

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
Santee School District	Dr. Stephanie Pierce Assistant Superintendent Educational Services	stephanie.pierce@santeesd.net 619-258-2351

General Information

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

On March 13, 2020, the Santee School District, along with the 41 other school districts in San Diego County, made the difficult decision to close schools in order to slow the spread of the coronavirus. At the time, it was anticipated that schools would reopen after Spring Break. However, with the State of California continuing its Stay At Home order issued March 19, 2020, this did not occur and schools remained closed through the end of the 2019-2020 school year.

The District offered transition childcare for two days on March 16th and 17th to support families and give them time to make alternative arrangements for the care of their children. For the first week of the closure, our child nutrition department and central office leaders distributed meals, instructional staff developed distance learning expectations, and the district distributed iPads to students who did not have them at home using drive-through service. We surveyed families right away to determine whether they had access to internet, ordered hotspots to support any families without connectivity, and partnered with Cox to offer no or low-cost internet. By the second week, distance learning began and printed materials were made available to support all learners. The third week started the two-week Spring break. Immediately after break, the district began adjusting its grading policy and tracking students' distance learning engagement. An administrator was assigned to contact any families from whom we were not receiving response. The administrator set up support systems for these families to make sure they had all the tools needed to participate and fully engage. It was important from the beginning for us to approach this work through an equity lens.

Planning for school closures had already been ongoing for weeks prior to the actual closure—beginning as early as late February. When the first communication about COVID-19 within the Santee community circulated, the district started experiencing a significant increase in requests for students to be on independent study contracts.

As they designed their COVID-19 response, Santee administrators considered the many barriers to distance learning facing their highest need students and parents. As an educational community, we believe the most important thing to do was to develop policies, procedures, and processes with an equity lens in mind and to best support our families as partners in education. It has been essential to build a strong

relationship with our families throughout this crisis. We have seen a large increase in families accessing our Facebook posts for information and in visits to our website.

Throughout the closure, the District involved students, families, and staff in decision-making. On June 11, 2020, the District convened a team to develop, communicate, and implement plans for smoothly and efficiently reopening school on August 19, 2020 to ensure students are educated and cared for in a safe and effective manner and staff are working within safe conditions.

In addition, California's Governor Newsom issued an executive order on July 17, 2020 mandating that, in order for schools to open for in-person instruction, they must be in a County that has not been on the Monitoring List for at least 14 consecutive days. San Diego county is on the watchlist and therefore schools cannot open with students and must open with Distance Learning. Reopening school when there is no vaccine to prevent the spread of COVID-19 creates significant challenges for mitigating risk. The District's number one goal is to ensure that staff and students are as safe as possible and practicable. Consequently, the SAFE AT SCHOOL Reopening Plan and a Distance Learning Plan has been developed with a focus on the following objectives:

1. Continue providing an extraordinary education in an inspiring environment with caring people
2. Provide an optimal balance of restrictions and risk, in changing circumstances, to create a safe environment for students, staff, campus guests, and the community
3. In order to provide students the best opportunity to improve their academic achievement, have and maintain social-emotional efficacy and stability, and ensure their physical well-being; as well as minimize childcare needs for working parents; bring students back to school full-time for in-person instruction, including special education and intervention services, when local conditions allow.
4. Currently, we will be opening school on August 19th with all students enrolled in Distance Learning. When San Diego county is off the watchlist and we are able to open for in-person instruction, we will provide a hybrid schedule Monday through Friday with an A/B schedule. We will divide the classes into 2 sessions to reduce the number of students with students attending each day.
5. Create a learning landscape that promotes the following:
 - a) students and staff physically safe
 - b) learning coherent by focusing on essential standards with aligned systems of assessments, bound in units of instruction in our core curriculum, and provide intervention services to accelerate learning for students who need additional supports to mitigate learning loss.
 - c) social-emotional and mental health needs of students
 - d) the needs of every student by considering the unique experiences of students and by considering students' families as active partners in learning
 - e) flexibility into school schedules to implement health and safety protocols, and norms for being together in-person and physically distanced
6. Provide an alternative learning program for students and their families. We have offered an Long-term Distance Learning program for families to enroll in for the year.

7. Plan for a robust and rigorous distance learning program in the event that a class, a school, or the District is closed due to COVID-19 cases or when public health orders prohibit in-person instruction
8. Temperature and symptom check all individuals coming onto the school campus each day
9. Maintain students in stable cohort groups throughout the day and avoid mixing of groups as much as possible and practicable
10. Keep students and staff 6 feet apart from each other during the day as much as possible and practicable
11. Expect students and staff to use facial coverings over their nose and mouth to protect their safety and the safety of others in accordance with the newly released guidance mandating for grades 3 -12 and encouraging the use for students Preschool through 2nd grade.
12. Provide additional staff and adequate resources for essential activities that increase the safety of students, employees, and the community.

Stakeholder Engagement

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

The District used the following process for stakeholder input:

1. Developed a Needs Assessment using a variety of tools:
 - a) Intent to return parent survey in May and June (5,193 respondents submitted this survey)
 - b) Student Access to Technology survey on March 31st (2,414 respondents and 438 technology support forms submitted)
 - c) School Messenger voicemails and emails (No district generated communications: 13 family communications and 20 staff communications)
 - d) Student Distance Learning Survey for grades 3-8 in June (2,500 respondents)
 - e) Parent input survey June 26th - July 3rd (1282 parent respondents)
 - f) Staff input survey June 26th - July 3rd (830 staff respondents)
 - g) Staff professional development survey June (98 certificated staff respondents)
 - h) Parent input sessions in April and May during Coffee with Counselors and Administrators (approximately 85 participants during 5 sessions)
 - i) Santee Collaborative (Community members) input on July 22nd and August 5th (55 participants in meetings)
- All of the above surveys we provided in Spanish and Arabic our two primary foreign languages.

2. Analyzed survey responses data to determine needs for inclusion into Learning Continuity and Attendance Plan to support students. We also had families request translation services to fill out the survey.
 3. Conducted meetings with bargaining units, Administrators, teachers, classified staff, DAC, and DELAC, during which participants were asked to provide questions and comments regarding the Learning Continuity and Attendance Plan and feedback on actions steps.
 4. Consultations with our Santee Teachers Association on August 24th
 5. Consultation with our California School and Employee Association (CSEA) on August 24th
 6. Provided a draft of the Learning Continuity and Attendance Plan (LCP) for District Advisory Committee (DAC) to review on August 27th
 7. Provided a draft of the Learning Continuity and Attendance Plan for District English Learner Advisory Committee (DELAC) review on August 28th (we provided translation services to families for this meeting and the entire plan was translated into Spanish and Arabic prior to the meeting)
 8. Provided a draft of our 2020 LCP on the district website for all stakeholders to review prior to all public comment meetings
 9. Advertised and conducted a public hearing to seek input on the LCP at the September 1, 2020 Governing Board meeting
 10. Adopted the LCP at the September 15 Governing Board meeting.
 11. Created a Safe at School reopening team to draft our District SAFE AT SCHOOL Reopening plan posted on the district website. Each school site created a school based reopening plan with a school based leadership team.
 12. Created a team for drafting our district Distance Learning Plan posted on the district website. The Distance Learning plan was reviewed by administrators and teachers.
 13. Meet weekly with our school site administrator teams (Principals and Vice Principals) for site specific Safe at School reopening plan development and other support in designing a plan for in-person hybrid model.
- All communication and survey tools are translated into the District's two primary foreign languages; Spanish and Arabic. The District also provides translation services for other foreign languages as needed.

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

Due to the Governor's Executive Order N-33-20 for COVID-19, meetings of the Board of Education were to be held via video conferencing. To comply with Executive Order N-29-20, public meetings are made accessible telephonically or otherwise electronically to all members of the public seeking to observe the meeting and/or address the Board of Education.

Public comments are accepted via Microsoft Forms, from the date the agenda is posted to an hour before said meeting begins. The Board President acknowledges receipt of public comments, if any, and provides an opportunity for additional public comments for those joining the meeting. Additionally, comments are posted on the website at the start of the meeting, and copies are provided to the Board of Education and Superintendent, an hour before the start of the meeting.

Follow-up communication from public comments has been provided in a variety of formats: individual phone calls or emails to parents or staff, content added to frequently asked questions based on themes, and content added to all staff notifications and parent letters.

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

Stakeholder input was categorized into the areas of accelerating student learning for all learners, professional development, social emotional learning support, strengthening student connectedness, and providing a distance learning option for the entire school year and offer an in-person learning option. The survey responses were analyzed to identify themes based on needs during this time of conducting school amid a pandemic. The following general themes were identified for consideration by the District:

1. **ACCELERATE LEARNING:** Accelerate learning for all students including English Learners, Homeless, Foster Youth, and Students with Disabilities: More staff training, more intervention, more teacher prep time, increase staffing, provide more intervention support to accelerate students, and provide curriculum materials with a focus on acceleration based on individual student needs.
2. **PROFESSIONAL DEVELOPMENT:** Increase professional learning for staff in specific areas of distance learning and provide more individual choice; focused professional learning for English Learners, Special Education, and other student groups.
3. **SOCIAL-EMOTIONAL LEARNING SUPPORT:** Increase counseling services, increase mental health support, adopt and implement a Social- Emotional curriculum
4. **STRENGTHENING STUDENT CONNECTEDNESS:** Reduce class size and caseloads, emphasize personal relationships with students both in a virtual setting and in-person instruction, provide more choice in learning activities through Universal Design for Learning strategies (e.g., student choice boards).
5. **LONG TERM DISTANCE LEARNING and IN-PERSON INSTRUCTION:** Families requested the option for full year distance learning and in-person learning option. The in-person model would be a hybrid model to reduce the number of students at any one time on a school campus. A hybrid model would blend in-person instruction and additional independent instructional assignments.

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

Stakeholder input was categorized into the areas of accelerating student learning for all learners, professional development, social emotional learning support, strengthening student connectedness, and providing a distance learning option for the entire school year and offer an in-person learning option.

