

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.]

The Colusa Unified School District and its community, like school districts and communities throughout the state of California and our Nation, have been immensely impacted by the COVID-19 pandemic. The closure of school on March 18, 2020 has had an adverse effect on the District's ability to meet its nearly 1,500 hundred TK through 12th grade students' physical, social emotional and academic needs. The disruption of traditional instruction, instructional resources, technology, internet connectivity, and limited access to in-person services affected not only all students but also the District's most vulnerable students, socioeconomically disadvantaged, English Learners, students with disabilities, and foster youth and homeless children.

Colusa County is home to nearly 21,000 people. Situated along the Sacramento River, the town of Colusa consists of 5,800 residents. The majority, about 90%, of students who attend Colusa Unified School District live within city limits. Four percent of the District's students reside in the Cachil DeHe Band of the Wintun Indian Community. The remaining students live outside of town on the many farms or ranches, which comprise the majority of lands within the District's boundaries.

Colusa has one of the highest unemployment rates in the nation. In March of 2019, the Bureau of Labor Statistics listed Colusa unemployment at 20.6% while the national average was near 4%, and the California rate was 4.6%. The Colusa economy is primarily agriculturally based. Nearly thirty-five percent of the county's work force is employed directly by farming operations. Colusa Unified School District contributes to the local economy as one of its largest employers. Other local industry jobs directly support the community agriculture business.

As in many small towns, schools are a social focal point, and many local groups use school facilities. Past Colusa Unified School District graduates often return to live in the community because of their connection to family, traditional values and the lifestyle that Colusa provides its residents. The Colusa Unified School District and its schools benefit greatly from the generosity of its strong Alumni Association, dynamic Athletic Foundation and giving school community.

Colusa Unified School District five schools serve nearly 1,500 students from Transitional Kindergarten through 12th grade. Burchfield Primary School serves the community's youngest students beginning in Transitional Kindergarten through 3rd grade. Egling Middle School, the District's largest school, serves student in grades 4 – 8, and Colusa and Colusa Alternative High Schools provide a rich and well-rounded education to their students in grades 9 – 12. Colusa's TK-12 Grade Home School provides families with the flexibility of homeschooling while maintaining the academic rigor of a traditional school setting.

Colusa Unified School District's student composition reflects the makeup of its community with 69% percent of its students being Hispanic/Latino, 25% White, and 4% Native American. Seventy three percent of the District's students qualify for federally subsidized free or reduced priced meals; 32% of its students speak Spanish as their primary language; and 14% of its students qualify for Special Education services, which are provided by the Colusa County Office of Education's Special Education Local Plan Area.

The District's class sizes continue to be well below the state average and boasts an average of approximately 22 students per teacher. District-wide attendance remains strong with an average attendance rate of 96% on any given day. The District emphasizes the importance of teaching the whole child by providing a well-rounded education experience that focus on the academic, social-emotional, and behavioral needs of all students. The District provides access to Visual and Performing Arts; Science, Technology, Engineering, Math (STEM); and a variety of College and Career Pathways, as well as programs that development the social-emotional wellness that promote resiliency, grit, integrity, and empathy for others.

The Colusa Unified School District Reopening Task Force convened its initial meeting on July 8, 2020. The task force was organized by the Colusa Unified Board of Trustees and is represented by parents, teachers, classified staff, site administrators, bilingual community/parent liaison and officials from the Colusa County Public Health Department, local fire department and County Office of Education.

The task force explored, evaluated, and developed recommendations that guided the District's reopening on August 19, 2020 in consideration of the following:

- Local conditions to guide reopening decisions
- Plan to address positive COVID-19 cases or community surges
- Health and safety to include illness prevention, campus access, hygiene, personal protective equipment, physical distancing, cleaning and disinfecting
- Instructional programming to include independent study, blended learning, social-emotional awareness, and expanded learning
- School services to include transportation and nutrition
- Communication and engagement to include teachers and staff, district partners, families and the school community

The Colusa Unified School District School Reopening Task Force recognized the following guiding principles in the development of this document:

- Student need access to quality instruction whether learning occurs in person or through distance learning.

- All students, to include students from low-income backgrounds, students with disabilities, students experiencing homelessness, foster youth, English learners, and students from diverse cultures, must have opportunities to achieve academic success that are accessible, personalized, culturally relevant and responsive.
- Gaps in educational achievement are being exacerbated by transitioning to a completely online learning environment because those who are most vulnerable are more likely to have lack of internet access, lack of devices, increased parental burden and stress, increased student stress, food insecurity, etc.
- Students must have access to programs and resources that promote academic, social, and emotional learning, physical well-being, college, career, and civic readiness.
- Engage with students, families, support staff, teachers, district and site leaders, and community partners to support public health, maximize resources, and advance learning opportunities.

General guidelines schools eligible to resume in-person instruction should consider:

- Monitor local epidemiological data provided at <http://www.countyofcolusa.org/771/COVID19>
- Develop a plan for reopening that complies with state and local guidance.

The plan should adhere to the California Department of Public Health and Colusa County Public Health guidelines and include the following components:

- Promote healthy hygiene practices
- Plans for cleaning, disinfecting, and ventilation.
- Plans for physical distancing inside and outside the classroom.
- Employee, staff and family education
- Screening procedures for staff, students, and visitors
- A plan for monitoring attendance, verifying absences, and notifying Colusa County Public Health of potential COVID-19 cases.
- Plans should not require universal testing of students and staff prior to reopening schools.

