

Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

The COVID-19 pandemic resulted in a statewide "shelter in place" order and school closures that began in spring 2020. Business closures and employee layoffs impacted household incomes and led to one of the largest economic contractions in recent times for the area and the state. Late in the 2019-20 school year, student learning transitioned to an online format without notice or transition time leaving many families with daytime childcare challenges and creating concern about the welfare of students who rely on schools for socialization and a consistent source of meals in addition to their education. Because a virtual school environment requires technology equipment, internet access, and the ability to navigate several online platforms, many students and their families lacked the resources and understanding to ensure learning continuity for their children.

Since spring, our community has grappled with changing guidance related to whether or not schools and businesses can open, continual alterations in health and safety protocols, the increase of illness, as well as loss of life due to COVID-19. The fluid nature of the pandemic, variety of policy responses, sometimes confusing information that has been reported, and the emotional toll of isolation and uncertainty has left the community polarized in their viewpoints and opinions about how schools should operate for the 2020-21 school year. However, due the governor's orders on July 17th and the fact that Sutter County had increasing numbers of cases of community members contracting COVID-19, the district was required to begin the school year in a distance learning model of instruction.

This determination quickly led to the implementation of a four-phase plan for reopening dependent upon the rate of transmission of COVID-19 within the community and the county as a whole:

- Phase 1 – Distance Learning until a sufficient reduction in the virus is maintained and the county health officer provides clearance to reopen.

- Phase 2 - Hybrid model of instruction providing students to return to school at least half day to receive in-person instruction until a full reopening is possible.
- Phase 3 – Full day reopening with restrictions as safety protocols as prescribed by county health guidelines.
- Phase 4 – Full day reopening without restrictions and safety protocols.

Stakeholder Engagement

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

Throughout the 2019-20 school year the Yuba City Unified School District engaged stakeholders as part of the LCAP development process. As our district responded to the COVID-19 pandemic this engagement continued, resulting in gathering input that informed the development of the Learning Continuity and Attendance Plan. Feedback gathered throughout the entire 2019-20 school year through the start of the 2020-21 school year impacted the actions included in this plan. Efforts to solicit stakeholder feedback include surveys (some of which were available in multiple languages), outreach efforts with specific emphasis on families who speak languages other than English and/or not engaging in internet based communications, presentations to the Board of Trustees and stakeholders, online public review and comment.

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

During the time period that large gathering are not recommended, community members will have options for remote participation in public meetings and public hearings. Meetings will take place using the Zoom webinar platform. Those who wish to participate in meetings can join via video conference or by phone. Information about how to participate in public meetings and hearings, opportunities to address our local legislative body, and meeting agendas are shared with the community on the district website and through multiple social media platforms (Facebook and Twitter) at least 72 hours in advance of the meetings.

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

Gathering stakeholder feedback is an essential part of ensuring programs and services offered meet the needs of all families. The following big ideas and trends emerged from the process of gathering stakeholder input.

While the feedback was extensive, the trends in the interests of the groups were finite. For staff the focus was on safety and resources while the focus for parents was on returning to a standard educational environment as quickly as possible.

Key themes for staff:

- Seeking assurance that we will stay on distance learning until it is safe to return
- Requesting that the district provide the necessary resources for distance learning for both teachers and students to be successful including devices and access to wifi
- Desire for strong safety protocols to be in place when the transition to phase two occurs

Key themes for families:

- Come back as quickly and efficiently as possible to normalize students lives for the purpose of both improving quality of education and providing social/emotional support
- Ensure students have access to intervention support due the learning loss from the closure and distance learning
- Ensure the continued access to extra-curricular activities through all phases of the plan

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

Stakeholder engagement heavily influenced the development of the Learning Continuity and Attendance Plan. Feedback from stakeholders is collected through the avenues described in the Stakeholder Engagement section of this document. "Big ideas" or common themes emerge through the stakeholder engagement process and were considered as the aspects and actions of this plan were developed. The following aspects were specifically influenced by stakeholder input in the following areas of the plan:

*In-Person Instructional Offerings:

As soon as it is safe to do so, families will have additional learning model options including the hybrid model for the 2020-21 school year. The hybrid learning model includes five half school days of on-campus attendance in combination with independent work. This section of the plan also includes an action related to intervention support instruction to address the needs of students who have not yet met academic standards through intervention and language development strategies.