The following general themes were identified for consideration and influenced actions within the LCP by the District:

1. **ACCELERATING LEARNING** for all students: The District is maintaining the current level of Bilingual Assistants and Language Arts Specialists/Intervention Resource Teachers, special education related services personnel, and adding an additional 7 Intervention Resource Teachers to support English language learners, and other students identified through the district mathematics and Language Arts screening process. The District and schools continue to seek and procure evidence based instructional/intervention materials such as iReady Mathematics and English Language Arts diagnostic and curriculum and provide professional development on effective instructional strategies.

2. **PROFESSIONAL DEVELOPMENT**: The district will continue with our annual comprehensive professional development plan. The comprehensive professional development plan for 2020-21 incorporates professional learning in all curricular and instructional areas to improve student outcomes for all students with an emphasis on high need groups such as English Learners, Special Education, Foster Youth, homeless, and low socioeconomic students. Choice is provided for teachers through the Personalized Learning Plan (PLP) which includes receipt of a stipend. The Professional Learning plan has expanded to incorporate more trainings on learning management systems to support work flow in distance learning, including curriculum and instructional supports for enhancing a distance learning program.

3. **SOCIAL-EMOTIONAL LEARNING SUPPORT**: The District plans to continue with 7.0 FTE counselors/social workers and an additional school psychologist. The District will continue to analyze and adjust school service levels based on need. Two Director level positions are tasked with responsibilities for overseeing mental health/counseling services and social-emotional learning. The district has adopted and will implement this year a new Social Emotional Learning curriculum (Second Step).

4. **STRENGTHENING STUDENT CONNECTEDNESS**: Teacher/student ratios are part of the District's Core/Base program. The District monitors these ratios regularly and will continue to monitor and adjust ratios where appropriate, and minimize combo classes as much as practical; considering special circumstances, including, but not limited to, mainstreaming and student needs. Additionally the district has determined to reduce class size in grades 4-8 to best meet the needs of an in-person hybrid model. Student connectedness is also a part of our overall multi-tiered system of support, which includes social-emotional learning. The District will continue to refine and improve these systems in order to strengthen student connectedness.

5. **LONG TERM DISTANCE LEARNING and IN-PERSON INSTRUCTION**: The district has created an option to provide Long-Term Distance Learning for students and an in-person hybrid model. The in-person hybrid model with smaller class sizes for grade 4-8 to minimize the number of students at any one time on a school campus and in an individual classroom. The hybrid model would blend in-person instruction and additional independent instructional assignments. The District purchased and obtained new and used student furniture to configure classrooms for 6 foot spacing between students and the teacher. The District's SAFE AT SCHOOL Reopening Plan contains a

comprehensive plan for providing personal protective equipment, personal hygiene tools and supplies, barriers and spacing requirements, and various other methods for ensuring a safe environment when students return for in-person instruction.

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.]

Instructional Model Overview

Due to the Governor's order issued on July 17, 2020 we will begin the school year in a distance learning format beginning August 19th 2020. When San Diego county is off the watchlist and we are able to open for in-person instruction, we will provide a hybrid schedule Monday through Friday with an A/B schedule. We will divide the classes into 2 sessions to reduce the number of students during the school day. Each group of students will attend each day. When we transition to an A/B hybrid schedule, the classroom teacher will provide direct instruction, shared and guided practice to release students for independent (asynchronous) portion of learning to occur when students are working at home. Teachers will continue to use their learning management system to communicate clear expectations to students and support them during independent practice outside of the school day. The district developed sample hybrid schedules, and our curriculum partners have also created hybrid learning pathways to support teachers in their planning. When the health conditions allow us to return to full in class instruction, teachers will continue to use their learning management system as the key communication tool for families and students. This will make the possible transition back to distance learning at any time seamless if deemed necessary.

Ensuring Equity and Eliminating Barriers

In order to anticipate equity and access barriers that students and staff may face during the 2020-2021 school year, the curriculum team analyzed teacher feedback from the spring of 2020, parent technology surveys, as well as the guidance from the California Department of Education (CDE) to create a Distance Learning Plan. This plan includes an overview of what distance learning is, how to document attendance and student interactions, communication with families, building relationships from a distance, social emotional learning, digital citizenship, planning, schedules, feedback, assessment, and professional learning opportunities. We have also worked on eliminating technology barriers by providing an IPAD for every student and working with the community's Internet provider to provide low cost service to families. During the summer of 2020, teachers participated in a book study with the book "Culturally Responsive Teaching and the Brain" written by Zaretta Hammond. Our curriculum resource team will be using what they learned in this book to inform future professional learning sessions such as the New Teacher Orientation in August. Our administrative team will also be participating in this book study during the

2020-2021 school year to create a more equitable culture at each of their school sites. To further support students with learning needs, additional teachers will be hired to expand instructional time for accelerating learning using the Ready for Rigor Framework as a guide to move students to become more independent learners and incorporate culturally responsive teaching methods.

Measuring Learning Loss and Tracking Progress

Santee has a balanced assessment system, and each assessment administered is purposeful, and used to create equitable learning for all students. We are not eligible to begin school in-person on August 19th. Therefore, teachers will remotely administer the iReady English Language Arts and Mathematics diagnostic assessment as a screening tool. The purpose of this diagnostic is to help teachers identify what students can do, which will allow teachers to build on student strengths as well as plan to address specific needs. This will also help teachers identify students who are at greater risk of learning loss due to the school closures, and adjust instruction accordingly. iReady provides an individual pathway for students based on their needs, and this will be part of each student's asynchronous learning time to both mitigate learning loss and accelerate learning for students. The iReady diagnostic is a district benchmark assessment, and will be administered three times during the 2020-2021 school year. This will allow teachers to monitor growth of students toward grade level proficiency, tailor instruction to meet individual student needs, and identify trends of mastery on grade level standards. "The Distance Learning Playbook" (Fisher, Frey & Hattie) will also be used as a resource for grade level teams to identify priority learning standards by concepts (nouns) and skills (verbs) and using this to create learning intentions and success criteria. Using these side by side with iReady data will help teachers plan for both whole group and small group instruction to meet the needs of all learners. This instructional framework will be used in Distance Learning and provides the flexibility to move to in-person instruction in a hybrid model. With in-person instruction, teachers will be able to use a gradual release of responsibility model to support students and seamlessly blend guiding students to success in independent work.

Ongoing assessment will also be a key piece of Santee's learning program. Teachers will be using multiple measures to track student progress, some of these include:

- Interim Assessment Blocks and Interim Comprehensive Assessments (3-8)
- Benchmark Assessment System grades (K-3)
- ESGI (TK-K)
- DRDP (preschool)
- Curriculum based assessments such as iReady ELA and Mathematics
- Running records
- Performance Assessments in ELA and Mathematics
- Rubrics

All communication in regards to the hybrid, in-person model will be translated into the District's two primary foreign languages; Spanish and Arabic. The District also provides translation services for other foreign languages as needed.

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

Description	Total Funds	Contributing
Hire 10 additional teachers to reduce class sizes for General Education classes in Grades 4 through 8	\$870,000	Yes
Hire/provide additional Site and Night Custodians for each school to allow frequent disinfecting of high-touch surfaces and restrooms	\$180,000	No
Hire/provide additional Campus Aides to supervise students in classrooms during lunch and in the COVID-19 isolation ward	\$60,000	No
Hire/procure additional Health Clerks and/or Licensed Vocational Nurses to address increased health needs of students, including the COVID-19 isolation ward	\$250,000	No
Procure additional supplies, materials, equipment, and contracted services for personal protection, hygiene, health and safety, and disinfecting	\$450,000	No
Procure single student desks/tables to allow maximum spacing between students	\$250,000	No
Provide additional budget allocation to schools to purchase additional student supplies and books to avoid sharing	\$172,000	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.]

Technology Supports

Several years ago, the District implemented a 1:1 Digital Learning Program which now provides an IPAD for every student. Teachers design lessons and assignments through a Learning Management System (LMS). Most teachers are using either Seesaw, Microsoft Teams, or Google Classroom as their LMS. Teachers are also checking in with students through phone calls, texts, and emails and use Google meet and Microsoft Office Teams to provide face to face experiences such as direct instruction, video of lessons, read-alouds, and guided instructional practice.

Professional Learning

District personnel provided professional learning for teachers and support staff in the transition to a distance learning model. Topics have included the basic and advanced use of a learning management system, use of live video conferencing with students, creating screencasts, use of core digital learning platforms, as well as the use of new platforms teachers and students are using during remote learning. These topics are covered using step by step online tutorials and live video-conferencing sessions. Most of these learning sessions have been hosted by district personnel, but many were offered in coordination with key learning partners such as Microsoft, Lexia, and Curriculum and Associates. We have also made these training sessions available for parents by posting on our website in a recorded format. In addition, these training sessions are available for parents by posting on our website in a recorded format. We will continue to engage in a plan-do-study-act cycle throughout this school year to ensure our teachers have the support they need to create equitable classrooms for their students.

Sharing Progress with Families

Teachers will share information regarding student progress with parents through progress reports, email, phone calls and video conferences. Progress reports are given at the six-week mark, and report cards at the twelve-week mark for each trimester. Sixth through eighth grade parents are able to check grades in Power School. Teachers will share information about how parents can check grades at their virtual back to school night, and through ongoing communication in their LMS. Feedback will be provided to students through comments in the LMS, through core curriculum digital platforms, through messages, and through small group and individual video conferences or phone calls.

Assuring a Guaranteed Viable Curriculum

Teachers will be using core curriculum to meet the needs of students. All students will be set up in digital platforms for core curriculum from the beginning of the school year. The one exception to this is science, which does not have a digital platform.

1. English Language Arts
 - a. Wonders, McGraw Hill (K-5)
 - b. Amplify (6-8)
2. Math
 - a. Math Expressions, Houghton Mifflin Harcourt (K-5)
 - b. College Preparatory Mathematics (CPM) (6-8)
3. History Social Science
 - a. Savvas Realize (K-8)
4. Science
 - a. California Science, McGraw Hill (K-5)
 - b. Focus on Science, Prentice Hall (6-8)
 - c. Mystery Science (K-5)

Supplemental Curriculum for Acceleration and Mitigation of Learning Loss

In addition to the core curriculum listed, above the district purchased iReady ELA and Math for all students in grades K-8 and Lexia for all students in grades PK-9. IReady is on the list of the California Department of Education (CDE) approved diagnostic assessments. CDE states the following about iReady “A suite of computer-based assessments is designed to provide a complete picture of student performance and growth across math and ELA. The suite includes diagnostic and standards mastery assessments, dyslexia screening, and oral reading fluency assessments that can be used coherently to monitor and support student progress. Reports include information about how to interpret both overall scores and growth as well as performance on individual items, highlighting what each student needs to learn next. Results from the system are connected to personalized learning pathways and accompanying teacher resources.” We will be using these personalized pathways to create an equitable learning environment for our students.

