Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at
https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

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General Information

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

Perris Elementary School District is located in the western part of Riverside County serving approximately 5,606 students as of CBEDS dates, of which 88% are Hispanic. The district operates nine schools, six of which serve students in grades Transitional Kindergarten through grade six, one of which serves students in Kindergarten through sixth grade, a district-sponsored charter school that serves students in grades Kindergarten through eighth grade, and a pre-school that serves students ages three to five. As of March approximately, 87% of students are receiving free and reduced lunch, 43% of district students are considered English Learners. As of March approximately 70 foster youth and 400 students experiencing homelessness.

The COVID-19 pandemic has greatly impacted many areas of life, including the way schools educate children. As we work together daily to meet this moment, teaching and learning in a classroom at school has been replaced with teaching and learning online at home. Many of our PESD families continue to experience a number of challenges caused by the COVID-19 Pandemic. Those challenges included parents who have lost employment which in-turn has caused financial challenges, access to nutritional food and meals, and keeping students physically and emotionally safe. We use the Learning Continuity and Attendance Plan to address many of the challenges our families have been facing including additional support for social-emotional needs and mental health, technology access, nutritious meal assistance, providing additional training to parents on how to support their students.

Stakeholder Engagement

Perris Elementary School District provided all parents with English and Spanish surveys regarding the learning options for their children and their choices for their children. To provide those who do not have internet access, paper copies of surveys were distributed at school sites during regularly scheduled lunch distribution. Staff provided copies of the survey and reviewed the survey with parents and community members. Parents had the option of completing the survey while they waited for the distribution of lunch or complete and return at a later time. Regular meetings with management were held to provide the most updated information and hear feedback. We provided regular updates via text, email, phone messages, and on the district website; our employees were surveyed by their bargaining groups, and we followed guidance from local and state officials. We also worked to ensure that the guidance is in line with recommendations from the Centers for Disease Control, California Public Health Department, California Department of Education, Riverside County Public Health Department, and Riverside County Office of Education. The PESD Distance Learning Plan was submitted for and approved by the Board of Education on June 5, 2020 at a special scheduled Board Meeting. Educational Services, Human Resources, and the Perris Elementary Teachers Association (PETA) met to develop a Memorandum of Understanding (MOU) on the design of the district's Distance Learning Plan as it relates to instruction. The collaboration plan was based on the guidelines described on SB98 and the required daily instructional minutes per student per day. In addition, the district worked in collaboration with the California School Employees Association to develop and design appropriate guidelines for our support personnel. The district and bargaining units continue to collaborate on an ongoing basis to ensure program goals are met. The plan was reviewed by the District English Learner Advisory Committee (DELAC) and the District Parent Advisory Committee (DPAC) on August 27th and September 2nd. The plan is scheduled for a public board meeting on September 10, 2020 and for board approval on September 17, 2020. Once approved, the plan will be posted on the district website in English and Spanish on September 21, 2020. A Town Hall meeting was held on September 1st to present the district's effort thus far and gather additional stakeholder input before finalizing the Learning Continuity Plan.

Parents and community members were given the opportunity to participate in Districtwide English and Spanish Parent remote Training Sessions, and Classified staff participated in Instructional Aide remote training sessions. Parents provided feedback in English and Spanish during Connected Parent Training Sessions via Zoom. Classified staff provided feedback during the Zoom, Google, and Seesaw sessions. In addition parents, staff, and community members were provided the opportunity to participate in a Town Hall meeting. This meeting was live-streamed to the community. A presentation on the Learning Continuity and Attendance Plan was provided that included a Questions and Answer time where participants communicated comments and questions and the Superintendent and Assistant Superintendent responded to questions.

During Board Meetings, members of the public were able to provide written comments on any agenda item or during public participation prior to 12:00 p.m. on the day of the meeting. Comments were then shared with the board members prior to the board meeting. Those who submitted written comments noted whether they wanted their comments to be read aloud at the board meeting. Requests for written comments to be read aloud were honored, with a three minute limit per comment and subject to the Board's 30-minute total time limit on public comment.

English and Spanish Flyers and survey information were sent home via email, text, and Peachjar, as well as posted on the district's social media sites and website. All information was translated and translators were available at all meetings.

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

The district reached out to staff, parents and community members via paper, online, phone, text surveys and Zoom meetings to provide and gather information regarding the opening of school for the 2020-2021 school year in English and Spanish.

- Feedback from the various Parent technology surveys reflected that families in our community needed access to chromebooks/IPADS and the internet.

- During the Connected Parent sessions, parents communicated that they needed more training on how to log on to the different platforms that teachers would be using during distance learning. They also mentioned that they wanted to gain a better understanding of how to support their students during distance learning. Furthermore, parents wanted to understand how to keep their students safe while participating in online distance learning. Some parents communicated that they needed access to hotspots as their internet access would not be strong enough to support all of their students.

- During classified trainings, staff communicated that they wanted more training on the different communication platforms teachers would be using during long distance learning.

- During meetings with certificated union representatives, members communicated that teachers needed professional development on distance learning platforms specifically Zoom and Google Classroom. Other teachers communicated to their administrators the need for professional development in platforms such as Seesaw. Teachers also mentioned the need for stronger internet access, monitors, headphones, speakers, web cams, document cameras, etc. to be better prepared to provide distance learning to their students.

- During meetings with classified union representatives, members communicated the need for internet access, materials and supplies to support small group instruction, professional development, and COVID specific health and safety materials and procedures.

- Feedback from teacher professional development surveys reflected the desire for teachers to be able to choose the communication platform they felt most comfortable using to provide distance learning instruction. They also communicated that they needed differentiated professional development specifically tied to distance learning.

- Teachers who participated in the Targeted Intervention Program (TIP) completed a TIP Teacher Survey which reflected their recommendation of the English Language Arts and Math online intervention platforms to be used during the 20-21 school year to provide online intervention for all students.

- A couple of parents who participated in the Town Hall meeting mentioned that there was still a need for chromebooks and wanted to know what they needed to do to get access to a Hot Spot and materials and supplies for instruction.

- Some parents expressed a need for additional support for students who do not speak English.

