

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

Banta Charter is a new dependent charter under Banta Elementary School District (opening in 2020-2021) that serves a diverse group of students. Our mission statement is one that all staff members take to heart each and every day: “With integrity and compassion, Banta Charter promotes a commitment to excellence while empowering each individual to strive for the character, knowledge, and skills necessary to make a positive difference in our world.” Our student population is 35% English Learner (EL), 70% are classified as Socio-Economically Disadvantage. Our student population is made up of several ethnicities with the majority of our students 48% identifying as Hispanic Latino, 44% White and 8% all other races. We serve approximately 23 students in Transitional Kindergarten through 8th grade. Due to the close alignment of Banta Charter programs with District programs, the Banta Charter directly benefited from programs and activities conducted by the District.

Distance Learning is having a profound impact on all stakeholders. The hardest group impacted is our single parent, low-socioeconomic population. With child care virtually impossible to find, many are having a very hard time balancing the combination of jobs, family, and distance learning. Families are working together to help one another, and Banta Staff is working with families to help with learning, food, and academic compassion. Teachers are reaching out to families and students weekly, and daily in some cases. Teachers, and caregivers, are balancing the Distance Learning academic presentations with student learning style and learning needs. Teachers, Instructional Aides, Office Support personnel, and Administration are reaching out to the community daily to assess connection needs; food needs; social-emotional support; and additional academic concerns and questions.

A warehouse of social-emotional videos and activities have been posted and shared on the district's and school's web pages. Banta Charter administration has a Google Classroom where a variety of tips for success are posted; as well as, the reading of books out loud for stakeholders to access from home.

Stakeholder Engagement

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

Due to the close alignment of Banta Charter programs with District programs, the Banta Charter directly benefited from the stakeholder engagement activities that were conducted by the District.

Since school closures in March 2020, BESD has continued to actively engage stakeholders at all levels: parents, community members, educators, site administrators, students, and Board Members. The school held its Parent/Faculty Association (PFA), District English Learner Advisory Council (DELAC), and Banta Educators Association (BEA) meetings and used these spaces as opportunities to provide the community with updates on budget and school closures.

From April through June, the district held Banta Stakeholders meetings. The meetings were intended to both inform stakeholders of the latest health agency updates and the impact on schools, and obtain input from attendees. The meetings were targeted to all students and families as well as one specifically focused on Spanish-speaking families, and another focused on the district's Latino families. Throughout this time, the Superintendent was also holding meetings open to all BESD educators, as well as engaging with the principal during their weekly meetings.

Once the Distance Learning Plan for the start of the year was approved by the Board in July, BESD held three more stakeholder meetings in August; all in English and Spanish. Throughout the summer, BESD continued to actively engage with BEA educators and classified staff to negotiate labor agreements. BESD also administered surveys to its community. A June 2020 survey gauged comfort with in-person learning for families and for educators. A July 2020 survey asked stakeholders their preference for program models in the Fall.

On August 13th, during a school board meeting, district representatives provided information about Senate Bill 98, and changes to accountability for the 2020-2021 school year, including the new requirement for creating our district's Learning Continuity and Attendance Plan (LCP). The LCP was then presented at a DELAC meeting, a PFA meeting, and was presented in open session at the Board of Education Meeting September 10, 2020. In addition, information about the changes in accountability and the full draft LCP were posted to the district website including information on how to provide feedback via written comment through an email address accessible from the site.

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

BESD and Banta Charter Stakeholders were provided with opportunities to review the district's learning continuity plans and provide feedback via email, phone call, and at the monthly board meetings. A Google Survey was sent in July to our stakeholders, English and Spanish, to our community. Our staff was surveyed on numerous opportunities in June and July about their comfort level on returning to on-campus teaching and through the Banta Educators Association, the teacher input was represented and taken into consideration for all phases of the learning continuum: Phase 1, Distance Learning; Phase 2, Hybrid Model; Phase 3, "all back to campus as normal."

Public opportunity to participate in the discussion of our Learning Plan were offered at the monthly board meetings on June 11, July 9th, and August 13th and September 10th; and, at the Parent/Faculty meetings in July and August.

All of the aforementioned engagement was held virtually via Zoom. The information was shared through the district mailing list, on the district website and shared on the district calendar. The engagements included not only participation via computer, but also call-in numbers for those participants joining for audio only or without internet access.

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

During our planning for the Reopening Phases of Learning for the 2020-2021 school year, our Parent/Caregiver population was provided ways to provide input through online teleconferencing through Zoom. School Board Meetings; LCP meetings, student and staff stakeholder meetings were provided and held via teleconferencing through Zoom meetings. The Parent/Caregiver population expressed concern about learning loss and childcare as their two major concerns. While the community understands the need for social distancing and flattening the curve, they are understandably concerned about how we will best address learning remotely in Phase 1. Teachers, too, are concerned about Distance Learning and engaging all students in the learning. Additionally, all stakeholders wanted to make sure supplies such as devices, and text books were provided to all students in Phase 1. Food service to our community is of concern for all stakeholders and we will continue throughout the school year as seamlessly as it was over the summer when we offered five breakfasts and lunches to all children in our area.

Phase 2 presented similar concerns of child care and tutoring support. Phase 2 is a the Hybrid Model which students come to school two days and are at home for asynchronous time another two. While parents want to support their children, the need for child care and tutoring support remains a concern in all phases. Teachers and Staff have similar concerns for the asynchronous time for continuity of learning.

The area of attendance and online engagement are a concern for the teacher stakeholders. While accountability and follow through have been recognized as improving, there is still the need for community education on the importance and ramifications of attendance, and absences. A formal SARB process is being followed; home visits are being made; parent education is being provided; one to one phone calls and meetings are being held, all to improve attendance. Teachers and staff are reaching out daily to parents and children to help develop a personal relationship that will engage students during these trying times and support their ongoing education.

