

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
Davis Joint Unified School District	Dr. Rody Boonchouy Associate Superintendent	rboonchouy@djUSD.net (530)757-5300 x144

General Information

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

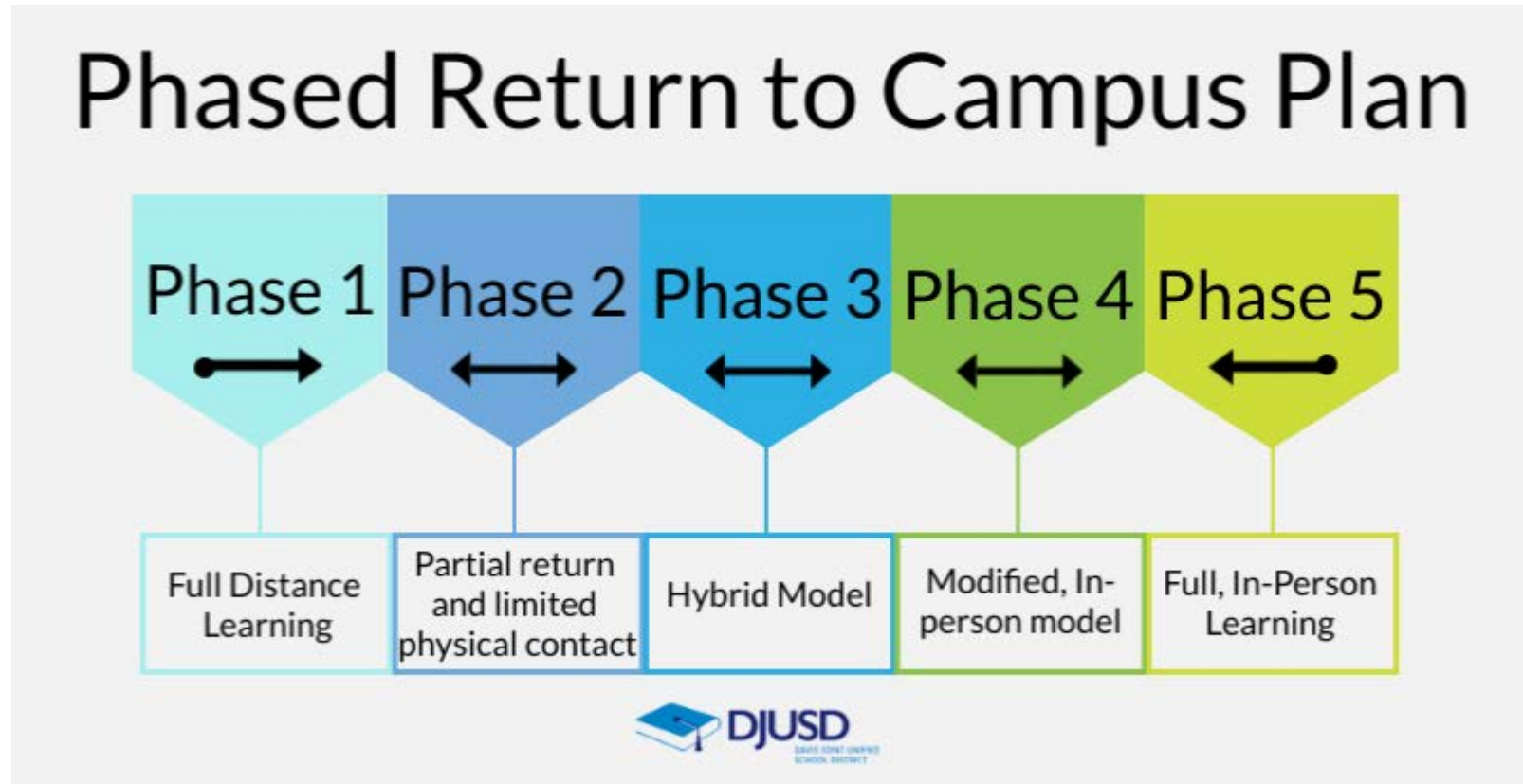
DJUSD closed schools on March 13, 2020 and immediately initiated a multi-phased approach for Distance Learning. You can see a full timeline of Spring and Summer by visiting our [DJUSD COVID-19](#) Timeline.



Phase 1 included an optional Supplemental Learning at Home resource that was shared on the District website and through direct email communication to families. Simultaneously, staff action teams were created to distribute Chromebooks and hotspots, design professional development modules for Distance Learning, and create digital support resources for District stakeholders. Phase 2 began April 13 with

District-wide expectations for minimum and maximum minutes of live virtual instruction, independent work, and open office hours for support. Staff spent the first week of Phase 2 to re-engage learners and then worked to ensure continuity of learning from when schools were closed. A Pass/No Pass grading model was adopted for Distance Learning, which continued through the end of the school year on June 11th, 2020.

Over the summer, Action Teams of 200+ educators were gathered to develop recommendations and training modules in preparation of Fall Restart 2020. By late July, DJUSD had committed to utilizing a five-phase Return to Campus Plan that aligned with the health and safety guidelines.



DJUSD launched the 2020-21 school year in Phase 1, a 100% Full Distant Learning model. Training modules, designed by action teams, were provided for asynchronous participation, live facilitation in mid-August, and supported by additional compensation for staff. Modules included:

- 1) Learning Management System (LMS) Overview and Implementation: Canvas
- 2) Structures for Instruction
- 3) Social Emotional Learning (SEL)
- 4) Access and Equity
- 5) Engagement, Feedback, and Assessment

6) Health and Safety

Our website hosts a [Restart DJUSD web site](#) that houses critical information for the 2020-21 school year including student and family facing tutorials for Canvas and frequently asked questions about instructions, health and safety, technology expectations and more. In addition, we digitally published on August 15 a [Reopening Guide for Families](#) that was subsequently mailed to all student households.

