



# Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Curtis Creek Elementary School District	Terri Bell Superintendent	tbell@ccreekmustangs.com 209-533-1083

## General Information

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

Curtis Creek School is a single school district in the Sierra Nevada Foothills. The COVID19 pandemic has affected the entire Curtis Creek school community and drastically altered the lives of our students, families and staff. The unexpected closure of school on March 16th has impacted the social, emotional, physical and educational needs of our students. The pandemic has caused high levels of stress and anxiety for our entire community. Families are experiencing loss of income, food insecurities and health uncertainties. Our students have been

isolated and separated from support and services normally provided by our school. Staff have experienced a disruption in traditional methods of instruction delivery.

Students, families, and staff have also had to take on new roles due to school closures. Parents, guardians and caregivers have taken on increased responsibility as co educators with students at home during distance learning. Staff have altered curriculum pacing, monitored student participation remotely and connected with families weekly. Working parents and staff found that balancing professional and personal responsibilities a daily challenge.

Connectivity continues to be burdensome for families in the Curtis Creek area. Even though devices were provided to families, maintaining a stable connection is not always possible. Hot spots are backordered but have yet to arrive. Each student has a device at home for distance learning.

Over 52% of our students are identified as socioeconomically disadvantaged and qualify for free and reduced lunch. CCSD maintained a weekly food distribution to all families in our community from March until June. Each meal bag contained five breakfasts and five lunches per child each week. As school began again on August 19th we continue to serve our weekly meals to all children in our Curtis Creek households.

## Stakeholder Engagement

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

CCSD's stakeholder (students, parents, certificated staff, classified staff, management, school board) engagement regarding distance learning and reopening planning began in March and has continued throughout the development of this plan. Information gathering included the development of an Essential Team Task Force (3/15, 3/18/, 3/25, Wednesday weekly to present) a Parent Reopening Task Force 5/22, 6/10, 6,17, 6/24, 7/15, 7,29, 8/5, 9/2), surveys (April, June, August) weekly ZOOM meeting with county superintendents and Tuolumne County Public Health officials, a town hall hosted by a county supervisor (July 9), weekly meetings with stakeholder groups and continued feedback and conversations with staff and families. Additional sources of input include board member comments, feedback from surveys, and public comments on school reopening board items. Weekly Zoom meetings were held on Tuesdays at 2:00 for all certificated staff. Wednesday mornings Zoom meetings were held for classified staff. Throughout the 27 weeks since we closed our doors we have been meeting with both of our bargaining units, CSEA and CCFA. We had both units agree to a spring COVID19 MOU and we are currently working on another MOU from both units for the 2020-2021 school year. All input gathered was used by staff to inform our ongoing planning and is reflected in this document.

Staff made weekly contact with families via email, phone, or text from March 16-June 5. We checked for health concerns, food insecurity, connectivity and technology needs. Teachers spoke with students via Google classrooms and kept office hours for parent and student interactions. We kept data sheets on the contacts made and reached out further if a family was not heard from each week.

Both the Essential Team (School Secretary, Assistant Principal, Principal, Superintendent, Maintenance Operations/Transportation Manager, Payroll Clerk/HR, Food Service Manager, and CBO) and Parent Reopening Task Force (Special Ed parent, Classified paraprofessional parent, Curtis Creek Academy parent, Primary parent/private daycare provider, Parent Club president, Afterschool PM Club director, Principal, Superintendent, Board member, Payroll/HR, School Secretary, and Transportation manager) continue to meet to discuss next steps in our reopening plan.

As Spring semester began a parent survey was sent out via Connect-Ed to all parents asking for information regarding need for devices, connectivity and food. The results showed that about 5% of our families had no internet at all. Many of our families have the internet but living in the mountains brings stable connectivity issues. A device was checked out to each student who needed one. If problems arose we swapped out devices. We checked out 249 devices in the spring.

Meal distribution began and the numbers increased each week until the end of school on June 5th. In conjunction with Tuolumne County Superintendent of Schools Office, teachers from all over the county designed and shared Extended Learning Opportunities (ELO) to support daily distance learning activities.

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

Meetings were held remote via the ZOOM platform. Stakeholders can login into the meetings and view the presentation and see the presenter live. Stakeholders also can call into the presentation using a phone. During the presentation, stakeholders can speak and ask questions. Questions are then answered live during the meeting. A chat option is also available and feedback is given via the chat. Weekly meetings on Zoom always have a chat window and questions are welcome during the discussion. Certificated and classified as well as Task Force meetings are open discussion formats. The meetings, and surveys held from March through August provided input and feedback to meet the health and safety needs of our community. The information received is presented in our Learning Continuity and Attendance Plan which will be presented for a Public Hearing at our school board meeting on September 15, 2020. The following meeting will be seeking adoption of the LCAP.