Instructional Models

Lessons will be a mix of both synchronous (live interactions), and asynchronous (assigned learning that students complete on their own). Teachers will provide students and families a weekly schedule in advance to allow students to plan for work completion, and also allow families to plan for the synchronous learning time. This is particularly important for families with multiple children engaged in distance learning simultaneously. The district provides a sample learning schedule that gives examples of synchronous learning in whole group, small group and individual settings. Our curriculum partners have provided distance learning guides to assist teachers in their planning, and the district curriculum team will continue to support teachers with core curriculum as well.

All communication regarding the District's Distance Learning Plan, including surveys, will be translated into the District's two primary foreign languages; Spanish and Arabic. The District also provides translation services for other foreign languages as needed.

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.]

To ensure equity of access, our technology department sets up distribution centers for students at each school site. Every child is provided an iPad to access all curriculum. In addition, parents needing high-speed Internet connectivity were supported in signing up for free/reduced cost service with the community's service provider or were provided with a WIFI hotspot. Technology personnel continue to offer technical support to teachers and added a system to provide at home technology support for students and parents. Parents submit a technology support form and someone from our technology team works with the family to address the technology issue.

Student Technology Devices

Following school closure in the 2019-20 school year, a Student Access to Technology survey was sent to all families on March 31. The survey asked parents a) if they were interested in picking up their student's iPad that was left in the classroom, b) if they have internet access at home and c) if they do not, would they like to know more about low and no cost options. The survey was opened between 3/31 thru 4/9 and generated 2414 responses.

2189 families responded that they would like to pick up their iPad. Based on the survey response, arrangements were made to have iPads available for pick up on April 13 at all 9 school sites and on April 15 at the District Office. After the 2 days of iPad distribution, 359 iPads were not picked up, as families chose to use other devices in their home.

For the 2020-21 school year, student iPads will be distributed at the school sites on August 17 and 18. All TK-8 students are assigned an iPad under the District 1:1 program that has been in place since the 2013-14 school year. New students coming after the start of the school year, will be assigned a device and arrangement will be made for the student to pick up the device from the school office. All student iPads are provisioned with the Mosyle management system app, which give students access to the District's core curricular apps, as well as other digital tools to support student learning. The mobile management app also allows teachers to remotely assign and install apps to the student devices.

Student Connectivity

98 families responded that they did not have Internet access at home and would like information on low and no cost options. 45 families were identified as families with unique circumstances. District staff worked with these families to setup internet service through Cox's Connect2Compete low cost Internet program. The District also acquired 46 T-Mobile Wi-Fi hotspot devices for assignment to families.

The District will be using Cox Communication's Connect2Compete Program with payment directly by the District and T-Mobile Wi-Fi Hotspots to ensure all students have Internet connectivity at home.

Students returning for the 2020-21 school year will participate in a survey at the school site level to assess Internet connectivity. Students enrolled in the National School Lunch Program will have options to use Cox's low cost internet program. The district will also work to provide connectivity through hotspots or working with our local vendors for connectivity. All student devices are programmed to route Internet traffic back to the district's Fortinet content filter. This is to ensure student safety regardless of the origin of connectivity.

Teacher Technology Devices

All teachers were furnished with a laptop and an iPad at the start of the 2019-20 school year. Teachers typically take home their technology devices. After the school closure, teachers were also permitted to take home other classroom devices like the document camera to continue teaching remotely. An additional 40 laptops were purchased in anticipation of new teachers for the current school year to support the distance learning and in-person hybrid model.

Technical Support and Assistance

To provide technical support and assistance to families, the Technology Department created the Technical Support Request Form. Between April 4 and June 12, there was a total of 438 requests for technical support. These supports are provided remotely. District technicians call families and work with them to resolve any issues over the phone. For support that requires physical work on the iPad, arrangements are made with families to bring in the iPad to the Technology Department. Repair turn around was approximately 24 hours. District staff and teachers continued to submit technical support requests through the District's Work Order System. Technology staff provided synchronous "live" remote support using software tools (TeamViewer and Microsoft Teams) for staff and teachers that are working remotely from home.

The Technology Dept. remained opened during the school closure in 2019-20 school year to provide onsite support and equipment repair. The Technology Dept. will continue to deploy the same technical support procedure for staff, teachers, and students in the 2020-21 School Year.

Printed Distance Learning Material

Following the school closure on March 13, Educational Services and Technology prepared weekly printed Distance Learning materials to support families that did not have access to technology devices and/or internet services. We also found many families preferred printed instructional materials to support learning continuity beyond the distance learning activities. For the 2020-21 school year, school staff will organize a distribution of instructional materials at the school site to support the start of the distance learning program along with distribution of the iPads.

All communication regarding technology access and support will be translated into the District's two primary foreign languages; Spanish and Arabic. The District also provides translation services for other foreign languages as needed.

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.]

Measuring Attendance During Distance Learning

Teachers provide each student and family with a daily schedule that includes required lessons and activities for each instructional day. Teachers assign student lessons and activities using a learning management system, such as Google Classroom and Microsoft Teams. Throughout each instructional day, students and teachers will be engaged in synchronous lessons and activities as well as asynchronous activities. Teachers will monitor and document student engagement and progress on each activity and will provide feedback to students based on both formative and summative assessment.

Documentation and recording of student progress are accomplished using the teacher's learning management system, in addition to their gradebooks, progress reports, and report cards. All school sites in Santee School District have common expectations for the time value of pupil work and participate in professional learning communities to ensure equity and consistency.

To track student attendance as well as engagement and participation in distance learning, teachers will document participation in each lesson and activity assigned in each instructional day using the district's Student Information System (SIS). Each lesson and activity is assigned a time value. In the SIS, teachers assign a time value for each activity, indicate whether the activity is synchronous or asynchronous, and document each student's participation and engagement in each lesson and activity. This allows for student engagement analysis at the district, grade, and classroom levels.

Middle school teams will work collaboratively to determine weekly schedules and student participation in each core course throughout the week. These schedules will be shared with students and families and will be designed to ensure students have live interaction with each of their teachers throughout the week. Teachers will work collaboratively to ensure that both the asynchronous and synchronous portions of the day provide students with a balanced school year.

Flexibility with Student Assignments

During the closures in the Spring, the curriculum team and teacher teams created standards-based choice boards to allow for flexibility in how students show mastery toward grade level standards. Teachers have access to sample choice boards across curricular areas to use or modify when planning for instruction. Progress will be measured using informal feedback as well as through rubrics. Our district learning plan provides samples of how to provide feedback in distance learning using one-point rubrics and other feedback options through the Learning Management System. The curriculum team will continue to support teachers with professional development around feedback during distance learning, as well as when we transition to a hybrid model, and finally when back to full in class instruction.

Long Term Distance Learning Teachers

We have categorized our teachers who will remain in a distance learning format all year as Long Term Distance Learning Teachers (LTDLT). All LTDLTs are assigned to one of our district sites, and will be supervised by that site administrator. Since all students will begin the year in a distance learning format, initial training for all teachers will focus on establishing relationships in a distance learning format and setting students up for success. Once we move to a hybrid model, our LTDLTs will continue to work under the direction of the school site administrator they have been assigned to for the 2020-2021 school year. Our curriculum team will provide a two-tiered professional development support model for this year; one that is tailored to our LTDLTs and one that supports teachers as they move through the phases from distance to hybrid and eventually to full in person instruction. We also know that the year will be fluid. This means teachers may move in and out of these phases based on the local health orders, or if a child or staff member tests positive for COVID-19. District and site level support will be provided for each of these scenarios.

Consistency Between School Sites

The Student Attendance Clerk will contact each parent or guardian of students who did not engage and participate in any lesson or activity the previous day. Site administration supports the Student Attendance Clerk when contact is not made. If students miss 60% of the instructional week and/or are not engaged in all activities for an instructional day on a consistent basis, site administration notifies the Pupil Services and Student Well-being department and the school counselor to deploy additional re-engagement strategies; such as providing resources and supporting family engagement with social services and physical well-being services. Daily attendance is documented in our Student Information System. Individual lesson and activity engagement and participation is documented in the Learning Management System for the teacher.

All communication regarding pupil participation and engagement will be translated into the District's two primary foreign languages; Spanish and Arabic. The District also provides translation services for other foreign languages as needed.

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.]

Introduction

The District's distance learning professional development is designed to be ongoing, intensive, and embedded in practice. Training formats will include synchronous "live" sessions, as well as self-paced multimedia materials designed for asynchronous learning. The content of these sessions will include the use of digital tools such as core content student learning platforms, learning management systems, and the use of multimedia tools to help instruct, communicate with, assess, and support students at a distance. Resources will also include content to aid in the development and implementation of a successful and robust distance learning program.

Synchronous (Live Interaction) Resources

Scheduling of live professional learning sessions will be convenient for teachers and recorded, whenever possible, for those who cannot attend. These sessions will promote active engagement including frequent discussion, checks for understanding, and extensive use of appropriate digital resources to aid in the understanding of concepts presented. Instruction will be differentiated to reflect participants' background knowledge, skills, and interests. Sessions will be focused, with objectives clearly articulated at the start of every session, addressed through instruction throughout, and then evaluated at the session's conclusion to determine to what degree they were met. In addition to sessions hosted by district personnel, staff members will also be provided with "live" peer collaboration time to share best practices and develop additional resources. Upcoming live professional learning sessions will be communicated to staff members via email and will also be posted in the district's "Calendar of Live Webinars" Webpage.