Stakeholder Engagement

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

Over spring and summer, we gave four surveys to our parents and staff learning more about their needs and experiences to inform school design for the 2020-21 school year. Participation in surveys was significantly higher than surveys we have given in the past; this itself a measure that our parents and families were accessing opportunities to give feedback. Staff reviewed those survey results and over 800 emails in an effort to identify themes, expertise from our community, and to identify what worked or needed revision.

Part of that outreach work has also been to prioritize early contact with our students and families who did not engage consistently with teachers or with classwork during the spring of 2020. Our engagement efforts included connecting with students and families proactively to make sure we understand and provide appropriate support early; whether this was translation, technical support, information, or introductions to key staff.

Each site principal also led site-based stakeholder engagement, including meetings with staff, PTA, site councils, student groups, and others. In addition, the Career Technical Education (CTE) grant manager met frequently with CTE instructors at all of the junior high and high schools to discuss and address the technology, equipment, and other needs of students and instructors in CTE pathways. We believe some of the more focused and relevant ideation happens in the context of a school community. Their process is iterative and continues to inform planning.

DJUSD has benefitted from a close and ongoing collaboration with our association partners, Davis Teachers Association (DTA) and California School Employees Association (CSEA), and we have been able to move more effectively as an organization because of that partnership and commitment to solidarity.

Prior to the first day of school we began our Superintendent's advisories. These advisories include parents, certificated, classified, DELAC, DTAC, climate, Native American Parent Committee, special education, and student representatives. At our District Advisory Meeting we will bring a synthesis of the Site Learning Continuity Plans for review and feedback.

To support our migrant students, we are making direct contact with families at the Davis Migrant Center to ensure that they receive all of the pertinent information related to starting the year in a Distance Learning format. This includes the distribution of new and updated WIFI hotspots and Chromebooks to any new students. This also includes one-on-one conversations with families about how to meet each student's needs for resources and instruction.

This work also extends to our English Learners not living in the Davis Migrant Center. All English Learner staff will closely monitor student and family engagement in Distance Learning, paying particular attention to successes and areas of need in order to best connect students and families with the appropriate resources whether they are provided by government or community entities (City, County, State, NGOs) or by DJUSD.

Our District English Learner Advisory Committee (DELAC) will meet consistently during the 2020-21 school year to provide training for our DELAC members so they may take information and tools to support students back to their individual school communities through their local school English Learner Advisory Committee (ELAC).

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

Prior to each Board of Education public meeting our hearing notice reads, "[t]he health, well-being, and public safety of community members, public officials, and employees is the top priority for DJUSD. Consistent with the Shelter in Place orders from the Governor and Yolo County, Board members and staff may participate in meetings via teleconference or otherwise electronically."

Board of Education meetings were held in compliance with the Governor's Executive Order N-29-20 which allows for a deviation of teleconference rules required by the Brown Act. Likewise, in person attendance at the Board meeting will not be permitted. Our community was encouraged to submit public comment to boe@djUSD.net and to include "Public Comment" in the subject line of the email.

All Board meetings, advisory meetings, public outreach meetings and more were held digitally and instructions for how to view or participate in virtual meetings and

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

Through surveys, we learned that at least thirty percent of our community requested our help with accessing a reliable wireless connection or device to use for instruction. We also learned that through spring we were able to successfully increase access, but there was a decrease in engagement. This was accompanied by an increase in student stress as well. Our surveys demonstrated that families and students wanted more direct instruction and live interactions, including peer-to-peer interactions, and that our families of students with disabilities desired a significant increase in contact, most expressing a desire for daily support. There was a positive response to our case management approach to English Learners. Families shared that students were demonstrating more adaptability and resilience as well as more interest in pursuing their own areas of interest.

In the summer Superintendent's Advisory meeting, staff shared survey data as well as potential structures for fall. The consensus from the advisory was a concern that Distance Learning was less equitable as the conditions from home-to-home were so variable and it was significantly harder to build or sustain relationships or engagement. They also agreed that distance learning was the safest option to maintain the health of staff and students. In person instruction was a clear preference for the normalcy it would provide as well as the structure and support for English Learners and students receiving Special Education services. The Advisory groups also believed that in-person instruction promoted a higher level of engagement between students and between staff and students.

Our teachers and staff communicated through site leadership, association partners, and email. The staff, too, expressed conflict between safety and the desire to be back in classes with students. They expressed a desire for clarity of expectations for their work and families, time for collaboration, support in grading and feedback mechanisms, and the desire for decisions to prioritize safety of students and staff.

On August 25, 2020 the Superintendent's Advisory of parents, Superintendent's DELAC, students, as well as representatives from eight other District advisory committees, met to review DJUSD's Learning Continuity plans. Staff presented an overview of the Learning Continuity Plan purpose, the stakeholder engagement process, and a summary of key programs that were developed to mitigate academic and social emotional needs of students. Participants were placed in breakout groups to provide feedback and offer suggestions through a structured protocol. Participant questions were also recorded and a follow-up communication was sent afterwards with responses to those questions. All members were emailed a draft of the Learning Continuity and Attendance Plan for review and any additional feedback prior to the Board Public Hearing. The feedback from the Advisory meeting includes the following:

Social Emotional Learning and Health and Wellness: Advisory members expressed gratitude for a focus on Social Emotional Learning, wellness, time for extracurriculars, and student-to-student engagement. They also expressed appreciation for prioritizing health and safety and clear communication around health procedures. Suggestions include hosting an orientation for parents to learn more about technology and sustained training for staff on SEL practices.