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

CCSD's stakeholder feedback has provided valuable insights, recommendations and questions. These addressed experiences during the spring school closure, distance learning and in-person instruction. These issues are not only related to the pandemic but may have been highlighted during the pandemic.

Weekly feedback was provided to our teachers during our spring school closure. Parents were feeling the strain of being at home and being in the middle of, and unprepared for our first attempt at distance learning. We provided devices and supported Extended Learning Opportunities but the parents were requesting more rigorous instruction, grading and accountability with daily work. We continued our closure in two week increments, always hoping for the reopening that never came. As the school year wound to a close, graduations were not held and festivities were cancelled. Planning continued throughout the next twelve weeks to design a better, more robust, user friendly distance learning/hybrid approach come fall.

6-16-20 Parent Survey: 136/301 unduplicated households responded

- \*64.7% stated that their child would return to school based upon the safeguards that would be in place
- \*63.2% preferred Option 1 hybrid (two-day rotation with half the students) rather than Option 2 hybrid which was four full days
- \*40.4% needed a device
- \*78.7% have internet access
- \*77.9% approve of temperature
- \*73.5% no masks for students... \*68.4% no masks for staff
- \*63.2% no physical distancing needed
- \*54.4% desired to group students in smaller cohorts
- \*61.8% will not use bus transportation

We took these results and along with our Public Health guidelines developed our hybrid reopening plan. We will be on a two day rotation, devices ready to be checked out, masks for staff and 3rd-8th grade students, 6 foot physical distancing has been set up in the classroom as well as around campus. We are staggering lunch and recess schedule.

Town Hall Meeting, July 9, 2020...a Tuolumne County supervisor chaired the countywide ZOOM meeting...in attendance were the County Superintendent, Public Health Officer, school superintendents, school board members and about 300 community members and parents. The meeting provided insight from Public Health that our schools would be safer if we began school in the fall in a distance learning model, with a hybrid to follow depending on community disease transmission. The community wants the school to reopen with less safety protocols in place.

Following this meeting a Reopening Plan was submitted to Tuolumne Public Health. It was approved by Public Health and CCSD's governing Board in August. All plans appear on our website and have been shared with all stakeholders as well. Our plans are fluid and continue to be revised and edited based upon board requests and community disease data.

Back to School Survey Staff: 35/48 staff responded

- \*63% of staff would return with a A/B hybrid model prior to October 12th
- \*37% would return depending on the data available at the time of suggested return.

Over 50% of our staff would return to in-person instruction, with the other percentage of staff wanting to see community data before committing to return.

- \*77% of our staff would be willing to COVID-19 test at no cost to them.

Staff are committed to providing rigorous curriculum no matter the delivery style. Staff are working diligently to make strategic changes in delivery and use of technology to communicate academics as well as to stay connected to our families. We continue to talk with the bargaining units to complete our Fall COVID19 MOUs. We meet weekly with certificated staff to continue to refine our reopening schedule.

Back to School Survey Parents: 168/301 unduplicated parent responses...56% of our parents responded to our Back to School survey.

- \*79% would return with a hybrid schedule prior to October 12th
- \*79.8% would return full time on campus prior to October 12
- \*67.3% do not need transportation

Based upon this information the CCSD Governing board approved remaining in distance learning until September 25, moving to A/B hybrid on September 28, and then on to full in-person instruction on October 12, 2020.

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

Our stakeholder input received throughout our closure and through the summer months has significantly influenced the direction of our Learning Continuity and Attendance Plan. A clear plan was developed and shared with all stakeholders. Our plan has a schedule, teaching and learning, and health and safety sections as well as additional details around face coverings, food service chrome books and IEP and 504 accommodations. Online programs were renewed or newly purchased to facilitate distance learning programs. These programs will address student learning loss, and student academic progress monitoring. Teachers and staff received professional training through TCSOS training opportunities with such programs as Google classroom, ZOOM and Nearpod.

Custodians have continued to work since our March school closure as essential workers and have prepared the facilities with the necessary classroom adjustments in preparation for the cohort model moving into full in-person instruction. Disinfecting, and cleaning our facilities as well as developing procedures and cleaning schedules. Physical distancing markers, signage and traffic flow markers were placed around campus. Handwashing stations have been placed on all of our yards, screening for staff takes place in the District Office, student screening stations will be set up in three locations to prevent gatherings and appropriate PPE for staff and students have been purchased.