On May 18, 2020, Governor Newsom revised public health benchmarks related to Stage 2 progression on the roadmap for state reopening. On June 5, 2020, the California Department of Public Health released COVID-19 Industry Guidance: School and School- Based Programs. On July 9, 2020, the Colusa County Public Health Officer issued a new order closing and/or restricting higher risk sectors; however, the order maintained the May 7, 2020 order permitting other stage 2 sectors to open to include schools within Colusa County. On Friday, July 17, 2020, Governor Newsom ordered all schools within counties that are on the state watch list to begin the school year using a distance learning model. On August 19, 2020, Colusa Unified School District implemented its Distance Learning Plan.

Stakeholder Engagement

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

The District collaboratively worked with its stakeholders to collect valuable feedback that shaped the District's 2019-2020 Reopening Plan in a multitude of ways. First, the district disseminated both a Distance Learning Effectiveness and Local Control Accountability Plan Survey in English and Spanish to the parents of Transitional Kindergarten through 12th grade students in July, 2020. In addition, the District formed a School Reopening Taskforce representative of students, parents, community members, bilingual liaison, experts in the field, certificated and classified employees, bargaining unit representatives as well as site and District administrators. The Taskforce evaluated and made recommendations regarding a variety of reopening scenarios to include the implementation of distance learning, home school academy, a blended approach, and returning in a traditional way with safety precautions in place. The taskforce also developed recommendation regarding extracurricular student activities, expanded learning, nutritional services, and maintenance, transportation, and operations of the District and its schools. In addition, the District reached out to its existing parent advisory councils to include it's District English Learner Advisory Council to further understand the needs of its students, families, and school community. Finally, the District mailed survey's and Learning Continuity and Attendance Plan Questionnaire to families who do not have internet service. In closing, District stakeholders had an opportunity to review the District's Learning Continuity Plan and make comments at a public hearing hosted on September 28, 2020.

The following meetings were conducted in both person and via teleconferencing with stakeholders as the District developed its School Reopening, Learning and Continuity Plan:

Colusa Unified School District Taskforce Meeting(s):

July 8, 2020	Identifying Assumptions, Knowns and Unknowns
July 14, 2020	Developing Classroom Based Activities
July 15, 2020	Developing Non-Classroom Based Activities
July 20, 2020	Finalize School Reopening Recommendation Report

Colusa Unified School District Board Meeting(s)

July 13, 2020	School Reopening Taskforce Update
July 23, 2020	Adoption of School Reopening Taskforce Recommendations
August 8, 2020	K-6 School Reopening Waiver/ Distance Learning
August 17, 2020	District Distance Learning Plan
September 21, 2020	Learning and Continuity Attendance Plan Public Hearing
September 28, 2020	Learning and Continuity Attendance Plan Adoption

District English Learner Advisory Council Meeting(s):

August 12, 2020 District Distance Learning Plan

Parent Advisory Committee Meeting(s)

September , 2020 Burchfield Primary School
September, 2020 Egling Middle School
September, 2020 Colusa High School

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

District stakeholders to include students, parents, community members, certificated, classified employees, and Board Trustees as well as site and District administration participated in person with appropriate distancing and personal protective equipment and/or via telecommuting both platforms allow for participation and public hearings. In addition, the District utilize its website and social medial outlets to solicit information and/or allow for the public to comment on its school reopening, distance learning, and continuous learning and attendance planning.

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

Colusa Unified School District stakeholders identified the need for students to return to class in the safest format as soon as possible as the challenges of distance learning offered in the spring of 2020. As indicated on the District's Distance Learning Parent Survey 33% of the District's children were able to successfully complete assigned school work. Forty-two percent of parents articulated that the District's grading policy was unclear and the state's directive to hold student harmless contributed negatively to students participation and work completion. Forty-four percent of the District's families reported that their child was not able to focus on their learning at home. Thirty-six reported that their student was not engaged in learning everyday. And 85% reported that their child was not motivated to school work at home. Additional data shows that less than 50% of families felt connected to their school community, school staff, or other families/children. In closing, stakeholders reported the following conditions impacted their students participation in at-home distance learning: Feeling depressed, stressed or anxious; distractions at home,parents working outside of the home, access to help from staff; limited or no internet access.

The District's Distance Learning Parent Survey findings highlight importance of the requirements outlined in Senate Bill 98 for the implementation of distance learning as we reconvene schools in the fall. As indicated above a significant amount of the District's parents/caregivers and/or students reported were not engaged in learning everyday, there was a lack of coherent and consistent daily, synchronous, live instruction, and that students were not motivated to complete school work at home. Survey results also indicated a need for specific strategies to foster student and family connectedness to their school, staff, and each other. Finally, survey results also identified a clear priority for additional resources to increase access to technology and internet connectivity. In closing, stakeholders articulated the need

for target interventions and supports for all students as well as the District's English learners, low-income, students with disabilities, homeless and foster youth.

The District's Local Control Accountability Plan Survey identified a number of strengths as over 60% of stakeholders reported that its school promoted a culture of academic excellence, provides rigorous instruction and make learning connections to real life experiences. Survey results also demonstrated that over 60% of stakeholders reported their students school provide a welcoming and safe environment, formed strong partnerships between school and family, and informs students and families of school events and activities. The District's strongest ratings came in the areas of assuring students are connected to school (78%) and providing outstanding customer service (82%). Areas of continuous focus include increasing academic, social-emotional, and behavioral interventions for struggling students, increasing parent involvement and volunteerism, and developing and providing opportunities for students to develop and demonstrate college and career readiness skills.