Staff Development was provided before Phase 1 began in the areas of Google Suite training and Virtual Learning training. Training for teachers was provided on July 31, August 4, 5, and 6th. Additional training is provided throughout the school year, and we have retained the services of a Google Certified Instructor to support the ongoing needs of our staff.

Parent engagement with their child's learning was expressed by all stakeholders. With the past changes in staffing and the community as a whole, many past practices have changed. Events that engage all stakeholders are necessary, and the need to volunteer participation from the community is encouraged and needed for future events to be successful. This was expressed by all stakeholder subgroups. Support for our Parent and Caregiver Groups was provided in the way in which they can best support their student(s) at home by providing quiet, dedicated learning spaces; and with the support of our Technology Department in ways to support the use of Zoom and student devices. A daily Student Participation Log has been developed, and followup conversation with families utilizing virtual meetings as well as home

drivebys are planned for students who are not fully participating with the distance learning format. More small group children support groups are in place to support those students who need additional support. (see attached Three Tier Plan, Daily Attendance/Participation Log, COVID Distirct Plan)

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

The feedback that the charter received from its students, families, educators and community was imperative to developing the school reopening plan for Fall 2020. Given the strong call for equity and the desire to elevate the needs of our most vulnerable students, schedules were designed with explicit equity-based small group support for these students. These small groups will be determined by teachers and change throughout the year, based on emerging and changing needs of students, and academic data throughout the school year.

The daily schedule was also significantly modified in response to the needs of students. Students have 120 minutes of in-person/online instruction (synchronous) and another 120 minutes of Asynchronous learning in which they have work with teacher support, remotely. In response to concerns around learning loss, social-emotional relationship building was outlined and provided to all staff. Opportunities during asynchronous time for one to one conversations with teachers and students is provided to address learning loss and the social emotional support in Phase 1. Additional support within the classroom influenced the addition of Instructional Aide support in all classrooms, and, he resurgence of on-campus student supervision with our after school partner.

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.]

Banta Charter's goal is to balance the complex variety of needs that students, families, and staff are currently confronting, including reducing the risk of COVID-19, reducing student learning loss and isolation, and supporting families to return to work. Our district's top priority for learning is to return to a standard school model, with all students in class five days per week. When the standard school model is not permissible by the County Departments of Public Health, the Hybrid Model mode of instruction will be prioritized over distance learning.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note

that our schools plans will focus sharply on academic instruction to enhance student performance and address learning loss. At the same time, Banta Charter is committed, to the maximum extent possible, to maintaining the extracurricular programs, clubs, and athletics which are paramount to the physical, mental, and social well-being of our students.

School Environment:

Our district is working with all stakeholders to reopen facilities for students. The stakeholder group includes teachers, administrators, mental health professionals, and other certificated and classified staff who have been researching numerous instructional models for elementary and secondary classrooms. Models are being analyzed based on the following criteria:

- Aligned with our Banta Charter Core Values of Integrity, Equity, Respect & Excellence
- Aligned with the Banta Charter Focus Areas: Excellence in Academics &. Leadership, Dedicated & Engaged Communication, Genuine Wellness & Safety, and Efficient Utilization of Fiscal Capital
- Equity for all students with an emphasis on our English Learners, Low Income Students, Students with Disabilities, and our Homeless/Foster Youth Students
- Intervention and support plans
- Classroom configuration options that maximize the health and safety of our students and staff ? Informed data gathered from stakeholder surveys
- Using the Strategic Plan Focus Areas and Core Values as guides, combined with the data that we were able to collect from our families.

Current Situation:

Schools were completely cleaned and disinfected over summer break, and Banta Charter will continue to adhere to all necessary safety precautions. Campuses will follow guidelines developed by the California Department of Public Health (CDPH), and the County Health Officials for cleaning, disinfection, and ventilation of school campuses. Common touch surfaces will be cleaned regularly (e.g. countertops, door handles, restrooms, student desks, student chairs, etc.).

IN ADDITION

- Physical barriers were installed in front office areas where face-to-face interaction with the public will occur
- The installation of additional hand washing stations have been authorized for every campus and design/construction is currently underway
- Every classroom and workstation will be provided hand sanitizer to use
- Schools will limit the sharing of supplies between students to the extent possible and encourage students to take home personal items for cleaning daily
- Personal Protective Equipment (PPE) such as masks, disinfectant wipes, and disposable gloves will be provided California Department of Education, July 2020
- On-campus signage will promote healthy hygiene practices and remind individuals to stay home when ill
- Staff will be provided COVID-19 online training covering Hand Washing, Coronavirus Awareness, Center for Disease Control (CDC): Guidelines for Making & Using Face Coverings, and Managing Stress and Anxiety. All staff and students will be advised to stay at

home when they are sick. Staff members and students are not to return until they have met the California Department of Public Health (CDPH) criteria for a safe return to school.

- For safety, Cameras have been installed to maintain safety throughout the campus for all stakeholders.
- Keys have been reconfigured for additional safety for the school campus.

In keeping with our BEA teachers' union contract, sick leave may be used for personal illness, including quarantine, disability and necessary appointments for health treatment. In addition, unit members may use the following types of leave: Families First Coronavirus Relief Act. Two weeks (up to 80 hours) of paid sick leave at the employee's regular rate of pay where the employee is unable to work because the employee is quarantined and/or experiencing COVID-19 symptoms and seeking a medical diagnosis. Individuals who test positive for SARS-CoV-2, the virus that causes COVID-19, and who have had symptoms, may return to work or school when:

- At least 10 days have passed since symptoms first appeared, AND
 - At least 24 hours have passed with no fever (without use of fever-reducing medications), AND Other symptoms have improved.
- Individuals who test positive for SARS-CoV-2 who never develop symptoms, may return to work or school 10 days after the date of their first positive test for SARS-CoV-2. Requiring a negative SARS-CoV-2 test prior to returning to work or school is not recommended. Instead, employers and schools should follow the time, and symptom, based approach described above in determining when individuals can return to work or school following COVID-19 diagnosis.

