



## 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
Shaffer Union Elementary School District	Jeff Baker Superintendent/Principal	jbaker@shafferschool.com 530-254-6577

### General Information

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

The Shaffer Union Elementary School District has been impacted by the COVID-19 pandemic in the following ways: When school closed in March the Shaffer staff worked together quickly to make significant adjustments to our educational model to provide distance learning through distribution of curriculum materials, technology, and meals to address student needs. Students were displaced from school and parents were called upon to assist students in getting work completed at home with the assistance of our teachers and support staff. Though these adjustments were unprecedented our community responded effectively and we all worked together to overcome the obstacles. Now, with the start of the 2020-2021 school year we have been called upon to make further adjustments to the way we educate our students through different models of in-school and distance learning. Our school has had to make changes in the hours of in-school instruction and

set up office hours to meet the needs of students within each setting. Again, the community has continued to pull together to overcome the obstacles to provide the very best opportunities to our students. As a result, our Learning Continuity Plan has responded to meeting these needs by taking measures to keep our student and staff safe through measures of purposeful social distancing, hygiene, disinfecting procedures, provisions of needed technology, training and the addition of counseling services to meet the needs of all our students including our English Language Learners, homeless and foster, low-socio economic, and special needs students. Shaffer School is very proud to be offering the very best opportunities and we will continue to strive to improve upon ways to meet all the needs of our students and community.

## Stakeholder Engagement

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

The overall process for stakeholder engagement included many opportunities of outreach. Specifically, these efforts included different strategies for each stakeholder groups including students, parents, staff, administration, and school board members. Shaffer Leadership has sought the input from stakeholders through online surveys to parents and staff, made telephone calls and home visits as necessary. Shaffer Leadership has been very purposeful to respond to these needs in the most effective ways possible. Our staff have reached out to students throughout this time to check on their well being and understanding of expectations and work to be completed. We have regularly connected with parents and fielded questions and concerns about the stresses of working from home and heard the desire of many to return back to in-school instruction. For others, we have heard their specific needs to continue with distance learning and responded to their individual needs for technology, communication and training on the different platforms. Our educational staff, have participated in ongoing dialogue about the needs of our students, families, distribution of materials, developing schedule, procedures, monitoring student engagement and implementing new instructional practices with the different teaching models.

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

The Shaffer Union School District promoted stakeholder engagement through remote participation in public hearing and local governing board meeting in the following ways through online Zoom meetings and teleconferencing.

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

Stakeholder feedback was gathered and analyzed to uncover ideas, trend and inputs. The following trends emerged from our analysis: 90% of students desiring in-school instruction versus 10% of students desiring to participate in distance learning. Out of our distance learners, 16% will participate in our distance learning meal program, 83% expressed a need to check out district Chromebooks and 1% expressed the need for internet accessibility support. In the event, that we may no longer provide in-school instruction and must provide distance learning

those numbers will significantly increase. In an anticipation of whole school distance learning we will be prepared to provide all students brown bag breakfast and lunch meals, each student will be distributed a district Chromebooks, and hot spots will be distributed as needed to support with internet accessibility.

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

The stakeholder engagement process influenced the development of the Learning Continuity Plan in these specific ways: (1) the need for additional Chromebooks; (2) the continued need for student transportation; (3) student participation in our meal program; (4) needs for ongoing staff development in learning delivery; (5) the need for ongoing student and parent technology and distance learning computer programs support; (5) the need for clear communication regarding procedures and expectations; (6) the need for remedial support in language arts and mathematics; (7)

# 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 Shaffer Union Elementary School District will offer in-person instruction when possible and is allowable under state and local health orders. Shaffer Students will receive daily classroom instruction from their classroom teacher(s) Monday-Friday, following the district school calendar, between the modified hours of 8:15am-1:45pm (Reduced in-school instructional minutes by 60 minutes). Students may arrive at school as early as 7:00 am for before school activities and tutoring. Students may remain after school until 4:00pm for afterschool activities and tutoring.

