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
Red Bluff Joint Union High School District	Todd Brose Superintendent	tbrose@rbhsd.org 530.529.8700

General Information

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

The Red Bluff Joint Union High School District is located in a rural area in Northern California. The campus serves the city of Red Bluff, with a population of about 13,300 residents, in addition to the many surrounding rural communities. The primary occupations of our residents are related to agriculture, recreation, service industries, and health care. As the only comprehensive high school in the 2600 square mile district, we serve a diverse social, economic, and ethnic enrollment of about 1,680 students in grades 9, 10, 11, and 12.

COVID-19 has had a significant impact on our students, staff and community. Many students and their families rely on the school district to provide daily meals, transportation and basic needs. Some services have had to be eliminated, reduced, or altered due to the pandemic. The district has been able to provide daily meals to families through a drive-through system at one of the school sites, along with an outreach spot, since March, which added unexpected costs to the district.

District personnel continually worked on meeting students' learning needs and creative ways to engage students since March, as well. Tehama County was not on the state's watch list, so the district has worked diligently on a Re-Opening Plan for the fall https://drive.google.com/file/d/1YEspv25YxU8hfnXekQwCu63vkETkPS8v/view and its Appendices https://drive.google.com/file/d/1ii4714XbSsyXlA30EdrMaGGOOqX6hvsb/view. One school in the district, Salisbury High School, was able to open as scheduled on July 29, 2020. Red Bluff High School opened as scheduled on August 13, 2020. Staff, students and families are anxious of the ever-changing regulations, requirements and expectations. Creating the processes to keep students and staff safe while providing in-person instruction has taken additional staff time (creating plans, ordering supplies, negotiating with units, and training/professional development) along with additional costs. The county went on the watch list at the end of August.

Many families in the community have been impacted financially due to lost employment or reduced work hours due to state restrictions. The district is concerned about family stability, mental health needs and health issues that might not get met since students are not on campus and accessing the school nurse, GRIT Center, counselors and various support staff. Many families lack reliable transportation and rely on the district's buses/vans to get students into town to access scheduled appointments. Because the students are fairly isolated, the school often

serves as the social and cultural hub of the community, with many students and adults participating in school functions. COVID-19 has eliminated many of these supports and outreach opportunities, so the district is being intentional in how to provide similar supports moving forward. The schools will need to serve as the conduit between outside resources like TCDE for homeless youth and connect students and families to resources and supports. Support for the English Learner students, students with disabilities, and foster youth have been provided remotely with consistent check-ins from leaders and administration. The district stakeholders (80.1% from fall Re-Opening survey) and board believe it is imperative to offer in-person instruction in a safe manner by re-opening following a pubic health officer approved plan.

Stakeholder Engagement

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

The district realizes that the relationships between school and home are essential. The district started community communication in March, 2020 when the schools first closed down. The communication goal is to be proactive, inclusive, consistent, clear, empathetic and encourage feedback.   This included all-calls and emails to each family's home(s), weekly recorded videos posted on the school's websites, Facebook and Instagram accounts, along with Zoom meetings with staff.   All-call messages and emails home were provided in English and the family's home language through ParentSquare in the student information system. A district-wide email was set up and shared with stakeholders via social media and calls home where students and families could submit questions and staff would respond back. This was widely used and successful. A survey was also done in the spring to gather information on devices and connectivity for students to access their education in the spring. Based on this feedback, students were issued Chromebooks for online learning or paper packet work to complete. A survey was conducted in March to gather student data regarding internet connectivity and device availability. A Fall Re-opening survey was conducted on June 9th via school's website and ParentSquare communications (in home language) to gauge the community's opinion on Distance Learning (DL) or in-person instruction. There were 604 responses to this survey and the results showed that 80.1% wanted to return in-person to school in the fall, 10.6% wanted to start Distance Learning in the fall, and 27.7% wanted a hybrid model (combo of in-person and DL). A Distance Learning Survey was sent out again through the same platforms on July 10th, to get a more accurate measure of those families still wanting DL. There were 655 responses with 24.2% requesting DL for their student(s) in August. Parents could sign students up for DL in the fall online or could call in. During the summer, the district engaged in discussion with a new stakeholder group, the RBHS AFJ (Alums for Justice). This group of alums raised concerns about social justice and support for anti-racist policies. The district added the AFJ as an official stakeholder group that will have direct input and feedback to the district. The results of this feedback is noted throughout this document.

Starting the 2020-21 school year, stakeholder input was solicited through DELAC meeting (date: 9/8/20), Site Council meeting (date: 9/1/20), and Alums for Justice (AFJ Group) weekly Zoom meetings (starting 7/24/20). In addition, the superintendent continued weekly video recordings that went out via school websites, Facebook and Instagram platforms.   Staff Zoom meetings and home communication via all-calls, emails and texts also continued.   Staff meetings with the superintendent were held on 7/27 and 8/7/20. CTA Negotiations Team met on 6/5, 6/11, 6/15, 7/6, 7/15 and 7/29/20. CSEA Negotiations Team met on 3/17, 3/26, 7/16 and 8/4/20. Superintendent gave out his school

email so students, families, staff and others could submit questions directly to him in writing, if they chose. The Learning Continuity Plan was shared at a public meeting during the August 20th board meeting and feedback was solicited (in person, Zoom or email/phone).   Efforts to reach students and families are two-directional and information is provided in various languages and channels. Websites utilize Google Translate to make the information accessible to those who speak another language other than English.