In-Person Learning Protocols

Before we are able to reconvene back to full in-person instruction, we will most likely return back to school in a hybrid learning model. Our hybrid learning model combines in-person learning and distance learning. In the hybrid model, while a majority of our students will be attending school in-person with a modified school schedule, a full distance learning model will be offered to support families who choose not to return to in-person instruction for a variety of reasons, including health concerns, and will serve as a backup in the event that a classroom or school must go into quarantine.

In a hybrid model the following protocols will be put in place:

- Students will be grouped in learning cohorts
- Symptom screening will be required, and students will be monitored by staff throughout the day for signs of illness
- There will be a hygiene plan to address hygiene practices ensuring personal health and safety, including classroom layouts
- Hand washing and hand sanitizer protocols
- A plan to meet physical distancing standards in school facilities
- Clean and disinfect surfaces frequently touched by students during meal service, including tables, chairs, carts used in transportation, and point-of-service touch pads
- Cleaning and Disinfecting plan to meet cleanliness and disinfecting standards in school facilities
- All staff and students will practice social distancing with a plan that ensures physical distancing among staff in their work environment
- Cloth face coverings will be required for students (Kindergarten and up) and all school staff
- Signage - to promote and remind ALL of social distancing at BESD sites
- Students and staff will not share common items. Students will have their own supplies which might be kept in a box or pouch

- Students will be encouraged to bring refillable water bottles or have an option to use a disposable cup at water fountains
- Campuses will limit outside visitors

Teaching and Learning

Students will be taught simultaneously at school and at home. Each class will be divided into two groups, group A and group B, with up to fifteen students in each group depending on classroom space. Each group will come on campus two days a week for in-person learning, on a rotation basis, with three days of distance learning. Staggered start times will be in place, allowing for time and space for health screenings. Students with unique needs including low socio-economic students, English learners, students with exceptional needs, students in foster care, and homeless students, will be offered extra time on campus for specialized educational support. This will be a time for students to receive specialized instruction from our response to intervention teachers, literacy coaches, special education teachers, and other support staff including counselors to provide mental health support. This extra support will be in addition to the standard offerings in the hybrid model, and targeted for our most vulnerable students with unique needs including low socioeconomic students, English learners, special education students, foster youth, and homeless students.

As with our distance learning model, All students are required to have a minimum amount of instructional minutes per day - for hybrid learning, this can take the form of in-person instruction, live online instruction, independent work, or work assignments.

- Student assignments and instruction will be from our adopted Common Core State Standards curriculum with supplemental online learning platforms
- Over the summer, staff worked on pacing guides for our curriculum to accommodate for our distance learning and hybrid models identifying the essential standards, which will allow for more focused instruction
- Students will continue to be offered instruction in all curricular areas as well as enrichment classes as offered prior to closures
- Our district has purchased a variety of online learning platforms to supplement our existing curriculum, including Learning Management Systems to ensure students have a clearly outlined schedule for each day
- Assignments will be reviewed and graded by teachers. Students will receive A-F letter grades. Elementary and Middle School grade reporting will resume using a rubric grading system as previously done

Day Camp and After School Program

The hybrid model on the Banta campus will operate a day camp to provide additional supervised activity for students whose family members are essential workers, students with unique needs including special education students, low socio-economic students, students in foster care, homeless students, and staff's own children. We will provide up to five days of care per week, including extended care provided through our after school programs.

(see attached Phase One daily schedule, Three Tier Plan, Daily Attendance/Participation Log, COVID District Plan)

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

Description	Total Funds	Contributing
IPI-1 Purchased barriers for students and staff barriers	\$501	No
IPI-2 Daily deep cleaning of facilities including additional cleaning on Wednesday and Friday.	\$13,723	Yes
IPI-3 Purchased extra cleaning supplies, purchase portable hand washing stations, as well as hand sanitizing stations in each classroom and throughout the school.	\$939	No
IPI-4 Technology - purchased LCD projectors, document cameras for classrooms, among other technology items	\$128	No
IPI-5 Added additional aides and increased aide hours for support during in-person instruction with COVID restrictions in place, as well as additional school front office support.	\$1,579	No
IPI-6 Additional Staff Development Training	\$537	No
IPI-7 Security/Safety - Purchased Staff radios, installed security cameras, installed security/safety gates and fences	\$1,847	No
IPI-8 Additional Sub time for teacher support	\$1,612	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.]

Banta Charter and Teachers were prepared for one to one device and textbook hand out prior to the start of the school year. Multiple days and varying hours were provided for the community to pick up all devices, accessories, textbooks and other classroom materials before the school year started on Distance Learning. Phone calls, emails, text messages were sent in English and Spanish for our community. Individual phone calls were made to those who did not come to pick up their materials, and alternate times were made available for those who needed it. Ongoing support through the school office, and the technology department, Banta School is available to train, support, and intervene throughout the school year on items of need or all stakeholders.

All grade-level texts, workbooks, and other materials were provided to all students. In addition, online components for additional support were provided such as MobyMax, StudySync, and other free web pages to support additional learning and intervention.

Following up with families on a regular basis on how learning and Distance Learning is going in their homes; and in what ways we can support them, is offered through email, phone calls, social media, and through USPS mail. Teachers are making phone calls to students and parents on a weekly basis to check in on successes and needs with families in their classrooms. Teachers are keeping a Learning Log (see attachment) and providing them to the office on a weekly basis. Through collaborative communication between all stakeholders, we are reaching out to students and families.

Student Engagement:

Each teacher shall maintain a weekly engagement record. Per Education Code 43503 each local educational agency shall ensure that a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents or guardians.

The following items will be components of the Banta Charter Distance Learning Plan:

Banta Charter believes that teachers need to physically return to work for the following reasons:

- Classrooms have the resources, equipment and band width to assist teachers/counselors in providing optimal learning experiences for students,
- Easy access to IT and other resources at school sites,
- Students interact with teachers teaching from their classrooms which enhances the learning experiences,
- Teachers will be able to avoid close contact with other personnel by remaining within their classrooms and/or offices.