The District's School Reopening Taskforce not only provided a rich resource of information from stakeholders, but also provide a clear set of recommendations to support our students as the District transitions from a distance learning to in-person model.

The following themes emerged during the course of the Taskforce's work:

District Knowns:

- School will reopen on August 19
- Students will learn
- Digital literacy for teachers and students is no longer optional
- Students have experienced extreme disruption
- Students still need to receive services rendered by the school (special education, meals, etc.)
- Staff is working with competing at-home priorities
- Families still need services to support households where both parents must work.
- Some children don't like to do schoolwork unless parent/teacher is watching over them
- Harvest will be here at the beginning of the school year
- Egling Middle School and Burchfield Primary School have ASES After school Programs
- Summer slide will create a larger academic achievement gap than normally anticipated
- Currently, COVID-19 cases in Colusa County are increasing
- Additional disruption due to long time apart from friends, new protocols. (Need for more social-emotional support)
- Some seniors may have fallen behind on their credits for graduation

District Unknowns:

- What day school buildings will open
- If we have the right platforms to deliver asynchronous learning
- How to effectively conduct virtual kindergarten
- Will we be able to increase ASES programming for students and families that need additional support?
- Will high school students take the opportunity to go to work instead of dedicating time to school?

- Will masks be required for all students?
- How do we deal with lack of compliance from new protocols?
- How many students will not return to campus?
- What is the need for independent study and/or homeschool?
- Do we have staff or students who will require accommodations in order to be present on campus?

Parent Advisory Committee Meeting(s)

Narrative to be added.

To assure the opportunity for broad input from all District stakeholders, a rough draft of the Learning Continuity and Attendance Plan was posted on the website with an accompanying questionnaire to gather additional information about the District's planning.

Information was publicized in both English and Spanish via the District Infinite Campus and posted on both the District and each of the school's websites.

Additionally, a hard copy of the plan was mailed to stake holders that may have not internet access.

A public hearing is scheduled September 21, 2020 during the course of the Regular Board of Trustees Meeting

A Special Board Meeting to adopt the District 's Learning Continuity and Attendance Plan is scheduled for September 28, 2020.

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

TBD

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 Colusa Unified School District organized a Reopening Task Force, which convened its initial meeting on July 8, 2020 and included representatives from County Public Health, County Office of Education, and the local fire department. The task force explored, evaluated, and developed recommendations that guided the District's reopening in consideration of four scenarios:

- Traditional opening with safety and health practices in place
- Blended learning approach to limit the number of students on campus
- Home School/Independent Study
- Deliver instruction through a distance learning model

Recommendations for each scenario were developed in consideration of community input and informed by local and state public health and school reopening guidelines. Community stakeholders expressed a strong interest to reopen schools in a traditional manner, which the District recognizes provides the greatest degree of teacher-student interaction for instruction, targeted supports for students who perform below grade level or who are at a greater risk of experiencing learning loss due to school closures, and social-emotional development.

On July 9, 2020, the Colusa County Public Health Officer issued a new order closing and/or restricting higher risk sectors; however, the order maintained the May 7, 2020 order permitting other stage 2 sectors to open to include schools within Colusa County. On Friday, July 17, 2020, Governor Newsom ordered all schools within counties that are on the state watch list must begin the 2020-2021 school year in a distance learning model. The Governor's guidance outlined the conditions for school reopening, the requirements that schools must follow should students return to school, and the District's responsibilities to close, or partially close, should certain conditions reoccur.

Consistent with plans for preparing for the distance learning model of delivering instruction at the beginning of the school year, the District is simultaneously preparing for all of the District schools to reopen as soon as the County meets the local and state public health requirements and the conditions of Governor Newsom's guidance for school reopening. In the traditional model, all students can return to campus with health and safety precautions in place. The actions in the blended learning model support teaching and learning within the school building and online for the majority of students. The aim of the home teaching/independent study model is to support students and families by providing home school based instruction for students with pre-existing health concerns and/or families who have made the decision not to participate in a traditional or blended learning model.

Actions Related to In-Person Instructional Offerings:

1. Classroom Instruction

- Develop a plan for potential school closures resulting from changing COVID-19 conditions.

- Identify and remediate barriers to student academic success.
- Regularly monitor student progress in meeting goals and requirements.
- Provide access to supplemental programs that will support continual learning of all students as well as academic struggling students.
- Narrow the focus of instruction to essential state standards/requirements.
- Provide a wide range of curriculum to include online options with features such as Help Desk to support student success and support families.

2. Health and Safety Precautions

- Reopening health and safety precautions need to be within applicable state and local orders.
- Promote healthy hygiene practices such as hand washing, avoiding contact with face, covering coughs and sneezes, and wearing face coverings as applicable.
- Students and staff are to stay home if they are ill.
- Defer to public health on mask wearing for students.
- To the extent possible, and as recommended by the CDC, attempt to create smaller student/educator cohorts to minimize the mixing of student groups throughout the day.
- Remain flexible and continue to learn and implement new protocols as they arise.

3. Social Distancing

- To the extent possible, maintain state and local recommendations of 6 feet for social distancing.
- Develop student cohorts to limit mixing of students to include meals, recess, classroom, common area, etc.
- Configure classrooms as applicable to maintain physical distance according to state and county recommendations.
- Promote and encourage students and families outside of the home to social distance.

