follow all academic and time requirements for distance learning complete with assessments and attendance reporting.

Supports for Pupils with Unique Needs

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

We will assess the unique needs of all learners to determine what additional supports are needed by using formative assessment and summative assessments to develop an instructional model to address the needs of students. This data will help us determine the best implementation of intervention strategies to accelerate learning for students at risk for experiencing learning challenges due to the impacts of COVID-19. Emotional challenges are met by the school counselor as she has reached out to individuals and families in need during COVID-19. The counselor will work with individuals or small groups of students as needed. In addition the counselor will work with staff and families on education of social emotional strategies to support students in these circumstances.

Once the needs of each unique learner is determined, we will provide additional support for each student group below in the following ways: Adjustments will be made to teach, reteach or provide intervention for students as needed. Students falling below proficiency will be provided intervention support to help decrease their learning gap. Targeted intervention will provide small group instruction to the at risk students identified with our assessments. Intervention and classroom teachers will target learning goals, progress monitor and make adjustments to the instruction as needed.

Our ELD coordinator is assigned to connect with families individually to customize their learning instructional needs. The coordinator will communicate these needs with the homeroom teachers to develop an instructional model that will maximize student learning. Instructional needs may be met through small group or individual instruction, prioritizing each student need. Pupils with exceptional needs will be served across the full continuum of placements: The entire IEP team at Douglas City Elementary School District has been trained to develop IEP addendums that customize the distance learning instruction to meet the specified needs of these students. A staff member has been designated to address any needs of pupils in foster care or who are experiencing homelessness. Douglas City Elementary School District will be partnering with the Trinity County Office of Education to support the needs of our Foster Youth and homeless students.

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

Description	Total Funds	Contributing
Provide certificated teachers for students opting into distance learning	49,682	Yes
Provide teacher liaisons to connect with the distance learning teachers and on campus teachers related to the progress and instruction of distance learning students	2390	Yes
Provide professional development for all teachers on distance learning and the use of Acellus	6213	Yes
Purchase Acellus, online distance learning.	10,150	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 Douglas City Elementary School District will address the learning loss for students starting with teachers identifying gaps from the entire group of students. These standards will be taught as Tier 1 instruction. Individual learning loss will be assessed through reading and math assessments given at the start of school. Teachers will identify the individual gaps and provide Tier 2 small group support for these students. Students needing greater support will work with the Intervention teacher, classroom teacher, or instructional aide both during and after school

to provide targeted intervention. Small group instruction and targeted intervention will be provided by trained staff. We can also provide parents with resources to support understanding of grade level standards and assessments.

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 Douglas City Elementary School District will address the learning loss for students and will accelerate learning progress for students using specific actions and strategies for each student group as follows:

English learners: An ELD coordinator will connect with families individually to customize their learning instructional needs. Assessments will be completed to identify the targeted area of academic need. The ELD coordinator will communicate these needs with the classroom teachers to develop an instructional model that will maximize student learning.

Low-income students: Pre-assessments in reading and math will take place to identify curriculum gaps that may have taken place during distance learning in the spring. Teachers will adapt curriculum to fill in gaps. Intervention will be made available for students needing additional support.

Foster Youth: After initial beginning of the year assessments are completed and a baseline is established from a diagnostic, we will provide targeted support in need area by classroom teachers, Intervention teacher, school counselor, and classroom instructional aides

Pupils with exceptional needs: The entire IEP team at Douglas City Elementary School District has been trained to develop IEP addendums that customize the distance learning instruction to meet the specified needs of these students. Each student is given an individual adjusted plan developed by the IEP team to continue to meet their goals in the instructional model that does not allow for daily face to face instruction. We will document daily instruction with case carrier and consultative services between case carrier, related services provider(s) and general education teacher that align with IEP goals.

Pupils who are experiencing homelessness: Pre-assessments in reading and math will take place to identify curriculum gaps that may have taken place during distance learning in the spring. Teachers will adapt curriculum to fill in gaps. Intervention will be made available for students needing additional support to provide targeted support in needed area(s) through classroom teachers, Intervention teacher, school counselor, and classroom instructional aides

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 Douglas City Elementary School District will measure the effectiveness of services and/or supports provided to address learning loss by administering diagnostic assessments early in the 2020-2021 school year. Reading and math assessments will provide the baseline data to identify gaps in the learning process for group and individual students. Formative assessments such as student work and student involvement will continue during instruction to monitor student comprehension and identify gaps in foundational learning. Progress monitoring will continue throughout the school year. Frequent assessment scores will be reviewed to determine the success of the intervention provided. We will gather the data by using a variety of specific assessments used by teachers to target priority standards

To determine effectiveness, we will analyze the data at staff meetings, review results of the analysis and then determine appropriate next steps to address areas of pupil learning loss. Staff will also analyze data to illuminate any gaps in access, opportunity, or achievement.

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

Description	Total Funds	Contributing
Additional intervention support for students needing extra assistance will be provided.	4000	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.]

Douglas City Elementary School District will make mental health and wellness a priority and we will examine the availability and accessibility of mental health resources and supports for our students, families, and staff members as they return to school, continue distance learning, or participate in a blended model. We will ensure that strong partnerships with mental health supports are created and a system for referrals is in place.