School to Home communication via school websites:
3/6/20 - Corona Virus Update
3/18/20 - COVID-19 Update
3/19/20 - Mental Health Resources
3/24/20 - Enrichment Resources
4/3/20 - Distance Learning Plan and device checkout procedure
4/20/20 - Spartan Speaks video with Superintendent re: Distance Learning
4/27/20 - COVID-19 Update
5/4/20 - COVID-19 Update
5/15/20 - COVID-19 Updates
5/29/20 - COVID-19 Updates
6/1/20 - COVID-19 Updates
7/7/20 - School Re-Opening Plan update
7/14/20 - School Re-Opening Plan update
7/20/20 - Distance Learning Sign-up procedures
7/21/20 - Re-Opening Plan
7/24/20 - School Opening Update
8/4/20 - School Reopening update
8/6/20 - FROSH Orientation information
8/7/20 - School Reopening update
8/12/20 - School Reopening update
8/13 & 14 - Curbside Food Pick Up fliers in English and Spanish

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

Zoom meetings
Board meetings/public hearing - in person or via ZOOM/YouTube recorded, call-in option for questions
Alums for Justice meetings - Zoom and email
Site Council Meeting - 9/1/20 at 5:30 pm
DELAC meeting - 9/8/20 at 5:30 pm
Re-Opening Plan shared with students, families and staff via website video, social media platforms
Parent Letters (offer letter in multiple languages)
Social media ongoing communication
Phone calls and Text check-ins

Online surveys provided in multiple languages
Virtual Parent meetings
Website communication
Public meeting requirements met for 72 hour announcements and postings

Responses from surveys gave the option to sign up for Distance Learning for families feeling unsafe sending their students back to school each day - procedures for this process communicated with families in home language.
Percent of students with devices - 92.2%   Percent of students with connectivity - 90.4%
Process for school re-opening and timelines of what students need to do were answered from emails at Questions@rbhsd.org
Stakeholder engagement was considered before finalizing the plan through the following means:
* Survey result data
* Teacher negotiations
* CSEA negotiations
* Comments at Site Council and DELAC meetings (responded to in writing by the Superintendent)
* Comments at public meetings
* Comments from social media platforms
* AFJ's feedback included gathering data on students' and staff's feelings about anti-bias on campus, incorporating staff social justice training, increasing BIPOC (Black and Indigenous People Of Color) students opportunities and voice on campus and looking at SRO duties and interactions with students

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

The specific stakeholder input received throughout the summer months and early fall significantly influenced the district's Learning Continuity and Attendance Plan both through the impacts on development of the district's Re-Opening Plan, Distance Learning Plan and through direct feedback on this plan itself. Key takeaways include:

* Staff suggested the need for more Distance Learning training and resources

* Staff and families suggested incorporating some DL strategies and Chromebooks into in-person instruction so there could be a quick transition to DL, if, and when, the county is put on the watch list

* Spring survey results influenced device inventory and upgrades (hot-spots, Chromebooks, etc,)

* Staff and student surveys regarding social equity

* All stakeholders mentioned needing COVID-19 safety/cleaning/disinfecting training along with check-in protocols for students and staff

* AFJ meeting suggestions which influenced the Learning Continuity Report and/or added additional percentage of in-service time
  - Administer 3rd party baseline survey to students and staff regarding social equity at RBHS
  - Provide social justice/anti-bias content during Back to School night and Freshman Orientation
  - Include relevant BIPOC (Black and Indigenous People of Color) history, important figures, associated books or media into Bluffer newspaper, to start. Then continue to incorporate into other content areas.
  - Create a club for BIPOC students on campus with staff support
  - Provide 10 hours/year of staff anti-bias/anti-racism training during Wednesday Spartan Groups time and 2-hour block at January in-service day (start baseline data). Review historical relationship between BIPOC and the police
  - Use current Catapult (anonymous reporting system) to include reporting of anti-racism issues for students, families and staff. Have clear instructions on how to report for easy access.
  - Review current Restorative Justice program and how it could be more inclusive
  - Create student Diversity Chair to ensure a greater voice in student leadership
  - Review data and use of SRO time and interactions with students

* Staff need to focus on our most vulnerable students in our planning and implementation

* Parents/Guardians need clear expectations of what they should expect their children to be accomplishing during distance learning

Continuity of Learning

In-Person Instructional Offerings

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

The district's Re-Opening Plan prepares for in-person instruction every day and schools opening as scheduled. This plan was developed in conjunction with the Tehama County Department of Education, other county schools and was approved by the county Public Health Officer. The focus for re-opening in-person was the safety of students and staff. Salisbury High school opened on 7/29/20. Red Bluff High School opened on 8/13/20.
Specific actions include:
- Staff will include opportunities to accelerate learning and provide intervention during the school day to target gaps.
- Raise supports through Education Assistant intervention time.
- Intervention programs - ALEKS math intervention, EL, SpEd will be utilized to provide student supports.

- Provide 240 daily minutes of instruction (180 minutes for continuation school)
- In-school study hall/intervention opportunities are built into schedule.
- Smaller class sizes (25:1) were scheduled to provide more instructional support for students.
- Implement block periods for more in-depth learning and reduce student contacts. https://rbhs.rbhsd.org/documents/Parents/Parent-Resources/Bell%20Schedule%2020-21.pdf
- Staff is preparing and prepping curriculum while in-person to also embed various DL components so students and staff are prepared and confident if there needs to be a transition to full-time DL.
- Some teachers will be designated as distance learning teachers. These teachers will be scheduled with students who are engaging in 100% distance learning, though some students who are in 100% distance learning will also be scheduled in classrooms that are working with in-person cohorts.
- Interventions will be determined after reviewing curriculum-embedded, formative and summative assessment data collected regularly.
- Therapist/school psychologists will connect and provide supports along with needed outreach/referrals.
- Continue to provide community resource connections on-site or remotely to support foster, low-income, homeless students and their families.
- Supports and interventions for EL and students with disabilities will continue on-site.
- EL students and Students with Disabilities were manually scheduled to ensure proper placement/courses.
- Staff will ensure that pupils with attendance problems are identified as early as possible to provide applicable support services and interventions.
- Daily screening protocols, check-in procedures, Personal Protective Equipment (PPE) supplies and training have been provided to staff and students to ensure safety (masks, gloves, plastic desk shields, face shields with shrouds).
- Additional cleaning and disinfecting procedures are in place in each classroom and work stations (no-contact thermometers, paperwork, isolation locations).
- Additional outside hand-washing stations were purchased and placed around the school campuses.
- Transition plan/walkways for passing times and staggered lunch times are in place to help with social distancing.
- Optional PPE offered to students with unique needs, when needed.
- Transportation staff were trained on district's safe screening of students before, during and while riding bus to and from school.
- Keenan SafeSchools staff trainings were completed by all staff.
- Updated Tehama County School Guidance Flowchart shared with staff and put on website for family access. https://drive.google.com/file/d/1VBJ8mcmvRFSew8coEtzPwX623-YIrUYh/view
- District purchased 5 Star Students Program and App to expedite student health check-in process
- The goal of the district is to serve the whole student and provide whatever resources are necessary to ensure safety while providing quality educational programs.

