



## 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.]

When Dixon Unified School District closed its doors to students and staff on March 13, 2020, the school community faced a challenge more far-reaching, novel, and disruptive than any other in the history of the organization. In our small community, schools are the foundational structure upon which other systems are built. They are the linchpin. An organizing force through which the academic, social, and health needs of our students are met. Losing school, therefore, challenged our community in a way that it had never been challenged before.

The sudden closing compelled DUSD to respond as quickly as possible to our students' continued needs. We immediately set up a food distribution system that carried our families through the summer. To meet our students' academic needs, we established professional development opportunities for our staff, identified online platforms to assist them in teaching students, and created structures for this learning to happen. We passed out hundreds of computers to students so they could continue learning at home. While certainly imperfect, students were able to continue accessing curriculum through the end of the school year. DUSD also continued to provide social-emotional and mental health supports by way of social-emotional learning curriculum and continued access to our mental health clinicians and counselors.

As the summer began and COVID-19 cases appeared to be waning in the state, we enthusiastically began to plan a physical return to school. This prospect provided hope to our staff, students, and families; hope that was sadly misplaced as the summer progressed and it became clear that Distance Learning would be our new normal for at least the beginning of the school year. Throughout the summer, the District engaged the community by having weekly Board meetings, parent meetings, and frequent dialogue with our bargaining units. These conversations resulted in a plan we call Distance Learning 2.0. This plan calls on our students and staff to be far more engaged than they were in the spring. In keeping with the mandates of SB 98, our students have daily interaction with their instructors and peers, and we have established ambitious amounts of time for synchronous learning to occur.

Finally, we felt it was critical we build in flexibility to our program. Flexibility that allows us to pivot if one of our structures isn't working, and flexibility to move to in-person instruction as soon as is safely possible. While we are 100% committed to providing the best Distance Learning we can for our students, we know that the best place for our kids to learn is in-person with their teachers. In order to transition to this model as efficiently and quickly as possible, we must have all health and safety measures in place, clear agreements with our staff about what this return will look like, and frequent communication with our families about ensuring a high quality and safe return for our students.

# Stakeholder Engagement

#### Board Meetings:

The primary means of soliciting feedback from stakeholders was the addition of six additional Governing Board meetings to discuss the 2020-21 academic year. These additional six meetings were done in conjunction with the regular bimonthly meetings of the Governing Board, all of which had agenda items that dealt specifically with this topic.

Beginning in early July, public interest in these meetings was high. At times there were hundreds of attendees, and public comments lasted well into the evening. Three Board meetings lasted over five hours, and two others lasted over three. No restrictions were placed on the number of speakers to ensure all who wanted to offer feedback had the opportunity to do so. One meeting had over 500 participants, and almost all exceeded 100.

#### Pupils and Families:

Parent and student participation in public Board meetings was ample. Additionally, the Superintendent of Schools led three community Town Hall Meetings to solicit feedback: one specifically geared toward elementary families, another for secondary families, and a third done entirely in Spanish. In total, over 619 parents, students, and community members participated in these sessions.

In the spring and early summer, DUSD also conducted a number parent surveys. These surveys sought information about students' experience with Distance Learning, how families wanted us to open schools, and explorations of different scheduling options for the 2020-21 academic year.

The LCAP was presented to the DELAC on September 1, 2020 for their input.

#### Teachers:

Teachers participated heavily in the Governing Board Meetings when the 2020-21 school year was discussed. Additionally, District and Dixon Teachers Association leadership met weekly beginning in early June to hear their ideas and concerns about schools. Finally, when the decision was made to open the year with Distance Learning, the District and DTA bargaining teams negotiated for three weeks an MOU amendable to both parties.

In late March, May, and June, teachers were surveyed by the District about their capacity with regard to Distance Learning and associated platforms, as well as their preferences for reopening schools. Teachers were also surveyed by their union, and their leadership shared these results with us as needed.

Prior to the school closure in March 2020, teachers from all sites were engaged in feedback sessions to prepare for the 2020-2024 LCAP. These sessions and the ideas espoused there formed the foundation for the District's initial work on this LCAP, and these ideas have been applied when possible in this plan.

**Classified Staff:**

Classified staff has been consulted throughout the closure and summer months through the Meet-and-Confer process outlined in contract.

**Administrators:**

Administrators had frequent meetings throughout the spring closure to monitor Distance Learning, discuss lessons learned from the original closure, identify appropriate professional development, and discuss resource allocations for programs.

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

All public meetings were conducted via Zoom. The District purchased the premium version of this product to allow up to 1,000 participants.

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

**Pupils and Parents:**

The feedback from pupils and families focused primarily on access to high quality curriculum and instruction. While people were appreciative of the efforts made by the District to implement a quality program in the spring, there was a clear message that students would need to be more challenged and supported in 2020-21. They desired for students to have more direct, synchronous contact with their teachers and peers, as well as clearly laid out schedules that specified when this would happen. These requests included accounting for students who receive specialized services, such as ELD, Special Education, Rtl/Intervention, and others.

In addition to these primary needs, pupils and families expressed the following needs:

- Continue to offer social-emotional and mental health supports.
- Access to technology, such as hardware, software, and network support.
- Consistent expectations for learning management systems and other programs within and across grade levels and schools.
- Clear grading and assessment policies.
- Safety measures to ensure student well-being upon a return to in-person instruction.
- After hours support to assist working families.
- Family training on technology platforms so they can assist students with school work.
- Counseling and other supports for high school students engaging in post-secondary planning.