Structures, Schedules, Extracurricular: Advisory members commented on the complexity of the revised school schedules that were designed to meet the needs of all students in a Distance Learning format. They supported the protected time for class community building and the dedicated time in the schedule to accommodate interventions. The members also noted that the quarter block system is more manageable for secondary students given the reduced number of courses in session. Some concern was expressed about "hands-on" classes during Distance Learning, such as science labs or CTE Career Tech Education courses. Suggestions from the Advisory meeting include

supporting parent groups for volunteering and for a feedback loop to make improvements as challenges arise. They also suggested that textbooks and hard copies be used to reduce screen time, more project-based learning, as well as for plans for assessments be clarified, and opportunities for outdoor learning be explored.

Interventions, Special Education and English Learners: Advisory members articulated a shared belief that the collaboration between General Education and Specialists is important and that the quarter block in secondary schools was more manageable and appropriate for students with disabilities and those learning English. They have concerns that these same students may need more training and support in the technology that is used to access instruction, collaborate, and submit work. They also want to be assured that students who have a Special Education Study Skills class during an off quarter will continue to have daily support from Special Education staff. They suggest increasing communication with families and have more in-person contact when it is safe. Advisory members would also like to see the roles of paraeducators enhanced to allow for additional support in breakout rooms.

Technology: Advisory members acknowledged that DJUSD has been able to get to a 1:1 student to computer ratio with families, though concerns exist about equitable and reliable access to the internet. Advisory members suggested we work directly with the English Learner Department to provide assistance in a student's native language to navigate technology. There were also suggestions for organizing communications to staff in Canvas and clear guidance for staff on how to address students who are video muted (screens off) during live instruction.

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

DJUSD staff were able to use the stakeholder feedback in meaningful ways to guide Action Team structures and professional development. The most recent feedback, coming from our Advisory held on August 25th validated these decisions, and an ongoing and intentional effort will be made to continue stakeholder engagement to inform programs in the Learning Continuity and Attendance Plan.

- Increased live time and peer-to-peer interactions in all schedules
- Educational and other supports increased for all students who receive Special Education services
- Quarter Block Schedule in Secondary to decrease stress of managing all classes simultaneously and increase ability for focused support
- New Elementary schedule to increase live time and “special subjects block” for intervention and supports
- Increased and systematized Social Emotional Learning (SEL) and Advisory periods
- Increased focus on engagement
- Increased access to project-based learning with portable, hands-on resources provided to students in CTE pathway courses
- Improved feedback, grading, and attendance

- Structured time for General Education, Special Education, English Learner Specialists
- Canvas as a standardized platform used Preschool through Grade 12 for information, communication, instructional content, and feedback
- Exploration of Outdoor Learning.

Continuity of Learning

In-Person Instructional Offerings

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

To the greatest extent possible it is the intention of the DJUSD to provide in-person instruction whenever it is both safe and practicable. On July 17, Governor Newsom ordered that schools in counties on California’s Monitoring List could not physically open for in-person instruction in the fall. Davis Joint Unified School District resides within the boundaries of Yolo County, which as of August 28, 2020, was still on California’s Monitoring List. On August 28th, Governor Newsom announced new four-tier reopening guidelines for businesses and schools based on case rates and test positivity rates. This system replaces the State’s County Monitoring list. Currently, Yolo is in Tier 1 Purple Tier, which is the most restrictive of the tiers. Counties are required to stay in their tier for a minimum of 21 days. According to this new system, schools may begin to re-open for in-person instruction after the County has been in the Red Tier for 14 days. This is a new system and we will continue to work closely with Yolo County Public Health Department to learn more about the metrics and to make decisions about a phased return to campus when conditions are safe. At such a time as we are cleared to offer in-person instruction, we will align our practices with the most current state and local health guidance, utilizing such measures as providing staff with personal protective equipment (PPE), implementing social distancing guidelines, and increasing sanitation measures in occupied spaces. We look forward to the time that we can safely welcome our students back to campuses. For more information about county-wide reopening guidance, please reference the Yolo County Schools roadmap to Recovery Task force publication linked in the [Restart DJUSD Reopening Guide for Families](#).

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

Description	Total Funds	Contributing
Acquisition of personal protective equipment.	150,000	No

Description	Total Funds	Contributing
Acquisition of additional sanitation supplies.	150,000	No

Distance Learning Program

Continuity of Instruction

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

When developing Distance Learning schedules for each site, staff worked to maximize “live” instructional minutes to promote more in-person contact and deeper learning experiences as much as possible. The consistency of schedules and structures that support community building, academic instruction, and interventions will allow for continuity regardless of distance, hybrid or in-person instruction. At each of the elementary sites, core instruction is scheduled in the morning with designated specialized classes and supports (Library, Music, Reading) occurring in the afternoon. The standardized nature of this schedule ensures that all students receive consistent instruction in all academic areas in each subject area. Teachers will address issues related to learning loss by using formative assessments to identify needs and form small groups for differentiated instruction, intervention and extension. At the secondary level, the decision to use a quarter block system enables more frequent daily contact with students and a more manageable workload and focus on three to four courses per quarter, as opposed to the traditional seven period day. This allows for more independent student work time and opportunities for staff-led afternoon workshops and intervention. This structure also allows for designated Special Education and English Learner interventions in protected time.

When it is safe to return to school, elementary staff believe students will benefit from continuing predictable structure to include morning core classes, whole class meetings, and special subjects in the afternoon. Our secondary students will continue to benefit from an advisory period, the manageability of the quarter block system, and the afternoon sections for small group support and interventions.

All sites worked on independent site continuity plans, including the core features below:

Social Emotional Learning: K-12 commitment to CASEL Signature practices with students and staff, counselor facilitated lessons, mindfulness practices, PBIS, student-led advisories, college and career counseling, meaningful participation through hands-on and project-based learning, AVID strategies, and school wide community building events.