*Distance Learning Program - Continuity of Instruction:

Families will have learning model options including the virtual learning model option for the 2020-21 school year. The virtual learning model includes multiple daily virtual classroom sessions in combination with independent work.

*Distance Learning Program - Access to Devices and Connectivity:

Chromebooks are available to every student in the district. Families who do not have internet access are provided with an wifi hot spot.

*Distance Learning Program - Pupil Participation and Progress:

Students will engage in multiple synchronous instructional sessions each school day.

*Distance Learning Program - Distance Learning Professional Development:
Teachers will receive training in Google Classroom as well as a variety of other tools to ensure their success with distance learning.

*Distance Learning Program - Support for Pupils with Unique Needs:
Instructional blocks will take place each day.

*Distance Learning Program - Action for supplemental online programs:
Teachers and students will be provided with supplemental programs and resources to support virtual classroom instruction.

*Pupil Learning Loss Strategies:
Instructional support blocks will take place each day.

*Mental Health and Social Emotional Well-Being:
Coordinated services provided by the district's clinical counselor and intermediate school counselors provide mental health and social-emotional support for students.

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 Yuba City Unified School District is committed to providing in-person instruction as soon as health and safety guidelines allow a return to classroom-based instruction. The district will begin the transition to the hybrid learning model and on-campus learning within two weeks after Sutter County has met the criteria to reopen school campuses.

The Hybrid Learning Model provides a combination of face-to-face instruction and at-home learning with safety and social distancing measures on school campuses as outlined by the Sutter County Health Department guidance. Students will attend school on-campus five days each week, Monday through Friday, for a period of time in either the morning or afternoon. Independent study will also be provided for students for the remainder of each school day.

Students will experience a well-rounded curriculum in all core subject areas including English language arts, mathematics, science, history/social studies, physical education, and some elective courses such as band. In-person and virtual small group instructional blocks of time will be dedicated to meeting the needs of students who have not yet met academic standards, have experienced learning loss as a

result of school closures, or are a designated English learner. During these small group sessions teachers will target specific student needs, use a variety of instructional strategies to accelerate learning for students, and provide designated English language development instruction. Specific student academic needs will be determined through a systematic cycle of assessments that include diagnostic assessments in both English language arts and mathematics administered at the beginning of the school year and two additional times throughout the year to monitor student progress and inform instruction for teachers.

Coordinated counseling services are available at all school sites to address student mental health and social-emotional needs. Services can be provided virtually or when possible, in-person.

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

Description	Total Funds	Contributing
Administrators, teachers, and staff develop and implement safe and healthy learning and work environments guidelines and protocols based upon resources and information provided by the California Department of Education, California Department of Public Health, and the Centers for Disease Control and Prevention to address the safety needs of all students and staff members.		No
District and school administrators provide personal protective equipment for all students and staff to promote safe and healthy learning and work environments for all.	1,700,000	No
District and schools provide personnel trained in sanitizing and disinfecting to ensure all students and staff are operating within safe and healthy learning and work environments.	100,000	No
Administrators, teachers, and staff create and implement a hybrid learning model that includes five, half days of in-person learning, daily independent work, and weekly intervention blocks for students with specific intention targeted toward the needs of those who have not yet met academic standards.	300,000	Yes
District and school administrators create and implement a professional development plan for general and special education teachers that includes training and coaching in effective intervention strategies and integrated/designated English language development to address student learning loss that may have or will occur as a result of school closures.	300,000	Yes

Description	Total Funds	Contributing
Teachers provide weekly intervention during in-person and virtual class times to address the needs of students who have not yet met academic standards through intervention and language development strategies to address student learning loss that may have or will occur as a result of school closures.	50,000	Yes
Home to School Transportation	3,000,000	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.]