4. Limit Sharing

- Limit sharing of instructional technology, materials, and supplies.
- Provide individual students instructional materials and supplies.
- Do not provide student access to drinking fountains and lockers.
- Consider demonstrations for labs if there are not enough materials.

5. Cleaning, Disinfecting and Ventilation

- Intensify cleaning and disinfecting classroom routines to include high contact areas.
- Implement reentry protocol for returned books, equipment or materials to be redistributed.
- Increase ventilation by opening doors, windows, and the utilization of classroom heating and air conditioning units.
- Provide training on cleaning and disinfecting procedures consistent with state and county recommendations to combat COVID-19.

6. Training and Education Support for Staff and Families

- Provide education opportunities to include COVID-19 literature/information to assist families to reinforce appropriate health and safety strategies at home and school to

include infographics posted in all classrooms, workspaces, and common areas.

- Provide resources for teachers to assist in responding to COVID-19 and/or district school measure questions from students and parents
- Provide training for certificated and classified staff on monitoring COVID-19 symptoms to include mental health.
- Provide training on Google Classroom, Zoom, and other online resources to certificated and classified staff, as well as students and parents as applicable.
- Provide training on parent/teacher communication tools used regularly at individual school sites.
- Provide parent education/training on tools and strategies to support their child's learning process at home.

7. Healthy Operations

- Provide a designated receiving area for any parents, guests or vendors conducting school business.
- Limit access to school facilities to essential workers, first responders, and district and school employees.
- Provide appointments via teleconferencing and/or limit family members attending appointments to parents or guardians
- Develop protocols and processes to respond to a positive COVID-19 classroom exposure.
- Promote health and wellness through eating well-balanced meals, getting plenty of sleep and making time for outdoor family activities
- Provide portable wash stations as needed.

8. Checking for Symptoms

- Partner with parents to assist the school district in self-monitoring and reporting symptoms of illness.
- Provide appropriate diagnostic medical equipment as needed.
- Daily temperature checks, if plausible.

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

Description	Total Funds	Contributing
In order to support the actions steps for In-Person Instruction offerings as described above the District invested in the following areas:		
Additional certificated and classified staff: Additional staff are needed to create smaller student/educator cohorts as recommended by CDC.		
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.		

Description	Total Funds	Contributing
<p>Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.</p> <p>Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces and student use materials, such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.</p> <p>Infographics and Floor Decals: Infographics posted in all classrooms, workspaces, and common areas to maximize social distancing, direct traffic flow and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols. Signage to promote health and wellness through eating well-balanced meals, getting plenty of rest, and making time for outdoor family activities.</p> <p>Parent Education and Training: COVID-19 literature/information to assist families to reinforce appropriate health and safety strategies at home. Resources for teachers to assist in responding to COVID-19 questions. Training for certificated and classified staff on monitoring COVID-19, using Google Classroom and Zoom, etc., parent/teacher communication tools, and parent education/training on tools and strategies to support their child's learning process at home.</p> <p>Custodians: Maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.</p> <p>Individual Supplies: Additional supplies to limit the number of individuals using shared objects. Portable Wash Stations: Additional portable wash stations for locations where sink access is insufficient.</p>		

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.]

On Friday, July 17, 2020, Governor Newsom announced schools located in counties on the County Monitoring List (CML) must begin the school year by providing instruction through a distance learning model. District and school administrators, teachers and staff are deeply aware of the unique challenges distance learning presents to all families, and especially families with parents who work outside of the home. We are committed to supporting students and families by providing daily live instruction on school days, targeted interventions and supports, and appropriately challenging assignments to monitor student growth and progress. In addition, our Nutrition Services Department, counselors, and support personnel will deliver services to aid students and families. Although our focus now is on preparing to provide high-quality instruction through distance learning, planning continues for a partial or full return to an in-person, on-campus school day as this is our desired outcome.

The first day of school for students in Colusa Unified School District is Wednesday, August 19th.

Key Elements of Distance Learning

Under newly enacted state law, schools are required to provide:

- Access to devices and Internet connectivity so every child can participate
- Daily live interactions for every child with teachers and other students
- Class assignments that are challenging and equivalent to in-person instruction
- Targeted supports and interventions for English learners and special education students
- Student assignments will be graded and will contribute to student report card final grades.
- Daily student attendance will be required and will be monitored.
- Students will have access to well-balanced, nourishing meals.

1. Access to Devices and Internet Connectivity

Aim: All students will have access to a device and reliable Internet connectivity.

Colusa Unified School District (CUSD) students in grades TK-12 will be provided a District-issued Chromebook.

- The use of District Chromebooks will secure student access to a variety of learning platforms.
- Allow use of the District Internet content filter and monitoring system to provide a safe online learning environment.
- Enable District and school staff to assist parents with basic troubleshooting.
- Students who have a demonstrated need will receive assistance with alternatives for Internet connectivity.

- District Chromebooks were distributed to students August 10-14.

2. Daily Live Interaction with Teachers and Other Students

Aim: Every child will participate in daily live interactions with teachers and other students.

Students will receive daily instruction from their classroom teacher, as well as targeted intervention and independent work time.

- 3 hours per day for TK/Kindergartners
- 3 hours, 50 minutes for grades 1-3
- 4 hours for grades 4-12
- Classroom distance learning routines will consist of a combination of whole and small group instruction via Zoom followed by guided and independent practice, which will

enable classroom teachers to check for student understanding.