**Safety Protocols:** Students may bring from home their own face coverings or one will be provided for them. Students grades TK-2 are recommended, but not required, 3rd-8th Grade and staff are required, but medical exemptions allowed with doctor note. While in the classrooms/bus/cafeteria/office and other indoor facilities face coverings are required at all times. Staff are understanding of student's needs and providing students intermittent outdoor face covering breaks throughout the day, to provide fresh air. Face coverings are not required during outdoors activities while social distancing. In order to comply with this guidance, students who are not exempt from wearing a face

covering and refuse to wear a face covering will be excluded from on-campus access and alternative lessons will be provided remotely. The California Department of Public Health (CDPH) requires face coverings CDPH and Cal/OSHA have set standards for face coverings. (details and exceptions below). The school will provide training for staff, families, and students on the proper wearing and care of face coverings.

**Campus Access:** Return to school will follow current CDC and CDPH guidelines. Wellness checks will be conducted curbside before students will be permitted on campus. During the school day, students will report to the nurses office if showing signs of illness and be sent home.

**Arrival to School:** Students and staff will be screened before entry. Students arriving in private vehicles will pull to the designated curbside and wait for a staff member to provide a wellness check before entering the school grounds. Students arriving by bus will receive a wellness check before entering campus. Families and staff members are strongly encouraged to perform their own screening before leaving home.

- Prior to entry to any location, all persons will be screened. This includes a check of temperature with a touchless thermometer, a visual wellness check for COVID-19 symptoms, and confirmation that no one in the

household has tested COVID-19 positive.

- Each student and staff member will be required to sanitize their hands prior to entry (Sanitizer will be provided).
- All staff and students who are sick or have had close contact with a person with COVID-19 are required to stay home. Opportunities for student schoolwork will be provided and easily accessed with a school device.
- In the event that staff members are exposed to Covid-19 they will qualify for the Families First Corona Response Act leave and opportunities for remote work may be provided where job duties allow.
- Students who develop COVID-19 symptoms during the day will be isolated until they can be picked up by their parent/guardian.
- Staff members who develop symptoms during the day will be sent home.
- Currently identified COVID-19 symptoms include: Fever (100.4 degrees Fahrenheit or higher), Chills-Repeating shaking with chills-Fatigue, Muscle pain-Headache-Sore throat-Congestion or runny nose, nausea or

vomiting, diarrhea, and new loss of taste or smell

**Shaffer School will:**

- Teach and reinforce washing hands; avoiding contact with one's eyes, nose, and mouth; and covering coughs and sneezes among students and staff.
- Provide cloth face coverings, masks, and face shields for use as practicable and/or appropriate in accordance with local health orders
- Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application, and use paper towels (or single use cloth towels) to dry hands thoroughly.
- Review existing student health plans to identify any accommodations or preparations to classroom and non-classroom environments as needed.
- Shaffer will provide fragrance-free hand sanitizer for use when hand washing is not practicable. Sanitizer should be rubbed into hands until completely dry.

**Protective Equipment:** All staff and visitors will be required to wear a face covering on campus except with medical exemptions. While in the classrooms/bus/cafeteria/office and other indoor facilities face coverings are required at all times.

**Physical Distancing: Social Distancing-** It is recommended that all staff and students adhere to a 6 ft. social distancing as much as possible. Within the classroom, distancing will be arranged as feasible.

**Cleaning and disinfecting:** Shaffer students will be provided reusable water bottle at the start of school and paper cups for drinking fountains and discontinue use of direct contact.

- Staff will clean and disinfect frequently touched surfaces throughout the day.
- Buses will be cleaned and disinfected daily. Windows will be opened as weather permits.
- Limit the use of shared objects and equipment.
- When shared use is necessary, clean and disinfect frequently and require hand washing immediately following.
- Shaffer will provide an area for students to place their belongings that is cleaned daily.
- Each student will be loaned a digital device so that there is always access to online learning and equipment will be cleaned between use.
- Disinfecting products will be those approved for use against COVID-19 on the Environmental Protection Agency approved list "N".
- Staff who clean and disinfect will be provided with proper protective equipment including gloves, eye protection, respiratory protection and other protective equipment required by product instructions. All products will be

kept out of children's reach and stores in a space with restricted access.

- The school will establish a cleaning and disinfecting schedule.
- The school will ensure proper ventilation during cleaning and disinfecting.

