



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>.

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General Information

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

St. Helena Unified is a district of 1217 student enrollment, of which approximately 43% are low-income and 19% are English Learners (EL) with no foster youth currently. A comprehensive overview of the district is available at our website www.sthelenaunified.org. Upon the "stay at home" order given on March 16, 2020, administrators and teachers started working on plans to move into a remote learning environment. All parties wanted to ensure the quality of the curriculum taught in the remote learning environment was meaningful, relevant, equitable, and also involved focused lessons and tasks that would show mastery of concepts taught in the last twelve weeks of school. In knowing that virtual learning cannot replace in-person instruction, administrators and teachers started working with what currently was used in the classroom and was online that could quickly be moved to the home environment. In creating these remote learning lessons, consideration was given to the mode of delivery of the instructional content and the best possible way to accomplish student engagement and instruction per age group and the various subgroups. Fortunately, as a one to one electronic device district, students were able to take their Chromebooks and PCs home quickly in grades 3-12. The district had many online platforms used within the school day; in addition, many of the district core curricula are blended which includes both hard copy and online electronic textbook versions.

Moving into the 2020-2021 school year, the district believes that many of the learnings "as you go" within last year's distance learning and crisis teaching provides guidance and reflection on best practices for our staff and students for this school year. With opportunities for staff development at the end of the school year in June and July of 2020, staff engaged in sharing experiences and related lessons to move forward. The district conducted public information sessions and worked with the administrators and labor unions to provide better clarity on student/staff expectations. Our district has developed a phased re-opening plan based on the public health safety protocols per stage of COVID 19 spread in Napa County. It is with this understanding that the commitment to provide equity in teaching and learning for all for our students and families will be the lens we use moving into the new school year. As we embark on the development of the Learning Continuity and Attendance Plan (LCP) for 2020-2021, our goals and actions will be focused on serving our unduplicated student population, addressing possible learning loss in students, educating our students with special needs, as well as, providing a rigorous education for all students whether we are in class, distance-learning or in a hybrid model of instructional delivery. The belief for this year in teaching and learning is a need to offer the same expectations and rigorous delivery content not dependent on the environment of the instruction.

The district started a partnership with Calistoga Unified School District in January 2020 to develop a Special Education transition program for students ages 18-22. As both districts finalized financial considerations to support the program development and consider job postings for Fall 2020, COVID-19 closed facilities and derailed the momentum of the implementation. Both districts maintain a mutual interest in revisiting this concept once we are restored to in-person instruction and can return to sharing the next steps and mutual considerations for the new program.

Stakeholder Engagement

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

The District conducted two separate parent and employee surveys this summer to garner feedback: once in early June and subsequently in late June. The information gathered was compiled and shared with the Governing Board and community at meetings conducted at the end of June and mid-July. Within the survey, questions focused on parent levels of comfort with in-person learning, hybrid model design and days, the number of hours online/in front of a laptop, and levels of concern on safety in schools related to COVID-19. As we discussed feedback from the parents, the Governing Board provided district staff direction on the development of learning plans suited to community feedback. As the district began to develop distance learning plans in alignment with Governor Newsom's executive orders, a transition team composed of administration, teachers, classified, and parents met frequently via Zoom throughout the summer to share updates and connect on the next steps in school reopening. The district staff opened a question board on the website to address parent questions and concerns with responses within 24 hours. The district also facilitated a webinar on July 28 designed to share virtual learning options for families considering having their students remain at home throughout the school year.

Bargaining unit president were included in emergency team meetings and consulted with the Chief Academic Officer in developing Memorandum of Understandings for labor groups to follow.

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

The District conducted meetings via Zoom throughout the closure to include Superintendent/Parent Group meetings. Governing Board meetings were a hybrid mix of in person and Zoom starting in April and transitioned into Zoom webinars as of June. The public has always had access to provide comments on open or closed session items within either structure. As mentioned above the webinars and public sharing of learning plans received feedback to help inform next steps in learning plan development. The public has an opportunity to provide public input in verbal or written form at the public hearing scheduled for Thursday, August 28 via Zoom prior to final approval on September 8. The public may call in during these meetings to provide feedback and the district provides translation services for meeting participants.

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

The District accepted and reviewed all feedback in considering learning plans for the Fall 2020. Safety concerns were a top priority in the feedback as parents wanted to know what class would look like with distancing, sanitizing, and mask requirements. Additional concerns were addressing learning gaps from the Spring of 2020 and how students may continue to fall further behind in curriculum which also connected to socioemotional support and considerations for our most vulnerable populations (English Learners and Special Education). After the July 28th webinars, parents had significant questions about the year long Virtual Learning Program as an option for students while weighing the pros and cons of being in a separate learning model away from district peers.

At school sites, principals met with School site councils, ELAC and parent teacher groups to share and collect information virtually. Feedback was collected formally and informally by sites to help inform total instruction time, time online or with a electronic device, and other considerations as the district developed learning plans and schedules.

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

The District has prioritized safety as the top consideration. Funding has been appropriated for temperature screenings at each site, as well as, individual no-touch thermometers for each teacher. Masks, gloves, plastic barriers, and hand sanitizers have been purchased and delivered to each site in preparation for the full return of students and staff. Custodial staffs have been training in COVID-19 cleaning and sanitization procedures to ensure district facilities are properly cleaned each night. The district has utilized the Napa County Office of Education guidelines for reopening to communicate safety protocols to students and families via the website. Student learning gaps and support for our most vulnerable populations are strong considerations for district staff. We intend to bring students in for one on one support, assessment and remediation on skills as public health will permit. More work will be detailed in the principal's site plans once identified populations can be determined for additional services. Socioemotional and related counseling services have been obtained and secured for student access upon the start of school via phone, email, or Zoom type meetings.

Our virtual learning aligned program will commence shortly after our school year begins. This district approved option called Fuel Education will provide students and families a year-long education without consideration of returning to the school campus during the pandemic. Many questions were responded to on the district website related to student and family options related to the program and its history, learning style, and work completion.

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.]