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

Description	Total Funds	Contributing
Purchased no-contact thermometers for each classroom and entry areas to screen student temperature and additional supplies to respond to students who display any signs of illness	10,000	No

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks, face shields with shrouds) and gloves to ensure that students, staff, and family entering schools sites and staff working in the community are safe and minimizing the spread. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol. Gloves for those who want them. Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such front desks at all sites.	12,000	No
Signage and Posters : Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols	1,000	No
Custodians/Plant Maintenance supplies and time: Maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas (bathrooms and classrooms). Provide disinfecting back packs with wands and disinfecting supplies for each classroom.	1,250,000	No
Handwashing Stations: Additional handwashing stations were purchased for locations at both school sites where sink access is insufficient	1,000	No
District purchased 5 Star Students Program and App to expedite student health check-in process	1,500	No

Distance Learning Program

Continuity of Instruction

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

The course expectations for the week will be communicated to students and families by the start of each week. Instructions will include the scheduled zoom times for synchronous instructions, learning intentions, content to be taught, and all assignments with related rubrics and due dates. This communication is a critical component of the district's effort to help parents/guardians gain a clearer understanding of their student's learning process and how to effectively partner in their education. This is critical since parents/guardians and family members are taking on a much more crucial role in the daily learning of their students. Staff researched and shared quality professional development for DL opportunities/strategies and quality instructional practices. The district started working collaboratively with staff last March on a Distance Learning (DL) Plan. https://docs.google.com/document/d/1Lc_6h74vcab6LbHNwSnIBHEH1vEcKpWZWLhKXwDXsqw/edit?ts=5f4d20d3

The distance learning plan will be flexible and include a combination of synchronous and asynchronous learning. Synchronous learning is any type of learning that takes place in real time where a group of students are engaging in learning simultaneously and through live instruction and interaction. Synchronous learning can occur online through Google Classroom or video. Asynchronous learning occurs separately and without real-time interaction. It is directly aligned to in-person learning and instruction where feedback and opportunities for questions come later. Students can absorb content at their own pace and allows for more flexibility in scheduling. Asynchronous learning can occur through classwork, videos, group work, or with other support from a teacher. During distance learning, students will be offered consistent, daily, live instruction approximating the 240 minute daily requirement with the option of participating in recorded instruction later. The option to later view recorded instruction is critical in supporting the different needs of learners, some of whom need to watch instruction over again. The district and staff identified Google Classroom as the designated Learning Management System (LMS). This will assist staff in maintaining continuity of instruction through distance learning and across any transitions into or out of in-person learning.

Some key elements of the district's distance learning include:
• Staff developed and will deliver required curriculum (including EL) of similar quality to in-person instruction regardless of the delivery system (online Acellus program, blended program or full-time DL).
• Include SEL activities in daily instruction (welcoming rituals, engagement activities, and optimistic closures) to keep students connected and check for wellness.
• Staff will work daily on building positive and supportive relationships with students and families
• Increased use of GRIT Center personnel and resources
• Therapist/school psychologists will connect and provide remote supports along with needed outreach/referrals
• Transition of counselors' time to outreach and remote contacts with students/families
• Referral system set up after hours to communicate crisis intervention resources to students/families
• Reading supports incorporated into DL instructional time
• ALEKS math intervention still provided

- No charge meal service provided daily
- Daily check-in with students/families - ParentSquare, Zoom, Google Classroom, emails, phone calls, social media
- Staff will ensure that pupils with attendance problems are identified as early as possible to provide applicable support services and interventions.
- Case carriers and support staff will continue EL and SpEd supports remotely
- Staff will be given effective research-based EL instructional strategies to be included in instruction and best ways to support EL students
- Availability of interpreters and translation services will be communicated to staff along with access to additional equipment, i.e, dictionaries, headphones so students/families can get necessary access to instruction and learning
- Educational assistants connect remotely with students to provide supports
- Staff will help students to focus on routines and procedures early on in DL to counter instability outside of school
- DL teachers training other teachers - in-service day and ongoing
- Give follow-up surveys to families and staff to see what is working in DL and what needs to be improved
- Research California Assoc. for Bilingual Education (CABE) and other organizations for worthwhile resources/supports for students
- Tech department to put parent tutorials on website to assist parents on how to access technology and instruction
- Staff preparing and prepping curriculum during in-person class time to identify/include various Distance Learning components simultaneously so students and staff can practice skills and gain confidence.
- All staff will work with families on overcoming barriers to learning and engaging
- District will ensure staff is trained on McKinney-Vento and ESSA to identify and support Foster/Homeless Youth
- Communicate 2-1-1 Tehama and FindHelp.org Outreach Resources to families via website, social media, ParentSquare
- Staff will collaborate with child welfare services, law enforcement, courts, public health care agencies, or government agencies, or medical, mental health, and oral health care providers to receive necessary services
- Distance Learning Handbook created and used including appropriate attendance codes for engagement, non-engagement and excused absences