In addition, we will identify students who have experienced learning loss by administering diagnostic assessments upon students' reentry into school. We will use both formative assessment and summative assessments to develop an instructional model to address the needs of students. (NWEA MAP K-8, Edmentum Math Seeds and Reading Eggs (K-2), Smarter Balanced Interim Assessments (3-8) and Step Up to Writing K-8)

This data will help us determine the best implementation of intervention strategies to accelerate learning for students at risk for experiencing learning challenges due to the impacts of COVID-19. Shaffer school will provide before and after school support for student who have been recognized as have been academically impacted by COVID-19 interrupt to in-school instruction. Student who have been impacted negatively by Covid-19 interrupt to in-school instruction will be referred to the school counselor on an as needed basis.

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

Description	Total Funds	Contributing
Action1: Hiring an additional custodial staff to support the additional need for sanitizing at school site.	\$11,497.00	No

Description	Total Funds	Contributing
Action 2: Contract 1 day/week counseling services to support ELL, FY, and Low Income students in transitioning back to school in-person environments and support their social-emotional well being.	\$16,092.00	Yes
Action 3: Purchase additional outdoor recreational activities to assure social distancing during recess and physical education.	\$5,007.19	No
Action 4: Additional staff stipend for administering wellness checks-taking temperatures of the students and staff upon entering school.	\$5,400.00	No
Action 5: Purchase and install no-touch refilling stations, water bottles, and disposable cups.	\$14,000.00	No
Action 6: Purchase additional cleaning supplies and equipment to assure wellness and safety of student and staff.	\$3,091.65	No
Action 7: Purchase items for temperature check stations needed for ongoing instruction.	\$793.00	No
Action 8: Purchase 6 charging carts and additional charging cords for Chromebooks.	\$3,600.00	No
		No
Action 10: Purchase outdoor structures for seating, shade and inclement weather to provide outdoor instruction, dining, and assemblies.	\$10,000	No

Description	Total Funds	Contributing
Action 11: Shaffer School will maintain all campus facilities to be Williams Compliant and in compliance with NCSIG insturage requirements. Shaffer school will look to upgrade playground equipment, gymnasium restoration and school facilities in the 2020-2021 school year.	\$70,000.00	Yes
Action 12: Purchase and install outdoor cubbies for student belongings to be separated.	\$13,164.00	No
Action 13: Shaffer School will purchase McGraw-Hill K-8 Science Curriculum, district adopted in 2020, while continuing to maintain and implement materials from the California State Adopted Math and ELA/ELD adopted curriculum (Houghton Mifflin Expressions and Big Ideas for math) from Math adoption in 2014 and Benchmark Advanced K-5 and Study Sync 6-8 for ELA/ELD adoption 2016.	\$51,316.00	
Action 14: Shaffer School District will continue to add an additional 4 hours of time to maintenance schedule daily.	\$33,035.86	No
Action 15: Shaffer School will maintain the tech aide position for 8 hours a day position to support students and staff in the 2st Century College and career readiness skills.	\$55,558.00	No
Action 16: Shaffer School will continue to hold ELPAC meetings with parents to review student progress on ELPAC assessments and obtaining English Language Proficiency.	\$308.00	Yes
Action 17: Shaffer School will provide after school tutoring to EL students who are struggling to master the California State Standards in Math and ELA/ELD 2 x a week.	\$2,784.00	Yes
Action 18: Shaffer School will continue to maintain a District Leadership Team whose purpose is to review data and plan for vertical alignment and staff support assist staff and students in reaching academic achievement goals.	\$645.00	Yes

Description	Total Funds	Contributing
Action 19: Shaffer School will continue to support the adopted technology curriculum to promote student technology skills to better meet the technological demands of a 21st Century Learner.	\$2,300	Yes
Action 20: Shafer school will continue to employ three 4 hour para-professional positions to assist in additional academic support for our unduplicated students.	\$44,366.00	Yes
Action 21: Shaffer School will retain a teacher utilizing LCFF funding to allow for smaller class sizes without additional combination grade levels. This will enable the school provide more support to our unduplicated students within the classroom.	\$76,681.00	Yes
Action 22: Shaffer School will continue to provide professional development to our new teachers who participate in the Alliance for Teacher Excellence (ATE) program through Region 2.	\$8,650.00	Yes
Action 23: Shaffer School will continue to implement structured fine arts and performing arts, including unduplicated students.	\$5,000.00	Yes
Action 24: Shaffer School will utilize the Renaissance Learning program Accelerated Reader to further promote student engagement in reading to improve upn academic achievement of our unduplicated students.	\$3,100.00	Yes
Action 25: Shaffer School will promote high student attendance rates by continuing a reward system for students who attend school regularly.	\$550.00	Yes
Action 26: Shaffer School will maintain a weekly system of monitoring truancy (absence reports) and send out truancy letters (first, second, and third) in a timely manner to adhere to the regulated procedure. Once letter two is sent out we will coordinate an Student Study	\$5,500.00	Yes