As a district, St. Helena Unified is committed to having our students attend in-person classroom-based instruction when it is safe to do so as determined by guidance from California's Pandemic Roadmap and Napa County Public Health Department orders. St. Helena Unified will open to in-class instruction when Napa County Public Health places Napa County in expanded Stage 2, Stage 3 or Stage 4 on the California Pandemic Roadmap and we are off the State's Watch List for fourteen-day (14) or more. That Roadmap identifies four stages of the pandemic: safety and preparation (Stage 1), reopening of lower-risk workplaces and other spaces (Stage 2), reopening of higher-risk workplaces and other spaces (Stage 3), and finally an easing of final restrictions leading to the end of the stay at home order (Stage 4). Currently, Napa county is on the watch list and cannot open schools' safety.

Once it is safe to open, the four school campuses will open to classroom-based instruction, during the pandemic, with smaller class sizes to ensure social distancing standards of 5ft in grades TK-12. Class sizes for a typical classroom will be for grades TK -2 (16:1), 3-5 grades (18:1), grades 6-8 (18:1) and high school (20:1) -classroom space. In addition, students in grades TK-5 will stay in small cohorts throughout the instructional day. At the secondary level, four out of five school days will be on a block schedule to reduce the number of students transitions from one class to another within a given school day. Students will also be dismissed daily with a grab n' go lunch in the early afternoon to eliminate the potential of a large gathering of students at any given time. All students will begin their day at approximately 8:30 am and be dismissed at 1:23 pm daily for TK-5. Students in grades 6-12 will have a staggered start time so that only 50% of the student population will begin their day at a designated time, all will end at 1:23 pm similar to the lower grades. In addition, students at the 6-12 grades will have all of their classes provided including intervention and elective classes, however, all performance-based group activities and labs will be temporarily halted until stage 4 of the pandemic roadmap is achieved. In the lower grades, TK-5 students will receive the four core subjects that will be taught daily encompassing math, ELA/ELD, science, and social studies. Interventions will be provided as part of the core instructional time to support students who have experienced significant learning loss due to the district closure starting on March 13, 2020. Interventions may include small group instruction, pull out instructional support, and personalized online remediation lessons.

Afterschool tutoring will be provided (based on public health permissible guidelines) at all grade levels to our students who are showing signs of significant learning loss and/or fit one of our unduplicated student groups.

Once students in grades TK-5 are dismissed at 1:23 pm daily, they will be expected to engage in some independent work lessons planned weekly by a cohort of teachers. At the upper grades of 6-12 grades, students will also be dismissed at 1:23 pm daily and are expected to engage in independent work related to subject matter material taught during the in-class instructional time. Independent work is scheduled until 3:10 pm for the lower grades and 3:22 pm for the secondary level daily. During the independent time in the afternoon, teachers will have collaboration and prep time daily. In addition, during the student independent time in the afternoon, Individual Education Plans (IEP) meetings will be scheduled with families and academic, psychological and ELPAC assessments will be conducted.

The SHTA union and district administration worked throughout the end of the school year and summertime to create an MOU to the established SHTA contract to allow for greater flexibility and staff repositioning for this year only. This negotiated MOU allowed the district to create smaller class sizes and redesign master schedules at all sites to meet public health guidelines for staff and student safety. District administration attended all the local Napa county public health and emergency operation committee meetings to keep informed on safety guidelines and protocols. Staff also reviewed all materials provided by the CDC, CPHD, and OSHA to make sure orders were made by our maintenance and operation department on all materials needed to assist in the safe opening of schools to include PPE, signage, sinks, sanitizer spray guns, air scrubbers, HEPA filters, thermometers, and plexiglass dividers. At the same time, maintenance personnel received training on the proper usage of PPE and cleaning of facilities, and staff health protocols were put in place for district staff. Concurrently, emergency Zoom transition meetings continue to happen bi-weekly to make sure the district was working together with all parties on the transition team to make sure we were covering all bases to successfully open the school in the fall.

Once school resumes for in-person instruction, the summer school will commence and will be principally directed towards our unduplicated pupils at the TK-12 grades in addition to credit recovery for the high school students. The summer school will be based on students who continue to demonstrate learning loss or lack of mastery in English, Language Acquisition, or Mathematics.

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

Description	Total Funds	Contributing
Re-opening public health safety equipment and supplies were purchased	\$150,000	No
After-school Tutoring for students showing learning loss, with first priority given to unduplicated pupils	\$40,000	Yes
Summer School Offering with first priority given to unduplicated pupils	\$60,000	Yes
Additional instructional materials for re-positioned teachers to have smaller class sizes for in-person instruction and distance learning: Benchmarks advance for ELA,	\$3,970	No

Description	Total Funds	Contributing

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.]

Distance Learning will be designed in one of two ways; live instruction time and/or asynchronous learning; which means that the instructional content is designed so that the student will engage in the learning materials on his/her own and not in live interaction with the teacher. This allows the student to determine the place, pace, and path to their learning. This will be a benefit to the home with multiple students accessing instructional materials from their teachers. The second method will be virtual live instruction. Virtual instruction (synchronous learning) means instruction provided directly, live and in interactive fashion by teachers and other SHUSD school staff to students via telephone or SHUSD online platforms. The success of the SHUSD Distance Learning Plans relies on a partnership with our families in support of the continuity of learning for students. This plan is dependent on careful planning, appropriate student motivation and engagement, and strong parent and guardian support for this alternative mode of instruction.

As schools make the transition to distance learning for the start of the school year in our Option #1 phased reopening plan, St. Helena Unified will be utilizing already existing board adopted/standards-based instructional materials with all students. Resources will also be provided for teachers and parents to use as supplemental learning materials. A critical element of each student's day is to provide time for social and emotional learning, physical movement, creative outlets, and other opportunities for quiet reading and listening time under student wellness. All students will receive instruction in English/ELD (including reading and writing), mathematics, science, and social studies in grades TK-5. In grades 6-12 grade, students will receive a full schedule of core classes (ELA/ELD, mathematics, science, social studies) and the other elective, intervention, and enrichment classes they would have had if they were in school and in-person. The in-person schedule will be the same as the distance learning schedule except for the delivery of instruction and the amount of class time between the two environments. Students in grades TK-5 will receive a minimum of 80 minutes of teacher live instruction daily on the distance learning schedule. For grades 6-12, students will receive 160 minutes of live teacher instruction in the distance learning model, not including a one hour individual access period build in daily to access their teachers for support. For the in-person, in-school instructional time for 6-12, students will receive 280 minutes of teaching instruction and will also have 70 minutes daily of independent work/study time.