- Increased sanitation protocols are in place to help limit COVID spread.

Definition:

Blended Learning means:

- Combining in person learning with digital learning/at home learning, in which students can, in part, control the time, pace, and place of their learning
- Blended Learning Best Practices
- Design instruction to meet specific learning outcomes
- Choose approaches that will fulfill the learning outcomes, rather than focus on a specific technology or activity. The appropriateness of meeting the learning objectives should take precedence in the design to provide students the opportunity to develop their own tasks to demonstrate their learning. And remember to give yourself grace by

focusing on essential learning and not on teaching every standard.

- Find ways to make social and emotional connections
- Build and nurture relationships in the classroom to help students feel seen, understood, valued and cared for. Trust is a byproduct of teachers connecting with students both academically and socially to learn their strengths and needs. When trust is present students feel safe to take risks, ask for help, and show their weaknesses. Teach students that learning is courageously vulnerable and share your own vulnerability with stories of setbacks and growth. Show compassion by listening to understand students' perspectives and help them intentionally build strategies to self-regulate behavior.
- Design for Synergy

Value in-person and distance learning equally. Link the learning experiences from in-person and distance learning to each other so they work to reinforce and augment each other. Both methods can be highly effective when they are well planned and woven together with intentionality. There are many options for using tech tools in the classroom that can support blended learning in-person. Consider at-home learning opportunities that allow students to explore a topic, explain what they understand, elaborate on a concept, or evaluate their learning. Develop lessons that focus on student centered engagement where students take ownership and actively seek ways to improve their own performance.

(see attached Phase One daily schedule, Three Tier Plan, Daily Attendance/Participation Log, COVID District Plan)

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.]

Banta Charter provides all students with a personal computer, and charging cord. Additionally, a survey was taken for those persons/families who need a Hot Spot and Hot Spots were purchased for those families to use. Phone calls were made to families; a survey was given and stakeholders were asked when devices were picked up about the need for Hot Spots and connectivity. In some cases, a home visit and delivery of items was provided. All students in the Banta Charter have access to WiFi. Banta Charter will continue to ensure

access to devices and connectivity for all pupils to support distance learning whenever it occurs, including: A plan for ensuring access to devices and connectivity for all pupils to support distance learning and providing technological support to ensure access to devices and connectivity is provided through our Banta Tech Support; on-campus micro trainings with all CoVid safety protocols in place; office personnel trained in tech support and through our district's technology support.

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.]

Monday through Friday, Banta Charter teachers will provide 120 minutes a day of synchronous learning, plus 30 minutes of Physical Education and asynchronous workshop time. They will provide asynchronous learning in the afternoon of a minimum of 120 minutes; and, be available to emails, small group instruction, parent meetings, and planning in distance professional opportunities. Attendance is taken daily and will follow our SARB process. Teachers are keeping track of student participation, attendance and adult stakeholder communication on the attached Learning Log.

Each unit member shall maintain a weekly engagement record. Per Education Code 43503 each local educational agency shall ensure that a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents or guardians.

What Distance Learning Looks Like for Banta Charter students

- Presence on mandatory student live stream class
- Live stream engagement, email, and other communication
- Work completion
- Work attempted
- Parent communication
- Other interaction or effort from the student
- Live feedback via Zoom or other live stream formats
- Feedback on assignments, including written or video
- Interaction with peers on a learning goal

(See attached Learning Log and Combined Daily Form)

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.]

Five days have been provided prior to the start of the school year (July 31, August 4, 5, 6 and 7th) to support the learning continuum on Blended Learning, Virtual Learning and on the use of Google Suite. During the school year, we have contracted a coach to support teachers' needs with all aspects of Google Suite to support Distance Learning and student learning throughout all phases of our school year. San Joaquin County Office Of Education (SJCOE) provided three days of professional development on Blended Learning and Virtual Classroom. Staff learned best practices for virtual learning, and lesson planning. Both the Google Suite and Blended Learning will be provided throughout the school year for additional learning and support during this school year.

SJCOE Module 1 was on the Essential Skills for virtual and Blended Learning. In this module the teachers were presented with way to create an effective learning community. Module 2 was Model Lessons for Virtual and Blended Learning. The focus was on the experience students would receive with effective virtual lessons. Lesson Plan for Virtual and Blended Learning was Module 3's focus. Teacher had time to plan and work with the essential skills and necessary teaching shifts for virtual learning.

Staff Roles and Responsibilities

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

With the Covid-19 pandemic and school closures, all site staff, as well as district staff, have had to change the way they do their job out of pure necessity. On March 16,2020, all schools and district offices in Banta Elementary School District, as well as many districts in the state, were abruptly closed. Teachers and other school staff had to respond instantly because every passing school day students were at risk for learning loss. Teachers and staff did respond and adapt to this uncharted territory with new roles and responsibilities in nearly all aspects of their job. We continue to adapt, and roles and responsibilities continue to evolve as we proceed through this school year. Some of the new staff roles and responsibilities are reflected below.

Teachers and Classroom Instruction:

In distance/hybrid learning, engagement is much more difficult. Teachers will need to develop new strategies to capture students' attention and keep it. The lessons will need to be short but more focused. Teachers will be required to contact students and/or parents/guardians as a part of their duty day to re-engage and/or offer clarity. Teachers will be required to provide extra support for students who have experienced or are at risk for learning loss. Teachers now have blocks of time to arrange strategy groups of students who need this additional support. Rather than posting the daily schedule on the white board, teachers will post on the learning management system, and track the value of time for their assignments. Teachers will need to navigate situations with parents in the room either asking them to get more involved or to give their child more independence. Teachers will need to modify events such as back to school night, moving to an online method. All materials and assignments will need to be modified for access in these new models.