## Teachers:

Teachers shared a desire for a more structured approach to Distance Learning 2.0, including more scheduled synchronous time with their students, and better defined protocols and process in which to operate. Furthermore, while teachers learned a tremendous amount about digital learning and its associated platforms during the spring closure, they shared a need to learn more through ongoing professional development and collaboration. Finally, teachers strongly urged plans which ensured, to the extent practicable, student and staff safety in the COVID-19 pandemic.

In addition to these primary needs, teachers expressed the following additional needs:

Continue to offer social-emotional and mental health supports for students.

Student access to technology, such as hardware, software, and network support.

Consistent expectations for learning management systems and other programs within and across grade levels and schools.

Family training on technology platforms so they can assist students with school work.

Additional technology applications to deepen student student engagement.

Continuance of high-quality specialized programs, such as RtI/Intervention, Special Education, etc. that are integrated into the Distance Learning schedule.

## Classified Staff:

Classified staff feedback focused primarily on ensuring safe work environments for their members, especially as many never stopped physically returning to work, and all 12 month employees returned to work in early July. In addition to this, classified leaders and staff shared their desire for professional development for staff in roles that directly supported students.

## Administrators:

Feedback from the administrative team in DUSD focused primarily on ensuring students have access to high quality instruction. To achieve this, principals and other leaders advocated for professional development of staff and access to technology for all stakeholders. Of course, ensuring safe work spaces for employees and students also registered as a priority for administrators.

In addition to these primary needs, the administrative team expressed the following additional needs:

Continue our journey to implement AVID Districtwide.

Continue to offer social-emotional and mental health supports for students.

Student access to technology, such as hardware, software, and network support.

Consistent expectations for learning management systems and other programs within and across grade levels and schools.

Family training on technology platforms so they can assist students with school work.  
Additional technology applications to deepen student student engagement.  
Continuance of high-quality specialized programs, such as RtI/Intervention, Special Education, etc. that are integrated into the Distance Learning schedule.

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

Expressed Need: Schedules which provide students consistent access to their teachers and other instructional supports daily.

Response: The agreed upon instructional schedules provide synchronous instruction to all students four days per week in three hour blocks. Additionally, elementary student engage in one additional hour of daily asynchronous learning, and secondary students participate in up to three hours of asynchronous learning.

Expressed Need: High quality instructional practices supported by professional development and staff collaboration.

Response: Staff has had the opportunity to participate in a number of professional development and collaborative activities since the initial school closure. In addition to support provided by our Technology TOSA, Elementary Math Coach, and ELD Instructional Coach, 62 staff members participate in the three day AVID Digital XP summer institute. 128 staff members participated in a training summit by the EdTech Team in early August, and scores participated in one hour optional training sessions led by the Technology TOSA at the end of the summer.

Additionally, as part of an MOU, the DUSD added three professional development days to the beginning of the school year so staff had time to learn more about instructional supports, collaborate, and refocus on our District Mission as we begin Distance Learning 2.0.

Finally, every Monday staff have an additional 120 minutes of collaborative and professional development time. We know that Distance Learning 2.0 will require us to continually look at our practices and structures through the lens of student achievement data. By creating a collaborative structure supported by professional development, we can ensure our teachers have the tools and time needed to implement a high quality instructional program.

Expressed Need: Student Access to Hardware, Software, and Network Support

Response: A District issued Chromebook is available for all students to engage in Distance Learning 2.0. Additionally, any student in need of network support can request and receive a portable network device paid for and provided by the District.

Expressed Need: Social-Emotional and Mental Health Supports

Response: All students kinder through 5th grade will participate in a weekly Social Emotional Learning lesson asynchronously recorded by Mental Health staff using the Second Step Social Emotional Learning curriculum. Students in need of additional support will receive synchronous instruction from Mental Health Staff for targeted small groups of students in each grade level Kinder through 8th Grade identified by each site's PBIS team. For students identified in Tier 3 as needing intensive school interventions can will be referred for weekly counseling online or over the phone, as well as consultation to staff and/or families.

Additionally, the District's Mental Health team and community partners will offer parent and community training to help cultivate the social and emotional competencies of all students. Parent will also have access to mental health staff and community liaisons through a virtual wellness center to assist in accessing support and resources from community agencies with a focus on both the student and the family as a whole.

Expressed Need: Access to technology to augment curriculum in the virtual learning environment.

Response: The District has purchased premium versions of a number of applications, such as EdPuzzle, GoGuardian, and Pear Deck, among others, to support teachers in their efforts to create more engaging lessons for students. Moreover, specific professional development has been offered for each of these programs to ensure their effective use and implementation.

Expressed Need: Training of families to better support students learning in the home.

Response: The District posted a number of parent resources prior to the 2020-21 school reopening. Additionally, live classes were offered in the days leading up to school. A hotline for families struggling with technology was set up and staffed beginning the first day of school. Site parent liaisons and technology specialists at the sites are also available to guide families struggling with any aspect of technology. Additionally, the first weeks of school were dedicated to training students how to "go to school" in Distance Learning 2.0, which worked to reduce the amount of training other members of the household required.

Expressed Need: After-hours support for students whose parents work during the instructional day

Response: The District has budgeted funds for this service. Site and District administration are currently working on a plan to roll this out as quickly as possible. Once a plan is germinated, stakeholders will be consulted to solicit feedback on design.

# 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.]

Like most districts in the state of California, by mandate DUSD will open in a Distance Learning model. Nonetheless, it is our hope to transition to some version of in-person learning as soon as it is deemed safe to do so by public health officials.