Families will have a second option to choose a district managed virtual learning program called Fuel Education. The district contracted with this virtual school program to provide online learning all year during the pandemic for families not comfortable sending their child back to school in the SHUSD phased in-person model. This online personalized learning will utilize a platform through a program called K12 Education (Fuel Education) and classes offered will be the grade-level standards-based core classes. In grades TK-5, all students will

receive English/ELD, mathematics, science, and social studies. For grades 6-8, students will receive the four core subjects of English/ELD, mathematics, social studies, science plus foreign language, and lastly for high school students in grades 9-12 will consult with the high school counselor and administration on which courses are needed for graduation. Special education services will still be provided by the district, as well as, all assessments and IEP's. Specialized academic instruction (SAI) will be provided by our special education teachers as practical and reasonable while the student is attending the virtual program. For our English language learners, their academic instruction will be provided by Fuel Education but all testing, additional supports for designated English language development will be provided by the district.

When the health orders are revised to reflect improving health conditions, the ability for the district to transition into a hybrid or full in-person model will be flexible and manageable. The commitment of students to the Fuel Education program allowed the district to develop in-person staffing models with 14-20 students throughout grades TK-12 using additional certificated staff that served in intervention or enrichment roles within the district. No new teachers were hired as a result.

Facilities are being prepared for in-person instruction. Desks have been placed to maximize physical distancing and the above-mentioned class sizes. In addition to frequent cleaning and sanitization, facilities will continue to receive, and post appropriate signage related to current health conditions. The administration is also developing traffic flow patterns, signage, and arrows for students to enter and leave classrooms as well as navigate around the campus.

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.]

Although many families have the devices and appropriate connectivity in place, approximately three students/families of our 1217 student enrollment have had trouble with internet access due to location of residence or limited bandwidth (even with hotspots given out by the district) during the initial start of the pandemic in March. At the start of this year, we purchased additional HotSpot with more capacity to connect to three major networks in the county plus internet extensors for greater reach within a home environment. If that does not work, we will dispatch our tech specialists over a zoom call with families and lastly to locations of our families that are having trouble connecting to further assess the situation and determine possible fixes or alternatives. In addition, all electronic devices will be deployed to students at the start of the school year, August 18th, so that students and teachers are up and running during the first week of school. All students will be required to sign an acceptable use agreement at the time of the device pick up. St. Helena does have the ability to have students take their Chromebooks and PCs home in grades 2-12 since we are a 1:1 device district.

Another component of distance learning via connectivity and devices plan is having the online instructional materials and learning management system available and ready to integrate, fortunately, we have both. Students in grades TK-1 will have iPads deployed at the start of school this year which will have all programs and apps loaded so that there is no delay in having students start the online learning process within the first couple of weeks of the school year along with hands-on packets. Lastly, because state assessments require students in grades 3rd-11th to be familiar with working digitally, many assessments will be conducted online and most of our core instructional materials are online with hard copies, as needed so the transition to distance learning will not be as difficult as other districts might have transitioning to this environment. St. Helena had already developed a framework for incorporating digital materials into every day instructional practices.

St. Helena Unified will have all technology and instructional issues start at the school site of students with the library media specialists, this is new process for SHUSD this school year. Should the library media specialist not be able to resolve the issues at the site level, tech tickets

will be created and sent over to a specialist to assist in another layer of problem solving. Software support will also be handled by the instructional materials publishers or educational tech specialist. We are not anticipating families needing devices but sites will be responsive and connect with families to ensure access to the curriculum. Lastly there will be a new registration process this year as the district switches over to electronic submission for the first time to limit the amount of paperwork handled and face to face contact with parents/guardians.

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.]

Teachers will be taking daily attendance for all live class time provided via either Zoom/Google Meet with their classes and this will be recorded into our student information system (AERIES). Parents are expected to call into the main office at each school site should their child be sick or absent for the school day as if we were in regular session. Live online synchronous instruction is considered school time and all students are expected to attend those sessions. In grades 6-12, teachers will be issuing grades based on class expectations and syllabus presented to students at the start of each grading period. At the TK-5 level, standards-based grading will be continued this school year based on mastery of essential standards for each grade level. At the TK-2 levels, distance learning will include a combination of instructional packets and online live teacher contact. Synchronous instruction will happen during live teacher time and teacher modeling in the lower grades. Assignments given by teachers to students will receive feedback from teacher and assessed for grading purposes when appropriate.

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.]

It is important to support teachers in the design of distance learning plans to ensure that instruction is engaging and reaches all learners. Professional learning resources have been researched, developed, and offered teachers. As a one-to-one device district, teachers and staff have received training on our learning management system (LMS) "PowerSchool" in the past few years but for this year, SHUSD will be switching over completely to using "Google Classroom" as our LMS due to the inconsistency and lack of reliability of "PowerSchool" during the COVID 19 shut down in the spring of 2020. Teachers received training the last week in June on using Google classroom as our LMS and were sent additional training materials and videos on Google classroom operations during the summer of 2020 to get them familiar with the platform. Teachers also had the opportunity to use our district provided professional development platform "KYTE" to receive beginning to advance instructions on using Google Classroom, in addition teacher received many online training sites over the summer on Google Classroom as well as, other applications. Teachers also received training for the new conferencing platforms "Zoom" and "Google Meet/Hangout". Our instructional platform will be Google Classroom, our communication and conference programs will be Zoom at the TK-8 levels and a combination of Zoom and Google Meet at the high school level. Added at the elementary and the primary school will be the use of SeeSaw as a secondary LMS for students linked through the google classroom.