A COVID-19 Preparedness Plan was developed and is posted on our website and has been added to our Comprehensive Safety Plan. Health and safety protocols and procedures will be explicitly taught to staff and students. Maintenance of outdoor areas for staggered recesses and lunches will include new tables, and pop-ups.

All teachers have made contact with each student and their family. Academic schedules and work packets have been exchanged weekly since August 24. Schedules include synchronous (in real time through distance learning) and asynchronous (learning same material at different times/locations) teaching, teachers office hours, student participation records, an engagement form and a p.e. log.

Parents have the teacher daily office hours to ask questions or give comments. They may also call the school or district office for any needs. Tutorials on Google classroom and Zoom were made available on our website. The Essential Task Force called all families at the end of the school year and asked about families, their food needs, technology support and concerns for the new year.

# 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.]

Due to the global COVID19 pandemic school will look much different than previous years due to the new health and safety measures. Curtis Creek has developed three different plans to ensure that our staff is prepared to provide our students with the best learning opportunities possible. Implementation of our learning plans will be based on the status of the virus in our community and the ability to adhere to the mandates, recommendations and guidelines set forth by the State of California, Center for Disease Control, the Tuolumne Public Health Office and a decision from the Curtis Creek School District Governing Board. CCSD board approved Distance Learning from August 19-September 25th. On September 28th CCSD will move to Hybrid learning and will fully reopen to all student in-person learning on October 12th.

The first return to in-person instruction is a Hybrid model which is based upon a cohort philosophy. Each classroom has been modified to adhere to the 6-foot physical distancing guidelines. Extra furniture and items have been removed from the classrooms to allow for 14 student desks to be appropriately placed. Plexiglas desk shields will be in place for the teacher desk or table, individual removable shields will be on desks for students TK- 2nd grade classrooms. Each classroom has been divided into an A and B cohort, based upon geographical living areas. The school week will be divided into the A cohort attending on Mondays and Tuesdays, while the B cohort is at home on distance learning; Wednesdays will be an all distance learning day to allow for teacher preparation, professional development and collaboration and deep cleaning; the B cohort will attend on Thursdays and Fridays with the A cohort at home on distance learning. This offering will be for those families that are choosing in-person instruction.

Some families may choose to continue an all distance learning instructional model for safety and health reasons. These families may enter our Curtis Creek Academy or be offered to remain on our current distance learning plan.

The school day will begin in three locations on campus with a paraprofessional supporting temperature screening, sanitizing stations, and a grab n go breakfast. Parents must remain in their vehicles until the screening station has been completed by their student. The campus has a designated movement plan that will avoid large gatherings and congested spaces. Para professionals will be available to monitor student cohorts as they have recess, lunch and outside activities. CCSD is participating in the Community Eligibility Program. All students will receive a free breakfast and lunch. Meals will be eaten in class cohorts either in classrooms, the gym or in designated outdoor spaces.

Standards-based grade level instruction will focus on essential learning standards. Students will be assessed through formative and summative assessments. Progress monitoring will be charted and shared with parents regularly. Academic supports to address learning loss will be monitored by staff and assigned intervention supports in math and reading. Digital curriculums have been purchased so that intervention and skill practice will be uninterrupted when on distance learning. Devices have been purchased so that students may keep their checked out device at home while being able to have a designated device for in class use. All students with IEPs or 504s will be closely monitored and supported through their IEP goals or 504 accommodations. Supports may be in-person, virtually, 1:1, or in small groups. Certificated staff will continue to hold office hours during all instructional models.

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

Description	Total Funds	Contributing
One additional temporary certificated staff to fill in during absences, support cohort physical distancing and intervention needs. September-January-June	\$50,867	Yes
Purchases to upgrade technology services and support: chrome books, Google licenses, and printing supplies	\$49,213	Yes
Purchase of Personal Protective Equipment (PPE) and materials to ensure safety and adherence to health protocols for students and staff...desk shields, office Plexiglas barriers, thermometers, masks, hand sanitizer, and PPE boxes	\$8,651	Yes
Additional custodial hire: 1.25 hour position and an 8 hour position	\$50,814	Yes
Hygiene supplies, hand washing station rentals, temperature check system Ennvoy, pop ups/umbrellas	\$9,872	Yes
Counseling services	\$58,672	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.]