The Yuba City Unified School District has developed a four-phase plan for re-opening schools for the 2020-2021 school year. While the district seeks to reopen schools as soon as the Sutter County Health Department suggests that it is safe for students and staff, in the meantime the district will remain in a distance learning model. In preparation for distance learning the district focused on key areas and continues to strive to implement continuity of learning through this process:

1. Ensure that our technological infrastructure is prepared for a distance learning model of instruction.
2. Ensure safety protocols are in place for staff to return to school sites.
3. Provide professional development and resources to staff to support a foundation of expertise to sufficiently execute a distance learning model of instruction.
4. Train and support site staff with the digital components that are aligned and coupled with our existing curriculum to maintain the same level of academic instruction.
5. Ensure equity of access to all students through the provision of devices and wifi access.
6. Provide support for technology for students, parents, and staff through the use of site techs, the help desk, and tutorial websites.

The District has developed a Distance Learning Model that ensures continuity of instruction for students. Plans have been collaboratively developed with teachers and administrators based upon stakeholder feedback obtained through distance learning surveys administered in May/June 2020. In this learning model, students learn at home in a structured virtual format. Teachers utilize a variety of instructional

strategies including scheduled, interactive, whole-class, and small group instruction in addition to independent work. Multiple virtual classroom sessions are held throughout each school day and attendance is compulsory. Students earn grades on assignments and report cards as they would in the traditional school setting. Multiple virtual classroom sessions will be conducted daily Monday-Friday to ensure students maintain access to a full curriculum that includes lessons in English language arts, mathematics, science, history/social studies, physical education and some elective courses such as band. Instruction is provided through the use of the district adopted materials and supplemental programs.

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.]

Chromebooks are available to every student enrolled in the district as needed. At the beginning of the school year, all families are asked to complete the online request. During this process families indicate their desire to check out a Chromebook for their student(s) and their need for support with internet access. Families who do not have at-home internet access are provided with an internet hot spot that allows access on the designated student Chromebook. Administrators provide personal outreach to families to assist them and determine needs. This outreach continues until all families have been reached and have their needs addressed. Technology assistance is provided throughout the school year through an on-call support system. Families can call or email the help desk and receive a response with support within a very short time frame.

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.]

Daily attendance for virtual classroom attendance is recorded in the district's student database. An absence is recorded anytime a student misses a full day of virtual instruction. Because each day in the virtual learning model consists of several online classroom sessions throughout the day, teachers also record session attendance using a variety of formats such as daily discussion questions, Google Forms, poll questions, student assignments or asking students to respond orally to roll-call for mic check for the day.

Independent study complements the daily interactive lessons and provides students with regular instructional breaks, limited consecutive screen time, as well as time to practice concepts or skills on their own. These asynchronous assignments are developed to fulfill the minimum instructional minutes and meet attendance requirements in the distance learning model. Activities assigned for independent practice may be routine practice, long-term projects, or exercises from a recent lesson. Teachers estimate the average amount of time it will take a student to complete the activity and assure instructional minutes are met for each day. Teachers record student progress in their gradebook for attendance and progress monitoring.

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.]

Distance learning requires that the Yuba City Unified School District has a robust wireless infrastructure with sufficient wireless access points and provides technology devices that include cameras and microphones for all teachers. Google Apps for Education (GAFE) is the primary suite of tools used by YCUSD educators for the virtual classroom.

This suite includes:

- *Google Drive
- *Google Classroom
- *Google Meet
- *Google Sheets, Docs, and Slides

Supplementary resources used district-wide to support the virtual learning environment include:

- *Zoom video and audio conferencing
- *Seesaw Learning Management System
- *Screencastify for recording lessons
- *Kami for utilizing documents in online instruction
- *Pear Deck for developing lesson presentations, checking for student's understanding and developing assessments.