The primary way DUSD has positioned itself to offer classroom-based instruction when possible is by creating instructional schedules which function in the Distance Learning and Hybrid/Limit Return models. Students and staff will be able to maintain their same daily schedules when this transition is possible, which we believe will be critically important for our families navigating this challenging situation.

Additionally, we have initiated the conversation at the Board level about prioritizing student groups to bring back first if that becomes an option. The student groups that surface as the most critical to target for return include:

**Primary Age Students:** Students in this grade band typically struggle the most with technology, thus making Distance Learning more challenging for them. Furthermore, they have less independence at home, and therefore require more support from family or other adults caring for them. This creates a real equity question for us, as we know that some of our students are in daycare situations which are not conducive to much individual attention, or come from households where knowledge of technology and/or pedagogical practices is limited. In addition to academic development, students in the primary grades need access to their peers in order to progress socially. These are the grades where students learn how to go to school, and the skills they learn in K-2 influence the rest of their academic careers. Finally, these years are critically important for students learning to read. As a District we have committed significant resources to ensuring struggling readers have the support they need, and the very best way to provide this support is in-person when possible.

**English Language Learners:** DUSD has a high percentage of English Learners across grade spans. Prioritizing this group for return will be essential to ensuring they continue to progress with regard to English acquisition. Common sense tells us that this is true for newcomer learners with very limited English. However, we also believe that targeting long-term English learners, especially in the secondary grades, provides us with an opportunity to close the language gap these students have traditionally experienced in our system.

**Students with Disabilities:** Meeting the IEP goals of students with disabilities is always an ambitious undertaking that requires us to leverage many resources; this task is even more challenging (though not impossible!) in a Distance Learning model. Therefore, prioritizing students receiving Special Education services when classroom-based instruction becomes an option will be a key to mitigating potential learning loss for this group.

**6th and 9th Grade Students:** Prior to the COVID-19 pandemic closure, DUSD recognized that a vulnerability in our systems to support students is when they transition to middle school (6th grade) and high school (9th grade). While most students managed these transitions effectively, too many did not, especially those from our student groups who have traditionally struggled in our system. Our middle school and



high school programs also take steps to acculturate their incoming students to their sites by implementing routines, building school pride, and support students social-emotional growth in these key formative years. While both CAJ Middle School and Dixon High School have done a great job orienting their incoming students in 2020-21, the Distance Learning model makes these types of tasks far more challenging, and so our staffs and leaders are eager to welcome these students back when possible.

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

Description	Total Funds	Contributing
Items related to ensuring a safe return to school. Examples include whole room foggers, electrostatic sprayers, sanitizers, carpet cleaning, PPE, Plexiglass dividers, portable hand washing stations, and additional signage.	\$714,237	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.]

DUSD is providing a continuity of instruction that ensures pupils have access to high quality learning experiences by focusing on Instructional Schedules, Curriculum, Instructional Supports, and Assessment Practices.

Instructional Schedules:

Our first step in ensuring continuity of instruction was to create instructional schedules which balance the need for students to be engaging synchronously with their teachers, while also acknowledging students cannot simply be glued to a screen for seven hours of continuous instruction. Additionally, we felt it was critical to create instructional schedules which would allow us to move seamlessly to a hybrid in-person learning model (where only half our students would be on campus at a time to ensure social distancing) as this is the most likely method of delivery when students are allowed to return to campuses.

At the elementary level, students will engage in three hours of synchronous learning four days per week, with an additional hour of asynchronous learning on these days. One day per week, students will do three hours of asynchronous learning with an hour of office hour support. Students are divided into "A" students, who will have their synchronous learning activities in the morning, and "B" students, who will have synchronous learning in the afternoons.

At the secondary level, students will attend half their classes synchronously each day, and the other half of their classes the following day. For the classes they do not synchronously attend they are to do asynchronous work. This schedule does two things: (1) during Distance Learning, teachers are only working with half their classes synchronously, which will allow them to manage these learning environments more effectively, and (2) when students are able to return in a hybrid model they will do so following the same schedule to which they are accustomed.

In the Alternative Education setting, students will attend all their classes synchronously four days per week. This is possible due to the age of the students and the smaller class sizes.

#### Curriculum:

DUSD will use its Board adopted standards aligned curricula as the foundation for Distance Learning 2.0. We know that there are many canned scripted curricula available for purchase, and we have made a deliberate decision to move in a different direction. Why? First, very few of these programs can demonstrate outcomes we feel we can standby, due primarily, in our estimation, to a lack of quality, rigor, and engagement. Moreover, we have Board adopted curricular programs in which we have invested significant resources, both fiscal and human. And when we return to in-person learning, our expectation is that students will be working with these materials. Transitioning from a scripted curriculum to our traditional curriculum will be an additional burden for students and teachers. Finally, these canned programs are very limiting for our teachers. We believe they are our best resource to ensure high-quality Distance Learning, and stifling their creativity in favor of a middling program would be a disservice to our students and the professionalism of our teachers.

The most challenging aspect of using our current curricula as the foundation of our work will be pacing. In the Distance Learning model students will be attending class for fewer hours per week. In order to compensate for this, and to provide "access to a full curriculum of substantially similar quality regardless of the method of delivery", DUSD and teachers will be focusing first on high yield, high leverage essential standards which allow students to be successful in their current grade level, as well as subsequent grade levels and courses.