Continuity: Elementary focus on continuity through a highly standardized daily schedule to include core instruction, small group instruction, Science, special subjects (including music, intervention, EL support, and Special Education Services), as well as grade level alignment and

collaboration. At the Secondary level, staff is creating enrichment opportunities for students during their “off” block, like World Language clubs and an option for teacher small group check-ins. SmartMusic is a purchase made to allow students to practice and work toward performances for all music students. Teachers are designing small group check-in opportunities in the afternoon blocks based on current and past data and AP teachers are discussing plans for critical content reviews and test preparation. Bridge, AVID, and the DSHS Academic Center will continue to host students by utilizing the afternoon blocks. In CTE pathways, such as Agriculture, students were provided hands-on ‘grow kits’ where they could learn and grow plants at home. To maintain continuity with CTE instruction, DJUSD devotes resources from the general fund and Measure C to CTE pathways.

Intervention: Interventions will be driven by site MTSS teams and their analysis of student needs, both academically and social emotionally. The master schedule was built to accommodate interventions once students are identified, which will allow them to move in and out of these supports based on MTSS/PBIS data points. Additionally, staff will monitor attendance and engagement data to identify students who may benefit from differentiated instruction, more small group instruction or individual contact. Paraeducators will continue to push into classes and be available to students through direction of Special Education case managers. At secondary sites, each class has a designated period in the afternoon for small group intervention for those who need additional instructional time or for those who need further skill development. It is also critical to note that collaboration time between General Education teachers and special education staff has been systematized to promote shared lesson design, scaffolding, and assessments. Bridge, AVID, and the DSHS Academic Center will continue to host students, which are scheduled during afternoon blocks.

Multi-Tiered System of Supports (MTSS): To address the needs of students experiencing academic, social emotional, and behavioral challenges, DJUSD schools will activate their MTSS teams to organize appropriate interventions. The MTSS process enables a better understanding of student challenges, uses resources more efficiently, and provides timely and proactive structures to prevent student failure.

Each site developed a Continuity plan with the MTSS framework in mind to ensure whole student well-being in the Distance Learning environment.

Every school will be provided an allocation to support MTSS teams who will review data, identify evidence-based practices to support students, assign students to small group interventions, and identify additional professional development to support teachers. During Distance Learning, the expectation is that each site team will meet regularly to identify students that are not thriving and design a response to help keep them engaged and connected with staff and peers.

Extra Curricular: As school plans get underway we know that students are already planning, with staff, leadership events and revisioning traditional events. Our elementary school schools will still hold spirit days, library reading clubs, chess club, robotics, choir, and student councils. Our Secondary sites are utilizing student voice and student leaders to plan advisory periods, virtual events, and clubs like GSA, BSU, etc. Teams like Robotics and our athletics continue to stay connected and meet regularly. Friendship Day will still be held.

Schedules and structures were created by summer Action Teams to accommodate a shift between “phases” of instruction ranging from full distance learning to a complete return to campus. These schedules follow SB 98 guidelines for daily, live interaction between teachers and peers, instructional minutes of 180 for TK/K, 230 for grades 1-3 and 240 for grades 4-12, and meets or exceeds minimum live/synchronous instructional minutes within this time.

Schedules articulate that core academic instruction happens in the morning, and reserves time in the afternoons for interventions, special education services, small group instruction office hours and increased teacher collaboration. This will allow these services and interventions to continue throughout the phases of instruction. For more information about schedule design, visit our [Restart website](#) and link to the Board of Education presentations for July 23, August 6 and August 18.

DJUSD's core academic curriculum provides digital resources and assessments. These resources include:

- Benchmark Advance/Adelante
- Pearson enVision Math
- Amplify Science
- College Preparatory Math (CPM)
- Houghton Mifflin Harcourt ELA/ELD
- Lab Aids Science

Using Learning Continuity Funding, DJUSD is adding substantial digital curriculum resources, in addition to the adoption of Canvas, our new Learning Management System. Programs include:

- Illustrative Math by Open Up Resources (6th grade)
- Studies weekly (K-6)
- Amplify science (grades 4-6)
- Lab Aids (grades 7-8)
- Mystery Science (K-3)
- Edgenuity (K-12)
- Smart Music (4-12)
- Imagine Learning (K-6)

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.]

DJUSD has District-issued Chromebooks as well as hotspots for connectivity available to any DJUSD student needing access for Distance Learning. Any family requesting a Chromebook or lacking dependable internet may contact the technology office for assistance. If a family is not able to pick up a Chromebook or hotspot, delivery to the home will be arranged. Information and support is being provided in English and Spanish in person, by phone and through digital support. The Technology Office, the Communications Office and school sites prioritize outreach to families to ensure that all students have a device and reliable internet to engage in Distance Learning. In addition, the DJUSD [One-to-One Initiative](#) will support a smooth continuity of learning even with a phased return to in-person learning. DJUSD has checked out 2500 Chromebooks and 275 hotspots as of August 2020.

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.]

During Distance Learning, teachers will continue to use assessments, both formative and summative, in alignment with their grade level and curriculum. Progress monitoring can be done through live instruction, assignment completion and assessments through Canvas. The Elementary and Secondary schedules are designed to provide teachers with blocks of time designated for small groups where they can assess closely and lead intervention as needed.

In Canvas, all instructional staff will designate a weekly and daily plan to include the number of live minutes and anticipated time value of independent pupil work. Aequitas, our student management system, will be used to track attendance as well as engagement. As an example, teachers may note whether students participated through Zoom, submitted work, or the teacher made contact with other academic outreach like Google Doc collaboration or discussion boards, and/or wellness checks.

Special Education staff, including teachers and service providers, will keep contact logs that will document time spent with each student and documentation of the work and goals met or being worked towards. For students with accommodations that involve extra time on assignments and/or reductions of assignments, the Special Education teacher will collaborate with General Education teachers to determine the time value of each pupil's work.