In addition to those trainings, several teachers attended a distance learning training by Doug Fisher and Nancy Fry. SHUSD has followed their instructional model for years as a district called, "Gradual Release of Responsibility". They now have created a new book with an additional contributor, John Hattie called the "Distance Learning Playbook" that was purchased for all teaching staff in the district over the

summer. Several staff attended their online webinar on the new Distance Learning Playbook in July. Next, teachers have been given the opportunity to attend a three-day conference on distance learning called "Level Up Your Distance Learning Game" at <https://www.learnshift.org> put on by NapaLearns and Touro University focused on google classroom set and how to kick off the year for students with learning on a variety of apps. The district paid teachers TK-12 to attend this training during their non-work summer time. Many staff members attended a variety of trainings this summer on their own to improve their skills and knowledge which included the following: wellness and social emotional learning, "Express Fluency" for foreign language teachers to teach in a digital format, California Collaborative for Educational Excellence (CCEE) webinars on distance learning, California History-Social Science Project, California School-Based Health Alliance webinars in order to provide mental health services via the internet, ethnic studies and AVID Digital XP conference (paid for by the district).

The district held a teacher's training teachers (TOT) professional development series at the end of last year where teachers volunteered to teach their colleagues on the following programs and platforms now going to be used with SHUSD: Google classroom, Zoom, SeeSaw, Ed Puzzle and OneNote. Not only have teachers received training on district-approved online platforms and programs in the past but designated teachers will receive training on the newly adopted instructional materials for science in the fall for the blended curriculum.

To support ongoing professional development entering this school year, the district consulted teaching staff to provide customized support in Google Classroom and site-specific online applications. These teacher experts provided a live training, that was recorded, to continue to build knowledge in online instructional practices. As we know that learning and growth for our staff will be ongoing, the district has allocated time and resources for specific staff to meet and train at teacher's current levels of technology use. This personalized training aspect will benefit the range and depth of teacher knowledge to grow in their particular areas of need. This year two teachers, one at the middle school and one at the high school will be given a .1FTE salary increase to continue to build technology skills sets for the teaching staff by providing trainings, coaching and online support.

WestEd Language Coaches continued to work with teachers last year after the closure on language acquisition teaching strategies in an online environment this will continue this school year. Teachers were provided many scheduled coach times with Wested to select from in all of June if they wanted to build their skill set around distance learning and utilizing zoom for increase language engagement.

Staff Roles and Responsibilities

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

Creating small class sizes have required some teachers to be reposition into different job duties to meet safety guidelines and public health recommendations for grades TK-5. Teachers who have been specialists in last year's master schedules for TK-5 will now have their own small classes and work with the other grade-level team members. Other specialists will be scheduled as student support tutors if additional small class assignments are not required. Some specialists at the secondary level will be reassigned to support TK-5 and provide intervention and testing. Two new .1 FTE certificated technology positions have been created for this year to assist all teachers at the secondary levels with online teaching, device management, and logistics and use of various online tools.

For classified staff in all grades TK-12, staff will be programmed into one or more of the following potential new roles: child care providers of school essential workers (under consideration), site specific student re-engagement teams to promote positive attendance and engagement, and parent support/training teams district-wide to keep families supported and engaged and refer families to the site counselors who require additional assistance. These are all new roles with new responsibilities assigned to each role. Our other para educators who specifically

work with our pupils with exceptional needs will continue to work with the special ed teacher and provide student and parent support as instructed by the teacher.

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.]

English language learners (ELLs) will continue to receive academic support from their ELL teachers at the secondary levels and through designated ELD instruction at the lower grades. This ELL support will be individualized to meet the needs of the student and based upon the ELPAC assessment data that has been recorded from previous classroom performance, and teacher input. ELL teachers will continue to provide academic support to students in each content area. Additionally, ELL teachers will provide support with the student's English proficiency in the areas of reading, writing, listening, and speaking by providing suggested learning activities for the EL students according to appropriate learning bands. ELL teachers will plan and work with the content teachers so that online lessons and paper learning activities are designed for student success. ELL teachers will be available to support students and families each day, when school is in session, either by phone or email.

For English language learners, we purchased additional "Imagine Learning" licenses for level 1 and level 2 students in grades TK-5. Imagine Learning focuses on foundational skills in English and language which allows focused speaking at home during distance learning. Also, designated English Language Development (ELD) will be provided to all English Learners (EL) students using the designated ELD Benchmark Advance classroom curriculum during small group instruction.

At the 3-5 grade level, specific English learners and struggling learners will continue working with the "System 44 or Read180" literacy program online with the support of a repositioned teacher. English learners at level 1 and level 2 will also use "Imagine Learning" for language support. Grade level teachers will provide designated ELD to students virtually either in a small group or individually during their planned small group with students per week, as well as, provided work packets bi-weekly for students to complete.

Students in grades 6-12 are scheduled into English Language Development (ELD) class and have a designated ELD teacher that worked with them this will continued with English language learners during distance learning this coming year. The "EDGE" curriculum for ELD in high school and the "INSIDE" ELD curriculum for middle school are both blended programs that have an online component. Students are given assignments from these programs as part of their designated ELD program to work on virtually and check back in with the ELD teachers. English learners in middle school also use the "READ180 and English 3D" reading interventions and students new to this country were provided with "Imagine Learning" licenses to receive additional language support. The districts two Multi-Tiered System of Support (MTSS) tutors continued to work with our ELD teachers to assist in providing additional support to EL students remotely. The tutors worked with students one to one in a google meet or Zoom setting until students understood the assignments given by the core teachers or EL teacher. Our MTSS tutors and other classroom paraeducators will be matched up with other students, as well, who might be struggling in core classes to provide academic support remotely.

Principals have also been provided the following resources to push out to staff to assist in building lessons for EL students and supports for their families as additional reference materials.

+Sanger Choice Boards TK-12: Includes low technology activities for TK-12 to practice listening, speaking, reading, and writing. Use the Choice Boards Sanger created or use their blank templates to create your own.

+Alas y Voz - Resources in Spanish for educators and parents. Links to Spanish PBS, Spanish Common Sense Media, and tips for Spanish-speaking parents.