Asynchronous (Self-Paced) Resources

Professional learning in Santee will include the use of asynchronous professional learning materials. These resources will enable teachers to self-select relevant learning at any time, based upon their needs, and their self-paced nature will allow them to review concepts multiple times, as necessary, to ensure understanding of concepts. Similar to the district's "live" professional learning offerings, these resources will provide support in the use of various core student learning platforms, digital tools needed to provide learning at a distance, as well as strategies for developing and implementing a successful distance learning program. The format for these materials includes video lessons, multimedia slideshows, as well as digital documents. These self-guided trainings may be accessed by staff in the district's Distance Learning Plan, as well as via the district's professional learning Website.

Professional Learning Content

To help establish a common understanding of key distance learning concepts and strategies, all teachers and site administrators will participate in a live professional learning session prior to the first day of instruction. This session will be hosted by Nancy Frey, author of "The Distance Learning Playbook", and Hilda Martinez, the San Diego County Office of Education Teacher of the Year. To support deeper, ongoing learning of the concepts presented during this session, the district is providing a copy of "The Distance Learning Playbook" for all teachers and site administrators. The book will serve as a learning and planning resource as staff collaboratively develop and implement distance learning strategies and resources throughout the year.

In addition to sessions hosted by district personnel, vendors will provide "live" trainings to support teacher and student use of key digital resources. These vendors include Apple and Microsoft, as well as content-area curriculum platforms such as Amplify English-language arts, Savvas Realize history-social science, Wonders, iReady Language Arts and Mathematics, and Lexia. This year, the district adopted the Second Step SEL program to support social-emotional learning and student well-being. Site administrators and teachers received initial "live" training for its proper implementation and were also provided with self-paced learning materials for continued professional learning. These trainings and resources will include strategies for implementing the program in a distance learning environment. Professional learning will also cover health and safety protocols. These consist of live sessions as well as asynchronous, self-paced COVID-19 video-based materials housed in Safari Montage, the district's learning object repository.

Equity

Santee’s remote professional learning is designed to reflect the cultural, intellectual, social, emotional, and physical needs of each learner. To that end, wherever possible, both “live” and self-paced learning resources will be differentiated to ensure that they support diverse experiences that ensure the highest quality experience possible for each learner. Access to all learning resources, digital tools, and technology is equitable to ensure that all educators can participate fully. To that end, the district’s Information Technology department will continue to provide timely remote support to ensure that instructional technology functions properly.

Assessment

To assess the effectiveness of the district’s professional learning program, stakeholders will use student data, disaggregated by student groups, in order to identify the most critical student needs. Additionally, surveys will be conducted on an ongoing basis among both educators and families. This data will help to determine strengths and growth areas as the district’s distance learning program continues to develop. This will also help district personnel determine priorities in the development of staff, parent, and student support resources.

Technology Support

For the district’s distance learning program to function properly, it is critical that teachers, administrators, students and their families have access to timely technology support. To that end, the district’s Information Technology department will continue to provide remote assistance when software, hardware, and connectivity issues occur. The district’s technology helpdesk ticket system will continue to provide the primary means of requesting support when an issue arises. Additionally, teachers may contact the technology helpdesk for immediate support. This support will take the form of “live” educator support sessions conducted by instructional technology personnel, as well as asynchronous troubleshooting resources available on the District’s Website and through the devices themselves. Members of the Information Technology department will regularly review helpdesk tickets to determine trend data on issues experienced by users, and elicit feedback from stakeholders to establish support priorities and determine the development of additional technology support materials.

Staff Roles and Responsibilities

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

All staff roles and responsibilities have adapted to better meets the needs of our students and community.

The District has hired and/or reassigned 30 General Education teachers to conduct the long-term, full-year, distance learning program. In addition, all teachers' roles and responsibilities are different when distance learning is occurring in contrast to when in-person instruction is being conducted. During distance learning, teachers will need to prepare for and conduct live interactions with students each day by phone, Google Meets, or Microsoft Teams; and prepare asynchronous learning activities for students to complete for the remainder of their daily instructional minutes. Teachers will need to document attendance of students in the morning for the previous day, assign time values to each synchronous and asynchronous activity daily, and document each student's engagement using the weekly template provided by the District.

Certificated employees have been asked to engage with students and deliver instruction from a distance. Whether in-person or online, teacher variations of distance learning include:

- Direct instruction face-to-face via online tools
- Reading to students through online applications
- Demonstrating learning activities through the use technology
- Engaging students in multiple subject areas through applications on district provided iPads
- Managing student behavior while working through distance learning.
- Counselors and teachers providing social emotional services through online interface to support anxiety and disengagement from the learning process

The District has hired and/or reassigned 7 Intervention Resource Teachers to provide intervention support for certain students in order to mitigate learning loss occurring during school closures. Although their work will be similar to that provided during a normal school year, their focus will be primarily on accelerating learning.

Classified employees' have been asked to provide service outside their regular job description. Classified employees have risen to the challenge of repurposing their roles to meaningfully support the instructional environment for students. Employees will work with their supervisor to provide added support to positions that remain essential during this period. Examples of employees embracing this include:

- Providing academic support and intervention to students struggling with this learning format.
- Reading stories to elementary students through online tools.
- Handing out food through our Child Nutrition program to ensure students have access to healthy food.
- Sanitizing work areas between use to minimize the spread of germs.
- Supporting childcare programs by providing additional supervision.
- Administrators and other staff delivered technology and instructional materials to student homes when families were not able to come and collect it.
- Monitoring student online engagement and connecting with families to resolve issues preventing student participation.
- All employees are provided the opportunity to work even if their position is unnecessary in the moment.

Site and District Administrators roles and responsibilities have shifted to monitoring and managing an entirely new system for delivering distance learning, hybrid in-person, and full-time in-person instruction at various times during the school year. Principals have had to create their own site reopening plan to keep students and staff safe while they are on campus.

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.]

Access to Technology and Curriculum

Every child in the district has an iPad device assigned to them for distance learning. We have also provided differentiated curriculum, both digitally and in printed form, to reinforce skills as part of our District Learning Continuity Plan. For our English Learner students, we have provided some language acquisition apps to reinforce English language practice, and teachers are using a comprehensive ELA curriculum with lessons for integrated ELD support. We also have curriculum to differentiate lessons for students based on their instructional level. The Technology Department has arranged for hotspots or Internet access for all students, especially for homeless, foster youth, and low-income students.

Meeting Needs of Families

Parents and caregivers are encouraged to participate in weekly parent education sessions, such as “Coffee with the Counselor”, on topics to support parenting and family management. Our Counselors/Social Worker reach out to families of students who are not engaged at school, as well as families who were on their caseload before school closure, to offer additional community resources when necessary. Wellness Check home visits have been conducted for all students not responding to emails, calls, or text messages. During the home visits, families who needed support with access to the Internet were identified and supported with obtaining Internet through local providers with free or low-cost plans. Other parents were contacted with information about how school learning is continuing even during the physical closing of the school.

To further support English Learner, foster youth, and low-income students, we have ensured that families have access to information in multiple languages for distance learning and preventative measures for protecting their families. We have surveyed families to determine the best way to communicate with them through phone calls, text, and/or emails. We have also used built-in networks for support to locate homeless families and children in order to account for every child within the district. If a teacher, principal, or parent reports a student experiencing any anxiety, our counselors provide support or prepare referrals for higher levels of service to support the family. We have encouraged parents to set up daily routines for students at home that mirror the school day, as best as possible, and shared best practices for accomplishing this.

Support for English Learners, Hispanic, and African American Student Groups Addressing Learning Loss

The district has hired additional Instructional Resource Teachers (IRT) and Language Arts Specialists (LAS) to mitigate learning loss for students, as well as prevent future learning loss. All of these student groups have shown a decline in our 2019 CAASPP results on the California Dashboard. We want to intervene with these students based on diagnostic results to improve achievement. LAS' and IRTs will also provide additional support to English Learners in the areas of reading, writing, listening and speaking. While we are in a distance learning format, these specialists will pull students virtually in small groups, or individually, to work on areas of need. Specialists will work collaboratively with their school sites to make sure they are not pulling students during their classroom synchronous learning time. IRTs and LAS' will continue to support students when we move to hybrid in-person learning and eventually to full in class instruction. IRTs and LAS' will again work with their school site to schedule additional instruction during the asynchronous portion of a student's day. All of our core curriculum embeds both integrated and designated English Language Development (ELD) into weekly lessons. Teachers will monitor growth of English Learners as they work toward language proficiency using iReady ELA and Math, Lexia, as well as classroom-based assessments. These additional specialists will also design plans for accelerating learning loss for Hispanic and African American students in the area of ELA and Mathematics.

Support for Students with Exceptional Needs

Students with disabilities will be provided with services and supports, as appropriate, to help them make progress toward their goals as identified in their Individualized Education Programs, or IEPs. All special education students will remotely complete diagnostic assessments in the beginning of the school year to determine present levels. Students' days will consist of both a synchronous, live interaction with special education teachers and service providers, as well as asynchronous time when students may be working on individualized instruction in research-based programs such as iReady, Lexia, Read 180, and System 44. Each student's individual schedule will be developed by the IEP team including feedback from the general education teacher. Listed below are details of the IEP service delivery:

- * Related Services will be delivered as stated on each student's IEP. These services include: Speech and Language, Occupational Therapy, Adaptive Physical Education, and Counseling and Physical Therapy.
- * During distance learning, the service minutes of Resource Specialist Providers (RSP) will be adjusted to a percent of the minimum instructional minutes required for each grade.
- * During the hybrid model, RSP services will be delivered during the asynchronous portion of the student's school day.
- * During distance learning, Special Day Class teachers will be providing the minimum instructional minutes required for each grade level.
- * During the hybrid model, SDC students will receive their related services during the asynchronous portion of the school day.
- * Each case manager will use an Excel spreadsheet as a communication and documentation tool. This will be shared with all service providers. Providers will document student engagement, IEP progress, parent communication, and mode of instruction.

Support for Homeless Students and Foster Youth

Our Community Collaborative Director will work with school site counselors to support foster students, as well as students experiencing homelessness. Teachers, counselors and administrators receive yearly training on identifying and supporting students experiencing trauma, including homelessness and out of home placement (foster or living with other family or friends). The Collaborative Director works with Child Welfare Services (CWS) and their contractors to address any concerns or disparities for foster children. Teachers and caregivers collaborate to ensure that each student receives the resources they need.