The district communicated with and surveyed families to provide and gather information regarding the opening of school for the 2020-2021 school year. Results of this survey were used to inform program offerings. Learning options may include:

- Traditional full time in-school instruction with social distancing

- Blended/Hybrid model (Combination of online learning & in-school instruction with social distancing)

- Full time virtual/online learning (on a temporary basis at each school site)

3,509 responses were received. Of those responses, 39.5% preferred to have a traditional full time option, 24.3% preferred a Blended/Hybrid option, and 36.1% preferred a full time virtual option. The information gathered provided the district with the data to begin planning the district's reopening plan which included planning the instructional program, staffing, and material needs for teachers and students. Unfortunately, since Riverside County was and currently is on the watchlist for COVID cases, all schools in Riverside County were to open virtually.

Another survey was sent out to gather information from parents to ensure every child in the district had access to a chromebook and internet access. 4,248 responses were received. 84% of students required a device or chromebook, and 12% required hotspots.

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

The input from various stakeholder meetings and surveys played an important role in the actions in the Learning Continuity and Attendance Plan. Each venue generated valuable input regarding the needs of the community and staff related to distance learning. Input from stakeholders also guided the development of actions included in the plan. Due to a high concentration of unduplicated high needs low income, English Learners, foster youth, and re-designated fluent English proficient students, the actions and services were developed on a district wide basis. However, actions were reviewed to identify services primarily targeting the needs of unduplicated English Learner, Foster, and low-income students, rather than all students in general.

- The Targeted Intervention Teachers recommended using Tier 2 adaptive online Intervention platforms (Lexia for ELA and Dreambox for Math). The programs were purchased and are currently used by students across the district.

- Training for parents to support their students working effectively in a virtual environment continues to be offered in English and Spanish on a weekly basis. Teachers also have regularly scheduled office hours to provide additional support to students and parents as needed.

- PESD has developed a clear plan for cleaning and sanitizing all district facilities and for providing personal protective equipment to staff and students once they return to campus.

- Clear expectations and signage are in place to support maintaining social distancing and the wearing of face coverings. When 6 feet of social distancing is not possible plexiglass shields have been installed for stakeholder safety. Additional cleaning protocols are in place. Additional hand sanitizer dispensers have been purchased for all school sites.

- The Teachers Association provided feedback on the need for distance learning professional development and additional planning time for teachers during the Distance Learning instructional model. These were all agreed upon and included in the MOU.

- The classified staff working conditions were also agreed upon and outlined in the MOU.

- Technology continues to be distributed and supported for all students in the district, including hot spots for those families who need them. Based on the feedback, the district was able to make a reasonable estimate on the number of hotspots needed and secured 653 hotspots for students.

- Licenses for Zoom, Google, and Seesaw have been purchased based on teacher requests.

- Based on parent feedback during the TownHall meeting, the district purchased Rosetta Stone English to provide intervention to English Language Learners.

- Food distribution was expanded to four sites to give parents ready access to a week's worth of meals for their children.

- Professional development opportunities for staff have been increased with some of the opportunities being offered in a manner that works at their own pace to allow all staff to receive support aligned with their technology skill level.

- Instructional supplies for students were purchased and distributed.

- Technology for teachers to be better prepared to provide distance learning were purchased and distributed.

- Materials and supplies for instructional aides were purchased and distributed.

- Distance Learning schedules clearly identify for parents the synchronous and asynchronous instructional opportunities for students. Schedules at all grade levels are consistent across the district allowing parents to clearly understand when students are to be actively engaged in synchronous learning with their teacher.

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.]

In preparation for inviting students and families back to the school buildings, bulk purchases of personal protective equipment (PPE) and cleaning/sanitizing equipment and supplies including, but not limited to, thermometers, portable and sanitizer dispensers, masks, face shields, gloves, and gowns were purchased.

Plans for hybrid learning models including students participating in a combination of in-person and distance learning were made. To allow for the return to school building for limited numbers of students (approximately half), we are following the recommended 6 feet of social distancing requirements. In Some cases, modifications of classroom/office spaces may need to be made including the removal of built in cabinets and desks to provide the necessary space for social distancing. School days will be modified to allow for smaller cohorts of students to attend and maintain social distancing recommendations. Reviews for the safety of hybrid schedules will be conducted to put in place when deemed safe and appropriate but no sooner than November 2nd.

The leadership at each school site has developed plans to ensure they will be able to identify how classroom based intervention may take place either hybrid or completely in person. The watch plan includes protocols to ensure the safety of students and staff is consistent with public health guidance, including how students will enter and exit the school, when and where hygiene practices can take place, the need for protective equipment, allowing for physical distancing, and time for cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles.

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

Description	Total Funds	Contributing
Personal Protective Equipment (masks thermometers, shields, gowns, gloves, hand sanitizer, etc) Cleaning Equipment and Supplies. Physical Learning Environment materials such as	$32,372.15	No

Description	Total Funds	Contributing
plexiglass shields and social distancing materials and supplies such as posters stickers denoting social distancing procedures etc.		
Nutrition Supplemental Materials Supplies	$11,255	Yes
Nutrition Peak Load Staffing	$34,649	Yes
Nutrition Equipment/Tech	$2,044	Yes
Nutrition	$75,027	Yes
Nutrition Services	$80	Yes

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.]

In order to ensure continuity of instruction during the school year and to ensure students have access to a full curriculum substantially similar in quality regardless of the method of delivery the curriculum teachers are using to teach, language arts, math, ELD, Social Studies, Science and ELA, as well as Math interventions, Art, and PE will remain the same all year whether instruction is provided through a completely virtual, hybrid or traditional model.

During Language Arts teachers use the core ELA Wonders curriculum along with the district ELA Units of Study. During Math, teachers use Math in Focus along with the district Math Units of Study. During designated ELD time students continue to use the ELD Wonders Curriculum. During Tier 2 ELA and math Intervention students use Lexia for English Language Arts (Istation for Dual Language Immersion classrooms) and Dreambox for math. Second Step continues to be the curricular medium through which teachers provide social-emotional instruction.

Currently, instruction is delivered virtually. The rigor of a traditional school experience is replicated, as much as possible, only in a virtual setting. Students receive 3 hours of synchronous (virtual online time with teacher) whole group and small group direct instruction from their teachers and two hours of asynchronous instruction (independent/online activities) everyday of the week. Additional direct instruction time from other teachers is scheduled for Art, P.E., and Reading Intervention. Special education support is also offered virtually.

When it is deemed safe to transition back to school in the traditional format, students and teachers will use the same curriculum with all students. The only difference will be that students are reporting to school maintaining all social distancing and safety guidelines.