While our adopted curriculum does form the foundation for our work in Distance Learning, we know that the virtual learning model compels us to deliver this curriculum by utilizing new and innovative applications made possible by instructional technology. As such, DUSD purchased applications, such as Pear Deck, Go Guardian, Screencastify, and Ed Puzzle, among others, to ensure our teachers and students have access to those programs which make the delivery of our curriculum fun, relevant, and rigorous. This includes providing initial and ongoing professional development so that these programs work in concert with, and never master to, the curricular focus of a given lesson or unit.

#### Specialized Learning Supports:

DUSD is committed to continuing to serve students who merit access to our specialized learning programs so they can fully access grade level curriculum. As such, all such programs, including elementary Rtl/Reading Intervention, English Language Development, and Special Education, will continue to be programs to which our students have access. The instructional schedules account for student needs with regard to all of these programs and reflect our commitment to ensuring all students graduate college and career ready.

## **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.]

DUSD is a 1-1 Chromebook District. Chromebook distribution began last spring when the school closure began, and continued as we reopened schools in August. In addition to providing hardware to all students, families in need of Internet connection have been provided MiFi wireless connection devices. Multiple devices are available for families with more than one student in the household to ensure connectivity is rapid enough to support all virtual learning activities.

## **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.]

Students are expected to attend all mandatory classes and check-ins as required by their teachers. Attendance/Participation will be taken during both in-person and in virtual learning environments. Teachers will document Daily Student Attendance/Participation (secondary 6-12 will take period attendance/participation). Teachers enter positive attendance on AERIES daily documenting if students are Distance Learning Engaged, Distance Learning Not Engaged, or Absent. Students who are marked absent are contacted by office attendance clerk and staff makes adjustments as necessary based on parent/guardian phone calls and emails. Based on documentation in AERIES and Google Classroom a weekly engagement record documenting synchronous or asynchronous instruction will be logged for each student.

Student participation in asynchronous learning will be measured by students attempting, completing, and/or turning in assignments, participating in assessments, commenting on chat boards, contacting the teacher during office hours, time-on-task logs in Go Guardian, and feedback on video, audio, technology, or print materials.

Participation of students in synchronous instructional minutes will be measured by students attending live in person instruction sessions on Zoom, Google meets, or similar platforms. If a student connects and attends a class via Zoom or another learning platform the teacher documents that student as Distance Learning Engaged. Students who do not attend live, synchronous classes will be marked absent and are contacted by office attendance clerk and staff makes adjustments as necessary based on parent/guardian phone calls and emails.

Office staff and school administration will identify which and how many students have a history of missing 20% or more of school, or who are at risk due to other major challenges which typically impact attendance such as involvement in child welfare, the juvenile justice system, and/or homelessness, among others. These students will participate in Tier 3 interventions such as SARB, referral to appropriate service agencies (e.g. social services, human resources), counseling, housing, and health services.

## 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.]

DUSD has provided ample professional development to staff to support the distance learning program. These include:

**AVID Digital XP:** AVID Digital XP is a three-day conference where teachers and leaders learned strategies to integrate high-leverage student engagement techniques into the digital learning environment. 68 DUSD staff members attended in the Summer of 2020. Staff who attended were compensated for their time as this training fell outside their contracted days.

**Local Professional Development:** DUSD used its Technology Teacher on Special Assignment (TOSA) and other expert practitioners to deliver professional development in a variety of instructional technology tools, such as Google Classroom, Zoom, EdPuzzle, Pear Deck, and Go Guardian, among others. These trainings began in mid-July and continued through the end of August. Staff who attended these sessions were compensated for their time as they fell outside their contracted time. The TOSA continues to be available to support staff in their growth in instructional technology.

**EdTech Team Summit:** DUSD offered staff access to the EdTech Summit in early August. 128 staff members attended the summit to improve their ability to deliver instruction via digital platforms. Staff who attended were compensated for their time as this training fell outside their contracted days.

**Professional Development Days:** DUSD added three days to the work year for certificated staff to attend three days of professional development the week prior to the start of school. Sessions were provided by the EdTech Team, consultants from instructional technology platforms with whom the District has contracted, and social-emotional learning support professionals. Additionally, teacher teams were provided time to work collaboratively to apply their learning as they planned for student return.

**Ongoing Professional Development:** When designing the instructional schedules, stakeholders recognized that Distance Learning would require ongoing iterative professional development to ensure our staff has the support they need to meet our Mission of college and career readiness for all students. As such, each Monday an additional 120 minutes of non-instructional time has been built into teacher schedules to receive professional development, collaborate, and plan. Moreover, the District remains committed to providing professional development from inside or outside resources as need surfaces during Distance Learning and as we prepare for the return of in-person instruction.

## Staff Roles and Responsibilities

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

The District is working through ongoing negotiations process with our classified bargaining unit to determine the scope of work that they perform as a result of COVID-19 and during distance learning that will look different than their regular or normal job duties during a traditional school year. Through this process, the Parties will be able to identify the roles and responsibilities for each classified group. For certificated

staff, roles and expectations are articulated in the MOU agreed upon subsequent to the Distance Learning announcement, although changes to the essential duties of certificated staff members were limited.

## **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.]

**English Learners:** Students identified as English Learners will continue to receive designated ELD instruction using our adopted ELD curriculum in synchronous and asynchronous settings 5 day a week. Our ELD coach and site EL leads have created a series of videos that cover the entire lesson sequence in a minimal amount of time. This will allow teachers to focus on their students' language production both in oral and written form. We have purchased additional materials to aid our teams in creating engaging and relevant lessons for Distance Learning. Additionally, a cohort of our middle and comprehensive high school teachers and administrators will attend EL Achieve's Constructing Meaning Institute in order to enhance their ability to design and deliver integrated ELD lessons in the core content areas.