Description	Total Funds	Contributing
Team to include probation to develop an attendance contract. Shaffer school will continue to refer families to SARB who are not meeting the attendance requirements with students being chronically absent.		
Action 27: Shaffer School will maintain its commitment to continue with a community event averaging once a month to provide opportunities for parental involvement and promote family unity in order to foster student academic achievement.	\$1,000.00	Yes
Action 28: Shaffer school will purchase and implement the Step up to Writing curriculum. Writing progress will be monitored throughout the year with formal writing prompts give 3x a year.	\$3,500.00	Yes
Action 29: Shaffer school will continue to utilize Schoolwise automated phone system, as well as, automated email/text system a minimum of two times a month to share important information with parents.	\$621.00	Yes
Action 30: Shaffer School will maintain the school website to provide important district information to parents and the community and to assist all stakeholders with promoting academic success for all Shaffer Students. Teachers keep class pages current and utilize these pages for parent ongoing parent communication, tracking student progress and assignments and providing clear expectations to parents and students on assignments.	\$832.00	No
Shaffer School will continue to utilize and maintain the PBIS framework for maintaining positive behaviors across campus.	\$3,500	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.]

#### Distance Learning Option 1:

Zoom from the Classroom- Adult Supervision Required with Distance Learning Contract. Teachers will holding zoom meetings throughout the regular scheduled day allowing students to participate in classroom instruction from home. This option allows students to engage with the teacher and classmates through Zoom in daily activities, discussion, instruction and support. Students utilize the Google Classroom for downloading and uploading assignments, accessing resources and staying in touch with their teacher. Zoom from the Classroom: Students will be expected to report to class online for daily attendance. All assignments will be counted and graded with the same expectations of students in the regular classroom. Non participation in Zoom for the day will be an absence from school.

#### Distance Learning Option 2:

Google Classroom Go Solo: Adult Supervision Required with Distance Learning Contract. Teachers will upload lessons assignments, instructional videos and resources for students to access daily on their own. Students will be expected to work independently each day. Attendance will be counted through their daily attendance on Google Classroom and all assignments will be counted and graded with the same expectations of students in the regular classroom. Non participation in Google Classroom for the day will be counted as an absence from school. Students and teachers will meet during daily office hours between 1:45-3:15pm.

#### Distance Learning Option 3

Independent Study (IS): Adult Supervision Required with Independent Study Contract. Teachers will prepare student independent study packets to be completed independently and turned in weekly. Students may be expected to access resources on Google Classroom. Students will be scheduled for a weekly appointment with the teacher; to assists with assigned weekly work, giving feedback and guidance. Attendance will be counted through their daily attendance with all work completed and turned into the teacher for grading. All assignments will be counted and graded with the same expectations of students in the regular classroom. Non participation in weekly check-in and completed work will be counted as an absence from school. Students and teachers will meet during daily office hours between 1:45-3:15pm.

### Access to Devices and Connectivity

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

The Shaffer Union Elementary School District will ensure access to devices and connectivity for all pupils to support distance learning in the following ways:

1. First, we ascertained the needs of students by understanding access to devices and connectivity from our families and our teacher by using online surveys and staff phone calls to parents.

2. We provided technical support including training on how to use the devices and how they allow for access to the curriculum and participation in learning to ensure access to devices and connectivity by providing hotspots for students as needed.
3. We also made efforts to ensure students and families with unique circumstances had access to devices and connectivity by providing chromebooks and hotspots to students with need.
4. We used a variety of methods to reach students and families who were unable to access devices and connectivity following the school closure in the 2019-2020 school year by providing packets, textbooks and teacher made instructional packets.
5. We created procedures for utilizing district devices for distance learning.