Prior to the start of the school year teachers were provided with professional development in the following programs and practices:

- *Google Classroom as a Learning Management System (LMS)
- *Google Meets as a Virtual Classroom
- *Intentional Planning for Distance Learning
- *Other Virtual Platforms: Google Drive, Online Textbook Features, Edpuzzle, Remind, Loom, and many others.
- *Trauma informed practices for the online classroom
- *The Social-Emotional needs of student in a distance learning model

All sessions were recorded, archived, and placed on a website so teachers could access and review sessions at their convenience. Additionally, district professional development staff will provide requested training and lesson support for educators throughout the school year. The instructional coach support team allows teachers opportunity for one-on-one support. Each school site has a Technology Support Team member (site techs) provided to assist teachers with any needed technology support.

On August 7th, we held a district-wide professional development day dedicated to distance learning. This provided teachers with new curriculum supports, an instructional template for distance learning, and a review of best practices for academic interventions for students. Additionally we are offering a professional development passport for a nine-week period on numerous topics for teachers continued education on the implementation of useful tools in distance learning.

Staff Roles and Responsibilities

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

A new responsibility of school support personnel has been the preparation and distribution of materials through a curbside pick-up process. Staff members have prepared large bags containing student textbooks, Chromebooks, hot spots, and all supplies students need to engage in learning while at home.

Some of the new responsibilities for administrators include:

- *preparing school campuses for social distancing and safety procedures.
- *facilitating staff training on social distancing and safety procedures.
- *monitoring personnel to ensure adherence to social distancing and safety procedures.
- *providing training and support to staff for the virtual learning environment.
- *complex classroom assignment procedures factoring in family preference.
- *coordination of remote learning systems.
- *ensuring equitable access to at-home technology.
- *daily family outreach to determine and address barriers to student engagement in the virtual classroom.

New responsibilities for teachers in the virtual classroom environment include:

- *using online platforms and programs not previously used.
- *ensuring instructional plans are appropriate for a virtual environment.
- *communicating daily schedules to families in specific detail while limiting changes that could cause confusion.
- *communicating access procedures for instruction and resources to parents and students.
- *engaging and motivating students in a virtual environment.
- *advance planning with support personnel given that synchronous planning and communication is not possible
- *posting all assignments and providing feedback on progress through a learning management system.

New responsibilities for instructional aides include:

- *using online platforms not previously used and monitoring online chat boxes to respond to student questions
- *working individually or in small groups with students in virtual break-out rooms

New responsibilities for child nutrition staff include:

- *preparing meals to be consumed outside of school facilities
- *designing and facilitating curbside meal pick-up routines

Some classified support staff have been assigned new roles and responsibilities to include:

- *providing family outreach services to re-engage students in learning
- *assisting families in overcoming barriers to student engagement
- *assisting independent study school personnel as participation in these programs has increased

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.]

To meet the needs of pupils with unique needs including English learners, students with exceptional needs served across the full continuum of placements, foster youth, low-income students, and those experiencing homelessness in the Yuba City Unified School District the following supports and services are available:

- *Family outreach with personalized support
- *Expanded educator training
- *Virtual tutoring/small group support

Protocols to ensure ongoing outreach efforts have been developed. All classroom teachers, special education case carriers, school administrators, and counselors who provide educationally related mental health services contact families to determine students' needs and ascertain if there are any barriers to student participation in distance learning. Each week classroom teachers collect data on student participation in distance learning. Teachers note students who do not complete assignments and/or do not attend virtual, interactive lessons. Teachers, case carriers, and school administrators personally email and call the families of these students to determine barriers to student engagement. Ongoing personalized support is provided to families to reduce or eliminate identified barriers. This includes, but is not limited to, motivational discussions with students, providing any needed supplies including technology equipment, and free internet services. Counselors who provide educationally related mental health services contact families to provide wellness services to students on their caseload.

Specific student academic needs will be determined through a systematic cycle of assessments that include diagnostic assessments in both English language arts and mathematics administered at the beginning of the school year and two additional times throughout the year to monitor student progress and inform instruction for teachers. To ensure teachers have the ability to provide quality, virtual, differentiated instruction professional development was provided to teachers and instructional aides. Professional development opportunities for teachers included sessions on how to provide virtual, small group tutoring and accommodations through distance learning. Instructional aides will be available for student support. Several professional development sessions were made available to educators to prepare them for the transition

to distance learning provided through online platforms. Additionally, instructional coaches are available to any teacher in the district to ask questions about online platforms, resources, programs, and/or virtual instructional strategies.