Access to Devices and Connectivity

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

The school year started with in-person learning but feedback from surveys (spring and fall) showed that close to a quarter of the students preferred doing their instruction through distance learning. This made it imperative to have the necessary access to devices and connectivity in place. An inventory of existing laptops was conducted in the spring and over summer. The district was able to sign out Chromebooks to all students at the start of the 2020-21 school year, whether in-person or distance learning, to ensure access if there was a need to transition to schoolwide distance learning quickly. The district also ordered hot-spots for all students/families who communicated that there were connectively issues. This will provide free internet/Wi-Fi access to students who need it in order to ensure access to DL instruction. The teachers and technology department will work closely to ensure students and parents know how to access curriculum and answer/correct any connectivity issues that arise. DL designated teachers will give training to other teachers during in-service days in August and will be supports for ongoing questions throughout the school year. Students can access daily instruction through Google Classroom, synchronous and asynchronous lessons, Acellus online platform or email/text/phone daily check-ins from staff. The district will provide parent resources

on school websites so they know how to access the technology and instruction themselves. Any ongoing communications and information requests concerning district learning will continue to assess technology access and support needs.

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.]

The district is committed to Identifying and addressing gaps in learning and monitoring student progress. The district worked with teachers before school started on July 23rd and 24th to develop a distance learning plan with protocols using the requirements in SB98. Certificated staff will set up daily instruction and lessons comparable to in-person learning. Teachers and instructional staff will engage in consistent formative assessment and modification of instruction based on analysis of student progress and learning needs. Consistent and effective formative assessment practices such as Checks for Understanding will enable staff to best utilize these minutes to meet collective and individual student needs. These brief, informal opportunities are embedded into lessons and provide teachers a real-time assessment of collective and individual student understanding of a specific concept or skill. This information in turn allows a teacher to determine whether additional practice or re-teaching is needed before moving forward with the lesson.

Measurement of student engagement and instruction completion done via online learning platform (Acellus), Google Classroom daily check-in and instruction, lesson completion - this will lead to daily attendance confirmation and comments on Weekly Engagement Forms. Teachers will be monitoring student progress in their classes and identifying those students who are not progressing adequately and will reach out to student/family to identify any barriers. The staff's willingness to be flexible and focus on students' needs will help students stay engaged in their learning. Weekly Engagement Forms will be used to measure participation in instructional minutes and time value of work completed.

Pupil participation will be determined based on multiple measures of a student's attendance and engagement in learning. Measures will include log-in records to the Learning Management System (Google Classroom) and other on-line applications used by the teacher, submission of assignments to the teacher, submission of a Weekly Engagement Forms, and other forms of contact/interaction with the student to be determined by the teacher. This will allow for more precision in assignment of time value given that teachers are routinely modifying instruction and assignments based upon ongoing assessment of individual and collective student needs.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

All educators will be provided with professional development on the strategies needed to deliver high-quality instruction and on the district's learning management system (Google Classroom) to provide students access to learning. Prior to the start of the school year, teachers who would be teaching full distance learning courses met to research best practices. Staff worked on developing DL curriculum to align to in-person instruction, looking at ways to incorporate Universal Design for Learning (UDL) and Multi-Tiered Systems of Support (MTSS), variety of distance learning tools to be used in delivering instruction, including Google Classroom, and specific ways to support students with disabilities and English Learners. The school calendars were changes to provide additional in-service day in August to provide DL training and support including best practices and resources. https://rbhs.rbhsd.org/documents/Students/School-Calendars/20-21%20Green-

Gold%20Calendar.pdf

The district's professional learning for delivering instruction in a distance learning environment will focus on these areas:
*   Meeting the needs of ALL students, explicitly students with disabilities, English Learners, gifted, low-income and Foster/Homeless students.
*   Using necessary technology tools, such as Google Classroom
*   Integrated and Designated ELD
* Culturally Responsive Teaching and Learning / Anti-racist/Anti-bias Pratices (AFJ input)
*   Social Emotional Learning (SEL) and Restorative practices
*   Assessment, Feedback, and Grading Practices (formative, summative and curriculum-embedded)
* Supporting and engaging families as partners in their children's education
* Training on Zoom, Google Classroom, student engagement requirements and records

Staff Roles and Responsibilities

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

COVID-19 and the transition back to in-person instruction in conjunction with a distance learning model for the start of the 2020-21 school year have significantly impacted the roles and responsibilities of staff across the district. All staff now has the responsibility to actively model and support all required public health measures, including completing and logging a daily health screening.

Following are changes to roles and responsibilities for specific staff:
*   Administrators: Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements. Provide necessary time and professional development/coaching for staff. Provide training for all staff on new health and safety requirements.
*   School Nurse: Instrumental in taking part in weekly Tehama County Public Health meetings during the summer. Work closely with district staff on setting up protocols, providing trainings and delivering classroom health screening supplies. Follow Tehama County Public Health guidelines to support contact tracing. Provide training to staff on any new procedures required by the health department as a result of contact tracing.
*   Teachers: Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular handwashing, individual supplies, and disinfecting procedures. Complete and log daily check-in protocols for each class. Send any visibly sick students, or students reporting that they do not feel well, to the Health Extension Room so they can be further screened. Bargaining units met regularly with the district before school started to create school schedule. Adjust curriculum and instruction to new block schedule to reduce the number of daily student contacts. Take part in professional development for distance learning requirements along with synchronous and asynchronous best practices. For distance learning, teachers will monitor student submission of assignments, training on the learning management system (Google classroom) and Zoom, attendance at live/synchronous instruction, and other forms of contact. They will also be responsible for maintaining a weekly record documenting a student's synchronous and/or asynchronous engagement each day. Incorporate SEL into daily instruction to build positive relationships with students and provide mental health wellness/MTSS supports.