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.]

During the district closures, the district and schools began identifying which students needed Chromebooks or iPads for distance learning activities. Technology Surveys were administered through phone calls, emails, texts and paper copies. A paper version of the survey was distributed with meals in April for families that did not complete the phone or email survey. Devices were inventoried, distributed and checked out to parents, one per family.

During the summer students who registered to participate in the Summer Online Targeted Intervention Program were surveyed again to ensure that each student had the necessary technology to participate in the Summer Online TIP program.

Another round of technology surveys were administered in August to identify any students in need of devices and or hotspots to ensure all students had the necessary technology to participate in distance learning instruction on the first day of school.

The District's Instructional Technology Department implemented procedures to provide school sites with the necessary Hot spots to families to connect them with no cost internet services. Based on the survey feedback, the district was able to make a reasonable estimate on the number of hotspots needed and secured 653 hotspots to support families who still have been unable to secure home internet. We are exploring the idea of a district-owned LTE project.

We are especially cognizant of students with unique learning needs, such as English Learners, Homeless students, Foster Youth, Students on 504s or IEPs and will make sure that they have learning devices and connectivity.

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.]

To maintain a high-quality distance learning program all students will receive live daily instruction. Students are receiving three hours of live whole group instruction which includes:

- One hour of English Language Arts/Integrated ELD while incorporating Social Studies and Science as appropriate

- 30 minutes of Math instruction

- 30 minutes of Designated ELD

- 20 minutes of Social-Emotional Instruction

- 40 minutes of small group instruction

- Students are also participating in 2 hours of independent online activities that include, 30 minutes on an English Language Arts software program that targets individual academic needs based on a placement exam and 30 minutes on a math computer-adaptive program. Teachers monitor student usage on the software, monitor progress, and measure improvement.

- Teachers are tracking and monitoring pupil progress and providing small group instruction based on students' area of need as determined by the Lexia (Istation DLI) and Dreambox and Rosetta Stone software. Additionally, teachers are providing independent work to be completed outside of the live instruction.

- Teachers are required to maintain an electronic gradebook and to collaborate with their grade-level teams to identify assignments to be graded on a weekly basis. It is also recommended that assignments recorded, evaluate multiple priority standards.

- Teachers should have the minimum recorded assignment in ELA, Math, and Social Studies/Science per week. We are continuing to follow district processes for intervention and progress monitoring such as identifying students in need of intervention early and timely, sending progress reports home, communicating with parents, and developing an intervention plan. Students are given credit for participating in any one of the distance learning programs, live instruction, online programs, and independent work.

Participation will be determined based on online daily student participation in daily synchronous and asynchronous instructional lessons/activities. The students' participation will be recorded and regularly communicated to families along with academic progress via the AERIES parent portal. In order to ensure the minimum instructional minutes, the time value of student work, both synchronous and

asynchronous, will be determined and certified by the regular classroom teacher. The time value of work is the instructional time it would take the student to complete the work during in-person instruction.

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.]

To support distance learning, the following professional learning opportunities have been or will be provided to staff:

July- August

- All site administrators and departmental managers engaged in professional learning related to ensuring staff's social-emotional needs were met, and that these staff members were in the position to support students. Self-care strategies and ideas were addressed to ensure staff remained connected while engaging in virtual instruction.

- Additionally, the Collaborative for Academic and Social-Emotional Learning's (CASEL) document "Critical Practices for Reopening" was discussed, and applied to the virtual reopening practices of the sites.

- Second Step continues to be the curricular medium through which teachers provide social-emotional instruction, and all staff were provided with guidance on incorporating this into their virtual instructional day, as well as access to specific lessons dealing with the school closure period. As the district moves towards a return to in-person instruction, site administrators will delve further into how to enhance social-emotional support for students and staff, specifically including Restorative Practices as the platform to unite the work.

- Training in the use of virtual learning platforms was offered and provided to certificated staff, including Google Camp and Zoom Summer Academy. Planning is in progress to provide virtual professional learning that is systematized and differentiated to include opportunities for teachers to analyze their own practice and apply new learning with technology and digital tools through Leading Edge. Certificated staff will have an opportunity to participate in 45 hours of self-paced learning that leads to certification.

- New Teacher Training- This virtual training was designed to provide new teachers with an introduction to PESD's instructional programs and curriculum, using the high leverage instructional strategies in the virtual classroom, understanding the purpose of distance learning platforms, and virtual classroom management. In addition, presenters provided an overview of Attendance and District Technology. New teachers participated in a breakout session with their site Academic Coach for a meet and greet and access to ongoing support.

- Professional development for substitute teachers is required in order to sub in the district. The focus of this year's training focused around new procedures and policies that came about due to virtual instruction. The professional development included training on virtual meeting platforms, instructional environments, classroom management, and student engagement strategies in the virtual

setting. Additionally, recorded professional development was created to support teachers when planning and preparing for a substitute teacher. This was to ensure instruction would not be interrupted during a teacher's absence.

- August 10th Aeries, Lexia (Istation -DLI), Dreambox Training - This virtual training was designed to provide an overview of Aeries, Lexia, Istation, and Dreambox. Aeries is a new student information system which will be used for student information and attendance this school year. Lexia and Istation for DLI will be used to provide additional support for all students in language arts. Dreambox will be used to provide additional support for all students in math. 298 Certificated Staff members participated in this training.

Fall 2020

- Professional learning opportunities for certificated staff will continue to be provided in the fall. Virtual professional development opportunities in September will include three sessions with Dr. Anthony Muhammad. The focus of these sessions includes Culture and Climate, Collaboration, The 4 PLC questions. A two-part Math training will be provided to all teachers on September 23 and October 21. Part 1 will provide an overview of the Math Units of Study and priority standards. Part 2 will be more specific to each grade span and will focus on best practice for math instruction of priority standard(s) while making connections to designing a virtual math lesson. On October 9th, a district-wide professional development will be provided to provide support in progress monitoring and data analysis.

Winter/Spring 2020-2021

- Professional development opportunities that support teachers in providing distance learning will continue to be planned for winter and spring.

- Professional Development Video Resources-Trainings will continue to be recorded and shared as a video resource that can be reviewed by staff as needed.

- Access to just in time virtual/technological support will continue to be available at all school sites teachers throughout Distance Learning through Academic Coach support. Just in Time support is provided to support teachers with instructional strategies, digital curriculum resources, and classroom management in a virtual classroom setting.