+Footsteps2Brilliance is a comprehensive curriculum that contains interactive books, songs, and games in either English or Spanish for children from birth through third grade.

+Colorín Colorado is a national multimedia project that offers a wealth of bilingual, research-based information, activities, and advice for educators and families of DLLs and English learners through its Spanish-English bilingual website.

During the COVID-19 school closure, students who receive accommodations through a 504 Plan will be supported by their general education teacher(s). Consultation in the delivery of accommodations that are needed to support each student's access to instruction through distance learning will be provided to parents and scheduled with teachers and/or school counselors. 504 Plans will be reviewed and updated at the beginning of the school year with families. Students who receive special education will receive services in accordance with an Distance Learning Plan (DLP) developed in collaboration with the parent/guardian of the child. The DLP outlines the agreed upon supports, accommodations, consultation, and services, including related services and therapies, that will be provided to each child to allow for continued access to instruction and services provided during Distance Learning. When schools resume normal operations, IEP teams will consider the impact of the school closure on each child. If there is evidence of a decline in student's skills and/or a lack of progress, an IEP team meeting will be scheduled to review/revise the IEP as needed. SHUSD special education teachers will be providing 1:1 meetings with special needs students/parents by appointment at the beginning of the school year to discuss and create the distance learning plans (DLP). For other students with unique needs we offer a Special Education Resource guide in English and Spanish for families, students, therapists, specialists and teachers developed by the Napa SELPA. This is a collaborative document which is continually being updated for use. Students with special needs will also have home distribution of specialized equipment, specialized healthcare and other needs as determined by the IEP team. Our local SELPA has offered and will continue to offer professional development for all special education teachers and also will continue to hold job alike meetings for school psychologists, SLP's, and OT with district staff. SHUSD will continue to participate in the countywide Community Advisory Committee (CAC), utilizes ParentCan (community based organization) resources and supports for our families of special needs children. Lastly mental health counseling services within the school environment will be provided to students, as necessary and determined by IEP team. Additional family support for any student with special needs will be provided by ParentCan in partnership with UpValley Family Center.

In addition to all homeless, socio economically disadvantaged and foster youth will be given first priority to receive additional support to address learning loss. All site registration and attendance clerks were trained on homeless criteria and how to make sure we tag students correctly and provide as much support as possible. All homeless and foster youth are immediately placed on our free and reduced lunch program and given the necessary school supplies that they need.

In closing, our primary school will be sending home toolkits with each student that includes manipulatives, a calm down kit with lessons, and differentiated work packets.

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

Description	Total Funds	Contributing
Students in grades 3-12 will receive refreshed and re-imagined district issued devices during the week of August 10th to be ready to go before school starts on August 18, 2020-	\$170,000	No

Description	Total Funds	Contributing
Additional HotSpots have been purchased that provide greater connectivity to the various network to give out at the time of device based on need	\$10,000	Yes
PD on setting up beginning of the year structure, norms and google classrooms for all teachers.	\$5,000	No
Electronic online registration	\$5,000	No
Contract for blended/full virtual learning program for students of parents who wish to keep their students home during pandemic until a vaccine is developed-Fuel Ed	\$182,930	No
Purchased online Units of Study for Lucy Caulkins virtual Writing program for online instruction plus their online phonics program	\$10,300.51	Yes
District wide Zoom contract for the delivery of synchronous live instruction	\$12,000	No
Two new certificated teacher .1 FTE positions at the secondary level for Google Classroom support	\$30,000	No
WestEd coaching contract on increasing language acquisition strategies within the online environment including principal coaching contract	\$40,743	Yes
AVID Digital XP training of AVID Elective teachers	\$2,550	No
AVID site Licenses for MS and HS	\$9,358	No

Description	Total Funds	Contributing
"SeeSaw" district wide contract for communication with parents and students	\$7,915.89	No
Additional apps purchased to enhance online instruction and student engagement (edpuzzle, RStudio, C-STEM)	\$7,550.00	No
Purchased "Distance Learning Playbook" for all teachers	\$2,306.00	No
Teacher training registrations on Distance Learning Playbook 20 certificated staff	\$3,980.00	
Napa Learns Training for 54 teachers on starting off the year with Google Classroom and how to set the structure/climate	\$16,200.00	No

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.]

SHUSD has been reviewing data for six years district-wide to inform our instruction and programming, in addition to creating greater alignment from school to school within the district. It is crucial at this moment to understand what our students know and identify learning gaps within the first four weeks of school starting so that interventions are prescribed for student learning loss. Our first couple of weeks will be focused on setting up classroom structures, relationship building, and class cultures. We are absolutely focused on the social-emotional needs of students after having been disconnected from others for several months due to COVID 19. We will be starting out the year in distance learning so all large assessments will be provided via the online platform at home or in-person on a 1:1 basis and will be provided in a large open-air venture as applicable following all distancing and safety protocols. Once Napa County moves to the next stage of reopening, testing will continue to be provided small groups.

For assessments that need personalized attention, we will conduct them in a one to one in-person setting following all safety protocols, which includes our students with special needs and any newly enrolled English Language Learners. Also, students who started the Summative English Language Proficiency Assessment (ELPAC) last spring in February 2020 will be able to finish the testing at the start of this school year. English learners who may qualify for reclassification this school year will be given the Optional Summative ELPAC this fall, as well, based on their past performance on the other state reclassification criteria,

Learning loss will be assessed within the first four weeks of school by using formative classroom-based assessment and district benchmark assessments in grades 1-12. SHUSD utilizes the following benchmark assessments "Measures for Academic Progress (MAP)" from NWEA and Scholastic Reading Inventory (SRI) in grades 3-8. Other formative classroom assessments will be based on course materials to utilize pre-tests and other means as determined by teachers. In the TK-1 grades, students will be assessed using DIBELS reading assessment, new DreamBox online program and MAP Skills assessment for mathematics and English Language Arts, and other age-appropriate grade-level classroom assessment. Once MAP measures is completed, we will be able to move those results over immediately into a personalized online learning program to create learning paths to work on filling gaps in learning from the prior year(s) in grades 1-8. For the lower grades, Lexia online learning will be the program used to address reading at the TK-2 grades and READ 180 plus System 44 classes will be used for reading interventions in 3-8 grades.