## **Pupil Participation and Progress**

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

The Shaffer Union Elementary School District will track and monitor student participation and progress through both live contacts and synchronous instructional minutes. Teachers will utilize the Schoolwise attendance program to track student participation. All attendance data will be input by 4:00 each day with notification phone calls going out at 5:00 each evening for non-participating students. Teachers and staff will measure pupil participation as evidenced by 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 by telephone or online Zoom. Interaction, instruction, and check-ins between teachers and pupils through the use of a computer or communications technology. Video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional video, telecourses, or the use of print materials incorporating assignments that are the subject of written or oral feedback.

## **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.]

In order to support our staff in the implementation of a high-quality distance learning program, the Shaffer Union Elementary School District has provided the following professional development opportunities and resources, which are based upon the "Professional Learning and Relationships" section in the CDE's Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools (<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>) Technology support was also given providing professional development in utilizing technology resources such as Zoom and the Google Classroom platform for uploading student assignments and instructional video.

Teachers received resources and professional development in tracking student participation.

## Staff Roles and Responsibilities

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

As a result of COVID-19, the Shaffer Union Elementary District has had to adapt staff roles and responsibilities in the following ways: To meet the academic needs of students, we have adjusted our school day by releasing from our regular instructional day by one hour. This time is being utilized by certificated staff in providing opportunities for additional instructional support through Zoom and telephone contact. The Shaffer Union Elementary School District will continue to monitor the impact of changed roles by checking in with staff during bi-monthly staff meetings and PLC's. The district will continue to support staff that is working in a new role through ongoing professional development and supports by colleagues. Supports for pupils with unique needs will be addressed within 504 plans and IEP's.

## Supports for Pupils with Unique Needs

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

The district will assess the unique needs of all learners to determine what additional supports may be needed.

Once the needs of each unique learner is determined, we will provide additional supports for each student group below in the following ways:

1. English learners (supports for educators planning designated and integrated ELD, documentation of type of instruction, opportunities for listening and speaking, assessments/screeners in lieu of ELPAC)
2. Pupils with exceptional needs served across the full continuum of placements (Documentation of daily interaction in LMS/SIS, communicating IEP goals, RSP program, assessing students and conducting IEP meetings, and progress monitoring goals)
3. Pupils in foster care (targeted supports through own personnel or connections with LCOE Foster Youth and McKinney-Vento leads)
4. Pupils who are experiencing homelessness (targeted supports through own personnel or connections with LCOE Foster Youth and McKinney-Vento leads)

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

Description	Total Funds	Contributing
Action 1: Purchase Chromebooks and Wi Fi Hot Spots to distribute to all students without access to a reliable device to participate in distance learning.	\$33,000	Yes

Description	Total Funds	Contributing
Action 2: Purchase Upgrades of technology and Zoom across the campus to allow teacher's and staff to provide effective online instruction.	\$6,500	Yes
Action 3: Purchase district vehicle for transporting meals and instructional materials for students across our district.	\$20,000	Yes
Action4: Provide ongoing professional development and support for instructional practices to support distance learning	\$1,000	Yes

## Pupil Learning Loss

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

The Shaffer Union Elementary School District will address student learning loss that resulted from COVID-19 during the 2019-2020 and 2020-2021 school years by measuring learning status (how, with what tools, and at what frequency) in the following content areas; English language arts, English language development, and mathematics.

## 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.]

The Shaffer Union Elementary School District will address the learning loss for students and will accelerate learning progress for students (Indicate how all students' learning loss will be addressed here). Specific actions and strategies for each student group is as follows:

1. English learners
2. Low-income students

- 3. Foster Youth
- 4. Pupils with exceptional needs
- 5. Pupils who are experiencing homelessness

### 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 Shaffer Union Elementary School District will measure the effectiveness of services and/or supports provided to address learning loss by utilizing NWEA MAP Assessments, Smarter Balanced Interim Assessments, and Writing Assessments. We determine student success and effectiveness by student growth on each of these assessments. We will gather and analyze the data to determine effectiveness on scheduled opportunities with educators to review results of data analysis and discuss how to respond.