CWS is contracting with a community agency to support families in engaging in school with wrap around services. These services are available for students in foster or kinship care, or experiencing, or at risk of, homelessness. The Collaborative Director and counselors coordinate referrals for resources that families need. Parental and caregiver support resources are identified and offered to students. The Santee Collaborative coordinates and connects families experiencing homelessness with the community groups and agencies that help provide shelter, food, job opportunities, child-care and other resources as needed.

All communication regarding the District's Distance Learning Plan and supports will be translated into the District's two primary foreign languages; Spanish and Arabic. The District also provides translation services for other foreign languages as needed.

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

Description	Total Funds	Contributing
Hire/reassign 31 General Education classroom teachers for the long-term (full-year) distance learning program	\$2,680,000	Yes
Provide funding to schools for additional days for their teacher leadership team to plan for reopening necessary to implement distance learning and hybrid, in-person instruction	\$30,000	Yes
Replace obsolete teacher laptops and purchase additional laptops for new teachers to provide distance learning for students	\$50,000	Yes
Supplement Project SAFE and YALE Preschool programs to provide childcare options for staff members, essential workers, and other families during school closures	\$950,000	No
Provide stipends to teachers for engaging in professional learning opportunities outside their workday to improve skills necessary for distance learning and hybrid in-person instruction	\$119,000	Yes
Contract for professional development opportunities for teachers to improve skills for distance learning	\$20,000	Yes
Provide 3.0 FTE Curriculum Resource Teachers to provide professional learning opportunities and coaching for teachers to improve skills necessary for distance learning and hybrid in-person instruction	\$370,000	Yes
Provide an Extended School Year Program for students with disabilities during the summer in a distance learning format and conduct assessments of preschool children with special needs to determine appropriate placement and support options	\$100,000	Yes

Description	Total Funds	Contributing
Provide IPADs for students in Transitional Kindergarten program who were not previously provided one under the District's 1:1 Digital Learning Program	\$38,000	Yes
Procure SeeSaw learning management system software for grades TK-3	\$25,000	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.]

Overview

Due to the school closures in the spring of 2020 because of COVID-19, teachers quickly shifted instructional practices to best support students in a distance learning environment. As we move to the new school year, we will be administering diagnostic assessments to determine present student academic levels. Teachers will be using this data to identify areas of strengths and needs as a first step in mitigating learning loss. Teachers will be identifying the essential grade level standards to focus on accelerating student learning through curriculum and instructional planning. Students will be engaged in personalized learning pathways including goal setting for ELA, ELD, and Mathematics.

Santee School District has a balanced assessment system. Our teachers understand our assessment system and have used them over the last five years. Teachers have the ability to measure and monitor student learning status and growth and make instructional decisions to support student achievement. These assessment tools include, but are not limited to, the CAASPP Interim Assessment Delivery System, iReady, ESGI, Benchmark Assessment System, Dreambox Learning, Schoolnet assessment platform, curricular based assessments, and district developed English Language Arts performance tasks. Most of these assessment tools are also done virtually for more seamless transition to distance learning and in-person learning. Our teachers use a formal assessment analysis protocol called the “Cycle of Inquiry,” which involves: data analysis, framing/reframing key questions, investigating literature/field expertise, developing/tuning action plan, carrying out strategies, and collecting data. The protocol may be viewed on the district website on our assessment page: <http://www.santeesd.net/Page/10772>.

Assessment Calendar

Santee School District follows a grade-specific assessment calendar to collect data district-wide at the end of each trimester for English Language Arts and Mathematics. The primary tools for measuring status and growth for English Language Arts are the Smarter Balanced Interim Assessment Blocks (IAB), Smarter Balanced Interim Comprehensive Assessments (ICA), iReady diagnostics, Benchmark Assessment System for reading, and English Language Arts performance tasks for reading and writing. For Mathematics assessment, teachers administer math ICAs and IABs according to a schedule, curricular based assessments, and iReady diagnostics. During distance learning, these assessments will be remotely administered according to the District's assessment calendar. Teachers, principals, and staff have access to reporting systems that allow for disaggregating data to determine areas of strength and need by Smarter Balanced Assessment domains and targets, and state standards that will allow for the adjustment of instruction to address student deficiencies.

Diagnositics

Teachers will start the school year by administering the iReady Reading and Math diagnostic assessment. This diagnostic assessment will be administered two additional times annually. Teachers and site administrators will analyze this data and use the reports available to plan for whole group, small group, and individualized instruction. The class profile will provide teachers with an overall report on student performance on both reading and math skills. The Instructional Groupings report helps teachers identify students with similar academic needs and they can use this to plan targeted small group instruction. The student profile and parent report provide individualized information about each student. This will allow teachers to share this information with students and families, along with strategies for the student to work on areas of need and determine their next steps for instruction. Many of our teachers are experienced using the reading diagnostic portion of this program and are familiar with the reporting system. We will be providing initial and ongoing training around the individual pathways as well as best practices for using them.

Additional Assessments

CAASPP/SBAC has released a new module in the Test Operations Management System (TOMS) called "Tools for Teachers". This module replaced the Digital Library and may be accessed by signing into TOMS. To access the module, after login, teachers select the "Links" tab and scroll down to reveal the "Tools for Teachers" link. Currently, there are 42 resources for suggestions on formative feedback. Although most are designed for in class use, strategies may be revised to fit our distance learning needs. The link for TOMS is: <http://www.caaspp.org/>

Teachers will also use assessments from their core curriculum program, performance tasks, and daily checks for understanding to plan for instruction. Samples of feedback in distance learning can be found in our Distance Learning Plan. Students may also keep online and paper portfolios that show growth over time. Teachers will administer the Interim Assessment Blocks and Interim Comprehensive Assessments four weeks prior to the end of the first trimester. Site administrators will meet with grade level teams to analyze data and use this analysis to plan whole group and small group instruction for the second trimester.

Monitoring Progress of English Learners

English Learners' (EL) language acquisition will be monitored using assessment tools included in the Wonders English Language Development (ELD) materials and Santee School District's trimester ELD report card addendum. In addition, EL students will participate in

all district assessments delivered to students. The District's ELD report card addendum is fully aligned with ELD standards and holds students to the standards expectations according to performance level on their current English Language Performance Assessment for California (ELPAC) summative overall results. This tool allows teachers to measure status and progress throughout the school year. For returning students, the District will continue ELPAC summative assessments compliant with California Department of Education's guidelines. Results will be used to determine appropriate ELD standards expectations for EL students for the current school year and for reclassification qualification.

Parent Communication

Teachers will inform parents of progress on both formative and summative assessments through written reports, email, phone calls, video calls, the parent portal for PowerSchool, parent access to information from students' learning management system, progress reports, and report cards. iReady provides a parent report that identifies areas of strength as well as student needs. This report offers resources for parents to use to support their child in the areas of need. All communication regarding pupil learning loss and pupil progress will be translated into the District's two primary foreign languages; Spanish and Arabic. The District also provides translation services for other foreign languages as needed.

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.]

Overview

Teachers will use a cycle of inquiry process that includes assessing, planning, teaching, reflecting, and action to determine if actions and strategies are improving student outcomes. In order to accelerate learning for students, teachers are using research based instructional practices and a guaranteed viable curriculum. The curriculum and instruction team will provide ongoing training around best practices for instruction and curriculum implementation for distance learning, hybrid, and in-person models. Our district will work collaboratively with our curriculum partners to identify the tiered support components of our core curriculum and use those to meet supplemental and intensified student need.

Best Practices and Curriculum

Over the past several years, cohorts of teachers have been provided professional development in Cognitively Guided Instruction (CGI). This training has focused on improving students' problem solving and reasoning skills in mathematics, including their ability to communicate their mathematical thinking. CGI is a research based professional development model which has been proven to improve math instruction by providing teachers access to research-based knowledge about children's mathematical thinking. As teachers learn their students' reasoning skills in solving math problems, they can use this information to differentiate instruction to meet the needs of all students in their classrooms. Our curriculum team will continue to work with teachers on how to implement CGI in distance and hybrid in-person settings. We will analyze

our iReady diagnostic math data and use it to determine the pre-requisite skills students still need to master grade level standards. As teachers plan units of instruction, they will pull targeted small groups to address missing prerequisite skills. These skills will not be taught in isolation, but in connection to the standard with which they vertically align.

All of our K-3 teachers engaged in ongoing Guided Reading training during the 2019-2020 school year. The strategies learned in these trainings focused on “just in time,” formative practices which have been called out in The New Teacher Project’s (TNTPs) Learning Acceleration Guide. We will use the data collected in our iReady diagnostic data to plan for both guided reading and targeted strategy groups. The instructional profile report in iReady ELA is a support tool for teachers instructional planning. Students will also have access to Lexia, a program designed to create personalized pathways to further develop foundational reading skills.

Supplemental and Intensified Supports

In addition to training and additional curriculum, our Language Arts Specialists (LAS) and Instructional Resource Teachers (IRTs) support students who need tier two and tier three support to meet their intervention needs as determined by our school study team (SST) process. We have hired additional IRTs this year to accelerate learning for students needing supplemental supports, especially for our English learners, homeless, low-income students, and foster youth.

Teachers will use the Tiered Response to Intervention components of our core curriculum for students requiring supplemental and intensified supports. As mentioned above, we have purchased several programs this year to help accelerate learning and create individualized instructional pathways for all learners. All students will have access to the iReady reading and math online curriculum, as well as the Lexia reading program, which focuses on foundational skills. Teachers will use these programs as part of their ongoing assessment of learning and will use the data to determine small, targeted groups for instruction. iReady and Lexia will also be a key piece of the asynchronous portion of a student’s day. The personalized pathways offered by both programs are another way to accelerate learning toward mastery of standards.

English learners will be assessed using the 2019-2020 summative ELPAC during the expanded fall administration window to determine current performance levels. Teachers will use core curriculum which has built in support for integrated and designated ELD lessons based on a student’s language proficiency level. In addition, English Learners that require additional supports will receive Rosetta Stone for English. Rosetta Stone progress reports will be utilized to triangulate data for planning to accelerate learning.