Continuous Technological Support Throughout Distance Learning

In order to support teachers, parents, and students during distance learning, teachers, principals, assistant principals, the Academic Support Teacher, Academic Coaches, and the Instructional Technology department continue to research connectivity issues that are experienced in any of the distance learning platforms used as well as technical problems experienced.

- Teachers troubleshoot with parents over the phone and via zoom. If the issues are beyond their level of expertise they communicate with academic coaches and the site administrators to support the parent. If the issue is determined to be related to the student's account, a tech support ticket is created and the technology department assists the teachers in a timely manner.

- Academic Coaches provide just in time support on how to address issues via email and Zoom. They also share/create how-to documents that are shared with teachers and parents that contain the steps of resolving the most common issues experienced (in both English and Spanish). When connectivity issues surpass the Academic Coach's ability to resolve, the appropriate Instructional Technology/Staff Development Office staff member is promptly contacted to help resolve the issue.

- Principals, Assistant Principals, and office staff support parents with technological issues at various levels. When parents call in and communicate their concerns as they relate to devices and connectivity, administrators and office staff talk parents through a couple of troubleshooting strategies. If for some reason they cannot resolve the issue over the phone, staff schedule an appointment with the parents to troubleshoot the issue in person ensuring health and safety guidelines and social distancing procedures. More advanced technological issues are handled through the Technology Department.

- The Academic Support Teacher continues to research connectivity issues that are experienced in the Lexia, DreamBox, and HMH (Read180) platforms. She provides 1:1 support to teachers, Academic Coaches, administrators, and parents as issues arise. Timely assistance is provided on how to address issues via email as well as the creation of how-to documents that are shared with all sites and are provided teachers/parents the steps of resolving the most common issues experienced (in both English and Spanish). When connectivity issues surpass the Academic Support teacher's ability to resolve, the appropriate vendor is promptly contacted to resolve the issue. The Academic Support Teacher has also created a system for capturing new enrollees to the district to ensure timely access to the various platforms.

- The Instructional Technology Department has created a method to submit tech support requests via email and Google form for teachers, administration, and staff to get timely support. The department has also created a Frequently Asked Questions (FAQ) page on the District Technology site to assist parents, teachers, and staff with common questions about the technology. The Technology Department has monthly meetings with the schools' Technology Representatives stipend positions to help address instructional needs and issues as well as understand the most recent technological needs of the families. This resulted in the creation of an internal forum for teachers and staff to ask questions and share their experiences with virtual learning.

- Parents sessions continue to be held on a weekly basis to provide parents with training on the different online communication platforms, online digital citizenship lessons as well as Q & A time to address any questions or concerns they may be experiencing.

Staff Roles and Responsibilities

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

As a result of COVID-19, PESD has adapted the roles and responsibilities of certificated and classified staff in order to comply with the Governor's Orders, including Senate Bill 98 as well as guidelines and orders from the California Department of Public Health. Memoranda of

Understandings have been negotiated with both bargaining units, to address changes in working conditions for both of our District's bargaining units (Classified School Employees' Association, Chapter 489 and Perris Elementary Teachers' Association).

Specifically, all certificated staff are working from home, providing virtual instruction which includes standards-based, academic instruction in the areas of English Language Arts, Mathematics, English Language Development, Science, Social Studies, Art, Physical Education, and Social-Emotional Learning. In addition to working virtually, Certificated Special Education staff are working onsite when necessary to conduct the required special education assessments for students with Individualized Education Plans (IEPs). Certificated District Nurses are also working onsite to conduct only the required health screenings for students with IEPs.

Classified Staff are working onsite and from home on a rotating basis, and as needed on a daily basis, to perform essential duties. Several classifications of classified staff have assisted with essential work that was/is necessary to be completed, in order to provide virtual instruction and continue the daily operations of schools and the district. Classified Preschool Teachers, Preschool Instructional Aides, as well as all other classifications of Instructional Aides are providing virtual classroom support on a daily basis from home.

Within the Student Services and Special Education Department, the Coordinator of Student Services and Director are collaborating with staff to advise them regarding the student engagement, attendance, and participation logs, as well as modifications in the enrollment office in light of the health and safety guidelines. The Special Education Teacher on Special Assignment, Program Specialist, and Director have collaborated to develop a special education Distance Learning Plan to comply with EC §56345 (9) (A); this will outline special education services appropriate to children during the virtual instruction period. They are also working with staff to complete overdue assessments and IEPs. All staff within the department have updated procedures and guidance to reflect the virtual instruction and working environment. Likewise, additional professional development opportunities have been offered to ensure staff are aware of updated guidance relating to virtual instruction and are appropriately following legal guidelines.

Supports for Pupils with Unique Needs

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

English Learners School closures have and will continue to have an impact on learning for all students and in particular, students learning grade-level content while developing their English proficiency (English learners). Instruction for English learners will continue to focus on developing fluent English proficiency as rapidly and effectively as possible while providing access to grade-level standards. Teachers use a variety of instructional strategies and resources to support English Language learners such as:

- Providing videos

- Visuals

- Charting

- Integrating songs in lessons

- Focusing on academic vocabulary

- Using differentiated sentence frames

- Istation Software Licenses

- Rosetta Stone English Language Development software

Bilingual Aides provide additional support to English Learner students during distance learning. Bilingual Instructional Aides are assigned to provide primary language and other additional support to English learners. This support may be in the form of:

- Reviewing lessons in Spanish.

- One-to-one or small group follow-up and/or reinforcement of English instruction, or any instructional clarification needed to facilitate the understanding of concepts, directions, assignments, and content.

- Use primary language materials that support English instruction with students.

- Instructional Aides also make phone calls or personal contacts with parents or interpret for parents when teachers do not speak the primary language of the students.

Students in the Dual Language Immersion program receive differentiated instructional support similar to those in English courses as they apply to Spanish Instruction.

All students with IEPs were provided with a Special Education Distance Learning Plan (SEDLP). This plan, developed in consultation with families, designated specific special education services and support designed to address the individual learning needs of each child during the virtual instruction period. As a part of this plan, all special education case managers maintained weekly individual contact with families to troubleshoot areas of concern, in addition to providing special education services.