**Migrant students:** Migrant students will continue to receive services outlined in the District Service Agreement in a Distance Learning format. Our programs include Afterschool Intervention for students in grades K-5 focusing on improving English language skills, particularly reading and writing. Additionally, after school tutoring for students living at the Dixon Migrant Camp will continue via Zoom. We will also continue to offer our Summer School Program though the format has not yet been determined.

**Struggling Readers:** DUSD staffs each elementary site with a cadre of highly trained reading specialists to provide reading intervention to struggling readers. Identified students receive small group intensive reading support so that they can access curriculum and we can begin closing the achievement gap for our students. Overall, those served by this program tend to come from student groups traditionally vulnerable in our system, such as socioeconomically disadvantaged students and English Learners. The Distance Learning model has compelled us to be more flexible in how we are delivering this service, and we remain committed to providing elementary reading intervention to meet the needs of our pupils with unique needs.

**Homeless/Foster:** Students will be provided with necessary instructional supplies, including technology and a MiFi if needed. Parent Liaisons reach out to families to connect them with any community resources that may be needed. Students will not receive unexcused absences if they are not able to attend synchronous learning times if it related to illness, a connectivity or technology issue. Teachers will follow up with students and families to ensure that they are able to access what they missed in the event they miss instruction. School staff will work with social workers to ensure that foster youth and families are engaged and connected, are in communication with the school when an issue arises and are being provided additional academic support when needed. Upon return to school in a hybrid model students will be provided free bus passes to access transportation if needed. Identified students receive small group intensive reading support so that they can access curriculum and we can begin closing the achievement gap for our students.

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

Description	Total Funds	Contributing
Professional Learning for staff to increase effectiveness of Distance Learning.	\$268,560	Yes
Parent Education Activities Specific to Virtual Learning	\$5,500	Yes
Contracts for online platforms to augment Distance Learning curriculum and instruction, such as EdPuzzle, Screencastify, Pear Deck, etc.	\$30,000	Yes
Social-Emotional Learning Curriculum	\$15,000	Yes
Additional Curricular Resources and Materials to Supplement Curriculum and Instruction	\$50,000	No
Collaboration Time to Update Site PBIS in Distance Learning	\$20,000	Yes
After Hours Intervention to Support Working Families During Distance Learning	\$46,000	Yes
Mental Health Clinicians	\$333,958	Yes
Loving Solutions and Parent Project	\$1,000	Yes
Rtl/Intervention Teachers	\$728,852	Yes
Additional Designated ELD Instructors	\$420,137	Yes

Description	Total Funds	Contributing
Technology Hardware and Software to Support Distance Learning	\$199,900	No
WiFi Access for Homes	\$40,500	Yes
Instructional Technology TOSA	\$77,558	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.]

DUSD's Mission "is to close the achievement gap by preparing all students for college and career readiness and success in global society." To meet this Mission in the COVID-19 era, we must leverage all available resources to address the learning loss we know occurred in 2019-20, and which potentially will occur in 2020-21.

The first step to mitigating this loss is by identifying it, which requires us to implement assessment systems which yield timely and accurate results.

At the elementary level, all students are assessed in ELA using the BPST (primary), and the STAR reading assessment. Additionally, students identified as struggling readers are assessed using the Fountas and Pinnell assessment so that staff have a deeper understanding of individual student needs. English Language Learners are further assessed using the robust assessment system built into our adopted designated ELD curriculum (EL Achieve), the results of which are analyzed by teachers with the assistance of the ELD Instructional coach. In elementary mathematics staff has spent the past two years building and implementing a rigorous and engaging curriculum guide anchored by high quality assessments. With the assistance of the math coach, these assessments are being modified to reflect needed changes in the pacing of the curriculum, and to be more appropriate for Distance Learning.

At the secondary level, assessments are done at the department level. Prior to the school closure, DUSD had plans to pilot a number of third party assessment systems to improve our practice in this area. These plans were tabled in order to begin Distance Learning, but it remains our plan to pilot assessments in 2020-21.

## 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.]

DUSD will use the following actions and strategies to address learning loss and accelerate learning for identified students:

### AVID Districtwide:

Prior to the COVID-19 pandemic, DUSD committed to implementing AVID across the District. In Distance Learning 2.0 and beyond, AVID remains our most critical system to address the persistent achievement gap we see in our kids. AVID touches everything: culture, instruction, systems, and leadership. It compels us to work each of these critical elements to ensure our students graduate college and career ready. Well over 100 of our current staff members are AVID trained, including 68 who attended AVID Digital XP this summer to learn how to apply AVID strategies in Distance Learning. At its core, AVID asks us to examine all our practices to weed out those which are counterproductive to our mission, and implement those that will allow our students to thrive.

### Rtl/Intervention:

DUSD staffs each elementary site with a cadre of highly trained reading specialists to provide reading intervention to struggling readers. Identified students receive small group intensive reading support so that they can access curriculum and we can begin closing the achievement gap for our students. Overall, those served by this program tend to come from student groups traditionally vulnerable in our system, such as socioeconomically disadvantaged students and English Learners. The Distance Learning model has compelled us to be more flexible in how we are delivering this service, but we remain committed to providing elementary reading intervention to meet the needs of our pupils with unique needs. Anderson and Gretchen Higgins are also able to offer primary math intervention for students in need.