- Teachers will provide social-emotional and community-building activities with student peers to support student engagement and social development. Students will have

daily independent work either digitally or through student consumables, textbooks or other activities.

- All teachers (TK-12) will utilize Google Classroom to organize content Instructional Day Schedules.

Instructional Day Schedule.

- Site administrators, teachers and staff will collaborate to design a consistent daily learning schedule that will be communicated to parents at the beginning of the school

year.

- School classroom schedules are in place to support student learning by providing multiple opportunities for synchronous learning (live interaction between teachers and

other students) daily, as well as targeted instruction (individual/small group intervention), and asynchronous learning (independent work time).

Student Supports Outside of Class

- Teachers will post and communicate student classroom expectations through Google Classroom.
- Each teacher will maintain an instructional dashboard where students have access to Google Classroom, Zoom, digital textbooks and instructional resources.

- Students in need of additional support may meet virtually with their teacher or support staff individually or in small group settings at times beyond the established schedule.
- Students and families will have access to site administrators, teachers, counselors, and other personnel during established office hours, email, phone, or by appointment.

Translation services will be provided to families upon request.

3. Rigorous Teaching and Learning

Aim: All students will have access to classroom assignments that are challenging and equivalent to in-person instruction.

- Classroom instruction design will provide multiple opportunities for synchronous learning (live interaction between teachers and other students) daily, as well as targeted

instruction (individual/small group intervention), and asynchronous learning (independent work time).

- Technology-based learning will provide differentiated instruction and resources that support students who need additional support, on grade level or enriched instructional

activities.

- Rigorous and differentiated teaching and learning will include:
- Learning activities that are accessible and adaptable to meet the academic needs of all students to include English language learners and students with special needs,

incorporating creativity, critical thinking, collaboration and communication.

4. Provide multi-tiered academic support for students who have specialized needs.

Aim: All students, including students with special needs, will have equitable opportunities to learning, accessibility, and achievement.

Students with Disabilities

- Individualized Education Plan (IEP) team members will work with families to create individual distance learning plans.
- Special education teachers will provide Specialized Academic Instruction and will document services.
- Specialized Academic Instruction will focus on support of and access to the general education curriculum.
- Related services will continue (i.e., speech therapy, counseling, occupational therapy).
- Paraeducators will support instruction and students' individual goals. An alternate online curriculum and supplemental work may be provided for students with significant

support needs.

English Learners

- Language supports will include Designated and Integrated ELD instruction at English learners' language proficiency level in a distance learning format.
- Designated English Language Development will be delivered in small groups.
- Designated ELD will be provided regularly by a classroom teacher.
- CUSD and its schools will strive to ensure students, parents, and families who speak languages other than English are afforded equal access to information and services

provided by the district. Teachers and staff will regularly check in regarding progress with student families and guardians.

5. Access to Culturally Appropriate Mental Health and Social-Emotional Supports

Aim: District and school staff will foster a safe, supportive, culturally sustaining, and equitable learning environment that promotes the social and emotional competencies of

both students and adults.

We will support our school community in the following ways:

Mental Health Services:

- Colusa Unified School District and school staff will ensure access to mental health services.
- School counselors at each site will continue to offer counseling services to provide early and ongoing support to students and families in need.

Social-Emotional Learning:

- The District and its schools will continue to provide our students the opportunities to deepen social and emotional competencies that will support maintaining school and

social connectedness, foster empathy for others, and make

decisions that keep themselves and their community healthy.

- District and school administrators, teachers and staff will continue to provide behavior support in the CUSD distance learning model.
- The broad purpose of Positive Behavioral Intervention and Support (PBIS) is to improve the effectiveness, efficiency and equity of schools which positively impacts the

social-emotional and academic success for all students.

6. Students assignments will be evaluated and will contribute to student report card final grades.

Aim: Teachers, parents, and students will be able to monitor academic progress and have an accurate evaluation of the student's academic performance.

- Informal and formative assessment strategies assist teachers in monitoring student progress towards meeting grade level standards as well as inform daily instruction.
- Grades serve a valuable instructional purpose by helping students and parents/guardians understand performance expectations and identifying the student's areas of

strength and areas needing improvement.

- Grades provide teachers with the ability to inform parents of students' academic performance, as well as to provide adequate differentiation and support to assure the

success of all students.

7. Daily student attendance will be required and will be monitored.

Aim: District and school staff will support students and families to maintain regular school attendance in recognition of the relationship between student attendance and

academic achievement.

- Students will be expected to attend distance learning classes daily when school is in session and teachers will record and monitor attendance.
- The District and its schools will maintain procedures for tiered re-engagement strategies for all students who are absent from distance learning for more than three school

days or 60 percent of the instructional days in a school week.

- Procedures include, but are not limited to, verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, and a plan

for outreach from the school to determine pupil needs.

- The District will continue to collect information on absences and report absenteeism through the California Longitudinal Pupil Achievement Data (CALPADS) System as

required by Education Code Section 52066.

8. Students will have access to well-balanced, nourishing meals.

Aim: The Nutrition Services Department will prepare well-balanced, nutritional meals to fuel students to learn and succeed.

- School meals will be available for curbside pick-up every Tuesday and Thursday from 7:30 a.m. to 12:30 p.m. at George T. Egling Middle School, as well as delivery

locations throughout the city. Students will receive enough food for breakfast, lunch and snacks to cover the meals between pick-up and delivery days.