We will ensure the wellness of students and staff by:

- Adopting policies and procedures that support staff and student wellness.
- Conducting universal screenings to identify social–emotional needs of students and staff.
- Establishing and implementing daily routines for both in-person and remote delivery that include stress management or mindfulness practices.
- Scaling up Social Emotional Learning (SEL) to promote social–emotional competencies among students. Promote and support adult SEL.
- Utilizing staff professional development time to increase trauma knowledge and skills and using trauma-responsive strategies to support the school community.
- Conducting routine check-ins using a trauma and resilience-informed lens.
- Providing staff trainings on secondary traumatic stress and self-care.
- Collaborating with stakeholders, such as the Trinity County Office of Education, Trinity County Behavioral Health and local HMOs and PPOs, to promote staff wellness and provide workshops and supports regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience.

- Engaging with students and families using culturally responsive techniques.
- Providing families with information and links to increase access to mental health and wellness resources.
- Providing families with resources for basic needs: food banks, Medi-Cal, Covered California, energy programs, Section 8 housing, prescription and patient assistance programs, unemployment supports, local job postings, local CalFresh and food distribution, connectivity access, etc.
- Developing a system to connect with students and families to promote attendance.

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.]

Douglas City Elementary School District will continue to provide engagement and outreach to students who are absent from distance learning. The tiered reengagement strategies we will use for pupils who are absent from distance learning are as follows: Teachers will monitor attendance for students during distance learning. Teachers will communicate using the school wide universal communication tool of Google Classroom. They will also support attendance by sending reminders using Email, Bloomz App or something comparable. Students continuing with poor attendance will receive direct communication by teachers. If this communication fails, the school counselor and/or the school administration will work individually with students and parents to improve attendance.

When students are not meeting compulsory education requirements, or when a pupil not engaging in instruction is at risk of learning loss, the Douglas City Elementary School District will provide the following outreach to students and their parents and guardians: Teachers will make additional attempts to connect and engage students during distance learning. If continued communication from the teacher fails, the counselor or administrator will initiate tier 3 strategies of intervention. Direct communication with students and parents will take place. During these meetings challenges for the students will be identified and addressed. Support to rectify the situation will be provided. If more services or support is needed, DCESD will consult with Trinity County Office of Education (TCOE) for guidance and assistance.

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.]

Douglas City Elementary School District will continue to provide nutritionally adequate meals for all pupils. Our school was able to reapply for the Seamless Summer Option for Meals which allows all students to receive free breakfast and lunches each day. Meals will be provided in the following ways:

In-person learning: Students will receive meals with the business-as-usual model. Students can choose a school breakfast and/or lunch on a daily basis. Staff has collaborated to develop and implement a plan to ensure student and staff safety. We will continue to collect data via electronic food-service systems or taking a count by tallies, whichever is required for our food program.

Distance learning: Students choosing the distance learning model can request meals on a daily basis. Meals are prepacked and offered for pick up daily as a Grab and Go model. Should the need arise for the entire school to go to distance learning, then all students will be offered meals weekly. Meal distribution is tracked and are confirmed once pick-up occurs.

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
9.02%	115,047

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 foster youth, English learners, and low-income students were considered when putting all actions and services in place at Douglas City Elementary School. Ongoing self-evaluation allows us to monitor school programs and adjust them accordingly to reflect changing times. In March 2020, when we shifted to distance learning, we immediately reassessed the status of the school programs with respect to remote learning environments and evaluated the needs of staff and students. The immediate need was to be able to provide instruction to all students by using a mode of instruction that would be accessible to all students, especially our unduplicated population. It became evident that not all students had the devices and connectivity to use technology for distance learning. We had to utilize paper-based curriculum and instruction to our students to ensure that they could have access and be successful.

Fortunately, we have been able to start the current school year with face-to-face instruction. We are taking this opportunity to do a variety of things to ensure that we will be able to effectively meet the current and future needs of all students, especially our unduplicated population. Some examples of the actions we are taking to ensure success at school or at home if we have to shift to distance learning are:

- Assessing students' academic and social-emotional needs.

- Providing targeted academic support to students in need via our academic intervention program.

- Providing targeted social-emotional support to students in need via our prevention and early intervention program and our school counselor.

- Continued monitoring of students' progress and needs.

- Assessing students' technology device and internet connectivity needs for home, in case of future distance learning.

- Providing supplementary instruction in utilizing school technology to students and their parents.

- Strengthening parent involvement and communication by reaching out to families to inform them of supports provided by the district.

- Providing teachers and staff with high quality staff development that addresses meeting the needs of our unduplicated students.

- Ensuring that our foster youth, English learners, and low-income students have access to our meal program, including breakfast, lunch, and supper.

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

Services for foster youth, English learners, and low-income students are being increased or improved by:

- *Screening, assessing and when needed, implementing mental health services
- *Additional staff to provide targeted academic support in the classrooms and during intervention
- *Additional technology devices, programs, and access for students for distance learning
- *Individual student check-in meetings
- *Additional professional development for staff to provide support for unduplicated students

Douglas City Elementary School District has worked to implement a Multi-Tiered System (MTSS) framework that encompasses prevention strategies and problem solving action steps that can be implemented to improve the academic, behavioral and social emotional outcomes for students. The services outlined in the MTSS framework will promote increased levels of student achievement and support the emotional well being of our students. We also recognize the importance of implementing a robust and rigorous academic program along with an MTSS of social emotional and mental health support.