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

Description	Total Funds	Contributing
Action 1: Purchase intervention curriculum and materials for ELL, language arts to address unduplicated pupil learning loss.	\$5,000	Yes
Action 2: Shaffer School before and after school tutoring for unduplicated students utilizing 3 paraprofessionals and certificated stipends.	\$15,000.00	Yes
Action 3: Provide engagement rewards to Shaffer students, including unduplicated, for participating in programs to address learning loss.	\$1,000.00	Yes
Action 4: Provide professional development equip teachers and support staff in addressing pupil learning loss.	\$1,000.00	Yes
Action 5: Shaffer School will maintain its MAPS (NWEA) academic assessment program and utilize it 3 times per year to measure student academic progress and provide important data for staff and administration regarding the academic needs of each student.	\$2,700	Yes

## Mental Health and Social and Emotional Well-Being

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

The Shaffer Union Elementary School District will support the mental health and social emotional well-being of students and staff during the school year. Professional development for staff will include support for Tier 1 (Whole school safety and prevention, community and family engagement and supports, classroom strategies), Tier 2 and Tier 3 (Early and targeted intervention for students/staff) supports. Those include: Project Wisdom SEL Curriculum, SEL screener, mental health support through counselors, telehealth, referral process for students/staff to address trauma and impacts of COVID-19, communication of services, plan to help teachers support SEL in the classroom.

Tier 1 district will provide the following: (activities available for all students and staff)

Provide regularly scheduled virtual training hosted by the district, LCOE or consultants, on Social Emotional Learning and how to apply strategies to build relationships between teachers and students in the classroom.

Include virtual training on Self Care for Educators in order to decrease the number of administrators and teachers experiencing burn out, depression, or feelings of being overwhelmed.

Provide training on trauma informed practices and how to integrate into school response systems.

Provide training and support for parents to increase parent engagement with distance learning.

Adopt SEL curriculum to use in the classroom to support integration of SEL practices on a daily basis.

Adopt screeners to assess need for mental health and social emotional supports.

Tier 2

Work with school counselors or LCOE, to offer regularly scheduled virtual training related to mental health services and how to support students at schools. Training to include the role of clinicians, administrators, teachers and parents with regard to mental health supports.

Small group counseling sessions for students to be provided by School Psychologist and/or School Counselors or outside agencies.

Tier 3 supports can be provided referrals by outside agencies such as Lassen Behavior Health and Far Northern Regional Center.

# Pupil and Family Engagement and Outreach

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

The Shaffer Union Elementary School District will continue to provide engagement and outreach to students who are absent from distance learning. The tiered engagement strategies we will use for pupils who are absent from in-school or distance learning are as follows: Tier I- Notification to parents of initial disengagement will utilize daily School-wise automated phone message, with a follow up phone call to parents by pupil's teacher when disengagement is repeated. The student's teacher, administration, and school counseling will work with parents to provide needed individualized supports to address issues pertaining to pupil and family engagement.

Tier II: Ongoing disengagement from school will result in a follow up phone call and letter home to parents, with home visit and mandatory SST meeting arranged with parent, pupil, teacher, school counselor, administration, and truancy department to develop an individualized pupil engagement plan to assure student success during in-school instruction or distance learning.

Tier III: Failure to attend the planning meeting or additional ongoing pupil disengagement will result in a referral to probation and a SARB panel review with a possible citation sent to the District Attorney.

# School Nutrition

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

The Shaffer Union Elementary School District will continue to provide high nutritional meals for all pupils, including those students who are eligible for free or reduced-price meals, for both in-person and distance learning in the following ways:

In-person learning pupils: Students will receive meals from the cafeteria while participating in appropriate hygiene, sanitation, and social distancing practices. As students enter the cafeteria, all students receive hand sanitizer and assigned seating. Seating has been marked to assure social distancing as feasible. Students are seated and remain in their assigned seats until called to the serving line. The serving line is marked by social distancing cones. Students are served by a helping staff or student helper, equipped with serving gloves and face covering. Students then return to their assigned seat. Once students have been dismissed the cafeteria seating is completely sanitized.



before the next cohorts of students enter the cafeteria. While dining students do not have to wear a face covering but must wear their face covering once returning to class.

Distance learning pupils: Parents come to the school for curbside service or community meal drop sites to receive daily bagged breakfasts and lunch meals for every Shaffer student. In the event, we need to move to whole school distance learning the district will provide meals utilizing the bus route meal disbursement plan allowing all students access to breakfast and lunch meals daily.