The district has hired additional Instructional Resource Teachers (IRTs) and Language Arts Specialists (LAS) to mitigate learning loss for students, as well as to prevent future learning loss. LAS and IRTs will also provide additional support to English Learners in the areas of reading, writing, listening and speaking. While we are in a distance learning format, these specialists will instruct students virtually in small groups, or individually to work on areas of need. Specialists will work collaboratively with their colleagues to make sure they are supplementing instruction for students beyond their classroom synchronous learning time. IRTs and LAS will continue to support students when we move to hybrid learning and eventually to full in class instruction. IRTs and LAS will again work with their school site to schedule additional instruction during the asynchronous portion of a student’s day. All of our core curriculum embeds both integrated and designated English Language Development (ELD) into weekly lessons. Teachers will monitor growth of English Learners as they work toward language proficiency using iReady ELA and Math, Lexia, and classroom-based assessments. Schedules for ELD instruction will be reflected in

students' learning management system. IRTs and LAS will document the additional asynchronous sessions with students through our Student Information System (SIS).

Students with exceptional needs will be provided with services and supports, as appropriate, to help them make progress toward their goals as identified in their Individualized Education Programs, or IEPs. All special education students will remotely complete diagnostic assessments in both reading and math at the beginning of the school year to determine present levels. The diagnostic for our Resource Specialist Program (RSP) students will be iReady; and our Special Day Class (SDC) students will be assessed using iRead, Read 180, or System 44. Students' days will consist of both a synchronous, live interaction with special education teachers and service providers, as well as asynchronous time where students may be working on individualized instruction in research-based programs (iReady, Lexia, Read 180, System 44). Each student's individual schedule will be developed by the IEP team including feedback from the general education teacher. Related services will be delivered as stated on each student's IEP. These services include: Speech and Language, Occupational Therapy, Adaptive Physical Education, Counseling, and Physical Therapy. Each teacher will keep records of the lessons, activities, and related services for each student.

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.]

Site and District leadership teams will use Improvement Science research this year through the Plan, Do Study, Act (PDSA) model gained through the San Diego County Office of Education's Continuous Improvement Institute. We began this approach when analyzing the effectiveness of personalized learning software implemented in classrooms. This model of continuous improvement is appropriate to use for any topic that impacts student learning. The goal is to optimize programs and strategies in place by analyzing and evaluating effectiveness, planning change to optimize a program and/or strategy, carrying out a plan, studying results, and acting on conclusions collected in this formal process. The PDSA cycle is a continuous process that repeats after a study team enacts an adapting or adopting change in the program and/or strategy based on findings.

Data collected from our adopted diagnostic and personalized learning platforms will assist in the PDSA process. These platforms contain reporting modules that allow educators to look at student performance and growth over time at various levels. Staff is trained on how to disaggregate data by student groups, teacher created watch groups, and down to individual students. Our K-8 diagnostic platforms for language arts and mathematics include predictive reporting by standards that will assist teachers in developing student specific interventions to accelerate learning. Furthermore, the teachers are able to monitor usage and task completion to evaluate implementation. Below is a list of applications and programs that produce metrics of student learning that will be utilized in the PSDA process:

- *. iReady reports: usage and growth
- *. Lexia: usage and growth
- *. Dreambox: usage and predictive insights, growth
- *. IRTs and IAs logs of student interactions
- *. Panorama Distance Learning surveys: will measure social-emotional learning and their experience with distance learning
- *. Core Collaborative/Rally: creates student profiles based on multiple measures

--

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

Description	Total Funds	Contributing
Hire/provide 7 additional Intervention Resource Teachers to provide support for students experiencing learning loss during school closures	\$610,000	Yes
Procure supplemental intervention materials and software which includes iReady English Language Arts and Math, Lexia for English Language Arts, Dreambox for Mathematics, and ebooks for College Preparatory Mathematics (CPM)	\$390,000	Yes

Mental Health and Social and Emotional Well-Being

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

Measuring Student and Staff Mental Health and Well Being

Santee School District uses surveys from Panorama to measure student and staff well-being.

Metric for Student Safety and Social Emotional Learning (SEL)

Panorama's Student Distance Learning, Well-Being and SEL survey helps us to analyze how students are doing with both the synchronous and asynchronous portions of distance learning and will help our site and district level teams to identify barriers interfering with student participation and act to alleviate them. The surveys also help us to identify how students are feeling emotionally by providing a temperature check on student's emotional well-being. This allows us to provide students who are experiencing negative emotions with targeted supports.

Staff Survey

Just like students, we will be measuring the emotional well-being of our staff during distance learning and providing supports to them based on their needs. Panorama's Staff Distance Learning, Well-Being and SEL survey will help us identify their ability to collaborate with colleagues during distance learning. The results will help us mitigate any barriers that might be preventing them from being able to virtually collaborate with their teammates and site administrators. Our staff survey also provides us with data on the participation of their students in distance learning, and will allow site administrators and the Pupil Services and Community Collaborative Directors to work collaboratively with teachers to identify student obstacles and find solutions so they are actively able to participate in distance learning. All staff members and their families are eligible for the Employee Assistance Program which offers free and confidential support for emotional, family, and other personal concerns.

Tiered Support

To address social emotional needs, Santee School District employs 7 Counselors/Social Workers. In addition, the District has adopted the Second Step Social Emotional Learning Curriculum for students in transitional kindergarten through eighth grade. 2020-21 is year one of implementation, and teachers will participate in a virtual training session prior to the start of the school year. Preschool will continue to use the Preschool Framework to teach SEL and use the Desired Results Developmental Profile (DRDP) to measure student progress in these areas.

Tier 1

The District arranges for counseling and teaching staff to be trained in Trauma Informed Care (TIC). TIC is used to mitigate the results of living in an environment that changes a person's perception of safety and threat. Students develop skills to self-soothe and self-regulate in order to be more prepared to learn. Our District adopted SEL program, Second Step, will be implemented by all teachers in both a synchronous and asynchronous format. Students will engage in lessons teaching self-management, social awareness, self-awareness, relationship skills, and responsible decision making. These lessons will be taught throughout each week of the school year. Panorama's Student Distance Learning, Well-Being and SEL survey will be administered, and site and district teams will analyze data to identify student needs and address these needs with tier two and three interventions.

Tier 2

Students with Tier 2 social emotional needs are identified by teachers, parents and/or the student and are then referred to counselors or social workers to address individually or in small online groups for skill development. Counselors will use American School Counseling Association (ASCA) standards and strategies to address the social emotional needs of tier two students. Counselors will focus on the standards of Mindset and Behavior. These standards are organized into 3 broad domains; academic, career, and social-emotional development. Students make progress towards these standards by engaging in classroom lessons, activities, and/or individual small group counseling.

Tier 3

Students with Tier 3 needs are referred to community agencies with the ability to provide more critical mental health support. Santee School District has many different community groups that provide therapeutic services for students and families. Community resources available to students and families include: therapy for students with Medi-Cal, Victims of Crime, and Tri-Care. Case management services and online group support are available for all students and their families through the Community Assessment Team. Suicide prevention training is offered for all 7th and 8th graders and their parents/teachers to understand the warning signs for suicide and depression. Middle school students experiencing bullying have access to therapeutic services to develop coping and advocacy skills. Families with trauma, addiction, or dual diagnosis may also be referred for additional help.

Support for Exceptional Learners

Students struggling with repeated behavior issues, specific diagnosis, outside issues such as family unrest at home, or severe emotional challenges will be referred for an Educationally Related Mental Health Services (ERMHS) assessment. Based on the results of this assessment students may be provided with additional mental health services.

Additional Staff/Parent Training

San Diego Youth Services (SDYS) provides staff and parent training on identification of, and resources to address, depression, stress, trauma, and suicide for middle school students and their families as well as District staff members. The middle school suicide prevention presentation will be offered for each school virtually three times during the 2020-2021 school year. Our counselor team will also provide opportunities for staff and parents to engage in preventative measures around improving and increasing well-being. Our staff has access to an employee assistance program for individual counseling support. We offer parenting sessions for our families. Additionally our staff participates in various options such as signing up for the calm app to learn meditation. Principals also lead sessions to encourage self-care. We also have a program called Go365 to encourage and reward healthy options. The staff receives Go365 points for participating in preventative healthcare, mindfulness, sleep improvement, and exercise to use toward gifts and gift cards. Managers monitor the well-being of staff and engage in regular check-ins.

All communication regarding mental health and social-emotional supports will be translated into the District's two primary foreign languages; Spanish and Arabic. The District also provides translation services for other foreign languages as needed.

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.]

Measuring Attendance During Distance Learning

Teachers will document daily attendance using the district's Student Information System (SIS) based on student participation in synchronous and asynchronous activities.

To measure engagement, asynchronous and synchronous lessons and activities are assigned a time value. In the SIS, teachers assign a time value for each activity, indicate whether the activity is synchronous or asynchronous, and document each student's participation and engagement in each lesson and activity for each day of the week. This allows for student engagement analysis at the district, grade, and classroom levels.

Ensuring Attendance and Engagement Equity

District teachers, site administration, and district office administration have defined roles and work together to eliminate obstacles to ensure that our students are engaged and are meeting compulsory education requirements. Prior to the start of the school year teachers, site administrators and student attendance clerks are trained on attendance accounting procedures to ensure equity and consistency throughout the district. They are also provided with written procedures for tiered engagement strategies, as a summary of what was presented in the training.

Reengagement Strategies

At the beginning of the year, teachers verify all contact information including telephone numbers, email addresses, and mailing addresses. Teachers monitor student engagement daily for each activity that is assigned, synchronous and asynchronous. The school site Student Attendance Clerk contacts families who have not engaged during a school day to verify the reason for the absence.

Site administration supports the Student Attendance Clerk when contact is not made. If students miss 60% of the instructional week and/or are not engaged in all activities for an instructional day on a consistent basis, site administration works with the site counselor to improve engagement. If a student continues to not respond to supports, the site administrator notifies the Pupil Services and Student Well-being department to deploy additional reengagement strategies, such as providing resources and supporting family engagement with social services and physical well-being services. If a student continues to be absent, or has limited engagement and participation, after all support resources and services have been provided to the family, the school site will conduct a Student Attendance Review Team (SART) meeting and develop a SART contract with the family. If the student violates the SART contract the student will be referred to the Student Attendance Review Board (SARB) for further review and action.