Within the first two weeks of the school shutdown, all students in Foster Care and those experiencing homelessness were contacted by our School Social Work Interns (SSWIs). These SSWI provided information on community support and referrals, and followed up with students approximately once a week, to ensure they had a link to a district resource at all times. School Counselors also followed up on foster students, and those experiencing homelessness at their sites on a regular basis. They provided mental health referrals, followed up on teacher concerns, sought to contact non-attending students, and ensured each student had direct access to technology. As expected, there

was a high degree of transience in this population during this time. Therefore SSWIs and School Counselors ensured that, when a child moved, they ensured this child was connected to supports in their receiving district or county.

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

Description	Total Funds	Contributing
Reading and Math Intervention License (Lexia, Dreambox)	$95,200	Yes
Special Education Professional Development Extra Duty w/benefits	$9,112.36	No
Special Education Technology & Materials and Supplies	$104,545.83	No
Special Education Materials and Supplies & PPE	$30,173.81	No
Materials and supplies to support distance learning	$150,206.42	No
Summer Online Targeted Intervention Program (extra duty)	$89,596.99	Yes
Preschool students materials and supplies	$48,993.16	No
Preschool teacher and staff technology	$242.95	No
English Learner Intervention resources (Rosetta Stone Licenses & istation Licenses) $129,515 Title III	$0	Yes

Description	Total Funds	Contributing
Teacher Extra Duty Professional Development	$250,044	Yes
Support Staff Extra Duty Professional Development	$19,241.58	Yes
Student related Technology (Chromebooks/IPADs to allow for distance learning)	$1,697,914.73	Yes
Teacher and support staff technology (monitors, laptops, headphones, document camera, webcam)	$308,254.53	Yes
Interactive Software (Google Voice, Zoom, Seesaw, Google Enterprise for Education, Screencastify)	$95,429.86	Yes
Purchase Hot spots and monthly fees for families with connectivity issues	$80,000	Yes
PPE	$32,372.15	No
Leading Edge Self Pace Online Professional Development Contract and Extra Duty $622,500	0	No
Lincoln Learning Virtual Academy Contract & materials and supplies	$22,664	No

Pupil Learning Loss

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

Before the pandemic, the district began a Multi-tiered system of support plan that is followed to address learning loss and accelerate learning progress. We continue to work as Professional Learning Communities (PLC) district-wide. The district contracted with Solution Tree and provided teachers district-wide with continued professional development on Professional Learning Communities, Tiered Interventions, Essential Standards, and Climate and Culture.

We continue the expectation of working as a PLC using our multi-tiered system of support to address learning loss through tiered interventions. Teachers identify essential standards in ELA and Math, progress monitor with formative assessments, and modify and differentiate instruction based on data. Teachers differentiate lessons for English Language Learners, foster youth, and students with disabilities as needed.

- Tier 1 includes instruction in grade-level core programs (Wonders, Math in Focus, Reflections, California Science) which includes small group instruction to differentiate lessons for students as needed.

- Tier 2 includes an additional layer of support, it is set aside time for students who continue to struggle or need to be challenged. Students use the Lexia (Istation-DLI) online adaptive curriculum to support ELA and the DreamBox online adaptive Curriculum for Math and will be using Rosetta Stone as the adaptive online curriculum for ELD during designated ELD time.

- Tier 3 is support that is provided in addition to Tier 1 and 2 to those students that are not mastering grade-level standards and continue to struggle. Students provided with Tier 3 small group instruction work with certificated Intervention teachers using the Read 180 program to provide additional support in addition to the Tier 1 and 2 support already being provided by the homeroom teacher.

Students will be assessed on an ongoing basis. The online adaptive curriculum, Lexia (Istation-DLI), Dreambox, and Rosetta Stone provide placement assessments that allow students to demonstrate learning outcomes and provide teachers with the grade level students are performing at.

English Language Arts Ongoing Assessment:

- Students upon initial log-in to Lexia take an ELA auto-placement assessment that puts students on an individual learning pathway. Students then engage with material that is at their level and are assigned a targeted number of minutes to put them on the pathway to grade-level proficiency.

- Teachers monitor student levels and progress in the classroom dashboard where they are able to see the grade and level each student is working on, how many minutes students have been actively engaged within the platform and the progress students have made throughout the course of the week. Students that have experienced difficulties in a given lesson are called to the teacher's attention under a Struggling students tab. Within this tab, teachers find specific lessons to use when providing small group instruction on the skills that students have struggled with. Additionally, students that have excelled on a given skill are called out to the teacher's attention under the Skill Builder tab, where additional resources are provided for the teacher to assign to students for practice of the skills mastered. As students make progress and complete a level, certificates are generated in the platform and are shared with students highlighting their success.

ELA Progress Monitoring:

- District administrators monitor student progress from the district overview. Here administrators are able to see how many students are actively engaged in the platform at each site, the percentage and/or number of specific students that are working on grade level material, and the percentage of students that are meeting the usage recommendation. This data can be viewed by school or by grade level across the district. From here the data can be drilled down to the school, class, and student level.

- School administrators are able to monitor progress by the overall school, grade, class, and student level. At the grade and class level school administrators are able to determine the specific number of students working below, in, or above grade level material.

- Teachers monitor overall progress at the class and student level. At the student level they are able to see what level (grade) skill a student is working on, the specific skill (ie: letter names) the percentage of progress on that skill as well as the accuracy and rate that the student has been demonstrating on that skill. Furthermore, teachers are able to see how many times a student has engaged in a lesson for a particular skill, the amount of time spent within the lesson, and the level of support provided from the online platform (whether the student engaged in standard instruction, guided practice or direct instruction) the level of support increases as students encounter difficulty with the skill.

Math ongoing Assessments:

- DreamBox uses artificial intelligence to determine the best learning pathway for each student.

- As students progress through the online, adaptive, platform the artificial intelligence takes into account multiple measures including the level of complexity of the questions that the students are engaging with, the way students respond to questions posed, and the time it takes for students to respond.

- The system is constantly assessing students and making adjustments based on student responses.

Math Progress Monitoring:

- District administrators monitor progress through the district dashboard that provides information on the number of students actively engaged in the platform, average minutes per week, the average number of lessons completed in a week, growth percentage, and average number of standards proficient. This information is displayed by the school or by grade level across the district.

- District and school administrators view the same information by grade level or by the teacher for the selected site and administration and teachers view the same information at the class or student level.