To meet the individualized academic needs of students, virtual tutoring/small group support in the areas of English language arts, math, and English language development is provided daily by all classroom teachers with some additional support offered through instructional aides. Additionally, case carriers provide instructional support for students with an Individualized Education Plan (IEP).

District social workers are being utilized to make outreach phone calls and home visits to all identified foster students and those who qualify under McKinney-Vento as homeless. Part of the outreach interaction involves asking what barriers might be preventing access to education: connectivity or technology issues, mental health concerns, physical health concerns, food insecurities, or other relevant concerns. The social workers are providing families with community resources, setting up home deliveries for food pantry delivery, helping families connect with Housing Authority for housing assistance, engaging community partnerships to help provide for needs outside of the educational boundary (furniture, cookware, transportation, health care access, hygiene products, eye glasses, and medication – these are actual examples!). In the event that a social worker or school site team cannot complete the home visit, we have partnered with Sutter County Probation and they are sending officers out to do wellness checks and home visits. All interaction is logged in Aeries Intervention screen.

All families on current SARB contracts were contacted prior to the start of the school and will continue to be monitored by a SARB panel member with a personal phone call and/or home visit monthly. As part of our SARB meetings, we are also part of a county-wide multi agency team (county, YCUSD, mental health, CPS and Probation) that is addressing homeless students and providing additional resources to eliminate barriers to accessing education.

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

Description	Total Funds	Contributing
Administrators and teachers create and implement a distance learning model that includes daily virtual, interactive instruction and independent work, and daily intervention instruction blocks for transitional kindergarten through twelfth grade students with specific intention targeted toward the needs of those who have not yet met academic standards.	50,000	Yes
District and schools provide at-home access to technology and digital integration to support student learning through the procurement, maintenance, and replacement of Chromebooks	200,000	Yes

Description	Total Funds	Contributing
for every student and wireless hot-spots for those who would not otherwise have internet service.		
District and schools provide supplemental online programs and resources for all teachers and students to support effective virtual classroom instruction.	350,000	Yes
District and school administrators create and implement a professional development plan for general and special education teachers that includes training and coaching in effective virtual intervention strategies and integrated/designated English language development to address student learning loss that may have or will occur as a result of school closures.	1,500,000	Yes
District supports a comprehensive counseling program	1,200,000	Yes
Ensure a strong infrastructure for the technology needed for all models of instruction	3,000,000	No
Purchase of chromebooks and hotspots for online instruction	2,200,000	Yes
Purchase of supplemental online curriculum to support online learning	550,000	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.]

Specific student academic needs will be determined through a systematic cycle of assessments that include diagnostic assessments in both English language arts and mathematics administered at the beginning of the school year. Designated English learners will participate in diagnostic assessments made available through supplementary English language development programs at the elementary and intermediate school levels.

Because students in the Yuba City Unified School District participate in these assessments each year, results for continuing students can be compared with the assessments taken during the 2019-20 school year. A detailed analysis of assessment results can be conducted to determine appropriate groupings and instructional focus. Much of the pupil learning loss plan is incorporated with how our distance learning program is structured. The important factors in intervention of learning loss are identifying where it is occurred and developing a plan for filling the gaps. The first and most effective tool in the remediation of loss is the quality and qualifications/training of our district teaching staff.

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.]

Prior to the start of this school year, all Yuba City Unified teachers participated in professional development (PD) focused on learning loss, diagnostic assessment, and intervention resources. This PD was structured by grade level for Kindergarten, 1st, and 2nd grades and by grade span for 3rd-5th, 6th-8th, and 9th-12th. In these PD sessions, teachers were provided with strategies to address learning loss, a suite of diagnostic assessments (with protocols for online administration), and grade level specific digital and print intervention resources. While the district has digital interventions in place to support struggling students (examples include READ 180, System 44, iRead, & other current embedded digital interventions), we know the student's teacher providing daily targeted small group instruction is the most powerful intervention. Per the new Education Code, YCUSD's K-5th, 6th-8th, and 9th-12th distance learning schedules include daily intervention time for teachers to meet with multiple small groups to provide intervention (ELA and/or Math) to remediate learning loss and accelerate learning. The intervention groupings are fluid - teachers identify students based on diagnostic assessment, progress monitoring, and formative assessment as well as other factors that include students' English Learner status, low-socio economic status, foster care, and homelessness. Additionally, students access their assigned digital interventions for 20 to 30 minutes daily.