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.]

The day-to-day instruction and interaction of our students with one another and staff will characterize their learning experiences, relationships, and engagement during Distance Learning. As such, we chose to invest heavily in the professional development and support of our staff as they crafted experiences with our students. In June, we held an orientation to fall planning; over 200 staff showed up to offer expertise and work. We designed Action Teams who had contributing members and those that offered critical feedback. Each Action Team took on the work of research, collaboration, planning, and design of professional development for peers. The work went through multiple rounds of critique and revision and that professional development and work is the foundation of this plan.

Starting in July of 2020, DJUSD staff had access to six Professional Development Modules:

1. Canvas (use of LMS)
2. Structures and Instruction
3. Social Emotional Learning
4. Equity and Access
5. Engagement, Feedback, and Assessment
6. Health and Safety

Additionally, depending upon staff classification, staff were compensated for up to 40 work hours of time to work with colleagues on implementation plans for Distance Learning.

Specific to our Distance Learning format, three PD modules, developed by DJUSD staff members, 1) Canvas, 2) Equity and Access and Engagement, and 3) Feedback, and Assessment will be available for straining throughout the year; these will be facilitated in staff collaboration time and some sessions will be provided in an optional format. In addition, all Instructional Coaches are participating in the Distance Learning Playbook Training, facilitated by the Yolo County Office of Education. Through this work, they will identify critical practices and facilitate professional development for DJUSD in late fall and winter of 2020.

Specific school site staff training includes:

- Training continued for PBIS for elementary sites and select junior high schools
- AVID sites participated in training targeting strategies that align to AVID and Distance Learning.
- Science teachers in grades 4-8 participated in training on new Science curriculum, specifically targeting strategies for Distance Learning
- Each site team sent key staff to training from Mindful Schools and those staff members will support practices this year as well

In order to support students who receive Special Education services, site administrators and Special Education staff have been invited to participate in professional development offered through the Yolo County Office of Education at [Yolo County Office of Education Professional Development](#). The professional development being offered was developed in cooperation of program administrators from each of the districts in the SELPA, including Davis Joint Unified School District.

Staff Roles and Responsibilities

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

- COVID Coordinator: liaison between the sites and the Yolo County Health Department for contact tracing, staff, training, and PPE coordination (Associate Superintendent Student Support Services)
- Nurses: provide COVID-19 symptoms training and support to staff and aids Yolo County Health Department in contact tracing and follow-up
- Mental Health Collaborative: Multidisciplinary group of counselors, nurses, psychologists, therapists and crisis coordinators to identify, implement, and support mental health services for students

- Campus Supervisors and Playground Aides are unable to perform job-related duties and we are working with CSEA to determine appropriate assignments
- One Information Technology Specialist is providing several levels of Canvas support
- Administrative assistants across the District are providing frontline canvas support

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.]

Students with Disabilities: Special Education teachers, in their role of case managers, will review each student’s Individualized Education Plan (IEP) and determine the appropriate level of services and support for each student during Distance Learning. The parents of those students will receive notice of the level of supports their child will receive during Distance Learning. The protected collaboration time built into our Distance Learning schedules allows General Education and Special Education teachers and support staff to plan to appropriately support students in their General Education classes. Special Education teachers and paraeducators have received role-specific training in Canvas, from staff in the Technology department, which will allow them to support students who receive Special Education services. Staff-requested supplies were ordered to support students in the Distance Learning environment. Document cameras are an example of the supplies being ordered and one document camera is being ordered for each teacher to help with instruction during Distance Learning. Speech and Language Pathologists requested, and will receive, the digital platform Presence Learning to make their digital services more effective. School Psychologists requested, and will receive, the digital platform Q-Interactive to make assessing students for Special Education services safer during Distance Learning.

English Learners: English Learner (EL) Specialists at every elementary and secondary school will take a case management approach in supporting all English Learner students and families. Through a case management service delivery mode, staff will identify strengths and needs in order to improve student and family experience with Distance Learning.

The first order of priority is access and connectivity for Distance Learning, provided by District-assigned technology devices. Every student and family will receive a personal call from their EL Specialist case manager to ensure that the District-provided Chromebook and Wi-Fi devices are functional and students and families have adequate training and support to utilize them. Moreover, staff will also support families with accessing class schedules and courses through Canvas.

Additional support for families will be “front doorstep visits”. This level of support targeted students who have not engaged in Distance Learning within the first three days of the start of instruction and who staff were not able to reach by phone or email. Our goal and number one priority is 100% student participation in Distance Learning this fall and throughout the year. We continue to make this our top priority and, in order to meet this mission, it is imperative that English Learner staff at all levels continue to grow professionally especially on how to address the complexities of our new teaching and learning reality.

Throughout the summer, many of our English Learner Specialists have participated in District-, County- and State-sponsored professional development opportunities. These training sessions have allowed staff to develop common experiences, resources and strategies to best support our English Learner students and families. Furthermore, our learning from this summer has profoundly impacted our planning and articulation, creating great synergy that will continue to improve our English Learner students' and families' experiences with Distance Learning. In addition to professional development, we have also added protected collaboration time into our Distance Learning schedules, which allows General Education and EL Specialists and paraprofessionals to plan articulate and align curriculum that support designated and integrated ELD, as well as to plan appropriate supports and interventions.

Migrant Students: There is overlap among our English Learner and migrant student populations. In fact, many of our migrant students are English Learners and receive the supports explained above. In addition, our migrant students received a six week intervention program (DJUSD Summer Scholar Program) this summer funded through an Memorandum of Understanding (MOU) with Butte County Region 2.