Curtis Creek School is focused on providing a continuity of learning to all students during the school year in all models of instruction; distance learning, hybrid and in-person. Input from stakeholders continues to inform the development of our comprehensive plan. We have developed a system that includes distance learning coupled with work packets. These work packets are exchanged weekly for the next week's work. Curriculum for all models is based upon our district adopted materials (Journeys K-5, Study Snyc 6-8, Great Minds Math K-3, and 7-8, Envisions Math 4-6, TCI 5-8 Social Studies, current Science pilot with Amplify and Mystery Science) All teachers will use Zoom, and Google classroom to provide consistency to families and students. Digital curriculum was purchased to be used during any model of instruction. Art, Music and Physical Education is worked into the weekly schedule. Each grade level has a daily schedule which was shared with families and care providers in order to provide consistency in delivery. Staff training was provided in July and at the beginning of school training and support was offered to families and caregivers. A balance between synchronous and asynchronous is being maintained. Zoom time is age and grade appropriate and the weekly work packets allow for a different mode of instruction. Daily office hours are provided by each teacher. These office hours allow for questions, further explanations and caring conversations especially during distance learning.

### 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.]

A survey was sent out to assess access and equity in regards to distance learning. 48% of our families' needed a device. Every student who requested a Chromebook when they picked up their first work packet on August 24 was checked out by a device. Our needs assessment showed that our community needed 15 Hotspots which have been ordered. We have continued to provide information in securing internet service. Families who speak limited English were contacted by a bilingual liaison and support is ongoing. A district tech support person answers questions and supports teachers and families through a tech ticket system. When students return to hybrid or in-person instruction the checked out Chromebook will stay at home and a device will be available for in school instruction. Additional devices were purchased to fill in classroom needs for in-person instruction.

## 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.]

CCSD will track student's daily participation during distance learning using the CDE Pupil Daily Attendance and Weekly Engagement Form. Charted data will include: participation in online activities, completion of work packet assignments, completion of assessments, and family and teacher contact. If a student does not participate in distance learning and direct contact will be initiated.

The Weekly Engagement Record will be completed with synchronous and asynchronous instruction. Time values will be recorded and the minimum minutes of instruction will be tracked:

TK-K 180 minutes per day...3 hours

1st-3rd 230 minutes per day...3 hours and 50 minutes

4th-8th 240 minutes per day...4 hours

All teachers have set up Google classrooms and have a set schedule with assigned times for both synchronous and asynchronous instruction, as well as daily office hours. Teachers use ZOOM to provide live online instruction. Digital curriculum is also used ( Moby Max, Iread, XXXX)are being used to support the district adopted curriculum. Digital assessment programs are being used to assess student achievement to monitor and record academic progress such as: STAR reading, Moby Max, DIBELS and XXXX. The reports generated from these programs will allow teachers to monitor student progress, adjust instruction to meet learning gaps, and provide targeted instruction in small groups, or 1:1. Parents will be able to see academic progress data which is something that our families expressed they wanted to see more of this year.

Per CDE requirements, teachers will determine the time value given for the completion of independent assignments. Teachers will review the weekly engagement record and communicate which students are not meeting the required instructional minutes. Families will be notified of absences recorded. Administration will make a connection with the family if a student has missed 3 days per week.

## 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.]

Professional development is more important than ever as we move into developing new rigorous distance learning instructional strategies. Staff attended training provided by Tuolumne County Superintendent's Office which offered sessions in Google classroom, Goggle Meets, and Nearpod as well as other relevant distance learning topics. Special Education teachers have met via ZOOM on a weekly basis to discuss and train on best practices in IEP implementation.

## Staff Roles and Responsibilities

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

Staff roles and responsibilities have been significantly impacted. COVID-19 continues to demand new protocols for learning and safety. The responsibilities of staff members will continue to change as we move from one instructional model to the next. Continued training will be

necessary as our year progresses. Teachers are not only teaching students but parents who need training and technology support. We continue to be proactive by providing ongoing training, practice and support for all staff. Support staff are shifting roles to assist in areas of need such as food service, custodial and the creation of work packets. All staff have increased their training and awareness of human trafficking, suicide prevention and COVID-19 protocols. Each staff has the responsibility to screen in daily and follow masking, physical distancing and hygiene protocols.

## 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.]

Our students with unique needs (EL, Low income, homeless, foster youth) have been offered devices, technical assistance when needed and support to access digital instruction. We continue to make contact with all students daily. Our bilingual liaison reaches out to families to keep communication and needs current.

All students with unique needs will continue to have access and support of their IEP team who will regularly monitor student progress on goals and share with families at progress report time. All supports will be in place for academic, behavioral and social emotional connections. Special education teachers will provide supportive assignments to supplement weekly work packets for differentiated and integrated lessons. Students also have the opportunity to receive extra help from staff during daily scheduled office hours. Unique students with a 504 or receiving IEP services have teachers and support staff available to support daily needs. Extra ZOOM meetings, county service providers and school staff work continually to provide equal access to those in special learning situations.