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.]

Specific student academic needs will be determined through a systematic cycle of assessments that include diagnostic assessments in both English language arts and mathematics administered at the beginning of the school year and two additional times throughout the year to monitor student progress and inform instruction for teachers.

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

Description	Total Funds	Contributing
District provides a diagnostic assessment system in reading and mathematics for kindergarten through eighth grade students that supports teachers with information on student learning loss, and progress to target individual needs.	60,000	Yes
District administrators and teachers provide English learners new to the United States (newcomer) with additional supports through instructional aides, and technology to assist with instruction and translation, and supplemental English language development programs.	650,000	Yes
School administrators and teachers provide English learners with additional supports through annual screening, progress monitoring, and an individualized plan for those close to becoming or identified as a long-term English learner (English learners in US schools for five years or more who have not made adequate progress in language proficiency).	20,000	Yes
School staff support students who face barriers to academic achievement by: <ul style="list-style-type: none"> *Monitoring progress using an early intervention. *Coaching students in developing goals and assessing their progress. *Collaborating with colleagues to address barriers to academic success. *Facilitating intervention supports and referrals to the Student Study Team (SST). *Assisting with outreach efforts for families to remove barriers to school participation. 	300,000	Yes
Daily class schedules that provide time every day for intervention with a certificated teacher	0	Yes
Purchase of additional online resources for students and teachers	300,000	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 district staff is committed to monitoring and supporting the mental health and social-emotional well-being of pupils and staff during the school year. Engagement and relationships are critical through all models of school reopening plans, and we acknowledge that each learning model can provide various challenges for students. The Counseling team will communicate with parents and teachers through district-wide telephone messages, emails, and texts on how to access resources from home. Counselors have developed social-emotional website with supports for students along with ways to gather data about students' needs and to drive intervention plans. Regular lessons on coping, resiliency, time management, study skills, and self-regulation have been developed and will be provided to students. To offer more tools for coping and problem-solving, teachers and counselors will access curriculum for students. Secondary counselors have created virtual office times for student engagement and the opportunity for in-person check-in and postings of information and resources.

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.]

Protocols to ensure ongoing outreach efforts have been developed. All classroom teachers, special education case carriers, counselors, parent liaisons, social workers, and school administrators personally contact families to determine students needs and ascertain if there are any barriers to student participation in distance learning. Each week classroom teachers collect data on student participation in virtual instruction and the completion of independent work. Teachers note students who do not participate for three or more consecutive instructional days. Teachers, case carriers, academic advisors, and school administrators personally contact families of students not participating in distance learning to identify the barriers to student engagement. Ongoing personalized support is provided to families to reduce or eliminate identified challenges. This includes, but is not limited to, motivational discussions with students and providing any needed academic support and supplies including technology equipment or services. Personal contacts include the use of translation devices or interpreters as needed.

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.]

During the school closure while all schools are operating under a full virtual model the Yuba City Unified School District will provide meals to students in a drive through, "grab and go" system available at all school sites. Child nutrition personnel involved in meal distribution follow safety protocols by wearing facial coverings and sterile gloves. Social distance is maintained during distribution by placing the meals on tables and trays adjacent to the curb so families could easily drive through and access them in a contact-free manner. This service is provided from 12:30-1:30 on all scheduled school days Monday-Friday at all school sites.

When our district is able to return to a hybrid model offering for families, some students will attend school campus and other will continue virtual instruction in accordance with their family's indicated preference. Part-time, on-campus instruction is referred to as the hybrid learning model and at-home, virtual instruction is referred to as the virtual learning model or independent study. Students participating in the hybrid learning model will pick-up their meals in a "grab and go" manner prior to departing from school each day. Families of students participating in the virtual learning model will continue receiving meals in a drive through, "grab and go" system available at school sites.