The impact of COVID and the transitory nature of our migrant population that results in interrupted schooling, warrants additional instruction and interventions. Our migrant students demonstrate significant academic gaps in language arts and math. To address these gaps, the Summer Scholar Program staff delivers targeted and differentiated instruction in reading, math and English language development. Students are grouped in K-1, 2-3 and 4-6 grade level classrooms. Within these clusters, intensive interventions are delivered to each student in a small group setting based on level identified from reading and math assessment data.

Music instruction is also incorporated to increase student engagement and cultural enrichment opportunities. Students in Kindergarten through Grade 2 are engaged in various music, movement activities and relationship-building games through song. All students in Grade 3 through Grade 6 learn to play the violin and music theory. The music program is also a crucial component in building cultural awareness and appreciation of music.

As a result of this summer option, we have observed a large increase of 3rd-6th graders joining music and band during the regular school-year. Those who learn to play violin over the summer are also able to join the Mariachi Puente Youth Group. Furthermore, all lessons of study within the program are culturally relevant and responsive to the needs of our migrant students. The resources created and the literature covered are reflective and inclusive of students' cultures and experiences. In order to measure the effectiveness of this program pre and post assessments are conducted and analyzed at the conclusion of the program.

Students experiencing homelessness: Much of the work done to support our students experiencing homelessness is coordinated by our full-time Foster/Homeless Liaison, a DJUSD employee. Already this summer, she has made personal phone calls to every family who qualified as Homeless/McKinney-Vento in 2019-20 to recertify them prior to the start of the school year. In this way, we secure resources and are able to discuss and address barriers to re-enrollment.

Additionally, with the use of one-time grant of Education for Homeless Children and Youth (EHCY) funds from Yolo County Office of Education, the Liaison assessed school readiness needs and is providing qualifying families with back to school care packages including school supplies, headsets, white boards, backpacks and gift cards for groceries. In establishing relationships, building trust and providing supports and resources, we are also able to address barriers to accessing technology and will assess the need for tutoring once the school year begins.

To sustain this support, the Liaison will send weekly emails and texts to assess ever-changing needs. One mechanism for support is in providing timely updates, sharing the DJUSD resource page for homeless families, and working in concert with Student Services and site staff. Additionally, as a social worker and counselor, this staff member is able to offer robust support via Zoom for students and families in need. We know we may not identify all families experiencing homelessness, but we will continue to post flyers and brochures in the community for homeless families to have accessible information about resources and ways to contact the Liaison. Foster Students: The work done to support students in foster care is very similar in nature to that done for our homeless families and students. Utilizing a targeted funding source, we were able to provide back to school care packages including school supplies, headsets, white boards, backpacks and gift cards for groceries. In establishing relationships, building trust and providing supports and resources, we are also able to address barriers to accessing technology and will assess the need for tutoring once the school year begins.

To sustain this support, the Liaison will send weekly emails and texts to assess ever-changing needs. One mechanism for support is in providing timely updates, sharing the DJUSD resource page for foster students, and working in concert with Student Support Services and site staff. Additionally, as a social worker and counselor, this staff member is able to offer robust support via Zoom for students and families in need.

Foster Students: The work done to support students in foster care is very similar in nature to that done for our homeless families and students.

Utilizing a targeted funding source, we were able to provide back to school care packages including school supplies, headsets, white boards, backpacks and gift cards for groceries. In establishing relationships, building trust and providing supports and resources, we are also able to address barriers to accessing technology and will assess the need for tutoring once the school year begins.

To sustain this support, the Liaison will send weekly emails and texts to assess ever-changing needs. One mechanism for support is in providing timely updates, sharing the DJUSD resource page for foster students, and working in concert with Student Support Services and site staff. Additionally, as a social worker and counselor, this staff member is able to offer robust support via Zoom for students and families in need.

Low Socio-Economic: The work done to identify Low Socio-Economic students and families is done prior to the first day of school and informs our confidential conversations with families and counselors. We have used supplemental funds to ensure that families have meals, access to mental health clinicians, school supplies, winter coats, etc. as needed. Meeting the fundamental needs of our students first allows them to access our instructional program.

It is also important to note that counseling staff identifies unduplicated students, inclusive of low socio-economic students, and are responsible for monitoring progress of each student in terms of attendance, engagement, connectedness, academic performance, and they must check in with staff as needed. This work ensures that while teachers are working to identify learning loss in all students, our counseling teams are explicitly reviewing learning and other metrics for success and wellness at school so our system is accountable for each student's success. These students receive regular one-on-one check-ins and counseling staff reviews attendance, grades, etc. to monitor progress.

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

Description	Total Funds	Contributing
Professional Development - District wide	\$1,639,139	No
Chromebooks, internet hot spots, additional contracted services to support DJUSD technology infrastructure.	\$594,534	No
Student curriculum - online licenses and subscriptions (i.e., Amplify) Student supplies and kits for sending home	\$575,084	Yes
Special Education supplies - document cameras & additional online curriculum resources to support staff/ students	\$80,000	Yes
Physical Health and Safety Measures- PPE, hand washing stations, cleaning and sanitizing supplies, new air filters for district	\$285,085	No
Migrant Summer Scholar Program (MOU Partnership between DJUSD and Butte County Region 2)	\$43,962	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.]

DJUSD staff will use formative assessments and more formal and systematized assessments in order to identify learning loss and respond appropriately. Specifically, in our elementary schools, a battery of reading assessments exist and are routinely used to screen students' ability to decode, read fluently, and comprehend. These screeners and math assessments embedded within adoptions will identify students who may have been behind or dropped behind in learning. Additionally, staff will administer the Scholastic Reading Inventory (SRI) for grades 7, 9, and 10 to identify students who may benefit from reading support during the intervention periods scheduled for afternoons. Our EL Specialists will give initial EL assessments this fall and all English Learners will be working one-on-one with students to identify language loss and starting points for language learning.