- Counselors: Change and manage course schedules for students transitioning to distance learning. Work closely with teachers and administrators to maintain negotiated staff ratios. Continue to support students and families whether attending in-person instruction daily or on distance learning. Work with teachers to track and provide intervention if students are not engaging in distance learning. Provide mental health supports, SEL and MTSS to students and families who are struggling along with making outreach referrals, if necessary.
- Special Education: All staff supporting students with disabilities will continue in their roles and performing their broad responsibilities, with modifications to reflect distance learning (set-up and completion of virtual IEP meetings, how to engage parents to be meaningful participants and behavioral strategies that can be implemented in a virtual learning model). Provide collaboration time between general education teachers, case carriers and support staff. School Psychologists and Mental Health Therapist will provide frequent check-ins with students and families to provide supports and outreach referrals, if needed.
- Educational Assistants/Support Staff: Support teachers in connecting with students and families when there is an absence. Provide support services in class and remotely, when needed. Encourage activities and strategies that promote positive coping during times of stress for students and families. Increased use of interpreters to support EL families
- Technology: Complete device inventory and order additional Chromebooks, as needed. Research and order Hot-spots for students who need connectivity. Deliver and check out devices to all students at the start of the 2020-21 school year. Train staff on 5 Star Program and App to check-in procedures.
- Office/Attendance: Ensure social distancing requirements in the office along as well as encourage remote check out procedures for students. Work with school nurse to follow protocols that lower the risk of infectious students being on campus. Assist teachers with contacting students and families to follow up with absences and provide support.
- Custodial/Maintenance: Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Increased disinfecting of all high-touch areas on a daily basis.
- Food Service: Set up grab-and go meals for students who are attending in-person daily instruction along with coordinating pick-up stations and remote delivery for those students participating in distance learning. Implement one-way passage ways through meal delivery. Ensure work space has appropriate personal protective equipment and cleaning/disinfecting materials.
- Bus Drivers/Transportation: Ensure adequate space for physical distancing at bus stops and school loading and unloading zones. For active screening, the driver or aide must screen each rider for symptoms prior to boarding the bus. Mark or block seats that must be left vacant to ensure physical distancing. Ensure good ventilation and open/partially open windows. Thoroughly clean and disinfect buses daily and after transporting any individual who is exhibiting symptoms of COVID-19.

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.]

The district wants to support the whole student and realizes there could be overlapping needs. The goal is to not compartmentalize support services but to provide any, and all, services required to ensure students have what they need to be successful. This could include access and use of resources through Tehama County Department of Education (SELPA, Regional EL Specialist, Equity Lead, instructional coaches). Provide increased and ongoing communication about the available interventions and supports to families and students via social

media in native language. Teachers will continue to receive professional development on ELD instruction and Universal Design for Learning (UDL). GRIT Center outreach staff will research and communicate SEL supports to staff along with trauma-informed care strategies for students. Have a full-time therapist at RBHS and counselor at SHS to continue school/home communication and engagement. Continued food service daily to families to address food insecurities. Communicate 2-1-1 Tehama and FindHelp.org Outreach Resources (shelter, housing, food, clothing, health, COVID resources, and other community agencies) to families who need additional supports.

- Supports for Students receiving Special Education: Scheduling IEPs at the start of the school year for every student with disabilities to identify issues and to set up any DL accommodations and modifications including extended time, additional prompting, visual supports, adapted materials, positive reinforcement, counseling or assistive technology. Communicate/ train parents to ensure access/support to assistive technology requirements through the IEP. Continue SpEd intervention supports provided remotely, when needed, through case carriers, certificated and support staff. Monitoring of attendance/engagement and communication with teachers and administrators, when needed.
- Supports for English Learners: Continue EL (designated and integrated) intervention supports provided remotely, when needed, through case carriers, certificated and support staff. Designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum. Purposeful communication through translation programs and interpreters for EL students and families to see if students need additional services like dictionaries or extra time. Monitoring of attendance/engagement and communication with teachers and administrators, when needed.
- Supports for Foster/Homeless Youth: Intentional outreach to Homeless Youth/families to ensure equitable enrollment and access. Ensure Foster and Homeless Youth are connected with district and county liaisons to get additional supports. Confirm Foster and Homeless Youth have devices and connectivity either through iFoster, TCDE, or the district. Ensure staff is trained on McKinney-Vento and ESSA to identify and support Foster/Homeless Youth. Connect with Department of Social Services/Social Worker if student is not engaging in school to provide additional interventions. Provide substitute or flexible assignments for Homeless Youth, when needed, if not able to meet regular requirement due to lack of household. Monitoring of attendance/ engagement and communication with teachers and administrators, when needed.

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

Description	Total Funds	Contributing
Collaboration Time: Continue to use weekly in-service time for teachers to collaboration with peers on approaches to improving student achievement. While in distance learning, in-person and/or a hybrid model, collaboration further focused on assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID. This will include staff using more GRIT Center personnel time and resources. Teachers assigned full-time to DL classes will train and support other teachers with DL strategies and best practices.	0	Yes

Description	Total Funds	Contributing
Devices: Chromebooks made available for all students and checked-out at the start of the 2020-21 school year to access distance learning at home.	135,000	Yes
Additional Technology to Support Distance Learning: Wi-Fi Hot-spots,and headsets for students along with classroom cameras and laptops/devices for staff.	50,000	Yes
Provide assistive technology for Students with Disabilities to access distance learning instruction from home.	10,000	Yes
Counselors, Master Schedule, Credit Recovery: Maintain staffing and supports to provide core and supplemental counseling services to students. Maintain staffing and supports to implement equity-driven staffing assignments, course scheduling, and provide credit-recovery options throughout the school year. Support effective scheduling within distance learning and in-person instruction, particularly as staff may need to be re-aligned o address health concerns and students may have different proportions of in-person learning.	650,000	Yes
Special Education Instructional Assistants and School Psychologists: Continue providing appropriate staffing and adapt delivery of services and supports to distance learning context. Ensure supports to assess, screen, and identify learning disabilities and to recommend appropriate interventions/modifications for students	475,000	Yes
Technology outreach will include giving follow-up surveys to families and staff to see what is working in DL and what needs to be improved, communicating 2-1-1 Tehama and FindHelp.org Outreach Resources to families via website, social media, and ParentSquare portal, along with a referral system set up after hours to communicate crisis intervention resources to students/families.	1,000	Yes
English Learner support: Maintain staffing and supports that specifically address English Learner needs including designated/integrated ELD implementation, newcomer programs, and language immersion programs remotely. Availability of interpreters and translation	2,500	Yes