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

Description	Total Funds	Contributing
Webcams, hot spots, student folders and supplies, teacher supply increase, staff laptops	\$36,364	Yes
Purchase of distance learning curriculum and support materials: Zoom educator, Nearpod	\$4,425	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.]

CCSD recognizes that due to our school closure and immediate shift to distance learning in March of 2020 our students may have a level of learning loss. This possibility was addressed as soon as school resumed in August by having each teacher spend several weeks to review previous year's curriculum. We also purchased several digital programs to gain baseline data and monitor progress. This data will guide teacher instruction. Teachers are using essential state standards which will provide direction and focus on learning and learning gaps. Targeted digital assessment tools such as Moby Max, DIBLES, and Star Reading will be used to gather learning and skill mastery data. Professional development opportunities and weekly teacher collaboration will be provided for teachers to facilitate appropriate instructional development. These strategies will help mitigate any realized learning loss.

## 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.]

Daily check-ins along with ZOOM meetings, and work packet assignments allow students different modes of learning and expression. Enrichment activities (art and music) will be scheduled into each grade level weekly.

## 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.]

CCSD will monitor baseline data and measure effectiveness as we move further into our school year.

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

Description	Total Funds	Contributing
Purchased support materials to address learning loss; Starfall, Spelling City, Fast Forward, Moby Max, Iread	\$11,295	Yes
Tutoring support from certificated staff	\$11,025	Yes

Description	Total Funds	Contributing

## 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.]

Our school psychologist, Behavioral Health support personnel, school counselor (upon hire) and other resource staff members will provide additional support and services to assist with their social emotional needs. In our small district all staff prides themselves on being connected to our school community. Social/emotional needs are provided with caring supportive adults. Family and caregiver outreach continues daily with special arrangements and support for any family that has suffered hardships such as homelessness or a move during this time. Our goal is to keep our students enrolled at CCSD.

For various reasons families may choose to attend Curtis Creek Academy or remain on distance learning with support of a CCSD teacher. As the needs of families arise we will continue to work with each individual family and meet their needs academically, behaviorally and social/emotionally.

We will make a purposeful effort to promote a positive attitude no matter what configuration instruction takes during 2020-2021. It is real school with a focus on attendance and learning. Regular check-ins and follow ups will reinforce that attendance and learning are being monitored and there are expectations for success.

## 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.]

CCSD sent out several surveys, weekly parent letters and district messages on our ConnectEd system. Spanish speaking families have their connections made by our bilingual liaison. Classroom teachers called and emailed every student prior to the start of school and continue to

have daily interaction with their students. CCSD works with TCSOS, Behavioral Health and Center For a Nonviolent Community for extra resources and support. If a lack of contact materializes, administration will follow up and may use the School Attendance and Review Board (SARB) to offer community support to families.

We have had a change in administration and realignment in our teacher team leadership. We will continue to develop our tiered reengagement strategy system as we move through our varying instructional models this year.

Positive Behavior Intervention Support (PBIS) strategies will be used to provide positive encouragement to students. Rewards and incentives will be used to highlight attendance and learning benchmark achievements.

## 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.]

CCSD is excited to be able to continue participation in the Seamless Summer program that provides meals to all students. During our closure we served 25,870 meals in the twelve weeks we were closed. That number alone indicates that our families have food insecurities and benefit from our meal distribution. During distance learning we have Monday meal distribution (5 breakfasts and 5 lunches) from 11am.-1pm. Once our hybrid model begins we will have meal service at school as well as pick up for students that are still distance learning. Upon return to full in-person instruction we will offer a grab n go breakfast at our screening station and lunch will be on a staggered schedule so that physical distancing and cohorts will still be maintained.

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

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Positive Behavior staff training, implementation and incentives/rewards	\$10,000	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
10.87%	424,654

### 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 needs of Foster Youth, English learners and low-income students make up 10.87% of Curtis Creek School District, these students are always a priority. The biggest areas of need for these students are in the acquisition of food, technology support specific to devices and connectivity, mental health support services, additional school supplies and transportation needs. The district's food service program provides daily meals to students and provides food to families that request. Curtis Creek sent many surveys over the last 5 months, so we could better understand the connectivity needs of our families. We distributed devices to all families that needed them. We helped assist parents in applying for internet service and helped those who needed technical support to prepare for distance learning. Mental Health services are conducted through teacher referral and assessment from a counselor from Behavioral Health.

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

Programs for our Foster Youth, English learner and low income students are improved by increased technology through the delivery of Chromebooks, internet hot spots, door to door food service delivery and home school supplies. Professional development for staff and supplemental materials to increase learning support of CORE curriculum has improved services for our students during distance learning.