Both elementary and secondary schedules have designated periods for intervention and small group instruction; every site will use staff collaborative time, structures established for RTI, our MTSS teams, and Academic Conferencing to identify students and interventions within their own context.

We continue to use Bridge, Academic Center, AVID, and tutors under the direction of the teaching staff.

The learning status of students who receive special education services will be reviewed at grading periods when progress on goals is reported and when progress on goals is reviewed in their IEP meetings. The baselines established in each student's IEP will allow the case manager to if learning loss has occurred.

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.]

DJUSD teachers and staff will use assessments already embedded in practice and curriculum to include foundational reading, language, and math. Teachers will rely heavily upon formative assessments during live instruction and small group instruction, a structure designed to allow teachers and students time for “just in time” formative assessment and intervention responses.

Students in the 7th, 9th, and 10th grades will take the SRI (Scholastic Reading Inventory), and staff will use data to design scaffolds for instruction and targeted strategies for students reading below grade level and struggling to access content. In both elementary and secondary schedules, time is protected for staff to invite students for intervention or supported independent work; this work is supported by

reading specialists, para-educators, English Learner Specialists, AVID teachers, and potential volunteer tutors through UC Davis and a network of retired teachers.

The District is exploring the purchase and implementation of adaptive assessments in math and English Language Arts (ELA).

We have purchased Edgenuity for math teachers, especially for use by secondary schools across DJUSD who participated in the training. If students are behind in skills or concepts, Edgenuity can be assigned. This program provides lectures, reading, models, formative assessments, self assessment, and is also responsive; as students master content the instruction increases in complexity. Students who are identified as behind at Montgomery Elementary or Harper Junior High may be assigned to Bridge, an after-school program where tutors support current academics while reviewing past concepts. This is also true for Davis Senior High School students who may be referred by teachers or counselors for extra support by the Academic Center tutors, volunteers, and staff.

It is also important to note that counseling staff identifies unduplicated students and are responsible for monitoring progress of each student in terms of attendance, engagement, connectedness, academic performance, and they must check in with staff as needed. This work ensures that while teachers are working to identify learning loss in students, our counseling teams are explicitly reviewing learning and other metrics for success and wellness at school so our system is accountable for each student's success.

Our English Learners will also have access to Imagine Learning. EL Students will see an addition in instructional minutes through this program as it is intuitive and builds academic language skills in addition to embedded skill development from all content areas.

If learning loss is determined to have occurred for a student who receives Special Education services, the IEP team will review the plan and make changes as appropriate to support each student and to compensate for the learning loss.

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.]

Increased time for teacher collaboration will be dedicated to review student progress data using formative assessments. Grade level teams will work together, and with Special Education staff, Reading Specialists and English Language Development staff, to adjust instruction and intervention to meet students needs. Staff will continue to hold Academic Conferencing to review data on student progress and counseling teams check in with students, families, and staff on progress. Response to student progress, or need for more intervention, include:

- Flexible student grouping for differentiated instruction
- Targeted small group and individual student interventions in afternoon periods of schedule
- Targeted break out support and scaffolds during live instruction using co-teaching models, para educator support, EL staff, or volunteers
- Invitation to support structures such as Academic Center, Bridge, or other content re-teaching opportunities designed by sites in response to student needs

Teaching staff can use tools like the SRI or the battery of reading assessments in elementary school this winter and spring to measure for progress in reading skills, the Mathematics Diagnostics Testing Project (MDTP) for math skills in secondary schools, and assessments within the adopted curriculum to measure progress.

One successful example of this was the collaboration between Reading Specialists and Power Up Summer staff in identifying students by reading skills through a battery of assessments; staff then designed small group intervention classes and progress monitoring strategies. These same assessments and small group strategies will be used during the school year.

EL Students who benefit from Imagine Learning should show growth in language acquisition on Summative Language assessments this winter.

For students receiving Special Education services, the effectiveness of the services and/or supports provided to address learning loss will be measured when progress toward goals is reviewed at grading periods when progress on goals are reported and in IEP meetings when progress on goals is reviewed. The baselines established in each student’s IEP will allow the case manager to determine if the interventions provided to address the learning loss have been effective.

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

Description	Total Funds	Contributing
Power-up Summer School 2020	\$261,500	No
Student curriculum - Imagine Learning, Edgenuity	\$187,694	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.]

Mental Health:

Grant Work: During the 2020-21 school year, Yolo County became a Mental Health Student Services Act (MHSSA) grant award winner. Through this grant, Davis Joint Unified will partner with Yolo County Office of Education and Yolo County Behavioral Health to set up systems and structures to offer mental health counseling to students through licensed mental health clinicians.

Mental Health Collaborative: In addition to this partnership, this fall we are launching the DJUSD Mental Health Collaborative. This group will bring together professionals who support mental health within our district. As a group, we will collaborate, share best practices and break down the silos that exist between our departments. Through innovative approach, we hope to shift our systems, structures, policies and practices to better support mental health for our staff, students and families. Distance Learning poses new concerns related to mental health that we have not previously encountered which requires a more urgent need to employ this creative thinking. As a result, we will meet more frequently at the beginning of the year.

Online Referral Form: In the Spring of 2019-20 School Year when Distance Learning began, we established an online referral system for families, students and staff to report students that needed additional mental health support. We will continue to employ this online referral form this year.

Securly: Newly adopted Securly is a cloud-based filtering system that flags any online searches or content added from student accounts. District and site administrators and counselors are immediately alerted to students with searches that might suggest they are in crisis or in need of mental health support.

Social Emotional Learning (SEL) and Well-Being

Designated SEL time within the school schedule: This year with the need to change the delivery and structure of school to better reach students, we added a time slot for designated Social Emotional Learning for both Elementary and Secondary sites. During this time slot, students will receive direct SEL instruction from counselors and teachers at least once a month.