### Designated ELD:

Our designed ELD program will continue to be structured by grade level band and student English language proficiency level. Students will receive ELD instruction 5 days a week in both synchronous and asynchronous formats. Kindergarten EL students will be assessed then grouped by proficiency level. EL students in grades 1-5 will begin the year in the same ELD groups as last spring. Teachers will begin the year with the last unit of the previous year's ELD curriculum to ensure no language gaps are created. After the completion of that unit, students will be assessed and regrouped based on their new English language proficiency level. Our ELD Coach and Site ELD Leads will adapt the ELD pacing guide for grades K-5 to ensure that students have access to the entire curriculum thus eliminating the risk of creating language gaps. Secondary students will be grouped by ability and enrolled in designated ELD courses.



### Constructing Meaning:

In addition to providing English Learners with high quality designated programs, DUSD recognizes that English Learners need high quality linguistically appropriate instruction throughout their day. This is especially important at the secondary level as English Learners move between different instructors and subject matters throughout their day. In order to address this need, DUSD has initiated training in Constructed Meaning by EL Achieve, which is an instructional system whereby teachers deliver high quality ELD strategies in their specific content areas. This work dovetails exceptionally well with our AVID work (both focus on collaboration, accountable student talk, reading, and writing strategies), our designated ELD system, and explicitly addresses the achievement gap traditionally seen in our system, and which has been exacerbated by the COVID-19 pandemic.

### After Hours Tutoring:

DUSD has budgeted funds to implement after hours tutoring for students in need. This is in response to stakeholder input, especially from working parents, who may not be available to work with their students during school hours to support their students. The model and method by which this support will be provided is currently being built.

### Math Coaching:

DUSD will continue to support math achievement by employing a full time math instructional coach. The focus of this work this year has expanded to include the middle school program. This is in response to student achievement data, as well as stakeholder feedback. Specifically, the coach will work with teachers to implement high quality curriculum and instructional practices which are shown to improve overall student achievement. This is especially important for our low-income and/or English Learner students who have consistently struggled in the DUSD math program.

## 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.]

DUSD uses a number of measures to evaluate the effectiveness of the actions and services provided above.

**AVID:** DUSD, in partnership with AVID Center, completes the AVID Coaching and Certification Instrument (CCI) twice annually at each school site to measure the effectiveness of implementation. The CCI is a rubric which provides guidance to leaders to more effectively systematize AVID within school sites and across the District, and it asks schools to think explicitly about how it is reaching unduplicated students.

**RtI/Intervention:** Students are assessed throughout the year using STAR and Fountas and Pinnell. These results are evaluated by the site leader, SCG Coordinator, classroom teacher, and RtI teacher to evaluate next steps for students. Additionally, the District has developed a classroom observation rubric to measure fidelity to the program design, and to provide teachers with feedback on their work with students.

Designated ELD: Students are evaluated at the end of each unit. The results are input into a centralized system to monitor progress. EL Achieve also provides instruments to measure program implementation, including a classroom observation rubric to ensure teachers are instructing the program as they were trained. The EL Instructional Coach follows up with teachers as needed.

Constructing Meaning: As with the Designated ELD program, EL Achieve has built-in rubrics to assist teachers and leaders with program implementation.

After Hours Tutoring: As this program is under construction, specific measures have not been identified. We will certainly measure student participation in the program, and will look to identify pre- and post-assessments so we can speak to overall effectiveness.

Math Coaching: The math coach keeps a record of how many teachers he has consulted with. Pre- and post-assessment data is available at the intermediate grades and is being built for the middle school grades.

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

Description	Total Funds	Contributing
Math and ELD Coaches	\$248,001	Yes
Assessment Programs (IO, Ren. Learn, Fountas and Pinnell)	\$35,336	No
AVID	\$125,000	Yes
Additional Rtl/Intervention Support to Mitigate Learning Loss in 2021-22	100,000	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 Dixon Unified School District staff identified three essential areas to support students, families, and staff in addressing their social emotional and behavioral health needs. The first element is focused on the training needs. It is critical to understand the five competencies of Social Emotional Learning (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making), understand our own SEL skills, and develop skills to teach SEL to our students. Prior to Distance Learning, staff participated in Social Emotional Professional Development throughout the 2019-2020 school year. Professional Development for this school year included trainings on Identifying Child Abuse and Neglect and Mental Health Needs in a Virtual Environment and Building Relationships through Distance Learning. Staff will continue to be provided professional development throughout the school year during their Common Planning Time (CPT) on Mondays. Parents can also participate in monthly training via Zoom.

The next element is to ensure that our Positive Behavior Interventions and Supports (PBIS) are in place and fully implemented to support students and staff in Transitional or Distance Learning models. In addition, this creates a structure for PBIS and SEL to be integrated at each school site. PBIS teams will continue to participate in coaching, professional development and monitor site data. Mental Health staff will record and push out asynchronous learning lessons using our Second Step SEL curriculum in Kindergarten through 5th Grade. For our Tier 2 students needing additional supports, they will participate in live small group instruction. Students referred through the mental health referral process and identified as needing the most intensive supports will receive weekly counseling or behavior support from our Mental Health Clinicians, school psychologists, or behaviorists. Staff will also make referrals to outside agencies.

The third element focuses on supporting staff and student wellness. We recognize that staff are experiencing stress and trauma and that we need to make sure we are physically and emotionally supported so we can provide our students with a quality educational experience. Students will have access to our Mental Health Team and support from outside agencies. School staff and parents can make a referral to our Mental Health Team by completing a referral. Finally, staff will monitor student emotional well-being through online screenings and surveys.