- If any of the delivery locations interfere with the distance learning scheduled class/learning time, please note meals are available for a five (5) hour window every Tuesday

and Thursday at George T. Egling Middle School from 7:30 a.m. to 12:30 p.m.

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.]

1. Access to Devices and Internet Connectivity

Aim: All students will have access to a device and reliable Internet connectivity.

Colusa Unified School District (CUSD) students in grades TK-12 will be provided a District-issued Chromebook.

- The use of District Chromebooks will Secure student access to a variety of learning platforms.
- Allow use of the District Internet content filter and monitoring system to
- provide a safe online learning environment.
- Enable District and school staff to assist parents with basic troubleshooting.
- Students who have a demonstrated need will receive assistance with alternatives for Internet connectivity.
- District Chromebooks were distributed to students August 10-14.

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.]

2. Daily Live Interaction with Teachers and Other Students

Aim: Every child will participate in daily live interactions with teachers and other students.

Students will receive daily instruction from their classroom teacher, as well as targeted intervention and independent work time.

- 3 hours per day for TK/Kindergartners
- 3 hours, 50 minutes for grades 1-3
- 4 hours for grades 4-12

Classroom distance learning routines will consist of a combination of whole and small group instruction via Zoom followed by guided and independent practice, which will

enable classroom teachers to check for student understanding.

- Teachers will provide social-emotional and community-building activities with student peers to support student engagement and social development. Students will have daily

independent work either digitally or through student consumables, textbooks or other activities.

- All teachers (TK-12) will utilize Google Classroom to organize content.

Instructional Day Schedule:

- Site administrators, teachers and staff will collaborate to design a consistent daily learning schedule that will be communicated to parents at the beginning of the school

year.

- School classroom schedules are in place to support student learning by providing multiple opportunities for synchronous learning (live interaction between teachers and

other students) daily, as well as targeted instruction (individual/small group intervention), and asynchronous learning (independent work time).

Monitoring Student Progress:

- The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing local and state assessments of student

progress.to include the administration and analysis of District-wide reading, English language arts,English language Development, and mathematics interim/benchmark

assessments.

- Teachers complete a student log to verify student engagement and instructional minutes in the District's SIS system.

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.]

As part of the District comprehensive professional development plan which includes ongoing district wide and site specific training, evaluation and analysis of student achievement data, and collaboration teachers and staff were provided Google Classroom, Zoom, and Infinite Campus training. These three technology driven tools serve as the back one of the District's distance learning delivery model. Throughout the school year, teachers and staff will be provided additional professional development to support in a variety of instructional platforms from whole group to small group, to inside and outside of the classroom.

Staff Roles and Responsibilities

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

There has been a minimal impact on current job descriptions, roles and responsibilities. Impacts have been felt with job classifications that primarily provide student supervision on the playground during the course of the day. These employees will support the District's distance learning model by supporting teachers and staff in a clerical role making copies, preparing instructional materials for dissemination, making phone calls, etc.

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.]

3. Rigorous Teaching and Learning

Aim: All students will have access to classroom assignments that are challenging and equivalent to in-person instruction.

- Classroom instruction design will provide multiple opportunities for synchronous learning (live interaction between teachers and other students) daily, as well as targeted

instruction (individual/small group intervention), and asynchronous learning (independent work time).

- Technology-based learning will provide differentiated instruction and resources that support students who need additional support, on grade level or enriched instructional

activities.

- Rigorous and differentiated teaching and learning will include:
- Learning activities that are accessible and adaptable to meet the academic needs of all students to include English language learners and students with special need

Incorporating creativity, critical thinking, collaboration and communication.

4. Provide multi-tiered academic support for students who have specialized needs.

Aim: All students to include students with specialized needs will have equitable opportunities to learning, accessibility, and achievement.

Students with Disabilities

- Individualized Education Plan (IEP) team members will work with families to create individual distance learning plans.
- Special education teachers will provide Specialized Academic Instruction and document services.
- Specialized Academic Instruction will focus on support of and access to the general education curriculum.
- Related services will continue (i.e., speech therapy, counseling, occupational therapy).
- Paraprofessionals will support instruction and students' individual goals. An alternate online curriculum and supplemental work may be provided for students with significant

support needs.

English Learners

- Language supports will include Designated and Integrated ELD instruction at English learners' language proficiency level in a distance learning format.
- Designated English Language Development will be delivered in small groups.
- Designated ELD will be provided regularly by a classroom teacher.
- CUSD and its schools will strive to ensure students, parents, and families who speak languages other than English are afforded equal access to information and services

provided by the district. Teachers and staff will regularly check in regarding progress with student families and guardians.

Foster and Homeless Youth

- To meet the needs of foster and homeless youth, our district actively engages with Colusa County Office of Education (CCOE) through the Executive Advisory Council and

participation in CCOE sponsored training related to serving foster youth. We use a Foster Focus to quickly identify new foster youth to the community and our two

Homeless/Foster Youth Liaisons provide 1:1 services to these youth in order to expedite their prompt enrollment in school and other programs/services to meet their needs

and to provide needed technology and support to participate in distance learning.

- Ensure priority access to foster and homeless youth to educational opportunities, utilizing resources such as tutors and paraprofessionals, for students who did not or have

meaningful distance learning.