- Attendance and Participation Tracking: In DL/hybrid learning teachers will be responsible for monitoring attendance in a whole new way. Attendance is no longer a simple operation as it was in the past with "present," "absent," or "tardy." Attendance now is defined

by student participation by logging onto online sessions, completion of assignments, completion of assessments, and parent/guardian and/or student contact. Teachers will be required to keep systems for tracking daily participation and will be required to input this data into PowerSchool weekly.

ELD

Teachers will continue to deliver integrated ELD, except that it will now be in a virtual classroom. Time blocks are embedded in our DL plan so that teachers and Instructional Aides will be able to pull students into groups.

This is different in distance learning. Normally, students are pulled from class for designated ELD. Although we do not normally pull students during Literacy or math blocks, the consequence of this system is missed time in the general education classroom. The good news is that during distance learning, pulling students from their class time will not be necessary. Students will receive these services outside of core academic time with their teacher.

Response to Intervention Teachers (RTI):

RTI Instructors and Special Education Teachers will still provide intervention and extra support, but in a new way. Our DL/hybrid plans allocate specific times for small group support. These teachers will also need to change engagement strategies for an online environment. Their teaching will need to be better focused so that students will stay engaged with the learning. They will also have to constantly monitor student response during their

sessions. Specialist teachers will be required to create complex schedules to be certain that their services supplement classroom instruction and don't supplant it.

Special Education Teachers:

SpEd Teachers will need to work with their students in a new way. When students can not connect in person with their teachers, it is harder for teachers to build relationships and trust. This will be even harder for some of our students with special needs. Online conferencing platforms can be off putting for many students, and some will refuse. Special Education teachers will have to be masterful communicators and strengthen their skills to increase student participation and engagement.

Principals:

Communication and outreach will become a major part of the principal's job. In distance learning principals will need to monitor attendance in a school wide system differently. The principal will need to set up a system for tracking participation school wide, and school specific strategies for re-engaging students. Principals will now be required to communicate weekly with the parent community and differentiate messaging across multiple platforms. They need to ensure that all students have access to the technology needed for DL/hybrid learning. They will need to supervise teachers by attending online conferencing sessions and offer feedback. They will monitor learning management

systems, and assessments. They will change staff meetings to an online platform and provide opportunities for teachers to maintain positive relationships with each other.

Site Office Staff:

School Administrative Assistants or attendance staff will continue to monitor attendance and respond, but this will also change to adapt for distance/hybrid learning. Reminders to teachers to document, new coding procedures, and outreach will change.

Attendance is now multi-faceted, joining a Zoom session alone will not suffice. SARB and SART processes, as important as ever, will change. When a student is ill, staff will have to proceed according to the County of San Joaquin Health Department guidance. Parents will have limited access to the school, so all registration procedures have been changed to online.

Custodial:

During distance learning the custodial staff roles and responsibilities will be more focused on disinfecting staff used areas, keeping an inventory of masks, gloves, and disinfectants for use by staff who are on site. Staff will work on preparations for opening in a hybrid model including relocating desks and chairs. They will be responsible for modeling the social distancing, mask wearing, and representing the current health safety requirements.

School Psychologists

School Psychologists will gather and analyze available assessment data in order to provide guidance on determination of special education eligibility if possible taking into consideration shelter in place and social distancing. They will complete assessments to the extent possible within the mandated IDEA timelines. In addition, they are supporting case managers and students with socio-emotional support.

Nutrition Services Staff:

Some staff worked over the summer at central locations providing meals for our students. This school year, while in distance learning, instead of working out of their usual sites preparing breakfast and lunch for students, they are stationed at centralized locations distributing grab and go breakfasts and lunches to all Banta Elementary School District students and lunch to our students who receive free and reduced lunch.

Instructional Aides:

Instructional Aides provide a variety of task while on campus. In Phase 1, we have added additional staff to have one Instructional Aide in every classroom. Instructional Aides are providing small group instruction online and in the Hybrid model, in-person academic support. Their roll is to support the students and classroom teacher by providing support instruction under the direction of the classroom teacher; ELD support and classroom management support.

Bus Drivers:

The Banta School District contracts with First Student bus company. We are utilizing their services to provide meals to remote areas of our community on a weekly basis. Additionally, during the Cohort and Hybrid models, they will be providing busing with social distancing to our student.

District Nurse:

All district nurses' work has changed. They are now looking at all of our students' health conditions through the lens of Covid-19 and how this is impacting each student uniquely. They are also responsible for collaborating with state and local health departments to update emergency operations plans for all sites.

Counselors:

Counseling staff in BESD advocate for the mental health needs of all students by offering instruction that enhances awareness of mental health and social/emotional development; short-term counseling interventions; and referrals to community resources for long-term support. Counselors have needed to adapt to an online format requiring them to develop new skills for creating a personal relationship while in an online platform.

District Administrators:

All District administrators worked beyond their work calendar in order to create plans for distance learning including professional development plans, technology plans, and plans for assessment. Their jobs continue to focus on providing support for teachers instructing in a distance learning environment.

District Office Staff:

Staff are able to continue supporting the schools by working from home with some opportunities to work from the district office as permitted.

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.]

Special Education:

For our Special Education (SPED) students we are using the breakout rooms with teacher and aides for small group instruction. In asynchronous time the teacher is going on one to one with parents and SPED students to meet their individual needs. The SPED teacher is differentiating on MobyMax for student learning to supplement the Distance Learning model. Additionally for all students including the SPED

students, we offer after school tutoring. SPED teacher and Director attended the Distance Learning for the Special Education Population (offer by the Bureau of Educational Research) and are implementing strategies from the webinar. Speech and counseling services are offered as per Individual Education Plan (IEP). A social interactions group is being offered by our Speech teacher. We are providing materials in-home for increased student engagement such as attendance charts; daily schedules; and rewards systems. Instructional aides are meeting with students one on one to support additional learning and working towards individual student goals.