## **Pupil Engagement and Outreach**

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

Daily pupil engagement will be tracked through daily synchronous learning in Kindergarten through fifth grade. In secondary pupil engagement will be tracked in a combination of synchronous and asynchronous learning. Examples of asynchronous learning can include but are not limited to class assignments, assessments, participation in small group instruction and office hours. Daily pupil engagement will be entered as daily attendance every morning. Weekly pupil engagement will be tracked as participation and will be entered at the end of each week on Friday.

Pupil engagement and outreach will be monitored, tracked, and documented in our student information system. Documenting this information in our student information system will allow district staff to generate reports to identify trends, areas of strength, and areas of growth of pupil engagement. Parent liaisons will conduct outreach for all students with a focus specifically on the following subgroups: ELLs, Low SES, McKinney Vento, Foster Youth, Students with Disabilities and Students with Section 504 plans. When pupil engagement is identified as less than 25% for the week, school staff will intervene and seek to work with the family directly to increase engagement. School staff will work with the family to determine the cause and provide suggestions to increase and to remove barriers that are impacting the student's ability to participate.

#### Outreach

When students miss daily synchronous learning, parents/guardians will be required to verify the absence. Distance learning codes have been created to accommodate for absences that are atypical to when students are attending school in person. School staff will outreach to students and their families when they are absent from daily synchronous learning. Interpretation services are available for school staff to communicate with families whose home language is not English. Each school site has a parent liaison that can act as a live interpreter who speaks to the parent directly.

The identified school staff who will conduct outreach are: classroom teacher, attendance clerk, parent liaison, mental health clinicians, special education case manager, school counselor, and school administrators. Outreach strategies have been delineated in a tiered model. The number of missed online interactions in synchronous learning will determine the outreach strategy. As the number of missed online interactions increases, the level of outreach and involved staff members changes.

When students miss up to 2 days of synchronous learning, the classroom teacher will provide:

1. Outreach directly to the parent/guardian through phone calls, emails and or text messages during and outside of the daily school schedule. The classroom teacher will determine the reason for the absences and inform other school staff should the family require a higher level of support.

The classroom teacher will enter outreach information in the student information system.

When a student misses up to 3 missed days of synchronous learning in a week or 5 missed days of synchronous learning in a month, the classroom teacher or attendance clerk and/or the parent liaison will:

1. Phone calls, text messages through Remind and emails outside of the daily school schedule to determine the reason for the absences and remove barriers if able to avoid future absences.
2. A virtual or phone meeting check-in with the family and provide an opportunity for the family to share and discuss the reasons for the absence.
3. Complete a mental health referral if the child is in need of mental health support in order to be re-engaged with synchronous learning.
4. Refer family to local organizations to assist with providing families with resources for basic needs.
5. Coordinate outreach efforts with local organizations for basic needs to eliminate barriers that would impact the student's engagement.

Staff will enter outreach information in the student information system. If the student obtains 3 unexcused absences, truancy letter #1 will be generated. When a student misses up to 5 missed days of synchronous learning in a week or 12 missed days of synchronous learning in a month, the community liaison, parent liaison, school counselor, mental health staff, special education case manager and/or school administrator will:

1. To Contact individuals listed on emergency card
2. A virtual or phone meeting check-in with the family and provide an opportunity for the family to share and discuss the reasons for the absence.
3. Conduct a socially distant home visit and provide a door hanger with contact information for the family.
4. Refer family to local organizations to assist with providing families with resources for basic needs.
5. Coordinate outreach efforts with local organizations for basic needs to eliminate barriers that would impact the student's engagement.

Staff will collaborate with families to determine the reason for the absences and remove barriers if able to avoid future absences.

## 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.]

All school sites will offer daily breakfast and lunch service for all students that meets all state and federal nutrition guidelines. This service will be in place during Distance Learning and in-person learning, when applicable.

## 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
14.02%	\$3,572,720

### 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.]

Professional Learning for Staff to Increase Effectiveness of Distance Learning:

All stakeholder groups expressed a need for improving practice during Distance Learning as a result of their experiences at the end of the 2019-20 school year. In particular, EL, low-income, and foster youth, and other vulnerable student groups benefit from highly engaging, rigorous, standards-aligned content, which must be supported by high-quality, iterative professional development activities. Making this

work accessible for all students is critical to meeting our Mission to graduate all students college and career ready. Examples include AVID Digital XP, EL Achieve Training, EdTech Team Training, and software specific training.

#### Parent Education Activities Specific to Distance Learning and Loving Solutions/Parent Project:

All stakeholder groups advocated for ensuring parents are properly trained to support their students during Distance Learning. At the Parent Town Hall meetings held in July 2020, this was a consistent theme, in particular at the session held all in Spanish. Moreover, we know that our EL and low-income parents tend to have less experience utilizing educational technology, as well as familiarity with how our schools function, how to advocate for their students, and how to monitor their academic success. These parent education activities are designed to demystify educational technology, give them the language to effectively advocate for their students, and provide strategies for keeping track of their student's academic progress.

#### Contracts for Online Platforms to Augment Distance Learning Curriculum and Instruction:

While DUSD is utilizing its Board adopted curriculum as the foundation for academic work, there is a clear need to use the online platforms available to make school work more engaging, clear, and rigorous. By providing teachers access to these tools, they can differentiate with more facility, implement strategies and techniques consistent with UDL, and formatively assess student progress in real time. These platforms are especially important when serving English Learners, low-income and foster youth students as these student groups benefit from lessons designed to meet their learning needs, allow for multiple ways to demonstrate growth, and assessment which surfaces their learning needs efficiently so that teachers may address gaps quickly.