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

Section	Description	Total Funds	Contributing
Distance Learning Program (Continuity of Instruction)	District provides alternative educational settings for students such as Independent Study at Yuba City Independence Academy and an alternative program at Albert Powell High School to meet unique student needs and provide learning model options for families.		Yes

Section	Description	Total Funds	Contributing
Distance Learning Program (Continuity of Instruction)	Teacher leaders and district collaborate to pilot, adopt, and procure state-approved instructional materials in English Language Arts, Mathematics, Science, and History/Social Studies that are provided to all students.		No
In-Person Instructional Offerings	District and school administrators annually update safety plans and oversee facility maintenance and improvements. Thorough cleaning procedures have to be put in place for the 2020-2021 school year.		Yes
Pupil Learning Loss (Pupil Learning Loss Strategies)	General and special education teachers regularly utilize time built into the school year calendar (non student days, preparation periods, and minimum days) to collaborate with each other, identify the learning needs of every student, and plan for differentiated instruction.		Yes
Pupil Learning Loss (Effectiveness of Implemented Pupil Learning Loss Strategies)	Coordinators, specialists, and teachers on assignment collaborate and support general and special education teachers to assist with program implementation, data collection, intervention, and progress monitoring for students who have not yet met academic standards.		Yes
Mental Health and Social and Emotional Well-Being	District clinical counselors facilitate a counseling program and coordinated services to provide mental health supports at schools.		Yes
Pupil Engagement and Outreach	Administrators, teachers, counselors, social workers and parent liaisons promote and encourage home-school communication to engage families through:		No

Section	Description	Total Funds	Contributing
	<p>*Websites, auto-dialer system, newsletters, social media, Aeries portal.</p> <p>*Email which can be accessed on mobile or desktop devices.</p> <p>*Annual family conferences which provide information about student progress and targeted support/enrichment their child receives during academic instructional blocks.</p>		
Pupil Engagement and Outreach	Administrators, teachers, and academic advisors/student services assistants contact parents/guardians to engage under-served families in the decision-making process, determine school participation barriers for students, and provide personalized support to eliminate barriers.		No
Pupil Engagement and Outreach	School administrators and teachers utilize a multi-tiered system of supports which includes Positive Behavior Interventions and Supports (PBIS), bully prevention programs, and other means of correction to ensure positive school climates and wellness for all students.		Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
26.55%	\$27,160,868

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.]

The Yuba City Unified School District's student population is at a poverty rate of 73% and has an English Learner population of over 20%. The district focuses its supports on research-based best practices across all grades and content areas. Diagnostic, formative and summative assessments are used for progress monitoring and intervention support. The district rescinded for parent liaisons and social workers to ensure the availability of these staff to parents and students during this time. Services provided include, but are no limited to a provision of school supplies, access to a food pantry, chromebooks and hotspots, headphones, and personal hygiene products. All of these supports were delivered directly to families as needed or requested.

The Yuba City Unified School District supports students with increased and improved services including but not limited to the provision of the following:

- *Comprehensive counseling program
- *Parent Liaisons
- *Social Workers
- *Positive Behavior and Intervention Supports
- *Instructional coaches
- *Instructional aides
- *English Language Development teachers
- *Translators

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

The district student support staff work diligently to assure that all of our students in these categories receive services. Being a district with over 70% low income students, the district's entire program is tailored to these intervention and supports. English Learners have been a focus in recent years with the addition of English Learner Development teachers and new curriculum. The district has emphasized support to English Learners through distance learning efforts and reclassification. Sites have parent liaisons and outreach staff to help facilitate English Learners, Foster and Homeless programs to assure that not just educational needs, but also that the social-emotional and physical needs are being addressed adequately. When deficiencies are detected the SST process allows all stakeholders to involve themselves in creating wrap around services to support the learners. These service include academic support, technological support, devices, school supplies, meals, counseling services, translation services and other social services including the delivery of items as needed.