Before school opens, principals will be given a list of students who were not passing math, English or English Language Development at the third quarter at the high school and the 2nd-trimester grades for students in TK-8 so that individual schools can target interventions immediately for those students at the start of this school year to make sure they are placed in support classes and provided tutoring at the onset. "DataZone" early warning reports based out John Hopkins Early Warning Indicators will be utilized as a part of our identification process for students who are at risk or already struggling to maintain staying on track in school for academic success.

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.]

Starting the summer of 2020, students were allowed to keep their district issued devices for June through July to access free educational apps and programs if parents and students wanted to continue learning and growing to immediately address possible learning loss. There were many free curricular resources including Khan Academy for Math, and CODE for Science. Also, on the list were district approved online supplemental programs and curriculum. A resource list was curated with these resources and sent out to all families in English and Spanish. This list of resources included programs for language development and students with special needs. You can view them here: <https://docs.google.com/document/d/14tlmIL7iQPTqNF5tQ1E6YEsMn1meJSf6pZ3uzhgZFSM/edit?usp=sharing>. Students in the primary and elementary school were able to continue with district reading programs of Lexia and Reading Counts and our English Learners were still able to work on their READ180 online programs. The online personalized learning platform was still running into the summer months for students to continue building their skills in math and English at the elementary school and middle school. A list of resources was also created for the secondary level, which included free courses at the college level, college to career, and foreign language. That link is <https://docs.google.com/document/d/16u4-ibJu615ro5UTDSIHHjcFZESoqNtOJH-ojMpo5KY/edit?usp=sharing>.

Going into this school year, master schedules for this school year at all schools, whether in person, hybrid or in distance learning, have the ability to address learning loss and accelerate learning through our Multi-Tiered System of Support (MTSS) for academics. Small group differentiated instruction, based on student need, will occur in all classrooms during Tier 1. During distance learning, small group times have been purposely built into the daily schedule at the lower grades TK-5 to address all learning needs. Also, interventions offered to all students include "Lexia" online reading at the primary level, "Dreambox" online personalized math in grades K-2, and lastly online math fact fluency through "Reflex Math" at 2nd grade. Online "Mathshelf" will be used for the Transitional grade levels for supplemental online support. These online supports are provided to all students and pushed out to students through district-provided devices of iPads and Chromebooks. At the 3-8 grades, we offer small groups in the classrooms as needs arise, and also reading intervention through programs called READ180 and System44. At the 3-5 grade levels, all students receive math facts fluency on a weekly basis through an online program called "Reflex Math". "Edmentum", a personalized online program, is used to address gaps or accelerate learning for math and ELA.

In grades 6-8, math intervention is provided by an additional math class for students in need of support. This math support class was incorporated into all models of instruction for 6-8 grades. AVID and Access period provide additional supports to students within those classes during the school day. This will continue during the distance learning and hybrid schedules besides the in-person schedules. In continuing with what interventions are available for all students, the district provides a personalized online learning program for addressing learning gaps, as well as, challenging students who exhibit advance skills in either math or ELA. This program is "Edmentum" which utilizes the scores obtained from the MAP assessment at the beginning of the year to develop a online learning path personalized to MAP results to continue to address learning gaps or push students at a higher level who demonstrate proficiency in math and ELA. Edmentum is used for ELA at grades 6-8 only. Grade level and departments will review data and discuss strategies related to professional development and distance learning to refine instruction.

Also, high school, has an "ACCESS" period that is built into the master schedule as an additional time that any students can go see any subject matter teacher to receive additional support during the school day. This, too, will continue into the distance learning and hybrid models. All students have access to the above supports to address learning loss and accelerate as needed. Students are also scheduled into directed studies who need more concentrated teacher guidance and support.

All English learners, low-income, homeless, foster youth or pupils with exceptional needs have access to the above programs and strategies. Students who fit our unduplicated populations who were receiving a level 1 mark (not met mastery) on the standards based 2nd trimester grading period at the TK-5 grades will receive first priority in receiving services from an online community based tutoring support partnership with the Upvalley Family Center and/or matched up with a community volunteer as a listening and touch-base buddy/support at the lower grades.

At the start of school, phone or Zoom conferences will be held with parents either by the designated support teacher (ELD, Resource, or site designee) to check on home needs and discuss what support we can give them while their student is at home. English learners are also scheduled into ELD classes at the middle school and high school levels for additional support and utilize two blended curriculums called EDGE and INSIDE for newcomers and students who score level 1 or 2 on the ELPAC. English 3D online support at the middle school level for designated EL's will continue this year. All English learners receive designated ELD instruction in grades TK-12.

Our students with exceptional needs will be utilizing the "Unique" curriculum, services will be provided on their IEP's this year in either in a virtual format or by appointment on a one to one in-person session. At the middle school level, the resources teacher will push into classes during zoom time and when in-person actually within the classroom to support students with exceptional needs. All math teachers who normally would have pushed into other classes at the high school for support will now have an extra class of math so that all math class sizes are small for increased small group and individualized support and instruction.

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.]

During the closure last spring due to COVID 19, all schools had to transition from traditional in-person instruction to distance learning. This transition from our traditional model to the new models of distance learning, hybrid and in-school cohorts has necessitated the need to rely heavily on online reports and online assessment results. The ability to rely on summative assessments (CAASPP, CAA and ELPAC) results from the past spring to drive who immediately gets placed into various classes for support and enrichment will not be happening this year nor will we be able to create our strategic plans based on dashboard data. As a result, alternative metrics will be used along with traditional data points in order to monitor and evaluate the effectiveness of our programs and services. Alternative data metrics will include some of the following: student engagement in learning, support for family and student wellbeing, access to technology, and teacher self reports.