#### Social-Emotional Learning Curriculum, Collaboration Time to Update Site PBIS in Distance Learning, and Mental Health Clinicians:

DUSD is committed to ensuring social-emotional and mental health of our students. Substantial resources have been allocated to ensure students in need receive appropriate tiered intervention to meet their needs. This service is especially critical for students from socio-economically disadvantaged families. In particular research around Adverse Childhood Experiences (ACEs) shows that children from poverty are far more likely to endure traumatic experiences than their counterparts. These experiences have been shown to have life-long effects, including lower educational attainment and outcomes, limited employment opportunities, and delayed brain development, among others (Centers for Disease Control). With this research in mind, providing access to mental health clinicians, professional development strategies to improve the social-emotional and behavioral health of students, PBIS, and curricula to improve Tier 1 social-emotional instruction, are all Actions/Services which principally serve the needs of our Low Income students.

#### After Hours Intervention to Support Distance Learning:

Extending the school day is a proven method by which systems can make progress closing the achievement gap. In Distance Learning, this is especially true for students whose families work, or who are otherwise unable to fully assist their children with schoolwork. By providing students access to more time, and doing it at a time when working parents can participate with their children, DUSD is providing an

important opportunity for our most vulnerable students and families to fully access their education during Distance Learning. This need was expressed strongly at the parent Town Hall meetings, especially at the session conducted in Spanish.

#### RtI/Intervention Teachers:

Elementary Intervention Support is provided schoolwide at each school in a way that allows for unduplicated count students to receive small group instruction in accordance with the ELA Frameworks guidelines on “Multi-Tiered Systems of Support” (MTSS).

#### Additional Designated ELD Instructors:

Services to Elementary English Learners will be increased and improved through the addition of a full-time ELD Teacher at each school. The extra person enables smaller and more leveled groups of English Learners during Designated ELD.

#### Math and ELD Coaches, and Instructional Technology TOSA:

The Elementary Instructional Coaches will improve services to English Learners, Low Income Students, and Foster Youth by helping teachers to implement classroom practices such as engagement strategies that will help these targeted students gain more access to the common core curriculum. Coaching will include support on how to organize lessons so that differentiated small group instruction is targeted to students’ academic needs. Additionally, as part of DUSD’s Differentiated Assistance process with the Solano County Office of Education in 2017-18, the District recognized a clear need to more explicitly address curricular and instructional expectations. These coaches work to clarify these expectations for all staff to ensure consistent, rigorous, and engaging content designed to meet the needs of our students is delivered throughout the district.

The Instructional Technology TOSA is instrumental in training staff on using the technology to engage students. Without this service, staff would not be as adept modifying lessons so they are engaging, relevant, and appropriate for all learners, but especially English Learners, foster youth, and low-income students.

#### Districtwide AVID:

AVID is now embedded at all six DUSD sites. The Mission of AVID and DUSD is to ensure all students graduate college and career ready. Beginning early in a student's academic career is critical to their later academic success. Per [avid.org](http://avid.org): “By teaching and reinforcing academic behaviors and higher level thinking at a young age, AVID Elementary teachers create a ripple effect in later grades. Elementary students develop the academic habits they will need to be successful in middle school, high school, and college...” While all students will benefit from AVID Elementary, this action principally impacts EL, Low-Income, and Foster Youth students as currently they are disproportionately not achieving grade level expectations at the elementary level, which hampers their ability to access college preparatory coursework at the secondary level, meaning they are less likely to graduate college and career ready.



At the secondary level, AVID elective classes at CAJ and DHS will help prepare first generation students for college. Low income students and EL/RFEP students will be targeted (as well as Foster Youth and students with exceptional needs) as the instructional, cultural, and systematic changes inherent in AVID schoolwide are principally designed to ensure students from underserved backgrounds receive the support they need to be successful in school. Expanding and embedding AVID schoolwide will increase services to English Learners, Low Income Students and Foster Youth by providing support for these targeted students to prepare for college and career.

#### WiFi Access for Homes:

Our experience in the spring of 2020 taught us that many English Learner, low-income, and foster youth lacked sufficient internet access to effectively distance learn. DUSD had made available for any student who requests one a portable WiFi access device to meet the needs of these students.

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

In order to increase or improve the services to foster youth, English Learners, and low-income students during the COVID-19 school closure, DUSD has focused its efforts on effective staff development and coaching, ensuring students have access to needed technology, a continued emphasis on AVID districtwide, structures to ensure struggling readers have access to the services they need, additional English Language Development support, and engaging parents so they can fully partner with staff during Distance Learning.

Each of these focus areas directly supports our mission, which states DUSD will close the achievement gap by preparing all student for college and career readiness and success in a global society. "All students" in Dixon means a significant amount of low-income and English Learners, as well as small but important to serve group of foster youth pupils. If we are to live our Mission, then we must implement actions and services which specifically address their needs. Our discussions with stakeholders and the subsequent planning kept these students at the fore, and Distance Learning 2.0 is accounting for their needs. We are seeing staff engage students with effective learning techniques that are responsive to the needs of all students. Students have access to technology which allows them to access learning, regardless of their families' ability to pay for it. Specialized services, such as RtI/Intervention for elementary literacy and small group instruction, continue for our students remotely. AVID continues to be a foundational program for our District, one that is impacting the way all of us approach our work to serve our most vulnerable students. And we continue to recognize our need to effectively partner with all parents, and have dedicated resources to do this more effectively.