If there are barriers in communicating with the family, the Pupil Services and Student Well-being department will conduct a wellness check at the pupil's residence. Throughout this process, each family's individual needs, such as language barriers; access to the Internet and technology; food and nutrition; and social, emotional, and psychological needs are considered,

Parents and caregivers are encouraged to participate in weekly parent education sessions, such as “Coffee with the Counselor”, on topics to support parenting and family management. Our Counselors/Social Worker reach out to families of students who are not engaged at school, as well as families who were on their caseload before school closure, to offer additional community resources when necessary.

Development and Communication of Procedures for Reengagement

The district curriculum and attendance team used guidance from the California Department of Education (CDE) to develop procedures for student reengagement. These procedures are part of our district’s distance learning plan, which was shared with all stakeholders and is posted on the front page of our district website. Site and district administrators provide training on the implementation of these reengagement strategies.

All communication regarding pupil engagement and outreach will be translated into the District's two primary foreign languages; Spanish and Arabic. The District also provides translation services for other foreign languages as needed.

School Nutrition

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

The District will be providing both breakfast and lunch for students when distance learning starts on August 19th and will continue to do so when in-person instruction begins. Service and delivery methods will be modified to avoid large groups and ensure all health and safety protocols are followed.

BREAKFAST

A touchless system will be employed for entry of student meal account/PIN numbers or, in the event the United States Department of Agriculture (USDA) allows the District to provide free meals to all students, entry of student meal account/PIN numbers will not be necessary. For Short-Term and Full Year Distance Learning Programs, breakfast will be offered using a drive-through/pickup method at each school according to an established schedule. For the Hybrid In-Person Program, breakfast will be offered for AM and PM students using a pickup method when they leave for the day to be consumed the following morning. If the USDA allows the District to provide free meals to all students, pickup schedules may be altered to provide meals for multiple days on a few days during the week. For the Traditional In-Person Program, breakfast will be offered before school in the usual fashion with students eating at tables 6 feet apart from each other if that restriction is required by order of the Governor and/or County Public Health Officer. At some select schools, a second chance breakfast may also be offered mid-morning.

LUNCH

A touchless system will be employed for entry of student meal account/PIN numbers or, in the event the United States Department of Agriculture (USDA) allows the District to provide free meals to all students, entry of student meal account/PIN numbers will not be necessary. For Short-Term and Full Year Distance Learning Programs, lunch will be offered using a drive-through/pickup method at each school according to an established schedule. For the Hybrid In-Person Program, lunch will be offered for AM and PM students using a pickup method. AM students will pickup lunch when they leave for the day to be consumed that day; PM students will pickup lunch when they leave for the day to be consumed the following day before they arrive at school. If the USDA allows the District to provide free meals to all students, pickup schedules may be altered to provide meals for multiple days on a few days during the week.

For the Traditional In-Person Program, lunch will be conducted as follows:

i. When social distancing restrictions are active, lunch will be modified to a partial outside, partial in-classroom model to avoid large groupings and mixing of students. Classes/Grades designated for outside eating will be escorted to the lunch tables or other areas of the campus to be seated in designated locations to keep 6 feet of distance between cohort groups. Classes/Grades designated for inside eating will eat in their classrooms. Students will eat for 30 minutes while their teacher is given a 30-minute duty free lunch. Campus Aides and neighboring teachers not at lunch, if any, will provide supervision in those classrooms where teachers are at lunch. Students in the Child Nutrition Program will be released to obtain their meal on a staggered, by classroom schedule. Meals can be obtained from the central service line or, at all schools except Sycamore Canyon, at a mobile cart located at 1 or 2 locations on campus. When feasible, additional lunch periods will be added to reduce the number of students out of classrooms at any one time, so long as the starting time for the first lunch period and the ending time for the last lunch period is the same as those in place prior to school closures (see table below). When a teacher returns to their class after lunch, they will take students outside to a location designated/reserved for their cohort group for play.

ii. When all restrictions are lifted, lunch will return to normal.

The following general procedures will apply to all meal periods:

1. Child Nutrition Services employees serving food to students will wear a face shield. All others will wear a face shield or facemask over their nose and mouth, depending on preference.
2. Social distancing markers will be positioned along the wait line area and students will be expected to socially distance while in line
3. Students are expected to wear facial coverings over their nose and mouth while waiting in line and obtaining their meal. They can remove their facial covering while they are eating.
4. Students must use hand sanitizer before entering the cafeteria or upon approaching the mobile cart serving line
5. The maximum number of students to be inside the cafeteria will be posted at the entrance and this amount will be enforced by Child Nutrition Services employees
6. Salad bar and stainless tables will be removed from the cafeteria to provide more space for queuing with social distance
7. All meals will be pre-plated or prepackaged. There will be no salad bars or share tables. All condiments will be in individual packages or packets.

- 8. PIN entry pads will be removed and either cashiers will enter student numbers into the POS system or students will use a touchless system to enter their student number
- 9. Child Nutrition Services employees will sanitize all contact services in the wait line and cafeteria before and after each meal period
- 10. Campus Aides and/or Custodians will clean and sanitize lunch tables before the first meal period and after each meal period

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	Provide 7 Counselors/Social Workers to address the social-emotional needs of students	\$1,060,000	Yes
Mental Health and Social and Emotional Well-Being	Provide 1 additional School Psychologist to assess and support exceptional learners	\$90,000	Yes
Mental Health and Social and Emotional Well-Being	Procure and implement Second Step social-emotional learning curriculum and provide necessary professional development for teachers	\$130,000	Yes
School Nutrition	Provide additional funding for staff needed to prepare and serve meals for students during distance learning and hybrid in-person instruction	\$70,000	No
Pupil Engagement and Outreach	Provide Student Attendance Clerks and Director, Pupil Services and Student Well-Being to monitor student attendance and engagement and implement strategies to improve	\$425,000	Yes

Section	Description	Total Funds	Contributing

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
8.15%	\$4,382,464

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 District knows that unduplicated count pupils were disproportionately impacted by the school closures and will start the year with a significant deficit in learning. The actions developed by the District are specifically designed to provide more intensive and differentiated services for these students.

IN-PERSON INSTRUCTIONAL OFFERINGS

1. Hire 10 additional teachers to reduce class size for general education classes in grades 4-8 to minimize the number of students attending during the hybrid schedule.
 - (a) This action is designed to provide in-person instruction and address concerns of student connectedness and acceleration of learning. We will provide a hybrid schedule Monday through Friday with an A/B schedule. We will divide the classes into 2 sessions to reduce the number of students during the school day. Each group of students will attend each day.
 - (b) When we transition to an A/B hybrid schedule, the classroom teacher will provide direct instruction, shared and guided practice to release students for independent (asynchronous) portion of learning to occur when students are working at home. Teachers will continue to use their learning management system to communicate clear expectations to students and support them during independent practice outside of the school day. Teachers will also have the opportunity to build strong student connectedness with classes reduced.

DISTANCE LEARNING

1. Hire and/or reassign 30 general education classroom teachers for long-term (full year) distance learning

(a) We provided this option to all of our parents to choose a long-term distance learning program. In order to serve the number of students enrolled in long term distance learning, we needed 30 additional teachers through reassignment and hiring.

(b) The district recognizes there are many circumstances when distance learning may be more appropriate. Some students may have a health concern, be medically fragile, have family members with a health concern, or live or regularly interact with high-risk individuals. The district also wanted to provide an option for families that feel their student(s) would be put at-risk by in-person instruction.

2. Provide funding to schools for additional days for the teacher leadership team to help plan for the reopening necessary for implementation of distance learning and hybrid, in-person offering.

(a) The district believes this action supports the development of a site based reopening plan.

(b) The teachers are an integral stakeholder in developing the specific site based reopening plan. They understand the unique needs of the students and families they serve.

3. Replace obsolete teacher laptops and purchase additional laptops for new teachers to provide distance learning for students

(a) The District believes that the district-wide use of supplemental funds for teacher laptops supports the teachers in delivering a robust distance learning program and supports our districtwide 1:1 initiative for increasing student learning outcomes, especially for unduplicated count students and students with disabilities.

(b) A laptop is a critical teaching tool in providing a robust distance learning program.

4. Provide stipends to teachers for engaging in professional learning opportunities outside their workday to improve skills necessary for distance learning and hybrid in-person instruction

(a) The District believes this action increases the capacity of staff to address the specific needs of unduplicated count students. Professional development using the ELD standards will be conducted as part of our core ELA/ELD curriculum.

(b) Extension of the teacher workday will allow teachers time to analyze student data, make instructional decisions, research effective instructional strategies, engage in collaboratively planning with peers, and develop methods for personalizing learning for unduplicated count students. Our comprehensive professional development plan is based on supporting these specific student groups and analyzed for effectiveness. The district offers evidence based professional learning and monitors implementation and student progress.

5. Contract for professional development opportunities for teachers to improve skills for distance learning

(a) The district has purchased a professional learning book "The Distance Learning Playbook" and contracted professional learning services with the authors of the book to provide comprehensive training and resources for teachers to support the implementation of a robust distance learning program.

(b) The focus of this professional development is to increase engagement and impact student learning in a distance learning setting with an emphasis on how to reach all learners, including unduplicated count students.

6. Provide 3.0 FTE Curriculum Resource Teachers to provide professional learning opportunities and coaching for teachers to improve skills necessary for distance learning and hybrid in-person instruction

(a) The use of district-level Teachers on Special Assignment allows the District to target its services in an efficient manner rather than having each school decide on their work distribution separately. Schools with higher populations of unduplicated count students will receive proportionately more services from these district level staff members.

(b) The District believes this action increases the number of adults available to support all unduplicated count students. The Curriculum Resource Teachers facilitate the integration of technology with a focus on pedagogy, content knowledge, and technological skills through a coaching model at school sites. They provide teacher leadership for implementation of California state standards, instructional support for our 1:1 digital initiative, and personalized learning experiences for students, especially unduplicated count students.

7. Provide an Extended School Year Program for students with disabilities during the summer in a distance learning format and conduct assessments of preschool children with special needs to determine appropriate placement and support options

(a) This action is based on our need to improve outcomes for exceptional students that need the opportunity to maintain their skills identified in their Individual Educational Plan (IEP). The Extended School Year (ESY) program provides these students an opportunity to maintain their IEP skills and show growth.