Reflex Math, Read 180, Lexia, Edmentum, Dreambox, Reflex math, online all show student growth reports and time on site, as well as, many of our instructional materials used online. These reports will be utilized to assess effectiveness. Students will be assessed at the beginning of the school year with MAP and then mid-year and at the end of the year to gauge individual growth in ELA and math in grades 1-11. DIBELS assessment for foundational letter sounds and phonics is administered by the teachers with progress monitoring throughout the school year, will continue.

Additional metrics for effectiveness of implemented learning loss strategies will include the following:

- Student engaged or not engaged during live instruction
- Teacher self reports based on % of instructional time/content per week focused on remediating learning gaps obtained bi-weekly for core subjects
- Weekly site-level reports for administrators review from school specific programs and online instructional materials
- Tracking of student contacts
- Student surveys

Traditional metrics for effectiveness include the following:

- Grades and progress reports
- In class quizzes, tests and performance assessments
- Attendance

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

Description	Total Funds	Contributing
Purchased "Dreambox" for grades 1-2 for personalized online math support to supplement our GoMath mathematics curriculum	\$6,251.25	No

Description	Total Funds	Contributing
Purchased "Imagine Learning" online language program for designated English Learners at the primary school at the start of the school closure and this will continue for this school year.	\$8,000	Yes
Read 180, System 44, English 3D and Lexia online reading intervention programs	\$18,315.54	Yes
Edmentum personalized online learning for math and ELA	\$18,352.00	Yes
Reflex online math fluency program and mathshelf online early literacy program	\$8,426.09	Yes
WebCams for online testing for ELPAC	\$4,000	Yes
NWEA Measures for Academic Progress (MAP) benchmark testing contract	\$14,662.00	No

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.]

First and foremost, the student's mental health is most important to us, especially as students and families move through the pandemic. SHUSD has built-in time each week for students to make connections to their teachers and classmates. Also master school schedules were built around the importance of a balance between wellness and academics. Families will be encouraged to continue to keep the lines of communication open with us. If there is a need for more intense support for a student, families can contact the student's counselor. The district will guide schools in implementing a multi-tiered system of mental health supports and provide consistent messaging, appropriate staff training, crisis response protocols, and documentation systems for its teachers and school staff.

SHUSD school psychologist, the behaviorist, and school counselors will be available to assist families as requested and participating in online activities, weekly sessions for social-emotional learning and family connection needs to outside resources, Social-emotional well-being will be addressed through the various avenues: Second Step curriculum SEL lessons, staff created social-emotional modules, weekly built-in SEL lessons into-5 provided during morning check-in and taught in physical education classes at the secondary level 6-8. In high school, they will be using the School-Connect curriculum for the first time in physical education classes to address SEL topics with students, as well as, in a leadership class. RLS has continued their wellness activities each day by incorporating 4 minutes into the daily schedule for student activities. SHES has integrated mindfulness activities throughout the day involving a growth mindset and resilience themes.

Teacher/Student mentoring will continue at the high school as a support.

SHUSD has a partnership with "UpValley Family Center" which provides our students with mental health counseling through licensed therapists and prevention/mentoring support to students through CLARO and CLARA staff. The district, in recognition of more student needs for mental health-related topics, increases the contract with UpValley to provide more services. New this year is a grant received by the UpValley Family Center to provide case management for families of students who are receiving counseling services through the schools. In addition, UpValley Family Center will provide a direct link to the "ParentCan" agency that services families of students with special needs for additional needed support and possible respite care.

An MOU has also been developed to provide emotional support to our staff within SHUSD as needed through a confidential referral process along with our Employee Assistance Program (EAP) offered through North Bay School Insurance Authority.

Social-emotional training was provided at the end of last school year to all certificated staff TK-5 by our behaviorist and will be provided this year to staff at the secondary level. All special education teachers, school psychologists, specialists attended the following workshop "The Impact of Trauma at School: Better Understanding, Recognition, Assessment, and Support for Students with Trauma-Related Challenges " on August 19, 2020. Several teachers have or will be attending a webinar on the "Distance Learning Playbook" by Doug Fisher/Nancy Fry and John Hattie on how to open classrooms for the school year by building relationships and class culture. Multiple staff members attended mental health training during the summer. Teachers and certificated staff will receive online suicide prevention training at the beginning of this school year to review signs to watch out for and how to get help. SHUSD utilizes an online help and reporting app that students can text if they see something or are concerned about something/or someone that goes directly to the principal and/or designee so that immediate attention can be given to the matter.

This year we will have the student re-engagement person at each site be the first line of intervention and support for students and families. If they are not able to connect with students or families, the district Resource Officer will provide a wellness check to get students services if needed and also reengaged with the schools.

Pupil 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.]

Prior to the start of school on August 18, 2020, SHUSD principals reached out to all families either by phone, Zoom information meeting, or a pre-recorded welcome message to begin to establish a virtual relationship. At the primary school for new parents to the district, a personal phone call was made to all families to answer any questions they may have and to check in on their well-being. For new incoming students at the 3rd, 6th, and 9th-grade level, the principal will also welcome them to the new school site and provide an orientation of expectations for the first day of virtual classes on August 18, 2020.

SHUSD believes every student will attain academic and personal success in a safe and caring environment. As the school system moves to a distance learning environment, we will:

- Align every program, practice, decision, or action to provide educational equity.
- Provide all students and their families with a differentiated approach to access resources so all students achieve personalized success.
- Provide all students the opportunity to attain academic and personal success that respects the diversity of our students and staff.

It is the expectation that students are engaged in learning every day. Throughout the COVID-19 closure much of the instruction will be synchronous (live) online and asynchronous (not live). SHUSD teachers will take attendance daily during the synchronous classes. Attendance will be taken for daily participation in school and student engagement per subject at the secondary level and at the teacher grade level at the lower grades. Should a student not be engaged in a class for one to two times, teachers will reach out to the student via text, email or phone to find out what is happening. On the third time of non-engagement of the student within any class, this will trigger an email from the teacher to a designated student re-engagement staff member, determined at each school site. This person will reach out to the families to find out what is going on and how can we assist them to get the student engaged. Should the re-engagement staff member not have any success contacting the family or student, this will trigger the next level of a wellness check by our School Resource Officer (SRO). Once the re-engagement staff designee connects with the student, he or she will document on the tracking log. Lastly, if the student repeatedly is on the re-engagement sheet, the re-engagement person will alert the site administrator and/or counselor to schedule a zoom meeting with parents and students to develop a plan for online daily engagement. This will be documented on a student re-engagement tracking sheet. For regular daily participation, a parent will need to call the main school office designee if a student will not be in school for a day or one period, this will be the same whether we are in person or on the distance learning schedule. All attendance rules apply to school and students are expected to attend all classes on any given day.