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

Section	Description	Total Funds	Contributing
In-Person Instructional Offerings	Additional security measures to assure all students, staff, and visitors participate in wellness checks before entering campus by installing additional fencing, gates, and replacing exterior multipurpose doors.	\$30,000	

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
22.64%	\$338,956.00

## 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.]

Principally directed and Effective: The LEA considered the needs, conditions, and circumstances of our unduplicated students as we selected to put resources toward the following actions. Understanding that the following actions will impact our entire student body our emphasis will be focused predominately on our unduplicated student populations to meet their socioemotional, academic and safety needs while at Shaffer Elementary during in-school instruction or distance learning. Our unduplicated students will receive services through these based upon data collected and focused upon the individual needs of each student.

### In-School

Action 11: Shaffer School will maintain all campus facilities to be Williams compliant and in compliance with NCSIG insurance requirements.

Action 13: Shaffer School will purchase McGraw-Hill K-8 Science Curriculum, district adopted in 2020, while continuing to maintain and implement materials from the California State Adopted Math and ELA/ELD adopted curriculum (Houghton Mifflin Expressions and Big Ideas for math) from Math adoption in 2014 and Benchmark Advanced K-5 and Study Sync 6-8 for ELA/ELD adoption 2016.

Action 18: Shaffer School will continue to maintain a District Leadership Team whose purpose is to review data and plan for vertical alignment and staff support assist staff and students in reaching academic achievement goals.

Action 20: Shafer school will continue to employ three 4 hour para-professional positions to assist in additional academic support for our unduplicated students.

Action 21: Shaffer School will retain a teacher utilizing LCFF funding to allow for smaller class sizes without additional combination grade levels. This will enable the school provide more support to our unduplicated students within the classroom.

Action 23: Shaffer School will continue to implement structured fine arts and performing arts, including unduplicated students.

Action 24: Shaffer School will utilize the Renaissance Learning program Accelerated Reader to further promote student engagement in reading to improve upn academic achievement of our unduplicated students.

Action 25: Shaffer School will promote high student attendance rates by continuing a reward system for students who attend school regularly.

Action 27: Shaffer School will maintain its commitment to continue with a community event averaging once a month to provide opportunities for parental involvement and promote family unity in order to foster student academic achievement.

Action 28: Shaffer school will purchase and implement the Step up to Writing curriculum. Writing progress will be monitored throughout the year with formal writing prompts give 3x a year.

Action 29: Shaffer School will continue to utilize and maintain the PBIS framework for maintaining positive behaviors across campus.

### Distance Learning

Action 1: Purchase Chromebooks and Wi Fi Hot Spots to distribute to all students without access to a reliable device to participate in distance learning.

Action 2: Purchase Upgrades of technology and Zoom across the campus to allow teacher's and staff to provide effective online instruction.

Action 3: Purchase district vehicle for transporting meals and instructional materials for students across our district.

Action 4: Provide ongoing professional development and support for instructional practices to support distance learning

#### Pupil Learning Loss

Action1: Purchase intervention curriculum and materials for ELL, mathematics and language arts, social studies, and science to address unduplicated pupil learning loss.

Action 2: Shaffer School before and after school tutoring for unduplicated students utilizing 3 paraprofessionals and certificated stipends.

Action 4: Provide professional development equip teachers and support staff in addressing pupil learning loss.

Action 5: Shaffer School will maintain its MAPS (NWEA) academic assessment program and utilize it 3 times per year to measure student academic progress and provide important data for staff and administration regarding the academic needs of each student.

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

The increased services in the following actions are to lift the needs of our unduplicated students exclusively. These supports are to give our unduplicated students the opportunity to make greater gains based upon data collected and individual needs.

#### In-school Instruction

Action 2: Shaffer School will contract 1 day/week counseling services to support ELL, FY, and Low Income students in transitioning back to school in-person environments and support their social emotional well being. (\$16,092.00).

Action 17: Shaffer School will provide after school tutoring to EL students who are struggling to master the California State Standards in Math and ELA/ELD 2 x a week. (\$2,784.00)

#### Pupil Learning Loss

Action1: Purchase intervention curriculum and materials for ELL, language arts to address unduplicated pupil learning loss.