Description	Total Funds	Contributing
services will be communicated to staff along with access to additional equipment, i.e, dictionaries, headphones so students/families can get necessary access to instruction and learning.		
Enrollment and attendance: Maintain existing staffing and supports so that students are efficiently transitioned into school system and between school sites. Staff will ensure that pupils with attendance problems are identified as early as possible to provide applicable support services and interventions. Staff will collaborate with child welfare services, law enforcement, courts, public health care agencies, or government agencies, or medical, mental health, and oral health care providers to receive necessary services.	100,000	Yes
Maintain existing certificated staffing and classified supports to facilitate effective delivery of research-based, standards-aligned instructional practices. Expand professional development efforts to meet distance learning context needs including integration of SEL practices, use of learning management system (Google Classroom), and implementation of targeted small group and individual sessions.	150,000	Yes
Foster/Homeless Youth Services: Maintain staffing and supports that specifically address Foster/Homeless Youth needs. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations (iFoster/TCDE resources). District will ensure staff is trained on McKinney-Vento and ESSA to identify and support Foster/Homeless Youth.	5,000	Yes
Food security: District will provide no-charge meal service daily to all students under the age of 18 - at school site and remotely. This included additional materials needed to provide daily grab and go meals in a manner that is safe under public health guidelines. Includes additional equipment, sanitation supplies and PPE (personal protective equipment)	100,000	Yes

Pupil Learning Loss

Families and students should expect assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure. At the very beginning of the school year, though, the district feels it's important to focus on creating learning environments that feel both physically and psychologically safe for students and adults. Teachers and staff need to work to re-engage students in school, emphasizing the importance of the school community and the joy of learning. Starting with ongoing formative assessments once the school year gets going, will help establish baselines to identify what unfinished learning needs to be addressed. Teachers will give timely assessments in math and English classes. This will help determine necessary interventions and supports that can be provided in class or outside of regular class instruction.   Staff will schedule a systematic cycle of assessments (curriculum-embedded, formative and summative) throughout the school year. The district Academic Support Team, Leadership Team and departments will continue to meet monthly to look at data and create supports for students. A study hall class can be built into a students' schedule, if needed. ELD staff will assess ELD students to identify gaps and set up interventions/supports.

Pupil Learning Loss Strategies

The primary strategy in addressing learning loss will be increased and ongoing communication between the school and home. Frequent check-ins with students and families to monitor progress and engagement will be key to moving students forward in their learning. Online summer school was offered during June, 2020 to combat learning loss, give students extra time and opportunity to reach grade level standards, and to make up credits to become on-track for graduation.

Starting the 2020-21 school year, a tiered instructional delivery will be used. Teachers and educational assistants will be doing daily progress monitoring of students and giving language or re-teaching supports, as needed. Staff will look at pacing for their courses and where they can prioritize prerequisite grade level content knowledge and skills and where these can be made up during current grade-level instruction. Staff will use best practices in re-teaching content, scaffolding and Universal Design for Learning (UDL) strategies to accelerate learning and fill in learning gaps. MTSS - tiered supports will be embedded into curriculum and interventions. Counselors/therapist will work with teachers to provide supports including counseling, outside referrals or family support. If family is low-income and is not able to provide necessary educational supplies, then school will ensure student gets required supplies.

Tier 2 supports will be provided as teachers assess learning loss and their students' individual and collective learning needs. This will take place regardless of whether student is taking part in daily in-person instruction or distance learning. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills. Staff will allow

for multiple measures to demonstrate learning and growth. Staff could provide expanded learning time outside of normal school hours/days (unscheduled time during the day or Saturday School).

Students requiring even more supports and individualized instruction will be provided Tier 3 interventions. These could include:
- Providing one-on-one instruction through individualized sessions.
- Collaborating and engaging additional resources from Tehama County Department of Education for foster/homeless students, EL and students with disabilities.
- Providing in-person home visits ensuring social distancing, via phone calls/texts or emails to re-engage students/families.
- Staff providing students with individualized support and feedback - providing flexibility with assignments, as needed.
- Teacher, Educational Assistant, attendance supervisor, school nurse, school psychologist, technology, counselor, SpEd, foster/homeless liaison, or Administrator who will track high-need students who are not engaging or learning to identify barriers and provide additional outreach and supports

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. Current Tier 2 support and interventions will be provided to all students to increase services. Staff will target student needs through UDL (Universal Design for Learning) and other scaffolding strategies will be implemented. Surveys will be given to families and staff to gather information on what is being successful and what needs improvement. Staff will review Weekly Engagement Records and notes about students' progress, if on DL. Ongoing monitoring of student progress, curriculum mastery, and assessments will be given by staff in order to provide timely intervention.