English learners

Designated and integrated instruction in English language development is included in our distance learning model. The distance learning plan schedules time daily for English learners to receive designated and embedded ELD by the teacher. The times for instruction do not impede on EL students' regular classroom schedule, but rather are an added support. We will continue to use our adopted ELD instructional curriculum and materials as well as an added online resource, MobyMax, a comprehensive learning program that encompasses the four main language skills, listening, speaking, reading, and writing.

English language learners have been disproportionately impacted during distance learning by losing English language exposure at school and interactive experiences with peers that assist with English language development. We will be intentional in giving English learners opportunities for additional support. The EL teacher will support general education teachers with integrating EL strategies into their instruction and providing added supports and scaffolds for English learners. Our new distance learning plan provides for more online interaction both with the teacher, and also through the opportunity to attend our many enrichment offerings.

Foster and Homeless:

District administration and community stakeholders and representatives of foster and homeless children were surveyed via phone calls and surveys on the needs of students. Once we have clearance from the County Office of Health, we will be offering on-campus supervision through our after-school care program; and small group in-person learning to support students. Students will be offered in-class instruction along with their peers who are online. Using MobyMax, STAR 360 and our current curriculum, each classroom will have an Instructional Aide in addition to the classroom teacher to support this small cohort of students.

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

Description	Total Funds	Contributing
DL-1 Technology - Purchased laptops (staff), headsets (staff), Chromebooks (students), Hotspot devices and ongoing service plans with Verizon specifically to support low income families that do not have access to internet, and printers for home use.	\$3,922	Yes
DL-2 Online software purchased to support Distance Learning and assessment (MobyMax, AR/STAR360, Mystery Science, STARFALL)	\$695	Yes

Description	Total Funds	Contributing
DL-3 Professional Development - 1 Day Staff Development training by Google Certified Educator to include additional Google training as needed .Professional Development by San Joaquin County Office of Education on Virtual and Blended Learning.	\$286	No
DL-4 Additional aides support and translators support. Additional staff for tracking student participation and to support small group instruction.	\$642	Yes
DL-5 Aides supporting the online safety of all children via Hapara laptop screeners in real-time.	\$345	No
DL-6 Learning Management System Purchased, Schoology, to support distance learning and provide one sign in for students and staff.	\$786	No
DL-7 Instructional Aide to be bilingual aide for first generation English speaker.	\$2,554	Yes
DL-8 Counseling through an outside agency. Online, Zoom and telephone.	\$645	Yes
DL-9 Maintain existing staffing to support Homeless Youth.	\$305	Yes
DL-10 Weekly Check-ins between staff and administration on SEL of staff.	\$241	No
DL-11 Weekly staff Meetings and one on one discussion are being held with Administration to meet the needs of teachers; answer questions; evaluate the continuity of instruction and Distance Learning connectivity.	\$268	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.]

During the 2019-20 school year, students in the Banta Elementary School District participated in Distance Learning for the last three months of school. During that time, we observed patterns in participation rates. Notably, participation was lowest across our secondary program, especially for students experiencing homelessness, students experiencing socio-economic disadvantage, and students with IEPs. As we begin the 2020-21 school year, it is important to determine how COVID-19, distance learning, and participation rates affected the academic mastery of our students. Banta Charter intends to administer the MobyMax Reading and Mathematics Assessments. Currently, three administrations are scheduled: August, January, and March.

The August administration will function as the baseline to both observe growth during the 2020-21 distance learning program and ascertain potential opportunity gaps created by the pandemic. Data from August will be disaggregated into student groups, grade levels, and language acquisition subcategories. The site leader and teachers will have access to individual student scores to plan interventions. Scores will be compared to previous average scores for the August administration of the assessments. Learning loss will be addressed in both our distance learning and our hybrid learning models with built in time for teachers to hold equity based small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. In the next session our systems and strategies are described in more detail.

In-addition, support staff are working with teachers in small RTI groups and breakout sessions to support ongoing learning as well as learning loss from not being in-person school program these past months. The administrator along with bilingual staff are marking weekly visits to households that are not completely engaged in the distance learning program. Local agencies are being utilized to support families in critical needs.

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.]

Response to Intervention is a process to help students who are struggling with a skill or lesson; the teacher will use interventions through SPIRE Educational Support with any student to help them succeed in the classroom. General Education teachers review the formal and informal assessments and refer the student to the Response to Intervention support. Response to Intervention is a supplemental academic

intervention in very small groups to further support the foundational skills in reading and math. During Distance Learning, this will be done virtually via Zoom.

Extra Academic Support by Certificated Staff

In addition to the distance learning plans for small group support and targeted intervention groups, we will also offer students who are demonstrating learning loss after school intervention delivered by our certificated staff. Teachers will be paid outside their duty day to provide extra support to their students with the highest need including low income, English learners, foster youth and homeless students. This after school tutoring will focus on accelerated learning with the intention of helping students to catch up from experiences of learning loss. Teachers provide small group instruction based on classroom data on areas of need. Additionally, we are offering after school virtual tutoring held by certificated staff to further support learning loss in small groups. During Phase 1 and Phase 2 - Any full-time teacher, can choose to teach one additional hour, four days a week to support the students who need more support.

After School Care

Give Every Child a Chance, our after school child care agency, is providing additional tutorinnal and academic support time in both a virtual and on-site situation. GEGAC and Site admisntration are reviewing academic data and student sub-group needs to identify specific groups who would benefit from the additional instruction.

In-addition, support staff are working with teachers in small RTI groups and breaout sessions to support ongoing learning as well as learning loss from not being in-person school program these past months. The administrator along with bilingual staff are marking weekly visits to households that are not completely engaged in the distance learning program. Local agencies are being utilized to support families in crital needs.

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.]

As discussed in the previous sections, the MobyMax Reading and Math assessments will be administered three times throughout the year. The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

In addition, school site administration, teachers and the RTI teacher will track achievement data based on MobyMax Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported.