- Teachers progress monitor using a variety of reports that are also available to district and school administrators including Overview Class Report by grade, Overview by Student, Standards by Class, and Standards by Student. For each of these reports teachers and administrators are able to select specific periods of time to monitor.

- The Overview Class Report (by grade) allows the teacher to see what grade level standards each student is currently working on and is displayed in a bar graph format. Teachers can toggle over the graph to see the specific standards that students are proficient in. The Overview by Student allows the teacher to see where a particular student is working in each mathematical domain. Again, this report is provided in a bar graph format, teachers click on the bar to see the standards that are in progress vs. proficient.

- The Overall Standards by Class report allows the teacher to see overall, what standards are proficient or in progress for the entire class. To see detailed information on how a student is performing grade-level standards.

- If a student is struggling with a particular standard, the teacher is able to access the lessons that the student has engaged with to provide small group instruction that targets the skill the student is in need of support with.

Teachers will collaborate on assessment results to plan for future instruction. Learning loss will be addressed via small group instruction, reteaching of essential standards and skills, and leveraging interventions with fidelity. Small group instruction occurs 2 times every day for ELA and Math. In addition to small group time, teachers provide support and communicate with parents during office hours which are scheduled during each day.

ELD Progress Monitoring:

- District administrators monitor student progress in English Language Development from the district overview in Rosetta Stone Educators Platform. Here administrators are able to monitor student performance, student usage, and language proficiency. This data can be viewed by the school or by grade level across the district.

- School administrators are able to monitor progress by the overall school, grade, class, and student level. At the grade and class level, school administrators can view recommendations based on students' online performance and areas of improvement.

- The program is organized into standards-based language proficiency bands. Students are placed based on their language proficiency levels. As the program progresses it flags students who are struggling with a particular activity, and provides teachers with related offline lessons and small group recommendations ensuring that teachers address students' needs as soon as possible.

ELD ongoing Assessment:

- Currently, students will be placed on the program based on their language proficiency. A placement test will soon be available to automatically place students at the appropriate level of instruction.

- Rosetta Stone English uses an adaptive blended learning model. As the learner moves through the program, they will get help as needed. For example, if they are having trouble saying a particular sentence, the program will stop to offer scaffolded instruction and break down the sentence or skill being addressed.

- The system has an ongoing progress monitoring, at the end of every encounter/lesson in the program, a mini-assessment that is completed. Based on how the student is progressing in the program, you'll be able to see what proficiency band students are working in and how close they are to moving into the next band to measure real-time growth.

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.]

In order to remediate lost learning and prepare students specifically English Learners, Low Income, Foster Youth and Pupils with Exceptional Needs for the 2020-21 school year:

- The district offered a Targeted Intervention Program (TIP) to students during the summer, focused on ELA and Math. In order to maintain the health and safety of students and staff, this program was offered virtually. The program was scheduled to run Monday, July 6 through Thursday, July 30. Teachers worked with small groups of 4-7 students to provide 30 minutes of ELA support and 30 minutes of math support twice each week. In addition, students worked on Lexia for ELA (Istation-DLI) and Dreambox for math from home for a minimum of 30 minutes per day on each platform.

- All students with disabilities continue to receive services based upon their individualized Special Education Distance Learning Plan (SEDLP). This plan, developed in consultation with families, articulates specific services, and supports appropriate for students during the virtual instruction period. Additional meeting and preparation time was designated to support the development of these plans. Additionally, all special education staff have received access to additional learning and assessment platforms that will

facilitate access for students with disabilities. These include: Moby Max, Presence Learning, SeeSaw, TherePlatform, and Zoom. Training has been provided for each of these platforms. Additionally, headphones with integrated microphones were purchased for students with disabilities and special education staff, to mitigate the impact of processing or language issues, and preschool students were provided with iPads to ensure access to instruction. Finally, outdated technology was replaced for service providers, to ensure they were able to deliver timely and appropriate services.

- Students in foster care or who are experiencing homelessness continue to be prioritized for support by School Counselors. Check-in check-out systems are in place for all children in foster care and experiencing homelessness, and these students will continue to receive social-emotional support through 1:1 or small group sessions as appropriate. Additionally, Student Social Work Interns are providing mental health services and referrals to community support agencies as appropriate.

- As part of our Tier 1 all students receive the following; three hours of whole group instruction which includes one hour of English Language Arts/Integrated ELD while incorporating Social Studies and Science as appropriate; 30 minutes of Math instruction; 30 minutes of Designated ELD; 20 minutes of Social Emotional Instruction; and 40 minutes of small group instruction. Teachers differentiate during synchronous sessions and use researched-based instructional strategies to maximize learning. Teachers provide universal access during small group instruction at the students' instructional level.

- As part of our Tier II intervention to address pupil learning loss, all students are receiving instruction through the online platforms Lexia (ELA), Istation-DLI, and DreamBox (Math). These platforms create a learning pathway for students that is individualized and will help address learning loss students have experienced. In addition, students are receiving small group instruction from their homeroom teacher using the recommended lessons provided by these programs.

- Additional small group instruction to target below grade-level skills is also being implemented at multiple sites to mitigate the learning loss that has occurred.

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.]

Effectiveness of the services provided to our students will be measured through grade level formative and common assessments. The district uses the state Interim Assessments (IAB's, ICA's, and FIABs) to be administered according to our district Assessment Calendar. Academic grades will also be reviewed against historical achievement data to form an overall picture of student progress.

In order to inform instruction and gauge student learning and learning loss, teachers will analyze Lexia, Dreambox, iStation, Rosetta Stone data as described under the Pupil Learning Loss section.

Teachers will use the data to lead the meaningful change in student outcome. Teachers and administrators will use collaboration time built into the schedule to analyze data, identity shifts, and changes in instruction to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies. Assessment and progress monitoring data where teachers make determinations related

to differentiation and to inform instruction for all students, including those with unique learning needs such as students with disabilities, English Language learners, students placed in foster care, and students experiencing homelessness.

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

Description	Total Funds	Contributing
Intervention addressed above	N/A	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.]

Prior to the beginning of the school year, all Principals and Assistant Principals were provided with recommendations and resources as outlined in CASEL's "Reunite, Renew, Thrive: SEL Roadmap for Returning to School." Students' needs were discussed in light of world events, and resources were provided.

- Specific time has been allocated in all classrooms for Tier 1 virtual SEL instruction through "Second Step," as well as access to online Covid-19 related lessons.