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

Description	Total Funds	Contributing
Software Tools: Maintain student information system (Aeries), SWISS behavior data system, Attention 2 Attendance program, Catapult communication system, Illuminate student data and assessment system, Acellus online platform, 5 Star student check in system, Growing Leaders restorative justice program, Edgenuity health program, and Hatching Results counseling professional development to support implementation of district's common assessment system, student interventions and supports, along with connecting with families for outreach.	100,000	Yes
Providing time outside of scheduled school days/time: Online summer school for credit recovery operated during June, 2020 and again in June, 2021. Priority provided to seniors within 20 credits of graduation, Foster Youth and Homeless Youth in need of credit recovery,	25,000	Yes

Description	Total Funds	Contributing
11th graders in need of credit recovery. Offer of in-person and DL Saturday School for those students who want additional help and time to complete assignments.		
Support for students with unique needs: Maintain staffing and supports that specifically address English Learner needs including designated/integrated ELD implementation, newcomer programs, and language immersion programs remotely. Availability of interpreters and translation services will be communicated to staff along with access to additional equipment, i.e, dictionaries, headphones so students/families can get necessary access to accelerated instruction and learning. Maintain staffing for Students with Disabilities and necessary educational supports to assess and identify learning gaps and needed interventions. Maintain staffing for Foster/Homeless Youth to provide necessary supports and outreach. If family is low-income and is not able to provide necessary educational supplies, then school will ensure student gets required supplies.	200,000	Yes
Collaboration time: For staff to look at pacing for their courses and where they can prioritize prerequisite grade level content knowledge and skills and where these can be made up during current grade-level instruction. For staff to research best practices in re-teaching content, scaffolding and Universal Design for Learning (UDL) strategies to accelerate learning and fill in learning gaps. Time to embed MTSS - tiered supports and SEL into curriculum and interventions.	0	No

Mental Health and Social and Emotional Well-Being

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

The district realizes that students cannot learn until they feel safe and that the transition to the new school year will be exceptionally challenging. Providing students and families with mental health and SEL supports will be instrumental in keeping students engaged in learning. Keenan webinars regarding identifying stress were shared with staff before school started. The first two days of in-service provided

training and professional development covering signs of stress for staff and students along with identifying and addressing staff needs/coping skills, etc.   The District Behavior Team will continue to focus on Social Emotional Learning (SEL) for staff and students during monthly Spartan Group meetings. The GRIT Center and counselors/therapist will provide staff with SEL activities (welcoming rituals, engagement activities, and optimistic closures) that can be embedded into daily instruction to provide wellness check-in opportunities. The district will purchase the SAEBRS universal screener (approx. $12,000) and gather student data to identify needed supports.

In addition, the full-time therapist, counselor at SHS site, and GRIT Center staff will connect with students and families to see if additional supports are needed. Outside counseling supports through Empower Tehama and Tehama County Behavioral Health Services will be utilized whenever safety allows. The district communicated available insurance EAP services available to all employees. All staff will be intentional in building positive/empathetic relationships with students and families to keep two-way communication open. The district will continue to feed students daily whether taking part in the daily in-person program or the DL program. The district will continue to publish outreach resources and supports to families/students via website, social media and ParentSquare so students and families know how to connect directly with agencies, or school, to get needed services.   All staff can follow-up with students and families, when needed. The district will provide training on identifying emotional impacts on Black students and students of color and implementing supports after input from AFJ stakeholder group. The schools will empower student voices by creating a safe and risk-free learning environment. The district will provide access to expanded mental health counseling services through the recently awarded Mental Health Services Act. District guidance also includes crisis response procedures - including procedures for suicide risk assessment and child abuse reporting - and contact information/links for a range of crisis lines.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

The COVID-19 pandemic has presented numerous challenges to the effective monitoring of attendance and engagement. During the spring school closure, engagement was limited to actions such as logging in, being present at a virtual meeting, phone calls home or sending an e-mail/text. The district realizes that moving forward, it's important to build family-school partnerships in order to have students learn and thrive. Staff will use a strength-based approach to identity what students do well and build on that. The district is committed to using multiple measures to determine whether students are engaged at the level needed to maximize their academic, social, and emotional progress.
The expectations for each stakeholder group are:
Students and families: Attend/engage daily with their teacher and report absences for ANY school day to the school.
Teachers: Document attendance/engagement every school day for each scheduled class period, regardless of the instructional model.
Educational Assistants/Office Staff/Support Staff: Monitor attendance/engagement, work with teachers and families, and provide tiered

interventions when necessary.

Administrators: Ensure that attendance/engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary. Work with teachers to identify "unreachable" students and conduct home visits.

Tiered re-engagement strategies for students on DL who are absent for more than three schooldays or 60 percent of the instructional days in a school week include:

- Use of follow-up surveys to analyze what is working and what services could be improved regarding engagement and outreach efforts.
- Attendance monitoring through Attention 2 Attendance and staff daily check-ins.
- Daily home contact in home language (Google Classroom, DL, email, phone call, text, social media).
- All-staff outreach (educational assistants, counselors, therapist, case workers, office workers) engaging students daily and monitoring signs of student stress.
- Create Diversity Chair as part of Student Leadership as a means to have Black students and students of color have a voice on campus.
- Communicate strategies for self-care and SEL daily to students and families.
- Using MTSS training when working with students to ensure flexibility and multiple supports are being utilized when delivering curriculum and grading assignments (for both in-person and DL programs).
- Teachers, Educational Assistants, attendance supervisor, school nurse, school psychologist, technology department, counselors, SpEd case carriers, foster/homeless liaison, and administrators will be tracking students' frequency of use of various online tools, participation in online discussions, percentage of assignments completed, number of days logged in, and participation in expanded learning.
- Communicate via website and social media platforms ongoing positive messages about the importance of consistent attendance on student's mental well-being and learning.
- Provide additional outreach/supports - tiered system.
- Verification of current contact information for each enrolled student.
- Connecting with public health and social services to gather outreach services which can be communicated with students/families.
- Work with families on ways to improve daily school schedules, ways to reduce distractions, setting up dedicated student work space, along with organizational and self-regulation strategies.
- In-person home visits to track down "unreachable" students and develop plan to get student re-engaged.
- Connecting with Department of Social Services and social worker if student is in foster care, or if family needs outreach and support due to homelessness.
- Transitioning the student to full-time, in-person instruction, when feasible.
- Referral to SART (School Attendance Review Team)/SST or county SARB (School Attendance Review Board) for intervention and to set up an attendance plan for re-engagement.