(b) Rigorous studies have shown that strong summer programs can achieve several important goals: reduce summer learning loss, achieve learning gains, and give students the chance to continue practice on material that they learned during the previous school year (Wallace Foundation, 2011).

8. Provide IPADs for students in Transitional Kindergarten program who were not previously provided one under the District's 1:1 Digital Learning Program

(a) The District believes that the district-wide use of funds for a 1:1 initiative is the most effective use of the funds to increase student learning, especially unduplicated count students and students with disabilities. The 1:1 initiative ensures every student has a digital device to deepen their learning experience inside and outside of the classroom. In the past we have provided this for Kindergarten through 8th grade. With distance learning for Transitional Kindergarten (TK), we are providing an iPad to all TK students.

(b) A district-wide implementation of a 1:1 initiative provides the opportunity to personalize learning experiences for each student and allows the district to engage students in critical thinking, collaboration, creativity and communication skills for our children. The 1:1 initiative also provides access to and equity for programs and resources throughout the District and for all student groups, including unduplicated count students for distance learning

9. Procure SeeSaw learning management system software for grades TK-3

(a) The district believes the procurement of Seesaw as a learning management platform is critical for our Kindergarten through 3rd grade students to manage distance learning assignments and provide feedback. We used the free version last year and found there were storage issues for student work samples and student portfolio storage capacity was limited using the free version. We determined that having student work samples over time is essential to measure student learning over this year in distance learning.

(b) Seesaw is the best platform for empowering students to demonstrate and share their learning. Students use powerful tools in the Seesaw app to create, reflect and demonstrate learning. Students use Seesaw's intuitive tools to demonstrate learning in a portfolio and this supports unduplicated count students.

PUPIL LEARNING LOSS

1. Hire/provide 7 additional Intervention Resource Teachers to provide support for students experiencing learning loss during school closures

(a) The Intervention Resource Teachers (IRTs) provide site level leadership to the staff in the implementation of the California state standards, curriculum, and targeted intervention programs, including English Language Development (ELD) instruction. This Increases the number of adults available to support all unduplicated count students.

(b) Assistance is provided through diagnostic/prescriptive planning, staff development, training of support staff, demonstration teaching, and direct instruction with whole class, small groups and individual students. Teachers using a cycle of inquiry is based on strong evidence for accelerating student outcomes. They provide teacher leadership in the implementation of California state standards, especially in the area of ELA/ELD and mathematics.

2. Procure supplemental intervention materials and software which includes iReady English Language Arts and Math, Lexia for English Language Arts, Dreambox for Mathematics, and ebooks for College Preparatory Mathematics (CPM)

(a) The district believes the use of several supplemental programs will make a difference for unduplicated count students, including students with disabilities, as part of our Multi-Tiered Support System (MTSS) program.

(b) Dreambox Math, iReady ELA and Math, and Lexia is described below:

i. Dreambox Math is standards aligned tutorial software that keeps all learners, from struggling to advanced, in their optimal learning zone. The program is designed to build conceptual understanding and fluency in the critical areas of numbers and operations, place value, and number sense (Dreambox, 2012). This type of adaptive learning technology can extend the capacity of the teacher to individualize instruction and, thus, enhance learning by readily adapting to the skill and needs of each learner (ATP, 2005).

ii. i-Ready Learning is a collection of rigorous reading and mathematics instructional resources designed to address every student's learning needs, accelerate growth, and enable all students to access grade-level learning. i-Ready Learning gives educators the ability to:

* Deliver precise instructional pathways that are guided by i-Ready Assessment data

* Engage students through motivating, personalized instruction; learning games; and other resources

* Address learning gaps, provide scaffolded supports, challenge above-level students, and prepare all students for state and national standards

iii. Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.

iv. We will also purchase the ebook for our College Preparatory Mathematics (CPM) program to support distance learning and a toolkit to be used virtually to support middle school mathematics. This program will support our unduplicated count students with full access to supports online.

MENTAL HEALTH AND SOCIAL AND EMOTIONAL WELL-BEING

1. Provide 7 Counselors/Social Workers to address the social-emotional needs of students

(a) The district-wide allocation of counseling/social worker service allows for case management of students that need support in social/emotional well-being to improve their academic performance. Counselors/Social workers can setup learning plans for Foster Youth, help remove obstacles to learning for low socio-economic students, and do academic goal setting for English Learners. This increases the number of adults available to support all unduplicated count students. Expanding counseling/social worker service allows for case management of students that need support in social/emotional well-being to improve their academic performance.

(b) Effective counseling programs are important to the school climate and a crucial element in improving student achievement. Some studies have shown that students in schools that provide counseling services indicated their classes were less likely to be interrupted by other students, and that their peers behaved better in school according to Mullis, F. & Otwell, P. (1997).

2. Provide 1 additional Psychologist to assess and support exceptional learners

(a) The district will procure one additional School Psychologist to support assessments and designing supports for exceptional learners. The district believes increasing the level of school psychologist is essential in maintaining services for exceptional learners.

(b) During this time of a pandemic, a school psychologist plays several of the following essential roles:

* School psychologists have extensive training in child development.

* School psychologists are trained for crisis-intervention situations.

* The school psychologist plays a role in strengthening family and school partnerships and community outreach.

* School psychologists support school accountability efforts through assessments.

3. Procure and implement Second Step social-emotional learning curriculum and provide necessary professional development for teachers.

(a) The district believes that a curriculum specific to supporting the social and emotional development of students is an integral part of providing a comprehensive learning experience for all students. After a year long adoption review process, our teachers selected Second Step.

(b) Second Step SEL is research-based, teacher-informed, and classroom-tested to promote the social-emotional development, safety, and well-being of children from Early Learning through Grade 8. The district also believes SEL learning will be essential as part of a distance learning program to enhance student connectedness when they are not physically present together.

PUPIL ENGAGEMENT AND OUTREACH

1. Provide Student Attendance Clerks and Director, Pupil Services and Student Well-Being to monitor student attendance and engagement and implement strategies to improve

(a) This action focuses resources on decreasing chronic absenteeism and increasing student attendance and engagement within our distance learning environment. The district plans to provide Student Attendance Clerks and a Director, Pupil Services and Student Well-Being to monitor student attendance and engagement and implement strategies to improve student reengagement.

(b) Research shows that attendance is an important factor for student achievement and chronic absenteeism has been linked to reduced student achievement according to Gottfried (2014).

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

IN-PERSON INSTRUCTIONAL OFFERINGS

1. Hire 10 additional teachers to reduce class size for general education classes in grades 4-8 to minimize the number of students attending during the hybrid schedule.

Lower class sizes will allow teachers the opportunity to assess the individual needs of unduplicated pupil count students and provide more personalized support for them.

DISTANCE LEARNING

1. Hire and/or reassign 30 general education classroom teachers for long-term (full year) distance learning

The district wanted to offer options for families of unduplicated pupil count students who may be put at-risk by in-person instruction.

2. Provide funding to schools for additional days for the teacher leadership team to help plan for the reopening necessary for implementation of distance learning and hybrid, in-person offering.

The teacher leaders have a deeper understanding of the unique needs of unduplicated count students and will consider their needs in the development of each school's reopening plan.

3. Provide stipends to teachers for engaging in professional learning opportunities outside their workday to improve skills necessary for distance learning and hybrid in-person instruction

The District believes this action increases the capacity of staff to address the specific needs of unduplicated count students. Professional development using the ELD standards will be conducted as part of our core ELA/ELD curriculum. Extension of the teacher workday will allow teachers time to analyze student data, make instructional decisions, research effective instructional strategies, engage in collaboratively planning with peers, and develop methods for personalizing learning for unduplicated count students.

4. Provide 3.0 FTE Curriculum Resource Teachers to provide professional learning opportunities and coaching for teachers to improve skills necessary for distance learning and hybrid in-person instruction

Schools with higher populations of unduplicated count students will receive proportionately more services from these district level staff members. The District believes this action increases the number of adults available to support all unduplicated count students.

5. Provide IPADs for students in Transitional Kindergarten program who were not previously provided one under the District's 1:1 Digital Learning Program

The District believes that the district-wide use of funds for a 1:1 initiative is the most effective use of the funds to increase student learning, especially unduplicated count students and students with disabilities. The 1:1 initiative also provides access to and equity for programs and resources throughout the District and for all student groups, including unduplicated count students for distance learning.

6. Procure SeeSaw learning management system software for grades TK-3

Students use powerful tools in the Seesaw app to create, reflect and demonstrate learning. Students use Seesaw's intuitive tools to demonstrate learning in a portfolio and this supports unduplicated count students.

PUPIL LEARNING LOSS

1. Hire/provide 7 additional Intervention Resource Teachers to provide support for students experiencing learning loss during school closures
The Intervention Resource Teachers (IRTs) provide site level leadership to the staff in the implementation of the California state standards, curriculum, and targeted intervention programs, including English Language Development (ELD) instruction. This Increases the number of certificated adults available to support the instructional program for all unduplicated count students.

2. Procure supplemental intervention materials and software which includes iReady English Language Arts and Math, Lexia for English Language Arts, Dreambox for Mathematics, and ebooks for College Preparatory Mathematics (CPM)
These instructional support programs provide a personalized pathway for unduplicated count students, including students with disabilities, as part of our Multi-Tiered Support System (MTSS) program.

MENTAL HEALTH AND SOCIAL AND EMOTIONAL WELL-BEING

1. Provide 7 Counselors/Social Workers to address the social-emotional needs of students
Having Counselors/Social Workers increases the number of credentialed adults available to support all unduplicated count students with mental health and social-emotional needs.

2. Procure and implement Second Step social-emotional learning (SEL) curriculum and provide necessary professional development for teachers
This SEL curriculum provides important tools and skills for unduplicated count students, including students with disabilities, as part of our Multi-Tiered Support System (MTSS) program.

PUPIL ENGAGEMENT AND OUTREACH

1. Provide Student Attendance Clerks and Director, Pupil Services and Student Well-Being to monitor student attendance and engagement and implement strategies to improve
Since Foster Youth and Homeless students tend to experience higher rates of chronic absenteeism, these staff members have systems for tracking, monitoring, and supporting these students to improve attendance.