- School Counselors continue to be assigned to each site and will be presenting to students in their virtual classrooms regarding their social-emotional needs as a result of recent world events. A specific virtual referral form is also available to teachers and other school staff to refer students to School Counselors for whom they have non-emergency concerns, and a virtual Risk Assessment is in place, utilizing guidance from the National Association of School Psychologists.

- The district will also continue to train staff in Restorative Practices staff during the virtual learning period as a framework to carry our Social-Emotional work.

- School Social Work Interns will work with special populations of students, including those in Foster Care and experiencing homelessness. They will maintain contact with these students and their caregivers, at least every other week. They will also connect students with community resources as necessary.

- As the district approaches a return to in-person learning, expanded professional development will be provided to administration and staff, following guidance from the CASEL document and CDE's Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools."

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.]

A multi-tiered system of support has been established to monitor, follow up, and implement tiered support of student engagement for all students. The four-tiered system addresses absences, actions, and staff responsible in implementation and/or follow up.

- Tier I (Universal) - Provide supports to any student that has a missed one (1) day of either synchronous or asynchronous learning. Contact includes phone calls, texts, and/or emails in the student's home language. Initial contact may be made by the teacher and follow-up occurs by the site Clerk-Typist and administration oversight.

- Tier I (Personalized) -Provide supports to any students who have missed two (2) days of either synchronous or asynchronous learning. Contact includes phone calls, text, and/or emails in the students home language to the primary and emergency contact numbers. Initial contact may be made by the teacher and follow-up occurs by the site clerical staff and counselors with administrative oversight.

- Tier II (Intervention) - Provide supports to any students who have missed three (3) days or sixty percent (60%) of either synchronous or asynchronous learning. Contact includes phone calls, virtual check-ins, text, and.or emails in the student's home language to the primary, supplemental, and emergency contact numbers. Initial contact may be made by the classroom teacher and follow up occurs by site staff, counselors, School Attendance Review Team (SART), and site administration.

- Tier III (Intensive Support) - Provide supports to any students who have missed five (5+) days in a week and twelve (12+) days of synchronous or asynchronous learning. Contact includes phone calls, texts, and/or emails in the students home language to the primary and emergency contact numbers, as well as, virtual check-ins, wellness checks, and home visits. Initial contact may be made by the teacher and follow-up occurs by counselors, School Attendance Review Team (SART), site administration, social worker interns, and Student Services staff.

Virtual attendance workshops and presentations will be offered to families in English and Spanish explaining the importance of attending school in a virtual or traditional platform. Incentives to motivate students and families will be offered by school sites.

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.]

Distance Learning Plan:

Families will be sent letters containing student Id barcodes. The bar codes will be scanned when the parent arrives at the meal pick up site, (Currently operating 4 sites with one, four-hour time block once per week) Families will be served 10 meals per enrolled student during pick up; 5 breakfast and 5 lunches. Families will be charged the weekly amount according to the student's eligibility.

Return to School Plan:

Students will come to the cafeteria and will social distance while in line. They will use hand sanitizer before entering the student ID on the pin pad. Students who present a barcode ID may have their barcode scanned rather than entering their student ID on the keypad. Students will be served the main entree and will be given the opportunity to choose or decline side dishes. A minimum of 1/2 cup fruit/veg will be required for a reimbursable meal. After making their selections students will be served and will carry their tray to the classroom or cafeteria where they will social distance.

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
2020-20211 = 37.49%	$13,887,920 2020-21

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.]

For the 2020-2021 year, 88% of the students are unduplicated including low income, foster youth, and English Learner pupils. Based upon the needs of the unduplicated students, most of the supplemental and concentration dollars have been budgeted to be spent in a LEA- wide and/or school- wide manner. The needs of the targeted student populations influence the design of programs throughout the district so that all of our students receive high levels of instruction/acceleration/remediation. The expenditures have been allocated in the following manner to improve and/or increase services for unduplicated students thereby serving all students:

- 88% of the students are unduplicated including low income, foster youth, and English Learners in our community supports the need to provide our students supplemental nutrition materials, supplies, services, and additional school supplies for students to use at home. Providing daily nutritious meals and materials and supplies supports their daily physical and mental health; which in turn supports them in being more fully able to engage in a wide variety of academic as well as physical activities.

- Reviews of student participation during the spring school closures in which foster youth, English learners, and low-income students participated at lower rates, as well as, responses from surveys indicating a higher need for technology access and support for these students demonstrates the need to continue to maintain, modernize, and increase Information Technology, staff programs, and resources including projectors, hots spots, student and staff computing devices and supporting resources and professional development on resources like, Zoom, Seesaw, Google Enterprise for Education, Screencastify and Google Voice. This will improve teachers' effectiveness in all models of instructional delivery, ensure access to materials, and increase the educational time outside of school to meet the needs of our unduplicated students.

- Reviews of student participation and performance during the spring school closures in which foster youth, English learners, and low-income students participated and performed at lower levels, as well as, responses from surveys in which teachers indicated they lacked the confidence to support the neediest students and parents indicated a need for additional support demonstrates the need to purchase ELA and Math online intervention platforms to provide a Summer online Targeted Intervention Program and pay extra duty pay for teachers to support students and families. This program will help in providing additional instructional time to address student learning loss.

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

The Perris Elementary School District will utilize this funding for activities such as hiring and retaining high-quality staff and teachers including art teachers and PE teachers; providing bilingual aide instructional support for English learners at school sites and continuing to provide the Community Based English Tutoring program; and allocating funds to school sites on a per-pupil count of EL, low income and foster youth students to meet the needs of those students. In addition, AVID is implemented at all schools in the district. To support the implementation of a multi-tier system of supports for students, school counselors were hired at all school sites and have developed a comprehensive counseling program. All schools in the district have similar demographics, with high populations of low-income and English learner students, therefore, the funds will be expended district-wide to support all school sites in an equitable manner.

- Continue to employ additional teachers to reduce staffing ratio in grades TK-3 from 24:1 to less than 23:1. This action was taken in response to stakeholder input with the intent of providing instruction that better targets the learning needs of EL, low income, and foster youth.