Re-Engagement Plan starts on page 5 of the Distance Learning plan -
https://docs.google.com/document/d/1Lc_6h74vcab6LbHNwSnIBHEH1vEcKpWZWLhKXwDXsqw/edit?ts=5f4d20d3

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's Nutritional Services Department will continue to provide the Community Eligibility Provision (CEP) program (no charge meals) to all students in the district (breakfast, lunch and supper meals). Daily meals continued to be served after schools closed down in March, 2020. The Nutritional Services Department will provide breakfast and lunch to all sites for students who attend in-person, adhering to all social distancing and safety requirements. Meals will also be provided daily to families (children under the age of 18) with students on DL through curbside pickup or delivery of meals to remote locations via bus/van. Informational fliers in English and Spanish were communicated via website and social media to assist families on DL with meal pick-up information. The district will communicate 2-1-1 Tehama and FindHelp.org Outreach Resources to families via website, social media, and ParentSquare to connect families to local agencies who provide food support in the area.

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

Section	Description	Total Funds	Contributing
Stakeholder Engagement	The district will have a third party administer social equity survey to students and staffs to gather feedback and get baseline data. Schedule 10 hours of anit-bias/anti-racism/social justice training during Wednesday Spartan Groups time and January in-service day. Create Diversity Chair to ensure greater voice in student government.	10,000	No
Mental Health and Social and Emotional Well-Being	The district will maintain existing staff and supports to provide SEL, MTSS and needed intervention services to students and families. Includes professional learning to address distance learning best practices, particularly to support teachers in utilizing daily SEL embedded activities, identifying trauma and stress, and providing wellness check-in opportunities. Collaborate in the district-wide effort to monitor and address mental health needs for students and families experiencing trauma.	50,000	Yes

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	The district will purchase and implement SAEBRS universal screener to gather student data and identify needed supports.	$12,000	Yes
Mental Health and Social and Emotional Well-Being	The district will provide access to expanded mental health counseling services through the recently awarded Mental Health Services Act and contract with Empower Tehama outside counseling service.	0	Yes
Pupil Engagement and Outreach	The district will maintain existing staffing in order to support student and family engagement including tracking daily attendance/check-ins, monitoring progress and providing tiered interventions, and conducting home visits when necessary. Conduct follow-up surveys and use data to determine what is working and what services need to be improved/changed. Also provide interpretation and translation services in languages other than English.	250,000	Yes
N/A	Additional staff time in the form of overtime hours, temporary staff, and substitute staff to alleviate the impacts of COVID-19 at sites and district facilities. This action supported efforts in Maintenance and Facilities, Transportation, Technology Services, Health Services, Nutritional Services and school site personnel.	25,000	

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
18.33%	$2,695,057

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 has implemented several actions that are being implemented district-wide and increasing or improving services for unduplicated students. These actions include:

School Nutrition Services and Supplies: This action was started in March, 2020 when schools first closed and throughout the summer across the entire district, but was primarily intended to provide food access to students and families facing food insecurity. Many students and families in our district already faced food insecurity prior to COVID-19. Implementation of the action included additional food, kitchen equipment, PPE, sanitation supplies, and staff time to operate meal distribution across the district. These services and supplies were above and beyond the department's normal operations level and were used specifically to provide meals during spring school closures, over the summer and continued daily service once school started back up again. Meals will continue to be provided to students participating through in-person instruction or Distance Learning.

Devices and Connectivity: The provision of devices and connectivity access is being applied across the entire district, but is primarily intended to provide access for low-income students who may not have full access at home. The district purchased and distributed Chromebooks to any student in need in the spring and to all students at the start of the 2020-21 school year. Wi-Fi hotspots are being provided to those students requesting them. Additional support devices such as headsets, online training and classroom cameras are being provided upon request. Targeted outreach is occurring through Foster/Homeless Youth liaisons and school staff to make contact with "unreachable" students and determine technology barriers and needs.

Social Emotional Learning (SEL) and Multi-Tiered System of Supports (MTSS): The district will continue to focus on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who may continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate. It is crucial to incorporate SEL and MTSS supports daily into instruction (in-person or DL).

Teacher Collaboration Time: Teacher collaboration time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the need of students who continue to demonstrate learning loss. This includes English Learners, Foster/Homeless Youth, Students with Disabilities, and other student groups. As distance learning continues and learning loss is further identified (regardless of instructional delivery), this collaboration time has become even more critical as a resource for teachers to improve their capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction. The district will continue to focus on Universal Design for Learning (UDL), Designated and Integrated ELD, and formative assessments which are specifically aimed at addressing learning loss and accelerating growth for students demonstrating the most need.

Community Outreach and Engagement: All staff will be taking on a greater role in connecting with students, family and the community. Outreach efforts will be accessible to everyone but will be targeted to those most in need and least connected (Foster/Homeless Youth, English Learners and Low Income). Ongoing communication for critical services such as access to interpreters, no-charge daily meal times and locations, personal protective equipment available, contact numbers/addresses of where to go for testing or health concerns, counseling services available for families, and referrals to mental health supports due to increased trauma or anxiety due to the pandemic. This will be necessary to deepen positive relationships in order to keep students and families engaged. This work will include outreach by phone and, when necessary, direct home visits to make contact, assess needs and provide supports.

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

In addition to the actions and services listed in the section above, the following continue to be provided as an increase or improvement to unduplicated students:
- Bilingual Services Liaison and their services and supports
- Foster Youth Liaison and their services and supports
- Homeless Youth Liaison and their services and supports
- Counselors, School Psychologists, Mental Health Therapist and their services and supports
- Contract with Empower Tehama outside counseling services and their supports