The site administration and teachers coordinates academic services for students performing below grade level standards in literacy and/or math. Academic services include small group targeted instruction by the classroom teacher or a specialist teacher. These small groups of students will have ongoing assessment to determine growth in six week cycles. If a student is not making progress, the team will collaborate to regroup students and try different research based interventions and strategies. The team collaborates and coordinates with a focused eye on not only students' academic achievement level, but also on their social-emotional well-being. The team also focuses on our most vulnerable students including low socio-economic students, English learners, foster youth, and homeless students. The team looks at the

whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well through counseling services, social groups, and focused behavioral and social-emotional interventions.

The use of a Response to Intervention pull-out aide, and the use of trimester assessments via MobyMax for vertical alignment, support our Vertical Data Discussions to analyze student data; intervention strategies and drive instruction. Response to Intervention is a pull-out program designed to meet the foundational skills needs for academic success. This is small group instruction that supports the learning in the classroom and addresses the specific needs of identified students.

During Phase 1 and Phase 2 - Any full-time teacher, can choose to teach one additional hour, four days a week to support the students who need more support. This tutoring can be provided on any location they choose and the requirements are:

- o Each teacher picks 5 to 6 of the students who need the most support
- o Creates a learning plan that is approved by the site administrator
- Pretest / Post test
- o Tracks participation
- o keeps the administration updated on how the intervention is going

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

Description	Total Funds	Contributing
<p>PLL-1 Response to Intervention is a process to help students who are struggling with a skill or lesson; the teacher will use interventions through SPIRE Educational Support with any student to help them succeed in the classroom. General Education teachers review the formal and informal assessments and refer the student to the Response to Intervention support. Response to Intervention is a supplemental academic intervention in very small groups to further support the foundational skills in reading and math. During Distance Learning, this will be done virtually via Zoom.</p> <p>In-addition, support staff are working with teachers in small RTI groups and breakout sessions to support ongoing learning as well as learning loss from not being in-person school program these past months. The administrator along with bilingual staff are marking weekly visits to households that are not completely engaged in the distance learning program. Local agencies are being utilized to support families in critical needs.</p>	\$4,090	Yes
<p>PLL-2 Teachers provide small group instruction based on classroom data on areas of need.</p>	\$1,935	No

Description	Total Funds	Contributing
<p>PLL-3 We are offering after school virtual tutoring held by certificated staff to further support learning loss in small groups. During Phase 1 and Phase 2 - Any full-time teacher, can choose to teach one additional hour, four days a week to support the students who need more support. Teachers would be compensated at their per diem rate. Teacher will be paid four hours for teaching and one hour for preparation time (not to exceed five hrs. per week total). This ends December 31, 2020. After that, the pay goes back to the \$40 per hour per contract</p>	\$1,397	No
<p>PLL-4 Professional Development on essential standards to support learning loss.</p>	\$1,232	No
<p>PLL-5 Academic instruction and learning loss is being addressed by reflecting on the data and driving instruction to match the need of the academics within each classroom. Cyclical assessments and vertical data discussions help drive instruction and address learning loss. (part of teacher cost)</p>	n/a	

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.]

Teachers and support staff are dedicated to building relationships with students and their families in the first weeks of the new school year. Distance Learning adds some complexity to this and a Google Folder of age appropriate lessons, videos and Second Step SEL discussions have been provided to the teachers. Staff was provided professional development on July 31, and August 7th on ways to implement SEL education within the classroom; how to identify those in need; and additional education on how to report concerns for student well-being. Additionally, staff will check in weekly, or more often, with administration on a discussion of their needs and the needs of their students. Individual check-ins will be conducted by teachers with their students. Checking in with families and caregivers on their needs to create community. We have counselors on contract to support the specific needs of key students.

Staff communication with the office supports wellness checks with the administration, office staff, and the school nurse. Additionally, teachers work with administration on ideas and ways to support student social emotional needs. The information is also on our District Web page.

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.]

Each classroom teacher shall maintain a weekly engagement record. Per Education Code 43503 each local educational agency shall ensure that a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. Daily participation may include but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents or guardians.

If students are not present for three days, the teacher will have attempted to communicate with parents/caregivers and the students to correct the situation and support engagement. On the third day of no engagement nor attendance, teachers will notify the administration. The administration will call and make home visits when necessary. Discussions on ways the LEA can support the student and family will be determined and attempted to be resolved so the student can engage effectively with his/her peers and teacher. The Director of Student Services and the school Principal will be attending a webinar titled Absenteeism Summit to address ways in which to improve student engagement, attendance and communicate with stakeholders the importance of attendance for learning continuity.

Communication with parents is done in their home language through the use of bilingual Instructional Aides, Teachers, Office Staff; through email using the same personnel or Google Translate. Phone calls are made using our robotic system in PowerSchool and is done in English and Spanish. When home visits are conducted, the school's principal and a bilingual aide, bilingual teacher, or a bilingual district personnel attend with the principal.

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.]

We are excited to continue offering delicious meals to children during the new school year, whether it be in person or distance learning. We are ready for any model. We have a new system for creating new menus. We are looking into other options to reach as many children as possible. We have learned new techniques that make the meals easy to take home, store, and reheat. We create bulk meals for families to pick up once a week. We have added later pick up times for working families. We are going to begin home deliveries to families that are not able to pick up. We are doing everything in our power to make sure kids are still receiving healthy meals whether it is distant learning or on campus. The district has purchased a van to support the delivery of meals to remote locations within our stakeholder area while we are in Phase 1. Additionally, we are working with our bussing contractor and using a school bus to deliver meals to even more families with whom they cannot pick up meals during Phase 1.