- Maintain increased salaries to all employees in order to maintain increased employee retention rates and provide greater stability in staff serving unduplicated low income, foster youth, and English learner students. Increased salaries have resulted in much larger highly qualified candidate pools, which has enabled the district to make the hiring and selection process much more rigorous. For example, after successfully passing the interview process, candidates are observed teaching lessons with our low income, EL, and foster students. Particular attention is paid to how well candidates connect with our student groups and differentiate their instruction to meet the instructional needs of our student groups. This extra step has enabled the district to make better informed hiring decisions, as only approximately half of the candidates proceed beyond this lesson observation step. Prior to the salary increases, the district had much smaller candidate pools and was not able to be nearly as selective in the quality of candidates offered

positions. Since increasing salaries, the district has also been able to reduce reliance on temporary teachers. The district believes increasing the quality of teacher candidates being hired will have a greater impact on increasing student achievement, than all other program improvements.

- Continue to provide transportation to low-income students which should increase attendance, learning opportunities, and student achievement. When deemed safe and appreciate following social distancing and safety and health guidelines.

- Continue to increase and improve access to technology resources for low-income and foster youth students. The district has provided devices, supporting infrastructure, and support staff to students that would not have access to such resources if they were not provided by the district. Four additional support staff positions have been added to support the needs of low-income and foster youth students using technology.

- Continue to allocate monies to all school sites to provide supplemental support for low-income, foster youth, English learners, and redesignated fluent English proficient students. Sites will be able to plan individual programs and activities to meet the unique needs of their students. These include activities such as after-school tutoring programs focusing on specific needs (foster youth, EL, at risk), increased technology and professional development, and collaborative time for teachers focusing on site goals and needs. Categorical Programs Clerks will be used to assist with identifying the needs of unduplicated low income, foster youth, and English learner students and work with site administrators to ensure site allocations of LCFF Supplemental/Concentration funds are properly directed towards meeting the needs of unduplicated low income, foster youth, and EL students.

- Continue to ensure that all schools have effective and equitable bilingual aide support for English learners. Bilingual aides will provide support to our Structured English Immersion program (SEI) and help ensure that we can provide L1 (primary language support) to students in need of those programs/supports. In addition, under the direction of the teachers, they provide intervention to English learners, as appropriate.

- Continue to provide support to sites in revitalizing library/media centers to transform these spaces into 21st Century Multimedia Learning Centers, targeting the instructional needs of English learners, foster youth, and low-income students who may not have access to such resources at home.

- Expand the Dual Language Immersion (DLI) program for the 2020-21 school year which will greatly enhance the literacy skills of EL students in both ELA and Spanish. Implementation of the DLI program is in direct response to stakeholder input and based upon the successful experiences of other districts in the county should represent a significant improvement in services to EL students.

- Increase Special Education staffing to increase and improve services to foster youth, low income, and EL students by reducing the student to teacher staffing ratios and increasing/improving programs offered to foster youth, low income, and EL students in Special Education. These additional positions are being created above and beyond existing staffing ratios in response to our Students with Disabilities being in the Red on the CA Data Dashboard for academics. We believe many of our Special Education students have been identified for learning deficits which may have been driven by limited learning opportunities in their home environments as indicated by their status as foster youth and low-income students. English learner Special Education students also have lower

reclassification rates than English learner General Education students, so improving this metric will be one of the goals of this additional staff.

- Continue to provide a broader, more balanced curricular program for English learners, foster youth, and low-income students by adding art and PE teachers. These teachers provide additional instruction in art and PE above what the regular classroom teacher provides. This provides for a more overall engaging instructional day and for students who may otherwise not be as successful in the core content areas, it will allow them an opportunity to be successful in art and PE. In addition, while students from one classroom are participating in art or PE, it frees up the classroom teacher to engage in activities such as providing intervention support to English learners, foster youth, and low-income students in other classrooms.

- Continue to provide Community-Based English Tutoring. Through this program, we are able to work with our parents and the community to teach them to speak in English and provide training on how to work with their English learner children at home. Classes focus on teaching/training parents on instructional strategies used in the classroom, such as Step up to Writing, text-dependent questions, and close reading strategies. By doing so, we are able to bridge a more solid home/school connection with our Spanish speaking parents.

- Continue to implement AVID Elementary at all schools which affords us the opportunity to provide students a system of a rigorous curriculum and strategic support so that they can be academically successful. We feel that by implementing the use of WICOR (writing, inquiry, collaboration, organization, and reading) throughout the schools, this will help support English learners, foster youth, and low-income students and prepare them for college readiness.

- Continue implementation of the After School Education and Safety (ASES) program which provides a safe educationally enriching after-school program for low-income students. Enrichment activities such as instrumental music instruction and structured homework support may not be available to the low-income students that are served if this program did not exist.

- Continue to develop and implement a Multi-tiered System of Support (MTSS) framework to ensure equity and access for English learners, foster youth, and low-income students. The system will focus on core instruction, differentiation, individual student needs, and alignment of systems to ensure the academic, behavioral, and social success of all students. Provide professional development days targeting the needs of low income, foster youth, and EL students. Assistant principals have been trained in PBIS, Restorative Practices, and PLC practices and are having their positions refocused on providing improved site based MTSS support for both social-emotional and academic needs solely to unduplicated low income, foster youth, and EL students (this will supplemental to the MTSS support offered to all students by the principal). Subsequent to the provision of LCFF Supplemental/Concentration funds, three district-based positions were created to support MTSS efforts for unduplicated low income, foster youth, and EL students. The Coordinator of Educational Services focuses on tiered and targeted academic supports. The Coordinator of Student Services focuses on tiered and targeted social-emotional supports. The Coordinator of Assessment & Accountability provides actionable data for both areas at both the district and site levels. These district-based MTSS support positions are supplemental to the base services which were already being provided to all students by the pre-existing Director of Curriculum & Instruction, Professional Development, and Categorical Programs and Director of Student Services.

- Continue to provide school counselors for the purposes of helping English learners, foster youth, and low-income students develop social skills and succeed in school. They have developed a comprehensive school counseling program that provides education, prevention, and intervention services to help meet the academic and personal/social needs of students thereby removing barriers to learning and promoting academic achievement. They work collaboratively with site teachers, administration, and social work interns to form a team to implement a multi-tiered system of supports that will support English learners, foster youth, and low-income students in need and monitor their progress.

- Continue to provide separate family involvement workshops specifically targeting the parents of 1) foster youth; 2) English learners, and 3) low-income African American students. These will continue to be three separate committees for the 2020-21 school year.