Direct and infused SEL instruction: Teachers and counselors will utilize both synchronous and asynchronous ways to address student needs, student mental health and wellness. These lessons will include Kelso's Choices, Second Step Curriculum, Bullying Prevention and additional lessons aimed at mitigating the additional stress and trauma of COVID 19.

Mindfulness: This summer teams from each school site went through Mindful Schools training. Teams from each site will determine how to incorporate mindfulness into their daily lesson and the newly designated SEL time each week.

Positive Behavior Intervention and Support Systems (PBIS): We currently have nine school sites in various stages of training and implementation of PBIS. We will continue training this year with the Placer County Office of Education and the Yolo County Office of Education to further our efforts with PBIS. PBIS offers our students, families and staff routines, procedures and predictable environments, even online, that counter the instability and unpredictability that exist due to COVID-19.

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 following protocol details the tiered monitoring and re-engagement strategies that will be used for students within DJUSD. We intend to use our trained interpreters and translators to assist as needed in student and family contact.

Attendance Interventions

Staff is asked to begin with kindness and a serious desire to ensure the well-being of and academic access for the student. The goal to help remove barriers to student engagement. The following strategies and processes are used for attendance and attendance interventions.

1. Teachers are strongly encouraged to call home when they notice a student absent from consecutive live sessions
2. Attendance Clerks will review attendance records at the end of each week, and will attempt to contact home for any student who has been marked “DL Absent/No Work” for 3 or more days.
 - a. This contact attempt and outcome will be documented in Q: Student Engagement as Wellness: Accessibility Check
3. If Attendance Clerk cannot reach family and/or student continues to not participate, then referral is made to Counselor, who will initiate tiered interventions and supports

Tiered Interventions -- Counselors will continue to document all contacts in Visits.

1. Attendance Clerk notifies Counselor about absences and contact attempts to date
2. Counselor checks Student Engagement records and consults with Teacher(s) about student absences
3. Attempt contact by phone, text, and email for all parent/guardian contacts listed. Counselors have Google Voice numbers to text with parent/guardians.
 - i. Document contact attempts in Q: Student Visits, including if a message is left, if text messages show “read” receipts, and if phone numbers or email addresses are out of service. Messages should ask that the parent/guardian contacts the school ASAP
 - ii. If no contact is made after 2 school days, repeat attempts to contact all working numbers and email.

- b. If the student has siblings enrolled within the DJUSD, coordinate with other site(s) to investigate sibling attendance and opportunities to reach a parent/guardian. Another site may have updated contact information, or could pass on a message via an attending sibling
 - c. Call student's emergency contacts, in order, and leave messages asking that they have the parent/guardian contact the school as soon as possible. State that you are calling because they are listed as an emergency contact for the non-attending student, and that although this is not an emergency, you need assistance in reaching the parent/guardian as soon as possible. Do not detail the reason for calling
 - d. If the above attempts to reach the parent/guardian are unsuccessful, contact the District Attendance team from Student Support Services, composed of Attendance Manager and Prevention and Wellness Manager, to discuss next steps
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- i. Porch Visits
 - 1. "We Miss You" door hangers with info about tech access, class meeting times, how to find login information, food distribution, mental health contacts

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.]

Meals have been provided at four sites each weekday since the school closures, including the week of spring break. DJUSD continues to serve approximately 800 meals each day. During Phase 1 Distance Learning, DJUSD will continue to serve meals to students. Students/families may pick up lunch for the current day and breakfast for the following morning, at the four locations. Meal service will likely be modified or expanded as a transition back to in-person learning in our Phased Return to Campus Plan.

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.44%	Please see 2019-20 LCAP page 140 and 141, Demonstration for Increased Services for Unduplicated Pupils

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.]

Many actions and services included in our 2019-20 LCAP continue to serve our students even during Phase 1 Distance Learning. They are accessible school wide and are principally implemented in service of our unduplicated students.

Our core belief is that additional support in literacy and numeracy, at the earliest possible time, is to the benefit of those who are furthest from opportunity (our unduplicated students). Additionally, we are sure that secondary coursework that gives students strategies for engaging in the rigor of A-G coursework and access to a college going system promotes their engagement and capacity.

The more we learn about the impact of school climate, trauma, lack of health care, and lack of connection or access to our curriculum and pedagogy the more driven we are to revise our educational systems. Framed in the positive, we believe that if students feel safe, are able to negotiate relationships and their own conflicts, believe they belong and have foundation skills for reading and math, then they will thrive in

the 21st century learning environments. As we move forward with the work of Multi-Tiered System of Supports (MTSS), we learn that keeping students in the classrooms with the best first instruction that includes behavior, social emotional support, and academics is the most responsive and effective mechanism to improve opportunities and outcomes. As we invest in the capacity of our educators, we change the experience of our students with research based practices, especially as our systems are pushed toward equitable access and outcomes.

This work is no less profound or necessary for our unduplicated students when thinking of Distance Learning. It becomes increasingly relevant to ensure that they have their health needs met, access to us, healthy relationships with staff and peers, and that our pedagogy and intervention strategies are intentional, culturally relevant, engaging, and targeted. Designing these structures and supports for our unduplicated students is to the benefit of all.

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

DJUSD has historically used all supplemental funds required and additional LCFF funds to support the actions and services for foster and homeless youth, English Learners, and low income students. The funds span investment in summer programming, extended school days, resources in the form of school supplies, meals, and transportation. In addition, the funds allow for targeted staff support to provide expertise, one on one services, high leverage pedagogy, Bridge, Academic Center coordination, and other services that increase access, improve school experience, provide mentorship and guidance, academic skill development and planning, his including counseling, case management, and family supports.