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

Section	Description	Total Funds	Contributing
Stakeholder Engagement	<p>Email, phone calls, letters sent home via USPS, Facebook and follow up calls to parents were sent in English and Spanish about Distance Learning, School Engagement, and all aspects of the beginning of school dates and needs. Letter sent home by BESD about the different Phases for learning continuity during the pandemic. The letter outlined our safety procedures during each phase. This letter was sent in Spanish and English.</p> <p>Weekly communication is provided through our online email service, Facebook and through teacher's web pages. Zoom meetings and online connections for Community Meetings are provided.</p>	\$263	Yes

Section	Description	Total Funds	Contributing
Distance Learning Program (Distance Learning Professional Development)	Throughout the year, staff will be provided with Professional Development to address their needs through the CoVid Phases of education and general professional development to support our school's agricultural theme.	\$6,931	Yes

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
25.72%	\$43,094

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.]

Technology:

With Distance Learning, we found out quickly that many of our low income, EL, foster youth, and homeless students were not showing up to class meetings. We immediately started tracking attendance at sites, then using a weekly log in our data system, we found that attendance was disproportionately lower with the said groups. As our Teachers, Instructional Aides, Office Staff, RTI teachers, Principal, and other staff reached out to these families, we realized that a major obstacle was a lack of technological resources and knowledge. The bilingual office staff called every family to ask if they needed internet services or a HotSpot. We respond to those needs by ordering HotSpots for those who needed them.

MobyMax Learning and Assessment System:

MobyMax has been purchased for all TK through Eighth Grade students. Math, Reading and Reading Fluency are given on multiple occasions throughout the school year. Due to school closures in March and moving into distance learning without a clear learning plan for students, we know that there will be learning loss for many students, and most pronounced for our unduplicated students. Racial and socioeconomic achievement gaps will most likely widen because of disparities in access to computers, home internet connections and direct instruction from teachers. In order to measure this learning loss, our district will need a reliable assessment tool and plan for consistent assessment. This school year we have increased licenses to include the capacity to assess all students, TK-8, in early literacy and/or reading, and math. This will increase services for elementary students. Our teachers, Instructional Aides and RTI Aide pull small groups to provide reading intervention. This support staff use data to inform which students need the extra support and isolate the focus of the intervention based on need. Interventions are provided in six week cycles with a pre and post assessment. Grouping and exit decisions are determined using data. A majority of the students in our intervention groups are students who are included in our district sub groups of Latinx students, low socio-economic students, English learners, foster youth and homeless students, though all students in need of this targeted academic support benefit from this system.

Technology, Engineering and Math (STEM) and Social-emotional learning:

Technology, Engineering and Math (STEM) and Social-emotional learning targeted for BESD TK-8th unduplicated grade students whose families are being disproportionately impacted by Covid-19 and school closures. This program was put in place to give our unduplicated students access to engaging instruction that will increase academic achievement.

English Learners:

CAASP and school data show that in BESD, our English Learners, particularly long term ELs underperform in the writing components on state and district assessments. In order to address this area of concern, additional professional development is provided on ways to address the learning loss and effective English Learner supports; and, this professional development supports our EL teachers with providing a language rich environment which benefits all students.

After School Tutoring with Certificated Staff:

Tutoring with highly qualified teachers is being put in place for our students who need extra support so that they can get instruction directly related to what teachers are teaching. The support can include extensions of lessons and/or pre teaching so that students will be better prepared and ready to learn. We believe that providing this intensive intervention will improve academic outcomes for our students performing below grade level standards.

Community Outreach and Engagement:

By supporting our unduplicated students and families by providing outreach, resources, and specialized support, our students and families are more trusting of schools and more likely to engage with school committees, activities, and volunteer opportunities which has been shown to improve student achievement outcomes. The Principal is working with the Director of Student Services and the County Office of Education Truancy and Intervention Department to build supports for our foster, homeless and all students. This program aligns with LCAP goal one, providing high quality classroom instruction and curriculum that promote college and career readiness, with academic interventions in place to eliminate barriers to student success.

All communication is sent in Spanish and English. Spanish speaking aide are supporting teachers in the classroom and with making connections with families. When needed, Administration and teacher will make a home visit to check on students who are not engaging. Additionally, Administration and the school nurse will make well fare checks as needed.

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

We are continuing to follow our overall improvement plan which is:

- Provide every student access to standards aligned instruction, materials, and technology to support technology integration. Assure unduplicated students have access to CCSS resources and the technology skills needed to prepare them for college and career. By providing internet hot spots to our less advantaged students we are assuring they will not fall behind in achievement.
- Improve students reading and math levels with supplementary programs and materials, Response to Intervention (RTI) program, MobyMax, STAR360, Accelerated Reader, Math and English Language Arts online intervention software, and tutoring assuring unduplicated students are growing toward grade level proficiency.
- English Language Development Program: English Language Development and ELPAC testing support, Bilingual (ELD) Coordinator, part-time ELD aides to support English Language Development instruction, supplemental curriculum, technology, Professional development focusing on the needs of English Learners, English Language Development Tutoring
- Professional Development focusing on California standards instructional strategies, assessment items, and technology integration. These services are principally directed and are the most effective use of funds, in targeting our unduplicated students in meeting the District's goal to improve instruction. Research shows that teachers who receive well-designed, relevant professional development and coaching provide better quality classroom instruction which leads to increased student achievement.
- Attendance Clerk, attendance incentives
- Part time instructional aide positions for increased support to unduplicated students needing assistance in achieving academic success.
- Anti-Bullying program: Character Counts, student assembly on bullying, bullying anonymously reporting software "STOPit"
- Counseling Services - Our unduplicated students receive counseling services for reasons that might develop due to poverty or second language barriers.
- Nursing Services - Our unduplicated students receive nursing services for chronic illnesses, and dental and health services that they might not receive elsewhere due to poverty.
- Health Education - Physical Education curriculum/materials
- Parent Involvement: resources needed to improve opportunities for parents to participate in their student's education - Parent participation data indicates that parent participation is lower for our parents of unduplicated parents.
- Provide translators and translated materials for school-family communications