At the beginning of the school year, students will be shown how to use all the tools for online instruction and the use of email, google classroom, how to turn in assignments on the google classroom platform plus Zoom expectations for live class conferencing. Teachers will either record a module that can be utilized repeatedly by students on login procedures and how to use certain programs. This allows students to have a recorded version of the procedures to go back to watch if they needed. These modules will also allow us to share in the future for use with new students. Each site will create a shared google folder to place these instructional modules into teachers. Students and families will also be provided a list of all the support available from how online tutoring will work, how to access their teachers for additional support, and other supports per site. Our special education teachers will be setting up individual opening meetings with parents to develop their distance learning plan and discuss family supports available to them through several community partnerships. At the lower grades TK-5, all teachers will meet with students and parents individually, following all safety protocols, the first week of school to meet the teacher, and start

the path to a positive school/home partnership. Teachers will share how their classes will be scheduled this year and what to expect from students. Our district Community Liaison is available to support students/families in the lower grades. She will assist the engagement coordinators by providing resources to students and families as needed.

Fuel-Education will have a SHUSD attendance requirement also; they will track it and report to us. Our partnership with the virtual learning option will align our expectations of the district with attendance and grading to ensure proper communication of expectations in efforts to promote consistency of programs.

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 has been approved for “Universal Breakfast for All” and will add this program in the 2020-21 school year in order to provide additional nutritious food for all students. Meal kits will provide five days’ worth of breakfasts and lunches for students qualifying for free or reduced-price meals. These will be available in a curbside pick-up model during 100% distance learning, and for students opting into our virtual learning program when we are able to offer in-person instruction again. When students return for in-person instruction, the lunch program will be adjusted to accommodate the modified daily instructional schedule. All food provided will be individually packaged to promote good hygiene.

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	Contract with UpValley Family Center for mental health contract therapists and CLARO/CLARA services	\$120,000	Yes

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Committee for Children online SEL licenses for K-8	\$20,101.29	No
Mental Health and Social and Emotional Well-Being	SEL online curriculum for high school "School Connect" introductory offer	\$500.00	No

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
8.89%	\$839,817

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.]

Several actions and/or intervention that are provided to the entire district or entire schools are principally directed and effective towards meeting the needs of our unduplicated students. Several actions in the LCAP were provided in 2019-2020 and will continue in 2020-21 due to the effectiveness of the intervention and actions. However, in our 2020-2021 Learning Continuity and Attendance Plan, we see a need to modify and/or add some programs/services to continue to address learning discrepancies. The directed supports and services proposed for 2020-2021 after stakeholder, community and school staff feedback single out that we want to the need to ensure that no student is left behind in their education and all the supports that we can provide is given to any student in need, especially our unduplicated pupils and students with exceptional needs. Several actions are principally directed towards our Title 1 schools which are the St. Helena Primary and Elementary Schools and towards our English learners, where numbers are greater at the TK-5 levels. All site principals were given a list of students at the beginning of this school year, who met the unduplicated pupil criteria, and who were not passing and/or showing content

mastery at the 2nd trimester and/or first semester grading period from last spring before the closure, due to the pandemic, occurred so that they receive first priority in interventions and actions at each one of our school sites.

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

St. Helena Unified (SHUSD) continues to commit funds to support teaching and learning across the district with specific attention to English language learners, Long-term English learners, Foster Youth and Low-Income Youth. The District has determined that expending funds in a district-wide manner is the most effective way to meet the District's goal for unduplicated pupils in the state and local priority areas. Funds will be spent district-wide to support educational offerings and support services for students in the identified subgroups. Anyone and/or combination of sub-groups place these students at-risk academically due to language barriers and environmental obstacles.

Services that increase the quantity of actions within the district for the unduplicated pupils include:

- 1) Provide DreamBox for personalized online math support at the K-2 level
<https://www.dreambox.com/why-dreambox>
- 2) Repositioning staff to provide a designated re-engagement team to follow up on all students who are not responding to synchronous live teaching for more than 3 times
- 3) Imagine Learning online support at SH Primary School and SH Elementary School
http://ildc.cdn.imaginelearning.com/Company/US/MA/Imagine_Learning_Evidence_of_Effectiveness.pdf
- 4) School reading intervention programs (READ 180, System 44, Lexia, English 3D)
<http://www.rti4success.org/>
- 5) Afterschool tutoring when we are back to in-person instruction and all unduplicated pupils will have first priority for services
<http://www.rti4su>
- 6) AVID/MTSS Para-Educators III to work as an AVID tutor part-time and MTSS direct service student support provider
<https://www.mathshelf.com/content>
- 7) Provide MathShelf online for transitional kinders (TK) as early math learning
<https://www.mathshelf.com/content>
- 8) Summer school for students who continue to demonstrate learning loss throughout the school year

Services that improve the quality of actions with the district for the unduplicated pupils include:

- 1) Continued emphasis on the instructional framework of Gradual Release of Responsibility (GRR) and in the areas of content, language, and social objectives, collaborative and productive group work strategies plus targeted instruction will remain as a focus for the professional development with the inclusion of Depth of Knowledge (DOK) training, observations, and feedback for administrators and leadership teams. this year with a special emphasis on distance learning and building relationships and culture to keep students engaged in their learning
- 2) WestEd will provide continue to provide PD around language acquisition strategies TK-12

3) ELD support classes at RLS and SHHS (Designated ELD) with designated curriculum and training of teachers

<http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrdsbeadopted.asp>

4) Continue the initiative to train and plan a multi-tiered system of support (MTSS) in all grades especially around trauma informed practices and classrooms