- Make available school and/or community counseling and social services to work with existing McKinney-Vento and foster youth.

education liaisons to ensure:

- The District Foster and Homeless Youth Liaison will continue to provide ongoing coaching and support to students, and caregivers, including meaningfully including youth's

voices in decisions that are made on their behalf;

- The District will provide timely provision of credit recovery, extended school day and weekend programming
- The District will immediately transfer of records, including health records to alert school districts of particularly vulnerable students, if they move and do not remain in their

school of origin

- Create capacity for foster youth education liaisons, McKinney-Vento Liaisons and other trained staff (including student workers) to contact and attempt to re-engage foster

youth, youth in the juvenile justice system, and youth experiencing homelessness after one day's absence from distance learning support to achieve housing stability; and

transportation and make available on a needs basis.

5. Access to Culturally Appropriate Mental Health and Social-Emotional Supports

Aim: District and school staff will foster a safe, supportive, culturally sustaining, and equitable learning environment that promotes the social and emotional competencies of

both students and adults.

- We will support our school community in the following ways: Mental Health Services
- Colusa Unified School District and school staff will ensure access to mental health services.
- School counselors at each site will continue to offer counseling services to provide early and ongoing support to students and families in need. Social-Emotional Learning
- The District and its schools will continue to provide our students the opportunities to deepen social and emotional competencies that will support maintaining school and

social connectedness, foster empathy for others, and make decisions that keep themselves and their community healthy.

- District and school administrators, teachers and staff will continue to provide behavior support in the CUSD distance learning model.
- The broad purpose of Positive Behavioral Intervention and Support (PBIS) is to improve the effectiveness, efficiency and equity of schools which positively impacts the

social-emotional and academic success for all students.

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

Description	Total Funds	Contributing
<p>In order to support the actions steps for distance learning as described above the District invested in the following areas:</p> <p>1) Increases Access to Technology and Internet Connectivity</p> <ul style="list-style-type: none"> • Purchased additional technology for the classroom as well as student Chromebooks, and hot spots. • Provided certificated, classified, site and district administrator professional development as well as offered <p>parent workshops.</p> <ul style="list-style-type: none"> • Purchased Google Classroom and Zoom Licensing. <p>2) Increased Access to Digital Textbooks and Instructional Materials</p> <ul style="list-style-type: none"> • Purchased electronic versions of newly adopted textbooks in core areas to include Mathematics, English <p>Language Arts, Social Studies, Science, and Health.</p>		

Description	Total Funds	Contributing

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.]

Colusa Unified School District and school administrators, teachers and staff are deeply aware of the unique challenges distance learning presents to all families, and especially families with parents who work outside of the home. We are committed to supporting students and families by providing daily live instruction on school days, targeted interventions and supports, and appropriately challenging assignments to monitor student growth and progress. The District's continual focus will be the continual implementation of a comprehensive academic, social-emotional, and behavior multi-tiered system of supports. More specifically, learning loss and accelerating learning for the District's TK-12 students will be addressed through synchronous, asynchronous, and target intervention instructional time. At Tier 1, all students will receive standards-aligned instruction focused on essential standard clusters to allow for in depth instructional on the key skills and concepts that are most critical for the respective grade level/content areas. Tier 2 supports will be provided primarily through differentiated synchronous and/or target intervention small-group instruction at the students individual academic levels as determined by local and state assessments. Similarly, students who require more intensive (Tier 3) small group and individual intervention sessions will focus on bridging the academic achievement gap through intentional instruction on key prerequisite skills that students need to success access state standards and grade level content in the classroom,

During the course of the summer (June-July), Colusa Unified School District implemented programs designed to limit learning loss, provide students with additional time and opportunities to reach grade level standards, and to recover credits to become on-track for graduation and/or a-g course completion. At the high school level, highest priority for participation went to seniors within 20 credits of graduating and to Homeless students and Foster Youth in need of credit recovery. Programs were implemented in a full distance model and incorporated expectations and elements that are similar to or the same as the district's full distance learning plan for 2020-21. These included:

- Use of Google Classroom, Zoom and Infinite Campus as the Learning Management System (LMS).
- Daily live instruction.
- Targeted, structured support for small groups and/or individual students.
- Specific supports for English learners, homeless, foster, and students with disabilities.
- Use of the ELA, ELD, and Math scope and sequence to focus on essential standards.
- Pre and post-assessments aligned with taught standards aligned content.

- Regular communication to parents in both English and Spanish including learning goals, content to be taught, success criteria, and assignment details
- Professional learning to support the above processes and strategies for effectively managing a classroom and student relationships in

the distance learning context.

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.]

Colusa Unified School District and school administrators, teachers and staff are deeply aware of the unique challenges distance learning presents to all families, and especially families with parents who work outside of the home. We are committed to supporting students and families by providing daily live instruction on school days, targeted interventions and supports, and appropriately challenging assignments to monitor student growth and progress. The following actions and strategies will be implemented to address the learning loss and acceleration of all students as well as support the needs of English language learners, low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness:

1. Rigorous Teaching and Learning

Aim: All students will have access to classroom assignments that are challenging and equivalent to in-person instruction.

- Classroom instruction design will provide multiple opportunities for synchronous learning (live interaction between teachers and other students) daily, as well as targeted

instruction (individual/small group intervention), and asynchronous learning (independent work time).

- Technology-based learning will provide differentiated instruction and resources that support students who need additional support, on grade level or enriched instructional

activities.

- Rigorous and differentiated teaching and learning will include:
- Learning activities that are accessible and adaptable to meet the academic needs of all students to include English language learners and students with special needs

incorporating creativity, critical thinking, collaboration and communication.

2. Provide multi-tiered academic support for students who have specialized needs.

Aim: All students to include students with specialized needs will have equitable opportunities to learning, accessibility, and achievement.

Students with Disabilities

- Individualized Education Plan (IEP) team members will work with families to create individual distance learning plans.
- Special education teachers will provide Specialized Academic Instruction and will document services.
- Specialized Academic Instruction will focus on support of and access to the general education curriculum.
- Related services will continue (i.e., speech therapy, counseling, occupational therapy).
- Paraprofessionals will support instruction and students' individual goals.
- An alternate online curriculum and supplemental work may be provided for

students with significant support needs.

English Learners

- Language supports will include Designated and Integrated ELD instruction at English learners' language proficiency level in a distance learning format.
- Designated English Language Development will be delivered in small groups.
- Designated ELD will be provided regularly by a classroom teacher.
- CUSD and its schools will strive to ensure students, parents, and families who speak languages other than English are afforded equal access to information and services

provided by the district. Teachers and staff will regularly check in regarding progress with student families and guardians.

Foster and Homeless Youth

- Maintain the District's data system that tracks and analyzes weekly rates of attendance during distance learning for foster youth, youth in the juvenile justice system, and youth

experiencing homelessness and in other underserved student subgroups.

- Continuously evaluate the number of youth enrolled in alternative schools and from what referring sources, to ensure youth from congregate care/STRTPs and/or reentering

are not disproportionately enrolled

- Continue to track credits earned by youth in relationship to enrollment period (e.g., to determine whether youth are progressing within the program and earning all possible

credits and ensure such credits are transferred back to their comprehensive schools; and track rates of youth returning to local comprehensive schools.

- Ensure all youth receive their partial credits; and compare indicators such as testing scores, A-G completion, CTE participation, and graduation rates under district

requirements for these youth to those of youth who are not foster youth or in the juvenile justice system.

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 local and state assessments of student progress to include the administration and analysis of District-wide reading, English language arts, English language Development, and mathematics interim/benchmark assessments.

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

Description	Total Funds	Contributing
Credit Recovery Summer Program: Online credit recovery program accessible to all middle school, alternative high and high school students. Priority provided to seniors within 20 credits of graduation, Foster Youth and Homeless		
Instructional and data technology driven tools to include Google Classroom, Zoom, Infinite Campus, and I Ready Assessment management.		

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.]

Colusa Unified School District will continue to monitor and support mental health and social and emotional well being of all of its students and staff during the course of the school year to include access to professional development and resources that address trauma and other impacts of COVID-19 on the school community through the implementation of the following actions steps and strategies:

1. Access to Appropriate Mental Health and Social-Emotional Supports

Aim: District and school staff will foster a safe, supportive, culturally sustaining, and equitable learning environment that promotes the social and emotional competencies of

both students and adults.

We will support our school community in the following ways:

Mental Health and Wellness

- Colusa Unified School District and school staff will ensure access to mental health services.
- School counselors at each site will continue to offer counseling services to provide early and ongoing support to students and families in need.

Social-Emotional Learning

- The District and its schools will continue to provide our students the opportunities to deepen social and emotional competencies that will support maintaining school and

social connectedness, foster empathy for others, and make decisions that keep themselves and their community healthy.

- District and school administrators, teachers and staff will continue to provide behavior support in the CUSD distance learning model.
- The broad purpose of Positive Behavioral Intervention and Support (PBIS) and Restorative Justice is to improve the effectiveness, efficiency and equity of schools which

positively impacts the social-emotional and academic success for all students.

- District and school administrators, teachers and staff will continue to provide behavior support in the CUSD distance learning model.

Professional Development and Parent Out Reach

- The District will provide professional development and parent workshops to provided strategies to alleviate stress, anxiety, and depression as a result of isolation.
- The District and school will recreate school-wide connecetdness activities that celebrate district/school traditions and promote student and staff connectivity.

Pupil Engagement and Outreach

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

Daily student attendance will be required and will be monitored.

Aim: District and school staff will support students and families to maintain regular school attendance in recognition of the relationship between student attendance and

academic achievement.

- Students will be expected to attend distance learning classes daily when school is in session and teachers will record and monitor attendance.
- The District and its schools will maintain procedures for tiered re-engagement strategies for all students who are absent from distance learning for more than three

consecutive school days or 60 percent of the instructional days in a school week.

- Procedures include, but are not limited to, verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, and a plan

for outreach from the school to determine pupil needs.

- The District will continue to collect information on absences and report absenteeism through the California Longitudinal Pupil Achievement Data (CALPADS) System as

required by Education Code Section 52066.

- The District continue to collaborate with county and community agencies for support services.

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.]

Students will have access to well-balanced, nourishing meals.

Aim: The Nutrition Services Department will prepare well-balanced, nutritional meals to fuel students to learn and succeed.

- School meals will be available for curbside pick-up every Tuesday and Thursday from 7:30 a.m. to 12:30 p.m. at George T. Egling Middle School, as well as delivery locations

throughout the city. Students will receive enough food for breakfast, lunch and snacks to cover the meals between pick-up and delivery days.

- If any of the delivery locations interfere with the distance learning scheduled class/learning time, please note meals are available for a five (5) hour window every Tuesday and

Thursday at George T. Egling Middle School from 7:30 a.m. to 12:30 p.m

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
%	

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.]

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